

**Assessment on Contribution of Sheger Youth Centre of Family
Guidance Association of Ethiopia for Youth Empowerment,
Central Ethiopia**

MSW Dissertation Research Project

(MSWP - 001)

Prepared By

Daniel Gebremedhin Asfaw

**Indira Gandhi National Open University
School of Social Work**

May 2013

Addis Ababa, Ethiopia

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Daniel Gebremedhin Asfaw

Enrollment Number: 109100751

Project Supervisor

Sebsib Belay (Mr.)

Senior Researcher and Lecturer

**Indira Gandhi National Open University
School of Social Work**

May 2013

Addis Ababa, Ethiopia

Declaration

I hereby declare that the dissertation entitled **ASSESSMENT ON CONTRIBUTION OF SHEGER YOUTH CENTRE OF FAMILY GUIDANCE ASSOCIATION OF ETHIOPIA FOR YOUTH EMPOWERMENT, CENTRAL ETHIOPIA** 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.

Place: Addis Ababa, Ethiopia

St. Mary University College

Date: May 11, 2013

Signature: _____

Enrollment Number: 109100751

Name: Mr. Daniel Gebremedhin Asfaw

Address: Addis Ababa, Ethiopia

Phone Number: +251920497774

Certificate

This is to certify that Mr. Daniel Gebremedhin Asfaw, 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 Work Entitled **ASSESSMENT ON CONTRIBUTION OF SHEGER YOUTH CENTRE OF FAMILY GUIDANCE ASSOCIATION OF ETHIOPIA FOR YOUTH EMPOWERMENT, CENTRAL ETHIOPIA** which he is submitting is his genuine and original Work.

Place: Addis Ababa, Ethiopia

Signature: _____

St. Mary University College

Name: Mr. Sebsib Belay

Date: May 11, 2013

Address: Addis Ababa, Ethiopia

Phone Number: +251911165264

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Yeah, when I was studying social work, I learnt about the importance of human relation expressed in many forms and managed to prove it true through the people around me while conducting this research. Thank you all! I keep on praising God for giving me such a strong social capital which made this research possible.

Starting from the first contact I had made with the Family Guidance Association of Ethiopia to conduct this research in Sheger Youth Centre, the willingness and supportive involvements of all the staff members and volunteer youth I had met at each level is worth to be acknowledged for making this research work plausible.

Finally, I would like to express that it's the innate potential of the youth population which has inspired me to decide and undertake this research. I hope this research may have a role, though a drop in the ocean, in supplementing the different initiatives to realize the empowerment of the youth.

List of Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ASRH	Adolescence Sexual Reproductive Health
AU	African Union
CSE	Comprehensive Sexual Education
CSOs	Civic Society Organizations
CYE	Cycle of Youth Empowerment
FGAE	Family Guidance Association of Ethiopia
FGD	Focus Group Discussion
HIV	Human Immuno Deficiency Virus
IGAs	Income Generating Activities
IGNOU	Indira Gandhi National Open University
IPPF	International Planned Parenthood Federation
MARPs	Most at Risk Population Groups
MDGs	Millennium Development Goals
MoWCYA	Ministry of Women, Children and Youth Affairs
NGOs	Non-governmental Organizations
PICT	Peer Initiated Counseling and Testing
PSGs	Peer Support Groups
PSPs	Peer Support Promoters
RH	Reproductive Health
SRH	Sexual Reproductive Health
STDs	Sexually Transmitted Diseases
STIs	Sexually Transmitted Infections
SWOT	Strength, Weakness, Opportunity and Threat
TVET	Technical and Vocational Education and Training
UNDESA	United Nations Department of Economic and Social Affairs
UNESCO	United Nations Education, Science and Cultural Organization
UNFPA	United Nations Fund for Population Agency
UNICEF	United Nations Children’s Fund
VCT	Volunteer Counseling and Testing
WYAMH	Wise Youth Action Mobilizers for Health
YAM	Youth Action Mobilizers
YMCA	Young Men’s Christian Association

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Abstract

This study assessed the contribution of Sheger Youth Center of FGAE for youth empowerment. The conceptual framework of the study recognizes the long existed socialization institutions in developing countries are not transforming with the pace of the rapid social change process of the 21st century and youth center service providers need to take a supportive role in empowering the youth. The study employed both quantitative and qualitative research methods. The data collection work is conducted through direct interview, key informant interview, FGD and document review. Accordingly the major finding of this study shows the service rational, the service components and the service organization of Sheger Youth Center are making a significant contribution for youth empowerment. Moreover the service orientation of the Youth Center framed with international perspectives make the services relevant to address the challenges of the youth emerging with the social change process. However, the study finding shows the need to give further attention for establishing network and partnership between the long existed socialization agents (like family, religion, peers, education and community) and youth centers for addressing all the components of youth empowerment. Finally, the study also has an implication for academicians and practitioners to emphasis on the impact and level of influence the emerging social service sectors like youth centers have on the overall development of the youth population.

Key: Social Change, Developing Countries, Assessment, Youth, Youth Centre, Empowerment, FGAE, Addis Ababa

Chapter One

Introduction

1.1 Background of the Study

Africa is getting younger than ever before as the home for the majority of the youth population around the world and this trend is expected to continue even in the years to come. This is further confirmed in the Report of 17th Ordinary African Union Summit held in Malabo, Equatorial Guinea beginning from 23rd June to 1st July, 2011. The report stated that ‘in Africa, youth make up roughly 40% of the population - age 15-35 as defined in the African Youth Charter - making Africa the most youthful continent’ (African Union, 2011). Thus any development programmes designed for the empowerment of this group of the population needs to be the priority of all actors of the continent to ensure the renaissance of Africa in the long term. The holistic development of this group of the population as the majority, productive, energetic, creative and enthusiastic population group have the implication not only for ensuring their personal growth but also for the renaissance of the continent.

However, missing this group of the population in the development priorities of the continent will have a double effect of putting the majority of the youth population at risk of being exposed for different social evils as well as the core of the continents human capital will remain untapped to the developmental efforts of the continent. In relation to this, the 2007 World Development Report of the World Bank emphasized the significance of working on the youth saying ‘making sure that they are well prepared for their futures—as workers, entrepreneurs, parents, citizens, and community leaders—is thus enormously important to the course of poverty reduction and growth. As human development is cumulative and missed opportunities to invest in and prepare

this generation will be extremely costly to reverse, both for young people and for society’ (World Bank, 2007).

In realizing the strategic importance of the youth population for the renaissance of the continent, the African Union already declared the year from 2009 to 2018 to be the African decade of the youth which emphasized on the need to accelerate youth empowerment programmes for sustainable development. In the Plan of Action for The African Decade of The Youth; youth empowerment is conceptualized in a way that:

Young people are empowered when they realize that they have or can create choices in life, are aware of the implications of those choices, make informed decisions freely, take action based on those decisions and accept responsibility for the consequences of their actions. Empowerment also means having the ability for supporting enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others. These enabling conditions fall into major categories such as an economic and social base; political will, access to knowledge, information and skills, adequate resource allocation and supportive legal and administrative frameworks; a stable environment of equality, peace, democracy and positive value system (African Union , 2011).

Generally, from the above explanation on the concept of youth empowerment in the Plan of Action for The African Decade of the Youth ensuring the psychological and social development of this group of the population should be one of the major concerns of youth development workers. That is, to empower and prepare the youth through direct programmes on their personal development as well as creating conducive environment in which empowered youth can live comfortably and contribute for the development of their community is vital. In this regard, the Mentoring Fact Sheet on Understanding the Youth Development Model Published by the U.S. Department of Education Stated, ‘most youth workers and educators consider economic independence, intellectual and social competence, personal satisfaction, and physical and psychological well-being to be significant measures’ (US Department of Education, 2007). Towards this end Competence, Confidence, Connection, Character and Caring and Compassion

are taken as the five key expected outcomes of youth development works. Thus all the targeted objectives of youth empowerment programmes can be effectively realized with a well capacitated youth population group that can use the opportunity as well as the responsibilities coming with the empowerment scheme.

The Mentoring Fact Sheet on Understanding the Youth Development Model further explained on how those five key expected outcomes on youth development can be achieved; which is ‘only with significant support from the entire community - family, friends, schools, and other community institutions’ (US Department of Education , 2007). However, the rapid social change processes observed in urban settings of most developing countries are significantly affecting the long exited influential role of their socialization agents on the development of their young generation. In spite of the fact these institutions are not transforming themselves to the level anticipated to cope with the change process which poses a big challenge on the planned youth empowerment programmes at different level, unless and otherwise different coping strategies are sought in advance.

Recognizing the need for a holistic and more coordinated effort in realizing youth empowerment schemes and the challenge emerging with the declining significance of traditional socialization institutes; this research project focused on assessing the contribution of existing platforms in Sheger Youth Centre for youth empowerment in urban settings and came up with suggestions for future actions to further improve the quality and type of their services with empowerment perspective. That is; by hooking the service of youth centres with the most significant social institutions in the larger community; youth empowerment programmes in the continent can

definitely get an impetus in the long term addressing all the components of youth empowerment programmes.

1.2 Statement of the Problem

In the Development Agenda of the 21st century the youth population is found in the front line getting the attention of the politicians and many other development actors for their strategic importance. As it is stated by the Director General of UNESCO ‘the recent years have seen increasing global awareness and acceptance of the need to mobilize the creativity, vision and unique perspectives of young people for the present and future development of our societies’ (UNESCO, 2004). This emphasis is further reflected through the different initiatives taken by different national, regional, and international organizations having priority for the empowerment of the youth population; like the United Nations’ ‘World Action Plan for Youth to the Year 2000 and Beyond’, ‘the African Youth Charter’ of the African Union and the National Youth Policy of different countries including Ethiopia.

This issue of working on the empowerment of the youth population is more reflected in the development agenda of most developing countries with the emerging demographic reality observably dominated by the youth population and expected to grow more in the future. The African Union affirms that in its Youth Charter stating that it is ‘convinced that Africa’s greatest resource is its youthful population and that through their active and full participation, Africans can surmount the difficulties that lie ahead’ and recognized that ‘youth are partners, assets and a prerequisite for sustainable development and for the peace and prosperity of Africa with a unique contribution to make to the present and future development’ (African Union, 2006).

But how to approach this target group in recognition for their strategic importance becomes the central issue of debate with reference to their diversified nature in different societal settings in different nations. ‘Given the diversity among youth and their families, the complexity of the process of human development and the dynamic nature of community life, no single approach is adequate to address all of these challenges’ (Small et al., 2004). ‘Historically, a primary function of youth programmes was rehabilitation or containment (e.g., keeping youth off the streets). An initial shift from these risk-based preventive approaches was in the direction of fostering healthy youth development and capacity building through active community participation’ (Small et al, 2004) In addressing this gap positive youth development approaches have been expanded to incorporate a focus on youth empowerment.

However, even if priorities are given for youth empowerment programmes; still the focus is biased towards economic empowerment. Empowerment programmes targeting the psycho social development of the youth did not get enough emphasis in the programmeing of different youth empowerment schemes, even if it is equally important with the other components of empowerment. In contrast the rapid social change processes are significantly affecting the social platforms where the psychosocial development of the emerging generation of the youth population used to take place and affecting their overall socialization process.

Anthony Giddens (1990) explained the trend by saying that ‘the modes of life brought into being by modernity have swept us away from all traditional types of social order, in quite unprecedented fashion’. He continued and stated that ‘the changes occurring over the past three or four centuries - a tiny period of historical time - have been so dramatic and so comprehensive in their impact that we get only limited assistance from our knowledge of prior periods of

transition in trying to interpret them'. Among those major driving forces of this rapid social change process globalization plays a pivotal role touching every sphere of life which is believed to be 'no country, institution or individual can keep aloof from this megalith, transcending the cultural and political boundary of nations' (Gracious, 2010). Therefore the effects of this social change process driven by the forces of globalization practically observed in all systems and subsystems of the society, and are manifested differently in different social groups. These are more reflected in redefining and restructuring different social institutions – like family and religious institutions - existed throughout the history of human society. Thus, they are not transforming themselves with the pace and direction of the change process which has been underway elsewhere in the world including Africa and Ethiopia.

Those youth empowerment programmes which are overlooking this aspect of the youth population's developmental gaps will definitely pose a challenge in ensuring their empowerment objectives with its holistic nature. Many available pieces of literature related to youth empowerment argue that the holistic nature of the strategy has been mostly emphasize and focusing on the social, economical and the psychological components of the youth population which need to be the significant target of empowerment oriented interventions. That is, the psychosocial development of the youth population is conceived as one of the major components of youth empowerment scheme, on the one hand and the declining influence of the long existed socialization institutions with the rapid social change process. Attempt to find the best alternative which is supplementing the psychosocial development of the youth should be taken as a major area of concern as far as youth empowerment programmes are expected to achieve their objectives.

On the other hand, most studies on youth development family, school and peer groups are considered as the major settings in which the socialization and development of the young people occur. Yet, this vision of youth development fails to capture certain vital aspects of young people's lives in which the youth spend a significant portion of their time engaged in leisure activities. Moreover, the potential contribution of leisure time engagements of the youth population for the empowerment programme are overlooked in many of the empowerment programmes as a strategic intervention area to ensure the holistic development of the youth population. On the contrary being cognizant of the strategic importance of youth centres, as one of the youth friendly leisure time service providers in urban settings, it is important to further consider their contribution to supplement empowerment programmes as part of the bigger social system.

Regarding Youth Centres, different survey and evaluation studies have been published emphasizing more on their service type and quality in relation to their recreational objectives (like indoor and outdoor games and some more on their library services, Information and Communication Service provision, integrating Volunteer Counselling and Testing services, and Reproductive Health services) as the most common once provided by Youth Centres. Therefore, this negatively affect the potential contribution youth centres would make for youth empowerment and which in turn results in the more biased perception of youth centres as they serve only for recreational purposes. Although youth centres have a fertile ground for integrating youth empowerment programmes that many youth focused institutions do not have; it is under utilized as a good opportunity to fill the psychosocial developmental gaps of the youth population. Here the Ethiopian Young Adults Survey conducted in seven regions by Population Council and UNFPA can be a case in point. UNFPA and Population Council (2010) reported that

‘the vast majority of youth centre clients had used the centre for recreational purposes. However, the fact is most youth centre clients were found to be frequent visitors to the centres, nearly 60 percent of them visited the centres at least ten times a month, or one in three days’. These findings imply that there have been existing possibilities in the centres to plan and to integrate a more holistic and long term youth empowerment intervention programmes.

1.3 Study Objectives

The study has both general and specific objectives.

1.3.1 General Objective

The general objective of this study was to assess the contribution of youth centres for youth empowerment in urban setting. That is, it generally assessed the contribution of Sheger Youth Centre of Family Guidance Association of Ethiopia in Addis Ababa, Central Ethiopia.

1.3.2 Specific Objectives

Specifically the study also aimed:

- To assess the rationale behind the service packages at Sheger Youth Centre under the auspices of the FGAE;
- To examine the existing service packages at Sheger Youth Centre with reference to the different components of youth empowerment;
- To investigate the professional composition of the service providers at Sheger Youth Centre with reference to the different components of youth empowerment;
- To examine the comparative advantage of the service packages at Sheger Youth Centre for urban youth empowerment; and

- To identify the strengths and constraints of the service packages at Sheger Youth Centre to ensure youth empowerment.

1.4 Research Questions

This study intended to address the following questions:

- What is the rationale for the practice of Sheger Youth Centre's service packages under the auspices of the FGAE for its youth focused programmes?
- What types of service packages are available at Sheger Youth Centre of the FGAE to contribute for empowerment of the youth service users?
- What is the professional composition engaged on service provision for the youth at Sheger Youth Centre of the FGAE?
- What are the comparative advantages of the service packages at Sheger Youth Centre of the FGAE for empowering its service users?
- What are the strengths of the service packages at Sheger Youth Centre of the FGAE for empowering its service users?
- What are the constraints of the service packages at Sheger Youth Centre of the FGAE which may have been hindering from empowering its service users?

1.5 Research Hypothesis

This research project is initiated with the premise that the long existed socialization institutions in developing countries are not transforming themselves with the pace of the rapid social change process of the 21st century to take their influential role in the psychosocial empowerment of their emerging young generation. Thus, the research attempted the following hypothesis:

- Those service packages which have been provided at Sheger Youth Centre make a significant contribution for empowerment of the youth in the urban settings.

1.6 Operational Definition of Terms and Concepts

1.6.1 Youth

‘It is difficult to get a single definition of the term youth. Depending on the level of social and economic development, for instance various communities have maintained different views and outlooks about youth. Some scholars define it based on age ranges while others relate it with biological growth’ (FGAE, n.d.).

Governmental organizations, UN agencies, NGOs and civic associations adopt and use various age ranges for defining youth from the standpoint of the purpose which they stand for and the activities they undertake. For example, the United Nations (UN) defines the youth as persons between 15-24 years; the African youth charter defines youth between the age range of 15-35 and the Ethiopian Youth Policy defines youth between 15-29 years.

However for the purpose of this research the youth defined using the FGAE’s definition of youth, which uses the definition of WHO ‘referring to women and men with in the age range of 10 to 24 years of age (FGAE, n.d.).

1.6.2 Youth Centres

‘It is also named as youth clubs; it is a place or organization providing leisure time activities for young people’ (Oxford University, 2006). Having that general framework, its more clearly operationalized for the purpose of this research based on its programme activities as youth centres means ‘an institution that is established with a designated purpose of providing recreational and

social services to youth, a place that opens up opportunities for the development of their physical, social, emotional, and mental being, as well as a prospect for leadership, companionship, and recreation’ (MoWCYA & UNICEF, 2011).

1.6.3 Empowerment

The term empowerment ‘is a multi-level construct consisting of practical approaches and applications, social action processes, and individual and collective outcomes. In the broadest sense, empowerment refers to individuals, families, organizations, and communities gaining control and mastery within the social, economic, and political contexts of their lives in order to improve equity and quality of life’ (Louise et al, 2006).

1.6.4 Youth Empowerment

Young people are empowered when they realize that they have or can create choices in life, are aware of the implications of those choices, make informed decisions freely, take action based on those decisions and accept responsibility for the consequences of their actions. Empowerment also means having the ability for supporting enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others. These enabling conditions fall into major categories such as an economic and social base; political will, access to knowledge, information and skills, adequate resource allocation and supportive legal and administrative frameworks; a stable environment of equality, peace democracy and positive value system (African Union , 2011).

1.7 Limitation of the study

While conducting the research it was expected to be completed within a certain period of time and with limited financial resources. Despite the fact that the researcher envisioned the problem situation within the urban settings of developing countries those limitations forced this research work to be conducted only in one youth centre in Addis Ababa. However the researcher put the maximum effort to get the best out of all those limitations not to affect the quality of the research finding.

On the other hand the sampled respondents did not have regular schedule of coming to attend the services in the centre and making sure the representation of the respondents from each youth focused service packages was very difficult. Moreover, by the time the sampled youth respondents were interviewed most of them were in Sheger Youth Centre of FGAE for their leisure time engagements. So taking their time for in-depth interview has been a challenge, since they were eager to start their leisure time engagement as quickly as possible.

1.8 Organization of the Thesis

The chapterization of this MSW thesis is organized in to five chapters. That is,

The first chapter introduces background of the study, statement of the problem, objectives of the study, research questions, research hypothesis, operational definition of key concepts and limitations of the study.

The second chapter presents and discusses review of related literature on the social change process and its implication on the existing social systems, on the demographic importance of the youth population, on youth centres as the emerging youth friendly service providers, and on youth empowerment.

The third chapter deals with description of the study area, research design and methods, universe of the study, sampling techniques, data collection tools and procedures, data processing and analysis as well as ethical considerations.

The fourth chapter deals with the data analysis, interpretation and discussion. It also discusses each findings separately and then attempts to interpret it by relating it to both the purpose of the study and to the published results from other studies elsewhere examined in the literature review.

Finally the fifth chapter packs up those major findings which have been running throughout the thesis and then draw conclusions. The fifth chapter puts also further suggestions for practice and further studies.

Chapter Two

Literature Review

2.1 Conceptual /Theoretical Framework of the Study

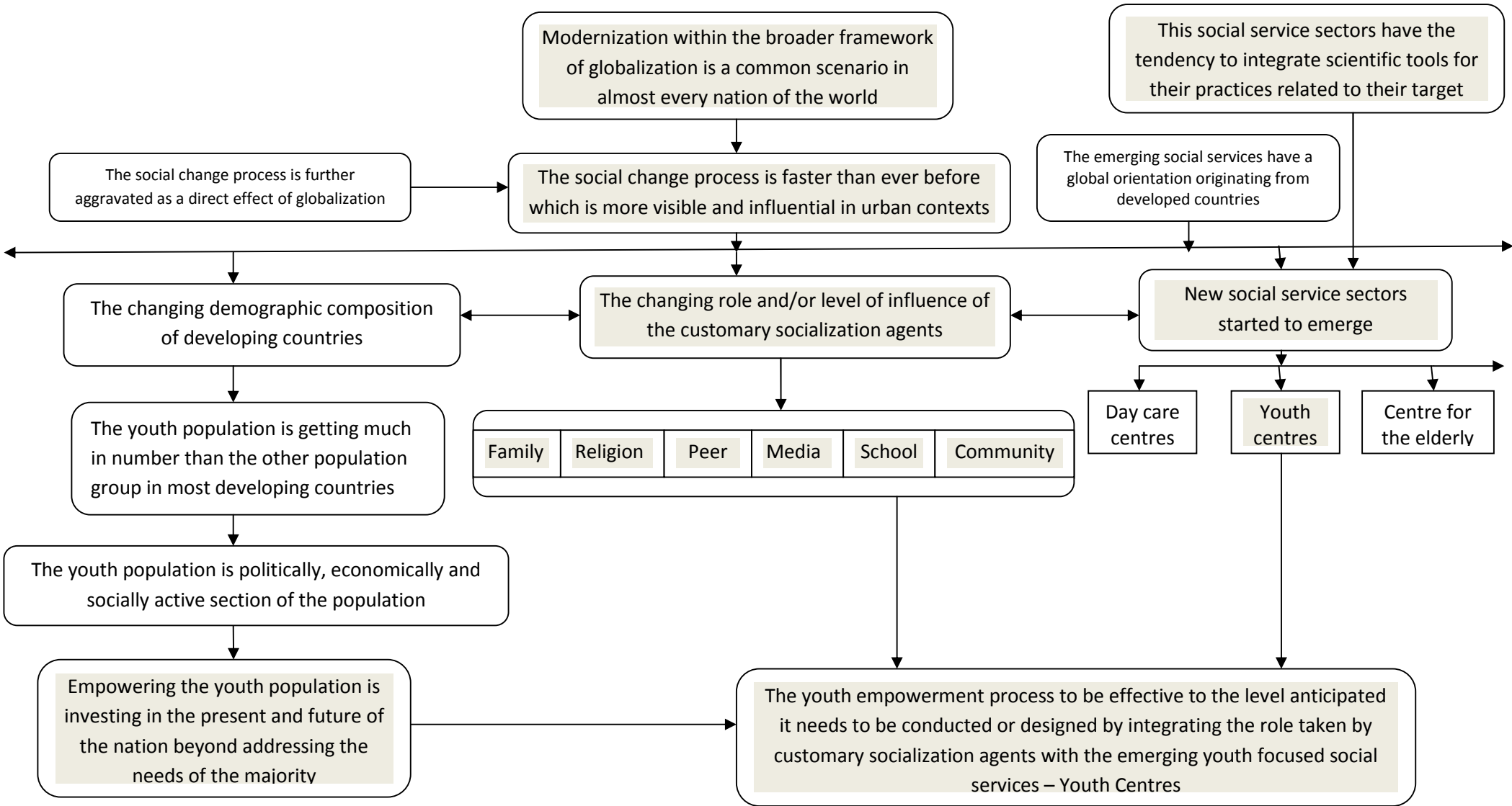
The conceptual frame work of the study (see Figure – 1) mainly tried to depict the interrelation ships between the different case scenarios happening within the rapidly changing social contexts of the 21st century. The main concepts reflected in the framework, their inter relationship and direction of relationship are further elaborated throughout the literature review under the different sub topics of chapter two.

2.2 The Social Change Process and Its Implication on the Existing Social Systems

Beginning from the time Industrial Revolution takes the stage in the history of the human society, bunches of social changes has been witnessed in the people's way of life, belief system, cultural values, social composition and many others having a significant influence on the main features of the society. The social change as a continuous process redefines the economic system, the power structure, the social organization and the mobility of people; which continued for long. The famous British Sociologist explained this trend by saying; 'the modes of life brought into being by modernity have swept us away from all traditional types of social order, in quite unprecedented fashion' (Anthony, 1990, p. 4-5).

This continuous social change process further aggravated in the 21st century using the fertile ground created with the emergence of globalization, development in the Information Technology and other developments resulting in new complexities in all sectors of societies throughout the world. Among those major driving forces of this rapid social change process, globalization with all its aspects play a pivotal role touching every sphere of life which is believed to be 'no

Figure - 1 Conceptual /Theoretical Framework of the Study



country, institution or individual can keep aloof from this megalith transcending the cultural and political boundary of nations' (Gracious 2010).

The effects of the social change practically observed in all systems and subsystems of the society, manifested differently in different social groups – 'while the educated, upper and middle class has seen to benefit from it, the poor, marginalized sections, indigenous people, workers, peasants and women have been alienated from its fruits' (Gracious, 2010). On the other hand; this is reflected in redefining and restructuring different social institutions existed throughout the history of human society in terms of their role definition, as well as level of influence in the larger social system. Thus family, educational and religious institutions are the most commonly exposed institutions to transform themselves with the pace and direction of the change process.

The regular and ongoing process of social change furthermore paves the way for the emergence of different social service sectors as a coping strategy with the changing realities and growing trend of formalization and institutionalization of social services. Hence, taking the emergence of day care centres, youth centres, and centres for the elderly among many others can be mentioned as practical examples of the earlier period; not to mention those major institutions like schools from prior periods. The Journal of Social Development in Africa (1994), citing the contribution of Anderson et al (1994), gives due consideration for the current reality by saying 'the current socioeconomic situation in Africa calls for a complete rethinking of national development and social welfare, and hence social work education'. Further emphasizing the need to recognize the changing social, political, and economic realities the Journal of Social Development in Africa (1994) stated that:

Social workers and their client systems must focus on the identification of deficiencies in economic, political and social structures and contribute to social development through institutional development and control; and make social work practice a conscious process for

social action utilizing innovative, improvised and outreach strategies in a cooperative and communal effort (Anderson & et al, 1994, p.79-84).

2.3 The Implication of the Social Change Process on the Major Socialization Agents

2.3.1 Family

In understanding the changing social institutions within the framework of modernization, globalization and its immediate offspring of the rapid social change process family is one of the most exposed major social institutions to continuously redefine its norms, beliefs and values as well as its role, structure, and level of influence it has on its members and on the society. With regard to this situation, Shakeela Ibrahim (2006) stated that due to modernization ‘the rural societies have undergone changes and have tended to become urbanized. The family members break away from the family restrictions. The predictable results are obviously weakening the family authority, family ties and the very family itself’.

Therefore, understanding the level of change on the socialization role of family vary depending on the level of development of a given society. In this modern time of the rapidly changing society, the young generation is characterized for having a heterogeneous informal support network beyond their relatives, which resulted with less family ties. This trend is already experienced in most developed countries of the world from which the emerging nations of Africa and other developing countries needs to draw a lesson in their development planning. This situation in the majority culture of America and in Western countries generally stated by Jeffrey (2007), saying that:

Extended family does not play as large a role in socialization, but this is significant and worth noting. The result is that children are much less tightly embraced within the environment of the family, and much more exposed to socialization influences outside the family, from peers, to child care workers to television characters. This diminishes the number of people within the family to whom they owe obedience and to whom they are responsible. (Jeffery, 2007)

2.3.2 Peer Groups

Peer influence and peer pressure during adolescence play significant role in social development of youths; in which the friendships are more intimate, exclusive, and more constant than earlier years. In explaining this reality, Laurence (1993) states that modernization has led to more and more age segregation in school, in the work place and in the community and peer groups become an increasingly important context in which adolescents spend time. There is no doubt that it plays a more important role in adolescents' lives today than at any time in history. To further enhance this argument, Colman (2008) suggests that 'an adolescent subculture has emerged in industrialized societies in which the social and economic forces that encourage age segregation shape the socialization of adolescents'.

In a rapidly changing society, parents' skills easily become obsolete therefore parents cannot transmit their accumulated knowledge to their children and their opportunity to influence over their children have become reduced (Colman, 2008) The modern industrialized societies encourage the pattern by creating specialized marketing that cultivates and targets the adolescents' unique taste in music, clothes and entertainment.

Nonetheless, parents and other adults become concerned when they see their teens becoming preoccupied with their friends and worry that their teens might fall under negative peer influence or reject their families' values and beliefs, as well as pressured to engage in high-risk and other negative behaviors. Although peer groups provide safe venues where youth can practice and foster social skills necessary for their future success 'problematic peer relationships are associated with a range of serious psychological and behavior problems during adolescence and adulthood' (Brown et al., 2002).

2.3.3 Educational Institutions

Among the different socialization institutions having a significant contribution on the personality development of the youth, educational institutions play a prominent role in which several developmental dimensions of the adolescents are usually taking place; beyond their primary purpose of academic orientation. Towards this end the schools usually organize different extracurricular activities beyond their academic purposes; mainly focusing on ‘providing structured activities either in school or within community organizations after school; since such activities include potential benefits for adolescent development and decrease the time available for adolescents to get in high-risk behaviors’ (Eccles, 2004). Having in mind that participation in organized extracurricular activities can have both positive and negative effects which are important and need careful planning.

In contrast, there are a number of challenges posed on educational institutions in a modern society to achieve their overall objectives. In Blackwell Handbook of Adolescence (2004, p.442) it is mentioned that ‘learning is maximized when there is a good fit between the needs/characteristics of the learner and the characteristics of the learning environment’ which is hard to meet while serving people having different socio-economic backgrounds in modern cities. Some of the matches referred by the Blackwell Handbook of Adolescence (2004) are ‘the match between the school and the cultural practices in the students’ home and communities; opportunities afforded and child’s changing needs and competencies; and the fit between school context to the developmental needs and competencies of students’ (Eccles, 2004, p. 442).

In addition to the above stated factors that can significantly affect the developmental patterns of students at different level the school transition period for adolescents from elementary to junior

and high school level have its own implications. That is, as it is cited by Heaven (2001) school transition has the effect of being stressful and has potential to negatively affect the students emotional adjustment; away from close friends and familiar surroundings and associated with new expectations and teaching methods, exposed to a different culture which is confusing for new comers. These contribute to low self-esteem which ultimately affects interpersonal relationships and academic performance. All these negative developmental challenges are further aggravated from the fact that traditional junior high schools do not provide developmentally appropriate educational environments for early adolescents.

2.3.4 Religious Institutions

The modern world is characterized by transforming itself in to secularization of nations. Klaan Runia (1993) explained the situation saying, ‘we are living in a secularized world and we all know it. Whether we come from Holland or Great Britain, from Germany or Scandinavia, from France or Spain or Italy, from Hungary or Rumania, we are all surrounded by a secularized world. In many ways it is a strange and unique phenomenon’ (1993. p.147). Thus, Alan D.G (1980) further explained the trend of secularization and its impact on the youth population saying that:

An entire culture, not just elite elements within it, might dispense with religion altogether is uniquely a product of modern Western civilization. And he rightly adds that this secularized culture is proving exportable, even in a postcolonial age. For however true it may be that the church is growing vigorously in Africa, and also in some Asian countries it is equally true that secularization is making its impact on the youth in many nonwestern countries, especially on the young people that flock to the cities. (1980. P. 107)

Although the above points showed that modernity significantly affected the functionality of the long existed religious institutions; there are also others like Berger – as cited by Klaan (1993) - having a counter argument on the direction of relationship. That is, the argument of modernity is intrinsically and irreversibly antagonistic to religion is rejected and believed that ‘religion will

survive in the secularized world, because man cannot fail to seek answers to the fundamental questions of: Whence do I come? Whither am I going? What is the meaning of life? How do I cope with illness, bereavement, loneliness and death?' (Klaan, 1993. P. 155)

Having refereed the face of religion in a secular world as well as with modernization, its importance and relevance in influencing the development of the youth population is undeniable. King. P.E. et al. (2004) stated that 'religion not only seems to help protect adolescents from problem behavior, but it also seems to promote health-related outcomes and pro social behavior. Religious participation related to a positive self-concept, better coping and a more positive future orientation' (2004. p. 704). In addition, Blyth and Leffert (1995) examined the relation between community health and individual well-being and found that 'in communities which the majority of adolescents attended religious services at least once a month were found to be twice as likely to be identified among the healthiest communities, compared to cities in which the majority of youths did not attend religious services' (Blyth & Leffert, 1995).

2.3.5 The Media

Media is a communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broad casting and narrow casting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. In relation to that there are different theories, models and approaches on communication and other social science disciplines which are mainly concerned with the effects of media in general and on adolescent's development in particular. 'Heavy exposure to mass media creates and cultivates attitudes more consistent with a media-directed version of reality than with reality itself' (Olana, 2009, p.119). Recorded music, television shows, movies, magazines, and the Internet are part of the daily environment for nearly all young people

currently growing up in industrialized countries and increasingly in developing countries as well. This reality is further aggravated by the fact that ‘when adolescents seek to define themselves independently of their parents, they often turn to the media as their sources of self-socialization and of messages about their identity in terms of gender, sexuality, and ethnicity’ (Jeffery, 2007). But the level of influence it has on the adolescent development depends ‘on the ways in which the media are experienced and interpreted’ (Steinberg, 1993).

Therefore, the impact of the media on adolescents as the primary effects of media exposure is increased ‘violence, aggressive behavior, high-risk behaviors, including alcohol and tobacco use, and accelerated onset of sexual activity’ (Susan, 2000 p.392-401). Moreover the Media Imperialism Theory developed by Schiller (1973, p. 68) further suggests that smaller countries are losing their identity due to the dominance of media from larger nations. The theory also states that western nations dominate the media around the world which has a powerful effect on third world cultures by imposing western views. The trend is more accelerated by the emerging new types of Medias especially the Internet which have already becomes parts of adolescents’ life.

2.3.6 Neighborhood and Community Life

The characteristics of the neighborhood and the community in which an adolescent lives can have a profound impact on the adolescent’s development. ‘Adolescents typically spend a good deal of time away from their homes, explanations of neighborhood influences based on peers, role models, schools and other neighborhood based resources would appear to be more relevant for them than for younger children’ (Duncan et al., 1998, p. 38). The community includes such factors as the socioeconomic characteristics of one’s neighborhoods, the types of resources

available, and the service systems within the community including schools, religious organizations, the media, and the people who live in the community.

Neighbors' socioeconomic status and stability can significantly affect adolescents' development. Some communities are rich in resources that provide support and opportunity for adolescents. 'Neighborhood stability is another important factor. For example, neighborhood instability has been linked to higher rates of substance abuse in young adolescents' (Leventhal et al., 2000 p.169) On the other hand some scholars argue in favor of those socializing agents are stated:

The presences of professional and managerial workers in a neighborhood, as well as lower unemployment rates, are associated with more positive outcomes for adolescents. As the number of professional and managerial workers in a neighborhood decreases and the unemployment rate increases, rates of adolescent sexual activity and child bearing increase. Lack of institutional resources (e.g., education, child care, medical, and employment opportunities) and lack of support for positive parenting relationships and practices are also implicated in these outcomes, although further research is needed to clarify their influence (Leventhal et al., 2000).

However without other changes, Greene and others (1995) confirm that 'they are unlikely to make much difference. Employment opportunities for youth, affordable and accessible health care, community policing, rehabilitation of housing, and other resources that provide stability and safety are also needed' (1995, p.98).

2.4 Demographic Importance of the Youth Population

The global population has increased by two billion over the last 25 years, surpassing the 7 billion mark in late 2011. It is likely to increase by at least another two billion by 2050. Beyond the sheer numbers, the world is faced with unprecedented diversity in demographic situations across countries and regions, as well as within countries. Such diversity is mostly found in evolving demographic structures and the changing proportions of youth and elderly groups, and in different rates of fertility, morbidity and mortality, population growth, urbanization, and internal and international migration (UNDESA, UNFPA & UN System Task Team, 2012, p. 3).

The demographic distribution in most developing countries of the world showed that the youth population is becoming the majority group - from which countries in Asia, Africa, and Latin America bearing the lion's share - and this is further confirmed by the UN System Task Team on the Post 2015. The UN Development Agenda state that 'demographic changes in the past decades have led to the largest generation of youth in the world today'.

Globally, there were 1.2 billion young people aged 15–24 in 2010. High-fertility countries in sub-Saharan Africa are projected to experience a rapid increase in the population aged 15–24, from 173 million at present to 362 million by mid-century. 'Conversely, the youth population in the more developed countries has been declining in both absolute numbers and proportions to older adults, with implications for labour supply and old-age support ratios' (UNDESA, UNFPA & UN System Task Team, 2012, p 3).

The increasing number of the youth population as the global phenomena also started to get the attention of politicians and development workers considering their significant and strategic importance as stated in the post – 2015. The UN Development Agenda emphasize that the young are 'the custodians of the future and can be at the forefront of technological innovation and social transformation if they are provided with quality education and decent job opportunities' (UNDESA, UNFPA & UN System Task Team, 2012, p.4). Despite the fact that there is insignificant attention given to this population group for long, the significant number of youth has become one of the alienated groups from the fruits of globalization. In the document on Plan of Action for the African Youth Decade states that the youth population along with other groups including women and the disabled bear the brunt of internal and external crisis, be it those related to financial, food crisis, climate change and human insecurity amongst others. In

addition, many disadvantaged youth are unwittingly conscripted into armed struggle, used to settle political scores and are exposed to various negative media that erodes their positive heritage - leading them to delinquency, drug use, and other risky behavior (African Union, 2011).

However, population dynamics (including changes in population growth rates, age structures and distributions of people) are closely linked to national and global developmental challenges and their solutions. Indeed, 'none of the greatest challenges of our time can be resolved without attention to population dynamics and ensuring appropriate investments in young people should be an essential component of the broader global development agenda' (UNDESA, UNFPA & UN System Task Team, 2012, p.5).

2.5 Youth Centre as the Emerging Social Service in Urban Centres

The rapid development and social changes are happening in most developing countries driven by the forces of globalization significantly altering the long established institutions (such as family, religion, community and educational institutions) to take their role of empowering their younger members within the framework of their cultural values and national purpose in the global system. Even if such culturally dominant social institutions of developing countries are still playing a major role in the socialization of their new members, different studies have proved that they are not transforming themselves to the levels anticipated to meet their expectations.

On the other hand the fact that in every culture, there are hours in the day when young people are not formally required to be in school or engaged in household or paid work. They choose to be involved in various activities, and there are public and private programmes, organizations and individuals who support their participation. However, 'these hours, activities and often even

these programmes are considered discretionary. They are viewed as optional— nice but not necessary’ (World Bank, 2003). However failing to meet the developmental needs of the youth population due to the above stated facets has a double effect to be reflected in majority of the country’s population as well as losing the potential this group of population can make for the development of their nation. So developing strategic means of filling such gaps is inevitably important.

In the same framework, the services of youth centres are sought as they are coming with the opportunity to cope with the changing situation as well as offering an option for leisure time engagement of the youth. In an attempt to explain the functional orientation of youth centres its defined as ‘an institution established with a designated purpose of providing recreational and social services to youths, a place that opens up opportunities for the development of their physical, social, emotional, and mental being, as well as a prospect for leadership, companionship, and recreation’ (MoWCYA & UNICEF, 2011, p 4). Moreover the services in the youth centre also gives emphasis on the importance of leisure time activities which are playing an integral role in young people’s individual development and the development of their communities. In recognition to that, the Dakar Youth Empowerment Strategy, according to the World Bank (2003, p. 79) confirmed that:

Sports, leisure activities ... and even paid entertainment allow individuals to manage their free time without constraints. Even in difficult situations, these activities give young people the opportunity to entertain themselves, to relax, to play, and to find cultural enrichment. ... [These] activities give young people the possibility of self expression, personal fulfillment, and personal development as an individual and as a member of a group. In addition, sports and leisure activities can raise awareness in young people that can inspire them to contribute to the improvement of their living conditions through volunteerism.

To this end, youth centres inorder to achive their service rationale there are certain operational principles which need to be adopted in their functioning and these are explained in the standard

service delivery guidelines of youth centres prepared by MoWCYA and UNICEF which stipulates that:

Youth centres need to adopt the following principles in their service provision to earn acceptance: Create partnerships with customers by jointly devising programme objectives and services; to participate centre users in the design and provision of services; to adopt a multi-disciplinary approach in service provision; and to appoint competent professionals; ensure accessibility of the programmes to youths; to place a system of accountability to measure achievements of services through users; ensure youth participation and sense of ownership; and ensure equitable participation and utilizations (MoWCYA and UNICEF, 2011, p. 7).

Having said that on the relevance of youth centre services for meeting the developmental needs of the youth population, ‘those free hours of the youth, the need for leisure time activities and the need to organize different programmes addressing these needs of the youth would not be noticed by policy makers but would be very much felt by young people. Public recognition of their importance is low, a fact reflected in the scarcity of relevant data.’ (World Bank, 2003) This fact is further reflected in the Evaluation Report of the UNICEF/MOWCYA Adolescent/Youth Development Programme in Ethiopia (2007 to 2011). The report confirms that:

Youth centres lack several material equipments to provide services to the youth. Managers of several youth centres have also indicated that budget and trained personnel are the main challenges to provide quality services to the youth. It also stated that the results generally suggest a need to improve the quality of services in the youth centres (MoWCYA & UNICEF, 2011 P. 28).

2.6 Why Urban Settings?

As time goes and impact of globalization continues there will be establishments of more and more urban centres in the world. UNDESA, UNFPA and UN System Task Team, (2012) strongly argue more than half of the world population already lives in urban areas and, as development continues, urbanization is certain to increase. Nearly all of the world’s population growth in the coming decades is projected to occur in the cities and towns of developing countries. Urbanization (if well planned) has the potential to improve people’s access to

education, health, housing, and other services and to expand their opportunities for economic productivity. However, urban population growth also presents challenges for urban planning and good governance, particularly when that growth is rapid and countries and localities are not prepared for it. Having said that, as its clearly reflected in the above sessions the rapid social change is more realized in urban centres of most developing countries.

2.7 Youth Empowerment

The concept of empowerment is complex and its analysis requires a consideration of all its aspects. In addition, scholars have tried to develop different theories to explain empowerment and the following session attempts to spin the different aspects of empowerment.

2.7.1 Theories of Empowerment

The origin of empowerment as a form of theory was traced back to the Brazilian humanitarian and educator, Freire in 1973. Freire suggested a plan for liberating the oppressed people of the world through education (Hur, 2006, p.3). The Journal of Social Development in Africa (1994) further stated that:

Empowerment is related to radical and Marxist theories about social change, particularly with respect to class, and latterly to feminism and anti-racism. Although based to some extent on 'revolutionary' ideas, empowerment assumes that it is possible to change society to help the service user, rather than seeking to bring about the overthrow of society in order to transform current, oppressive social relations (Anderson & et.al, 1994, p. 79-84).

Such a start in Brazil and associated with many revolutionary movements and ideas, the issue of empowerment started to get the attention across many social science disciplines. Mann and others (2002) stated that the term empowerment has become a widely used word in the social sciences in the last decade across a broad variety of disciplines, such as community psychology,

management, political theory, social work, education, women studies, and sociology (Hur, 2006, p.4)

In a nutshell; empowerment is a social action process that can occur at multiple levels (e.g., individual, family, organization, and community). According to Louise and others noted (2006)

Theorists and researchers across multiple disciplines have examined and analyzed empowerment and linked it to individual and collective health, well-being, and environments proposed empowerment as a continuum or ladder, with atomistic individual empowerment (focus on changing the individual) and political empowerment (focus on changing the community) as the two endpoints. (Louise et al., 2006, p. 33)

Zimmerman further explains the situation (1995 & 2000) saying psychological empowerment focuses on individual-level capacity-building, integrating perceptions of personal control, a proactive approach to life, and a critical understanding of the sociopolitical environment at the individual level. However, collective empowerment occurs within families, organizations, and communities, ‘involving processes and structures that enhance members’ skills, provide them with mutual support necessary to effect change, improve their collective well-being, and strengthen intra- and inter-organizational networks and linkages to improve or maintain the quality of community life’ (Louise et al., 2006, p. 28).

2.7.2 Relevance of Empowerment for the Developmental Needs of the Youth Population

Having considered the strategic importance of the youth population an attempt to work on their development as the national priority is something inevitable. The Secretary General of the United Nations, Kofi Annan thus stated that ‘Young people must be included from birth. A society that cuts itself off from its youth severs its lifeline; it is condemned to bleed to death’ (UNESCO, 2004, p. 4). But how to approach this target group in recognition for their strategic importance becomes the central issue of debate with reference to their diversified nature in different societal settings in different nations. ‘Given the diversity among youth and their families, the complexity

of the process of human development, and the dynamic nature of community life, no single approach is adequate to address all of these challenges.’ (Small et al., 2004, p. 8) But according to the same authors ‘historically, a primary function of youth programmes was rehabilitation or containment (e.g., keeping youth off the streets). An initial shift from these risk-based preventive approaches was in the direction of fostering healthy youth development and capacity building through active community participation’. More recently, positive youth development approaches have been expanded to incorporate a focus on youth empowerment and the African Union seems to give a due consideration for this scheme which is clearly reflected in its ten years plan of action as stated in the African Youth Decade on Accelerating Youth Empowerment for Sustainable Development.

Accordingly, the focus of this study will be geared towards assessing the potential created by youth centres in urban settings for supplementing the youth empowerment scheme as a strategic point to integrate youth empowerment in their programming. To this end understanding the different components of youth empowerment as well as the critical dimensions of youth empowerment scheme is vital.

2.7.3 Components of Youth Empowerment

Though variety of studies conducted on empowerment there has not been overarching framework available for practitioners and researchers hoping to grasp the process and components of empowerment in a comprehensive manner (Hur, 2006, p.5). Generally, there exist three issues basic to the understanding of empowerment. First, empowerment is multidimensional in that it occurs within sociological, psychological, economic, political, and other dimensions. Empowerment also occurs at various levels, such as individual, group, and community. Third

empowerment is a social process because it occurs in relation to others (Mann et al., 1999); (Peterson et al., 2005). Those aforementioned components of empowerment can be more clearly elaborated with the ‘five dimensions of practice identified within an empowerment model: personal, social, educational, economic, and political’ (Anderson et al., 1994, p. 80). For the purpose of understanding the areas of contribution of the youth centres are making for youth empowerment, one may mainly engage in further elaborating the five major components of youth empowerment identified by Anderson and his co-authors. In what follows, let us describe personal, social, educational, economic and political empowerment accordingly.

A. Personal Empowerment

This dimension reflects upon the client system as having the strengths and capabilities to positively impact its position in life. Personal power is based upon the competencies, self-esteem and motivation of the client system (Anderson et al., 1994, p. 80). ‘It is the power to make choices, reach decisions, and engage in socially effective action on behalf of the self and the collectivity - to be self-directing, self managing, and self-regulating’ (Germain, 1991). Empowerment within this dimension enables ‘the client system to break free from entrenched habits. It entails a process of learning to move from only being reactive to life events to becoming proactive in shaping one's vision for life’ (Anderson et al., 1994).

B. Social Empowerment

Social empowerment ‘demands radical realignment of values and beliefs about control of decision making. It brings forth the hope of transforming social institutions, and strengthening group freedom, dignity and self-governance’ (Anderson et al., 1994, p. 80-81). Social empowerment increases a sense of responsibility and ownership and pushes governance to the masses. ‘It underscores the notion that leadership direction and control are best exercised at the

lowest levels of society' (Block, 1991). With regard to this, the nature of the African societies underlines the importance of social empowerment and Midgley (1981) also emphasizes that in most African societies, the individual is a being within a societal or group context and finds character and expression of the self within the group.

C. Educational Empowerment

As empowerment in social science was born and directly related to education, Anderson and others (1994) confirm that effective educational systems prepare people for productive engagement in both their social and work environments. The lack of an adequate education services to severely limit how one fully realizes his/her hopes and dreams. According to the above-stated same authors, within Africa, many countries are hard pressed to offer the most basic educational services to their populations. The lack of opportunities, coupled with early school leaving, results in a tremendous influx of under-educated and unskilled young men and women into the workforce. This lack of education most often equates to living at a poverty level. Basic literacy education, followed by accessible and flexible educational programmes for both young and older adults, needs to be a key component in any country's social development plan.

D. Economic Empowerment

Economic empowerment, Anderson and others (1994) refers to the ability of each member in society to obtain sufficient income to live a life of dignity, and one in which the requisite needs of shelter, food, and clothing can be adequately full filled. The shaping of effective economic development must include a greater focus on the human impact of that development.

E. Political Empowerment

Anderson and his colleagues in 1994 state that ‘political empowerment embodies the formation of democratic systems in which all citizens can participate in a manner in which they are heard and can influence the shaping of those policies that impact their lives. These democratic systems include both those at the community and national level’. The inclusion of the political dimension for empowerment is also a critical arena. It is within the political field that debates and decisions affecting the basic values of the society occur.

2.7.4 Dimensions of Critical Youth Empowerment

A. A Welcoming and Safe Environment

A welcoming and safe social environment where youth feel valued, respected, encouraged, and supported is a key to Critical Youth Empowerment (CYE). ‘Such an environment allows participant opportunities to share their feelings, take risks, and feel as if they belonged to a family-like community’ (Heath, 1991). A welcoming and safe environment is a social space in which young people have freedom to be themselves, express their own creativity, voice their opinions in decision-making processes, try out new skills and roles, rise to challenges, and have fun in the process. ‘Environments conducive to CYE are those in which youth have a sense of ownership and yet are challenged and supported to move beyond their usual comfort zone; such environments are co-created by youth and adults’ (Louise et al., 2006).

Although adults are often instrumental in bringing youth into programmes and in helping sustain their interest and participation, these activities and roles are not the exclusive domain of adults. From the CYE perspective, a welcoming safe environment is one in which youth have the opportunity to experience both success and failure. A key role for adults is to ensure that failures

do not lead to negative outcomes, such as decreased self-esteem or confidence. (Cargo, 2003). A supportive environment also includes promoting the positive potential and actual achievements of youth within the community (Kim, 1998).

B. Meaningful Participation and Engagement

Opportunities to engage in meaningful activities through which youth make an authentic contribution are essential to the CYE efforts. Participation in the community's affairs provides opportunities for youth to learn and practice important leadership and participatory skills (e.g., planning, organizing, oral and written communication) and try on different roles and responsibilities. 'Youth need to engage in activities relevant to their own lives that excite and challenge them and count as real' (Heath, 1994). Kim and others (1998) stress on the notion that activities need to promote underlying competence and intrinsic motivations of youth so that they can test and master their own interests, develop skills, and gain confidence. To further enhance this perspective, Chinman (1998, p. 68) states that contributing to the larger community through authentic engagement can help adolescents to combat rolelessness; in turn, meaningful roles can provide youth with opportunities to develop a positive self-identity, increased sense of self-worth, and enhanced self-efficacy. For youth to have meaningful experiences there must also be varied opportunities to engage in practice and to apply different skills relevant to their area of engagement.

C. Equitable Power-Sharing between Youth and Adults

In a society where adults hold legitimate power and are ultimately responsible for decisions and actions, creating equitable power-sharing within the contexts of youth empowerment programmes is a challenge. For CYE to transpire, organizations need to examine attitudes, ideas,

and activities related to power and power-sharing. In theory, youth-centre power is associated with youth empowerment programmes. ‘Youth-determined and youth-directed activities are essential for CYE, but these rarely occur without some level of adult support and guidance’ (Louise et al., 2006). From the CYE perspective, a role of adult leaders is to create and maintain a balance of providing support without domination. Enacting shared leadership with youth takes commitment, effort, and insight about shared power. In order to promote CYE, youth programmes need to find ways of taking advantage of the experience and knowledge offered by adult leaders and structure the programme in ways that enhance youth decision making and leadership (Kim, 1998; Cargo, 2003; Louis et al., 2006).

D. Engagement in Critical Reflection on Interpersonal and Sociopolitical Processes

As it’s stated by Louis and others (2006) if the goal of CYE is to transform people’s lives and communities, inclusion of critical reflection in a youth empowerment effort is imperative. However, of the key dimensions of CYE, critical reflection is perhaps the one that has received less emphasis in practice. The relative lack of examples of socially transformative youth projects may be explained by the fact that, prior to engaging in effective sociopolitical action, critical reflection is required to help youth come to see and understand the very structures, processes, social values and practices that they seek to alter. For Freire (1970) argued if people are not critically aware of the visible and invisible structures and processes that make up social institutions and practices, nor of their own role and actions within these institutions and practices, there is little room for empowerment.

E. Participation in Sociopolitical Processes in Order to Effect Change

Among other things the notion that youth participation within the community includes engagement in sociopolitical processes and social change considers essential and ‘this does not exclude youth participation in civic service, but rather incorporates social change efforts within such service’ (Louise et al., 2006). From the CYE perspective, youth are not truly empowered if they do not have the capacity to address the structures, processes, social values and practices of the issues at hand. As Zimmerman (1995) argued, empowerment is about gaining mastery within a given social environment. Such mastery entails understanding the underlying processes and practices of that environment and how to best influence them. CYE involves youth gaining a critical understanding of the underlying processes and mastery through participation in transformative social action.

F. Integrated Individual and Community-Level Empowerment

The CYE integrate opportunities and results in positive change at both individual and community levels. Programmes that empower youth need to provide opportunities for development at both individual and community levels. It is also important that youth experience opportunities for engagement with diverse sectors within the local community. Many youth empowerment programmes offer civic service opportunities for youth that provide them with stronger ties to the community, a greater understanding of other people’s needs, and a commitment to making that community a better place. Such opportunities can promote collective- and political-efficacy in addition to self-efficacy (Louise et al., 2006). Furthermore, the community is improved when a more diverse representation of citizens is engaged in building civil society. ‘Integrated community-level outcomes include effective and active organizational coalitions, pluralistic leadership, and increased participatory skills among individual community members’ (Heath,

1991). From the perspective of critical social theories, youth empowerment is not complete without critical reflection, reflective action, and social change at individual and collective levels.

2.7.5 Measuring Critical Youth Empowerment

In order to evaluate the impact and outcomes of youth empowerment programmes, it is useful to make the distinction between empowerment as a process and an outcome. An empowering process is a series of experiences where youth, adults, organizations and communities engage in collective action for social change. The six dimensions described here may provide a frame of reference for creating these opportunities for youth and can also guide evaluation efforts. Therefore, it is important to note that empowering processes occur at multiple levels (individual, organizations and community) and each level will have related outcomes (Louise et al., 2006).

2.8 Summary

In summary, youth empowerment in the age of globalization may be challenging as globalization affects primary roles of those important socializing agents and youth centres may not substitute their multifaceted roles. As a result different theories of empowerment were developed in an attempt to explain and to help concerned bodies and organizations in urban setting at different levels.

With this understanding this study mainly focused on assessing the contributions of Sheger Youth Centre to empower its service users. Specifically, the research design is developed focusing on the process of the service delivery scheme and how it is organized to address the different components and dimensions of youth empowerment. However, considering that empowerment is a multi level construct which demands the involvement of different institutions at each level for addressing all the components and dimensions of youth empowerment, this

study mainly focused on the contributions of Sheger Youth Centre for the Psychosocial empowerment of the youth as part of the different youth empowerment schemes underway by different institutions working on the youth in Addis Ababa, Ethiopia.

Chapter Three

Research Design and Methods

3.1 Description of the Study Area

Addis Ababa is the capital city of Ethiopia as well as the head quarter of the African Union and many other international organizations. Geographically, Addis Ababa is located at an altitude of 7,546 feet (2,300 meters) and is a grassland biome; located at 9°1'48"N 38°44'24"E. The city lies at the foot of Mount Entoto. From its lowest point, around Bole International Airport, at 2,326 meters (7,631 ft) above sea level in the southern periphery, the city rises to over 3,000 meters (9,800 ft) in the Entoto Mountains to the north.

Addis Ababa hosting 30% of the urban population of Ethiopia it is also one of the fastest growing cities on the continent (UNHABITAT, 2007). The city has recently been in a construction boom with tall buildings rising in many places. Various luxury services have also become available and the construction of shopping malls has recently increased. However, the high rate of unemployment (31%), concentration of slum dwellings, and poor housing, infrastructure and sanitary development, characterize Addis Ababa more than the few good features it possesses (UNHABITAT, 2007). With reference to its demographic characteristics the population of Addis Ababa nearly doubled every decade. In 1984 the population was 1,412,575, in 1994 it was 2,112,737, and it is currently thought to be 4 million. UNHABITAT estimates that this number will continue to rise, reaching 12 million in 2024. Its geographic location, combined with its political and socio-economic status have made it a melting pot to hundreds of thousands of people coming from all corners of the country in search of employment opportunities and services (UNHABITAT, 2007).

Currently the city also has a total of 45 youth centres giving services to the youth under the government structure (37 of those youth centers) and a few more initiated by FGAE and YMCA (8 of those youth centers). Among the youth centres which are currently operating in Addis Ababa those organized by FGAE and YMCA are operating as part of the global movement through their membership in their international and regional umbrella organizations. That is FGAE is the member of IPPF and YMCA the member of the African and World Alliance of YMCAs. Accordingly, those youth centres which are operating with global orientation are selected as the universe of the study. To further investigate contribution of the youth centres for youth empowerment within the rapidly changing social context driven by global forces and the contribution their membership in the global alliances and federations is making.

Family Guidance Association of Ethiopia – its Sheger Youth Centre Selected as the focus of this study - is an indigenous, not-for profit, volunteer based organization with over 45 years of experience in providing dedicated, quality, and a broad range of Sexual and Reproductive Health Services in Ethiopia, complementing the governmental efforts. The Association was established in 1966 by a few dedicated volunteers from health and social work backgrounds.

Since 1970s, FGAE has started to expand and opened up regional coordinating offices, whereby 1972 in Asmara, 1975 in Dessie, 1977 in Awassa, 1978 in Addis Ababa, 1984 in Harar, 1985 in Jimma, 1988 in Bahir Dar, 1993 in Adama, 2004 in Mekele and today, the expansion has reached the figure of 20 SRH Clinics, 27 Youth SRH Centres, 5 Confidential STI-MARPs outreach clinic. FGAE is working with 47 CSOs in 86 districts across various projects in Ethiopia.

FGAE is an affiliate member of the International Planned Parenthood Federation (IPPF) since 1971. IPPF have more than 152 countries represented through their member associations

working in similar programme areas and functional in 172 countries of the world from which 44 of the member Associations are from African countries (FGAE, 2012).

Specific to its youth focused programmes, FGAE has always been cautious towards the special need of its young clients. This was magnified when FGAE had initiated a youth specific and peer youth driven projects in 1980 in which Sheger Youth Centre was part of the initiative. Through the years, the concrete strides towards meeting the needs of young people are achieved through well thought out programme models and strategies that among others; operating multi-purpose youth programmes through well-staffed, youth friendly centres are closely linked with peer operated outreach arrangements worth to be mentioned here (FGAE, n.d).

Figures - Maps of the Study Area



Figure 2 Africa

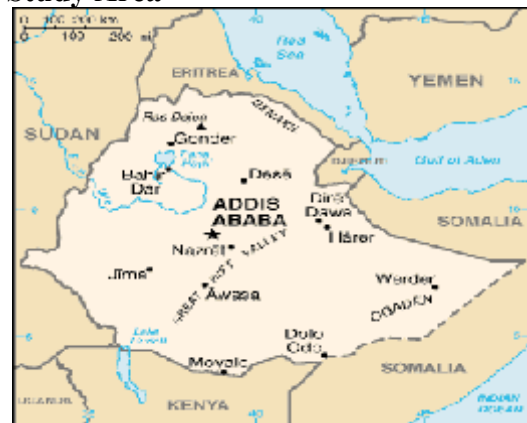


Figure 3 Ethiopia



Figure 4 Addis Ababa

Source: retrieved from <http://www.climate-zone.com/> on May 11, 2013

3.2 Research Design and Methods

3.2.1 Research Design

The design of the study is focusing to assess the contribution of Youth Centres for youth empowerment in Urban Settings. Therefore, through this design the youth focused programme implementation of Family Guidance association's Sheger youth centre is assessed from the dimension of youth empowerment perspectives. The dimension assessing the programme implementation part focused on assessing the service composition, programme administration, youth participation, staff composition and the level of networking and partnership established by the youth centre with other social institutions in the community. Moreover, the defined youth developmental needs targeted by the service packages of the youth centre and their relevance for youth empowerment are assessed with empowerment perspective.

3.2.2 Research Methods

This study used both quantitative and qualitative research methods. Quantitatively the study employed descriptive sample survey. Qualitatively this study employed semi-structured interviews with key informants, FGD with a group of 12 active users of the services of Sheger Youth Centre; Observation of the centre's setting and documentary analysis of relevant and potential documents. Accordingly;

- 1 The number and nature of youth centre users in terms of their socio demographic background, the pattern of service utilization in the youth centre, areas of participation in the youth centre, the diversity of services provided in the youth centre and the opportunities availed in the youth centre for youth empowerment is investigated using descriptive sample survey design with some selected youth service users of the youth centre.

- 2 The service composition, the professionalization of services, youth participation in the centre administration, the level of partnership established with other community level stakeholders and appropriateness of the services for youth empowerment programmes is also investigated using semi structured interview with the higher officials of FGAE and Sheger Youth Centre; and
- 3 FGD with 12 selected youth representatives, personal observations of the youth centre and secondary document review has been also conducted for triangulation of the data collected from primary sources.

3.3 Universe of The Study

The universe of the study is all youth centres operating as part of international membership associations and working in the urban settings of developing countries. The countries are conceptualized as their increasing youth population and the effects of the rapid social change process significantly affecting their socio-cultural contexts. Having said that about the universe of the study, Addis Ababa is selected as the focus of the study as the capital city of Ethiopia as well as the headquarter of the African Union and many other international organizations; which makes it most exposed to the rapid social change process happening globally. And Sheger Youth Centre of FGAE for its operation as a member organization of IPPF through FGAE and operating in compliance with the strategic directions set by IPPF. Sheger Youth Centre is currently operating in Addis Ababa, Gulelea Sub City, and 09/15 district.

3.4 Sampling Techniques

The sampling technique used for the study was conducted in a way that the samples to be representative and adequate considering the different data sources identified. That is;

3.4.1 Sample from the Youth Centres

Sheger Youth Centre of FGAE is selected as the study site for this research using purposive sampling method considering that FGAE is an affiliate member of IPPF – which have more than 152 member associations and functional in 172 countries of the world among them 44 of the member associations are from Africa. And Sheger Youth Centre of FGAE is selected as the sample for the study since its working within the frame work of the strategic direction set by IPPF by adopting the strategies to the country's context.

3.4.2 Sample From Youth Participants in the Youth Centres

For the data to be representative of the youth population using the services provided by the youth centre purposive as well as convenience sampling method is used. That is, the purposive sampling method was used to get a representation from each of the service units of Sheger youth Centre. On the other hand after the sample distribution is made purposively to have a representation from each service units of Sheger Youth Centre convenience sampling method is used to select the sampled youth respondents from each service units.

3.4.3 Youth Focused Programme Staff

The officials of FGAE at the national level and Sheger Youth Centre were purposively selected from the different staffs of FGAE for in depth interview

3.5 Data Collection Tools and Procedure

The customized data collection tools and their administration were employed depending on the nature of the data source selected for the study. That is:

3.5.1 Interview Schedule

For this purpose a questionnaire was developed to collect data from the sampled youth population. To further sharpen the data collection tool a pilot taste had been also conducted with 10 service users of Sheger Youth Centre and further correction had been made accordingly. The final data collection process conducted using the questionnaire further refined after the pilot test. Accordingly, a total of 54 sampled youth respondents made to fill the questionnaire through direct interview.

3.5.2 Semi-Structured Key Informant Interview Schedule

Key informants from the officials of FGAE national office and Sheger Youth Center have been approached and interviewed using semi structured questionnaire developed for this purpose.

3.5.3 Interview Protocol

For the purpose of conducting the interview with the different selected primary data sources a consent form is prepared. The consent form mainly made to incorporate the personal detail of the researcher, the purpose of the research, confidentiality of the data sources and the data will not be used for any other purpose other than the academic purpose. Finally the consent form also made to ask for the willingness of the respondents to take part in the study by stating the respondent can quit the interview process any time when s/he feels uncomfortable on the issues raised during the interview. Accordingly the entire data collection process has been conducted as per the interview protocol.

3.5.4 Focus Group Discussion Schedule

Towards this end a check list is developed and used to lead the Focus Group Discussion held with 12 selected youth representatives of the service users of Sheger Youth Centre. The participants of the FGD are selected based on their active involvement in the centres activity and

long years of participation. The selection is made in close consultation with the centre's coordinator.

All those research tools/instruments were employed by the research to generate both quantitative and qualitative data from primary sources. In addition, the researcher used secondary data collected from different secondary sources of data. In the secondary data collection process different related publications, research findings, organizational data, strategic documents, guidelines and other relevant literatures were also further reviewed as major sources of data for the study.

3.6 Data Processing and Analysis

Before directly engaging on the analysis work data cleaning, data editing and data coding processes were thoroughly made to make the subsequent step of data analysis simpler. Accordingly data entry template is developed on SPSS and all the data collected from direct interview entered in to the data entry template. Finally; by looking back once again to the objective and hypothesis of the study the analytical model of descriptive analysis techniques used for conducting the data analysis work.

3.7 Ethical Considerations

The study first begins by briefing the purpose of the study to the staffs working on the youth programme of FGAE at the national level and why Sheger Youth Centre is selected as the sample for the study. A supporting letter from the IGNOU coordination office in Ethiopia together with the proposal for the study has been also presented to FGAE Addis Ababa office for their review and approval. Accordingly a formal notification is made to Sheger Youth Centre coordinators for their cooperation. After all this formal and ethical considerations the data

collection process and contact with the sampled youth population and key informants has been made.

Furthermore, in approaching the youth respondents for the interview they have been informed that their responses will be confidential and will not be used for purposes other than the objectives of the study. Hence, before beginning the interview the purpose and content of the questions were explained in brief to the respondents as per the interview protocol and their full consent has been secured before conducting the data collection process.

Even in conducting the FGD few youth participants expressed a privacy concern on the attempt made for voice recording of the session, so that the discussion has been made only by taking notes without voice recording. Similarly the data collection from the key informants has been also made after getting their consent as per the interview protocol.

Chapter Four

Analysis, Interpretation and Discussion

This chapter deals with the core component of the research. It presents data analysis, interprets the data and then discuss in the light of the previous studies and findings.

4.3 Socio-demographic Distribution of the Respondents

4.3.1 Frequency Distribution of the Respondents By Age

Table 1 shows age distribution of the sampled youth population targeted in the study. The age distribution of the respondents showed that the age range of the service users of Sheger Youth Centre of FGAE were found to range from 15 to 35 years. However, as per the Ethiopian National Youth Policy which limited the age bracket from 15 to 29 years and the age bracket defined by FGAE which ranges from 10 to 24 the age of the participants significantly exceeded the targeted age bracket set by both the national youth policy as well as the organization itself for which 18.51% of the service users are above the age of 24 years ranging from 25 to 35 years. On the other hand the sampled youth population with the age range of 10 to 15 – inclusive of the age bracket set for the youth by FGAE – are not well represented in the services of the youth centre. That is the age bracket of the youth population currently attending the services of Sheger youth centre have an implication for the service providers either to redefine their service orientation to accommodate the service needs of the youth, including those in the upper age bracket from 25 to 35 or restrict the service users to the specified age bracket (10 to 24) by the organization. In addition to that, more works are still needed for the service packages in the centre to accommodate the youth in the lower age bracket which ranges from 10 to 14 years.

Table 1: Frequency Distribution of the Respondents by Age

Age category	f	%
15 - 19	21	38.9
20 - 24	23	42.59
25 - 29	6	11.11
30 - 35	4	7.4
Total	54	100.00

4.3.2 Sex Distribution of the Respondents

As shown in Table 2, male respondents have much greater number in the sex distribution of the service users in Sheger Youth Centre. 56.4% accounted for male. That is, the sex disparity needs the attention of the service providers to consider much more female targeted communication strategies and female friendly service packages in the centre. Attracting more female youth service users until the balance is ensured in terms of equity and equality with reference to gender balance should be emphasized in the service provision of the center.

Table 2 - Frequency Distribution of the Respondents by Sex

Sex	f	%
Male	30	56.4
Female	24	43.6
Total	54	100.0

4.3.3 Educational Status of the Respondents

The educational status and educational level of the respondents showed that certain level of homogeneity on its distribution. About Sixty-nine percent (68.52%) of the respondents were found to be in school youth who had been pursuing their study at various levels. With reference to their educational level, 53.7% of the respondents are above secondary school which is either attending or completed Technical and Vocational Educational Trainings (29.63%) or higher education (24.07%). In addition, the views of one of the senior officials at Sheger Youth Centre

revealed that the networking and partnership established with different schools have made a considerable contribution for attracting large number of in school youth to come to the centre seeking the service.

Generally speaking being majority of the sampled youth respondents in school youths from which 83.33% were found to be achieved secondary education level and above made the networking and partnership established by the youth centre with different schools more appropriate. Since one of the major sources of the developmental challenges today's youth facing is emanating from their school involvement especially at the transition period to higher level schools starting from secondary school. That is, as it is cited by Heaven (2001) school transition has the effect of being stressful and has potential to negatively affect the students' emotional adjustment with the transition, away from close friends and familiar surroundings. And exposed to new expectations and teaching methods, to a different culture which is confusing for new comers. These contribute to low self-esteem which ultimately affects interpersonal relationships and academic performance.

Table 3 - Frequency Distribution of the Respondents by Educational Status

Educational Status	Response	f	%
	In school	37	68.52
	Out of School	17	31.48
	Total	54	100.00
Educational Level attained	Elementary level	8	14.81
	Secondary Level	16	29.63
	TVET	16	29.63
	Higher institution	13	24.07
	Total	53	98.15
* The total is less than 100% because there are missing data			

4.1.4 Family Situation of the Respondents

From the entire respondents 92.59% of them were found to be never married before and 88.89% of them were living with their family - 79.63% of them accounted for those who had been living with their birth parents. Those respondents who were living with their family at the time of the study basically stated that they had some time together with their family having discussions on various family issues, personal experiences and concerns; which also includes having a family time together.

On the other hand significant number of the sampled youth population stated that they are also playing a supportive role in household related activities. Even if they are insignificant in number, there are certain youth respondents who stated that they do not have a healthy interaction or do not have any interaction with their family members. Even during the interview one respondent boldly stated that “I do not have a good family interaction and I even consider my family situation as it is a war zone for me and I prefer spending my time at home engaged on personal activities, like watching movies, listening music and reading books”.

Although the overall family situation of the respondents indicated that they had a good family interaction through which families can keep exercising their role of socializing its new members, it does not mean that it will sustain this way for long. That is, there are certain indications from the respondents that this pattern might also be changed with the existing fast rate of modernization in the city. Hence, understanding the level of change on the socialization role of family vary depending on the level of development of a given society; in this modern time of the rapidly changing society the young generation is characterized for having a heterogeneous informal support network beyond their relatives, which resulted with less family ties. This trend

is already experienced in most developed countries of the world, from which the emerging nations of Africa and other developing countries needs to draw a lesson in their development planning.

Table 4 – Frequency Distribution of the Respondents by Family Situation

	Response	f	%
Marital Status	Single	50	92.59
	Married	3	5.55
	Divorced	1	1.85
	Total	54	100.00
Family Situation	With my birth parents	43	79.63
	With my extended families	5	9.26
	Alone	5	9.26
	Missing data	1	1.85
	Total	53	98.15
* The total is less than 100% because there are missing data			

4.1.5 Distribution of The Respondents by Religion and Religiosity

The significant proportion of the respondents (85.19%) was found to be Orthodox Christian. One respondent also stated surprisingly that he had not had religion. On the other hand from those who had mentioned their religion, 78.43% of them were found to be, regular believers and attending religious services; accordingly the frequency of going to religious institutions ranges from 2 to 23 times per month from which 30.3% were going there less than 10 times per month. The religiosity of the respondents implicated that the youth themselves and the community they came from had a healthy social life. In supporting this argument Blyth et al. (1995) stated that ‘in communities which the majority of adolescents attended religious services at least once a month were found to be twice as likely to be identified among the healthiest communities, compared to cities in which the majority of youths did not attend religious services’ (Blyth & Leffert, 1995). However, the homogeneity observed among the respondents religious background should be emphasized to demonstrate the heterogeneous community setting of urban centres and to empower its service users towards better functioning in heterogeneous social circles.

Table 5 – Frequency Distribution of the Respondents by Religion and Religiosity

	Response	f	%
Religion	Orthodox Christian	46	85.19
	Catholic	2	3.70
	Muslim	3	5.55
	Do not have religion	1	1.85
	Total	52	96.30
	* The total is less than 100% because there are missing data		
Religiosity	Yes	40	78.43
	No	11	21.56
	Total	51	100.00

4.1.6 Distribution of the Respondents by Peer Exposure

With reference to the peer culture of the respondents a significant proportion of the young respondents (68.52%) stated that they had had peers. As it is indicated in table 6, most of the respondents met their peers from their school (37.84 %) and from their neighborhood (27.03%) which accounted for 64.87% of those respondents reported as they have peers. The rest (33.17%) stated as they had met their peers within their family circle and from their involvement in the youth centre.

In the interview with the respondents and the FGD with selected youth representatives the most common activities the respondents regularly conduct while they were spending their time with their peers is summarized as follows, when they expressed: “Discussing on various issues related to their personal life experiences and the problems they have faced, sharing different perspectives on the issue of love mates, family life, STDs, good people they know, and their future life in general, engaging together on different fun creating and entertaining activities like playing soccer and other sport activities, watching movies and going to theater; and going to library, church and youth centres are the most common engagements stated as what keeps them together while they are spending their time.”

Generally, the most common engagements of the respondents are mainly related to sharing of information and engaging on leisure time activities. However, the level of influence this has on shaping their overall development should not be undermined since youths on their early age rely on the information they are getting from their peers especially on SRH issues. In spite of the fact even if they are insignificant there are also respondents explained that their peer experience exposed them to develop risky behaviors during the interview and FGD. So analyzing the pattern and percentage of those respondents having peer exposure it's important to note that problematic peer relationships are associated with a range of serious psychological and behavior problems during adolescence and adulthood as it has also the potential to provide safe venues where youth can practice and foster social skills necessary for their future success (Brown et al., 2002)

Table 6 – Frequency Distribution of the Respondents by Peer Exposure

	Response	f	%
Peer exposure of the respondents	Yes	37	68.52
	No	17	31.48
	Total	54	100.00
Social Circles Where The Respondents Mate Their Peers	From school	14	37.84
	From my neighborhood	10	27.03
	From my family relationship	4	10.81
	From the youth centre	9	24.32
	Total	37	100.00

4.1.7 Distribution of The Respondents by their Media Culture

As indicated in Table 7, 74.07% of the respondents stated that they had the culture of attending different Media programmes, from which 67.5% preferred local FM radios. The rest stated that they preferred local national Medias (10%), Foreign Medias (17.5%) and both local and foreign Medias (2.5%). On the other hand, from those youth who had stated that they were attending different types of Medias 45% of them explained that they had more interest on interactive Media Programmes which focused on social issues. The rest emphasized their interest on Media

Programme related to News (17.5%), entertainment (12.5%), and different documentary programmes (7.5%).

Generally, the above pattern on the respondents' media exposure shows the level of influence the channels could have in shaping the reality view of the respondents, since 45% of the respondents had the media exposure favors programmes aired on various social issues. This reality is further aggravated by the fact that when adolescents seek to define themselves independently of their parents, they often turn to media as sources of self-socialization and of messages about their identity in terms of gender, sexuality, and ethnicity (Jeffery, 2007).

Table 7 – Frequency Distribution of the Respondents by Media Culture

	Responses	f	%
Youths having the culture of attending different Medias	Yes	40	74.07
	No	10	18.52
	Total	50	92.59
	* The total is less than 100% because there are missing data		
The type of Media the youth listening, reading and watching	Local National Medias	4	10
	Local FM Radios	27	67.5
	Foreign medias	7	17.5
	Both Foreign and Local Medias	2	5
	Total	40	100.0
Which category of the media programmes interested you the most	News	7	17.5
	Music and Movies	4	10
	Documentary programmes	3	7.5
	Social issues	18	45
	Sport Programmes	1	2.5
	Total	33	82.50
	* The total is less than 100% because there are missing data		

Furthermore, 22.5% of the respondents stated their media exposure as it was related with foreign Medias – 5% of them both foreign and local Medias – should be viewed also how they are exposed for global oriented social changes than the other respondents. That is, the Media imperialism theory developed by Schiller (1973) further enhances this concern by reflecting on

the foreign Medias trend saying that western nations dominate the media around the world which has a powerful effect on third world cultures by imposing western views. The trend is further accelerated by the emerging new Medias especially the internet which becomes part of adolescents' life.

4.1.8 Distribution of the Respondents by their Involvement in the Community

As depicted in Table 8, 51.85% of the respondents stated their involvement in their community engaging on various activities. Among the respondents who confirmed their participation in their community the most common stated activities they had been engaged in are related to environmental protection, discussing and raising the level of awareness of their community members on the issue of HIV/AIDS, helping the needy in their community, engaging in different sport activities, and taking part in the activities of different youth clubs operating in the neighborhood. Moreover, these respondents further stated that they are conducting most of their engagements in their neighborhood with their friends and siblings.

Table 8 – Frequency Distribution of the Respondents by Community Involvement

Participation in neighborhood life	Frequency	Percentage
Yes	28	51.85
No	21	38.89
Total	49	90.74
* The total is less than 100% because there are missing data		

4.1.9 The Respondents Reflection on their Way of Life Before Starting to Involve in Sheger Youth Centre

The sampled youth population explained and further confirmed during the focus group discussions session that their way of life before they had started attending the services provided in Sheger Youth Centre as it was full of certain routines like spending their time at home dealing

with household activities, school assignments, watching movies and listening music at home; visiting cafeterias and cinemas, and hanging out in their neighborhood with their peers as the most common ones. However, the respondents explained the situation as it was risky stating that they have been engaged on chewing chat, going to bar, making fun of people crossing their neighborhood and being confused of how to manage their leisure times. These respondents were also depicted the situation as it was exposed them for mismanagement of their time, being away from important information, the tendency for developing risky behaviors, was not having a conducive reading environment at home, their social interaction was limited to only few people and wastage of the meager amount of financial resources they used to have.

4.6 The Rationale and Service Components of Sheger Youth Centre

4.6.1 The Rationale of the Youth Focused Programmes

The rationale behind FGAE's youth focused programme is explained by one senior official at the national office of FGAE as it is targeted:

To address the huge demand for youth friendly Sexual Reproductive Health (SRH) services and a corresponding unmet need for different SRH services including family planning, increased rate of unwanted pregnancy among teens. This is further confirmed by the situational and SWOT analysis findings while developing the 2013-2015 strategic plans, in which the process entail there is a huge demand for youth friendly SRH services. Moreover, the youth reproductive health issue has taken as the priority development agenda of the MDGs and the Growth and Transformation Plan of Ethiopia.

From the explanation of the senior official of FGAE at the national office its youth focused programmes mainly related with addressing the SRH needs of the youth but the different strategies in placed by the association and the philosophies behind the strategies gave a due emphasis for empowering the youth as the major objective targeted to be achieved through the intervention. In further reviewing the strategic documents and guidelines used by FGAE and documents issued by IPPF it's clearly emphasized their priority on the right based approach as

the domain of their service packages. That is; in IPPF's work 'implementing rights based approach to youth SRH programmes involves empowering young people to take action and to claim what is their due, rather than passively accepting what adults (government, teachers and other stakeholders) decide for them. A right based approach works towards access to quality youth friendly services and comprehensive gender sensitive sex, positive sexuality education for all young people (IPPF, 2007).

Furthermore, the interview made with one officer at Sheger Youth Centre further confirmed that "the programming of the different service components of Sheger Youth Centre are designed based on the general strategic guidance of IPPF through the different guiding documents like 'It's all one curriculum' 'the IPPF frame work for comprehensive Sexual Education (CSE) and 'a framework for Youth Peer Education Programmes". In contextualizing those broader guidelines from the IPPF to the realities in Ethiopia the senior official at the national office elaborated that FGAE shares several strategic directions from IPPF though it has got some specific priority settings to the context of the country and priority concerns of the Ethiopian government. IPPF, being a federation, also considers both global and regional strategic concerns and hence usually there is no miss-mach as to the setting of strategic directions with the realities of member countries. So this coordination and collaboration FGAE established with IPPF, contributed a lot for the youth focused services of the association to have an empowerment orientation for the youth to adapt a healthy living with the rapidly changing social context.

Moreover, the organization's administrative culture gives due emphasis for youth participation as its major component in the service rational of FGAE's Sheger youth centre and IPPF rationalizes the participation of the youth in the associations programmes as it 'does not just mean using the

methods and tools which encourage people to join in, but actually altering the power balance between young people and adults. This approach also means enabling young people to identify their own problems, and ensuring that young people – in all their diversity – are involved in programme activities.’ (IPPF, 2007) Practically demonstrating the situation in the context of FGAE the programme manager confirmed that “FGAE has demonstrated and evidenced youth involvement in its higher level governance, where 20% of its board is constituted by youth. Youth representation is a must practice of FGAE during planning sessions such as Annual Programme Budget development every year and that of performance review sessions at all levels”.

This culture of FGAE to participate the youth is also further reflected in setting the Youth Action Mobilizers – a committee of 7 youth members – at the youth centre level to represent the youth in the centres administration at all level. Generally, even if the rational of the youth focused programmes of FGAE is mainly targeted to address the SRH needs of the youth population, they are working to achieve their objective through empowering the youth.

4.6.2 The Service Components of Sheger Youth Centre

Sheger Youth Centre as one of the oldest youth centre service provider of FGAE which has been operating for more than 22 years; it is currently engaged on the provision of youth friendly services. More specifically the centre currently provides youth friendly reproductive health clinic, drama and music clubs, girls club, library service and in door games. In addition to that the youth centre also engages the youth on different community services addressing the SRH needs of the youth as Peer Promoters (PP), Peer Support Groups (PSGs) and Youth Action Mobilizers (YAM)

As its clearly explained in the youth centre service delivery guideline of FGAE different youth friendly services are integrated in the centres activity ‘to attract more youth to the centres and to provide a place for youth to spend their spare time either indoor or outdoor games, or both of them should be available in all youth centres. In addition to their entertainment purpose, the youth friendly services are designed to be used both by the centre staffs and peer support groups as an opportunity to provide SRH information and services for the youth (FGAE, n.d).

At its current level of operation, Sheger Youth Centre is providing its service for 100 young people actively participating in the services provided within the premise of the centre. Out of this youth population, 37% of them are reported as they are participating in the community service programmes. In further confirming this interrelated nature of the service components of Sheger Youth Centre’s Services it’s stated that operating Multi-Purpose Youth Programmes through well staffed, youth friendly centres that are closely linked with Peer operated outreach arrangements is one of the interrelated youth programme models and strategies of FGAE (FGAE, n.d). To have a birds eye view on the nature of the different youth focused programmes of Sheger Youth Centre:

4.6.2.1 Adolescence and Youth Sexual Reproductive Health Clinic

In order to enable the youth have access to a range of contraceptive methods and information so that they would be able to decide on when and how they would be able to have children and to be protected from unplanned pregnancy Sheger Youth Centre of the FGAE has an adolescence and youth SRH clinic in its compound currently giving services for the youth. In further explaining the clinic services of the Youth Centres of FGAE the programme manager stated that “the service is mainly organized to increase accessibility and availability of gender and youth friendly

SRH education and services in general and to significantly increase access to family planning, comprehensive abortion care, STI/HIV, adolescent and youth SRH and maternal health in particular”.

Moreover, Youth Centres Service Provision Standard Guideline prepared by MoWCYA and UNICEF (2011) the existing Adolescence and Youth SRH delivered in Sheger Youth Centre of FGAE provided to the anticipated level including all the major components like RH information and counseling service, Information and counseling on family planning and contraceptives, promotion and distribution of condoms, pregnancy and HIV testing, prevention of STDs and establish referral service hubs located midway from various centres.

4.6.2.2 Library Service

The library service in Sheger Youth Centre is found within the premise of the youth centre equipped with reading materials like Newsletters, Pamphlets, Brochures and Magazines on SRH issues. Moreover, educational materials, fictions and other timely newsletters are readily available in the library for the service users.

As its stated in youth centre’s service delivery guideline of FGAE the role expected to be played by the library is coined as it’s mainly to attract and educate young people and in addition to its contribution to youth educational development we can use it as an entry point to reach the youth on SRH information. The library configuration bridges the gap towards accessing counseling and service needs of young people by facilitating convenient arrangements for attending these facilities without being unnoticed (FGAE, n.d).

Despite the fact that the library service created a conducive environment for the SRH service packages of the centre; still a lot is expected to meet the minimum standards set in the Youth Centres Service Provision Standard Guideline prepared by MoWCYA and UNICEF which include arranging reading spots that are appealing to youths, at least one qualified library professional, to design and implement various programmes to enhance library usage and avail library users and publicize services.

However, the presence of the service by itself and its location next to one public government school makes the service appropriate to contribute for the educational empowerment of the youth. This is one major component of youth empowerment.

4.6.2.3 Youth Clubs

Among the different youth friendly services found in Sheger Youth Centre youth clubs organized under different themes are the most dominant once attracting youth service users in the centre. The different clubs currently functioning in Sheger Youth Centre are the drama, dance and music club, in door games like Dama and Chess, and girls club. Even from the sampled youth population for this study all are participating in one of these youth clubs of the centre (see Table 9). In explaining the rationale for these youth clubs currently functional in the centre Youth Centres Service Provision Guideline of FGAE (n.d) clearly articulated that and further confirmed by the coordinator of the centre as the services are servicing both as a tool to communicate different SRH messages and information entertainingly, and as a tool to develop youth's talent so that they could be able to be professionals in their field of interest.

Moreover the contribution of such leisure time engagements further recognized by the World Youth Report of the World Bank (2003) saying such activities give young people the possibility

of self expression, personal fulfillment, and personal development as an individual and as a member of a group. In addition, sports and leisure activities can raise awareness in young people that can inspire them to contribute to the improvement of their living conditions through volunteerism.

4.6.2.4 Trainings

As per the Youth Centres Service Provision Guideline of FGAE both skills development training and income generating trainings that take the local context in to consideration should be given in youth centres (FGAE, n.d). Accordingly, the officer at Sheger Youth Centre stated that TVET and entrepreneurship development trainings are occasionally provided for the youth service attendees as an IGA component to empower underserved and vulnerable young people, men and women in which their economic status found to be a barrier to exercise their sexual and reproductive health needs. Moreover Sheger youth Centre also regularly provided the youths with different skill development training on areas of life skills, leadership and project cycle management. Although, this service component of the centre are provided occasionally their contribution for personal and economic empowerment of the youth is undeniable.

Table 9 – The Service Components of Sheger Youth Centre

	Service Type	No.
List of different services available for the youth in the centre	Music, Dance and Drama	40
	Girls Club	35
	Library members	15
	Indoor game service users	10
	Total	100
List of different community services participating the youth	CSE peer promoter	19
	PSG and PIHCT Promoter	16
	YAM	2
	Total	37

4.6.3 The Community Service Components of Sheger Youth Centre

Sheger Youth Centre of the FGAE gives a due emphasis for Community and school based outreach activities recognizing the strategic arrangements designed and tested effective to access and deliver decentralized SRH services to young people including marginalized and disadvantaged youth groups of commercial sex workers, youth on the street, and others. Towards this end the Youth Centres Service Provision Guideline of FGAE further explained that:

Volunteer Peer Service Providers (PSPs) are serving as key players in providing and facilitating access to SRH services. Carefully recruited and trained PSPs access their young peers and others influencing young people's behavior and practice with basic SRH information, education, and contraceptives. As well, they arrange and facilitate referral linkages with FGAE's and other health facilities to meet clinical, counseling and other service needs of young people (FGAE, n.d).

The youth works as promoters, educators, service providers and catalysts of the programme. As part of the community service programme the volunteer youths in Sheger Youth Centre regularly organizes edutainment programme through music, dance and drama, thus facilitating and encouraging undistracted attention and increased attendance. This programme goes beyond the compound containing the centre facilities thus accessing young and adult constituents including parents in different settings.

4.6.3.1 Comprehensive Sexual Education Programme

Comprehensive Sexual Education (CSE) Programme as one of the programme components for the youth participating in Sheger Youth Centre its mainly a right-based approach to CSE which seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality – physically and emotionally, individually and in relationships. Thus, the CSE Programme component of Sheger Youth Centre as a community services it is integrated in waiting areas and youth clubs, through hairdressing salons and taxi drivers, through community drama and media events and by incorporating them into traditional rituals. A wide range of people are likely to be involved in sexuality education, but for IPPF and

its Member Associations, the key players are service providers, peer educators, parents, teachers and other educators (IPPF, 2010).

4.6.3.2 Peer Education Programme

As part of the SRH Programme of the FGAE in general and that of Sheger Youth Centre in particular, peer education is the major programme component of the centres engagement with the youth. That is, the youth coming to Sheger Youth Centre looking for the youth friendly services will be recruited to participate in the peer education programme as a volunteer. The youths could engage in the community as a Peer Initiated HIV/AIDS Counseling and Testing volunteers (PICT) and a Peer Support Group (PSG) in coordinating different behavioral change programmes towards their peers in the community. Beyond FGAE, IPPF used peer education approach worldwide in many different ways, at different venues and involving a great diversity of young people. Most commonly IPPF's approach involves trained peer educators providing SRH information, services and referrals, through youth centres and outreach activities, to young people in-school and out-of-school. IPPF's aim is to support young people – both the peer educators themselves and those receiving information and services – to exercise their rights to sexual health, diversity and choice. 'We see peer educators as more than simply agents for behavioral change in themselves and their peers – our programmes show a commitment to empowering them as individuals' (IPPF, 2007).

4.6.4 Youth Action Mobilizers

As per the explanation of one of the senior officers at the national office, FGAE have an organized structure to ensure youth participation known as Wise Youth Action Movement for Health (WYAMH). In further explaining the situation the senior officer stated that "FGAE has

demonstrated and evidenced youth involvement in its higher level governance, where 20% of its board is constituted by youth. Youth representation is a must practice of FGAE during planning sessions such as Annual Programme Budget (APB) development every year and that of performance review sessions at all levels”.

This platform for youth participation in the FGAE administrative structure is further replicated in Sheger Youth Centre through the Youth Action Mobilizers (YAMs) comprised of seven selected youth representatives of the youth centre service attendants in the centre’s administrative structure. Basically YAM is composed of the active participants of the youth centre service and purposively selected by the youth centre coordinators based on their level of participation. However the YAM members who are actively participating in the administrative structure of Sheger Youth Centre are only two, even if it has seven elected members.

4.7 Accessibility of Sheger Youth Centre of FGAE

4.7.1 Working days, Working Hours and Distance of Sheger Youth Centre

The accessibility of Sheger Youth Centre is basically assessed with reference to its working days, working hours and distance of the centre from the youth service attendees. The working days of the centre is stated as it’s from Monday to Friday in office hours and for half day on Saturday. Regarding to its working days 74.07% of the youth respondents stated that it’s convenient for their use. With reference to the service hours the centre is working from 8:30 AM to 12:30 PM in the morning and from 1:30 PM to 5:30 PM in the afternoon. However, due to the nature of the programmes in the centre there are many occasions in which the service hours have been extended to meet the needs of the service users and accordingly 74.07% of the youth respondents stated that the service hours are convenient for their use.

However, during the interview made with one of the official in the Centre it is stated that the location of the centre is away from the residence of most of the service users; which is even discouraging them. It's also far from the main road which makes the centre somehow hidden from public eyes to attract more service users to the centre. Moreover, the school found immediate to the centres compound has significantly affected the centre from conducting their planned programme activities as per the centres schedule while they are trying to comply with the school hours. Despite the fact 66.67% of the respondents participated in the survey stated that the distance of the youth centre is convenient for their use.

Table 10 – Accessibility of the Youth Centre

Are the Working Days of The Centre Convenient?	Response	f	%
	Yes	40	74.07
	No	8	14.81
	Total	48	88.88
Are the Working Hours of the Centre Convenient?	Yes	40	74.07
	No	6	11.11
	Total	46	85.18
	Distance of the Centre	Frequency	Percentage
Is the Distance of the Centre Convenient?	Yes	36	66.67
	No	12	22.22
	Total	48	88.89
	* The total is less than 100% because there are missing data		

4.3.2 Facilities of Sheger Youth Centre

The Youth centre's senior official in explaining the available facilities in the youth centre; it is stated that the existing facilities are good enough for the current level of operation of the centre. In spite of the fact the centre still needs some expansion works to include more youth friendly services like incorporating cyber cafes, out door sport activities and the likes the centre to be more appealing for the youth. Furthermore during the FGD with the youth representatives in the youth centre they have also confirmed the same; except the gaps they have mentioned on

dressing problems for the theater club. However, 35.18% of the sampled youth population in the centre confirmed that the available facilities in the centre had been well equipped to provide the anticipated level of service standards.

Table 11 - Perception of the Youth about the Centre’s Facilities

Do you believe that the centre is well equipped	Frequency	Percentage
Yes	19	35.18
No	28	51.85
Total	47	87.03
* The total is less than 100% because there are missing data		

4.3.3 Publicity of Sheger Youth Centre in the Community

Sheger Youth Centre basically conduct a public relation works using the channels created by the different community service programmes of the centre conducted under the facilitation of volunteer youth in the centre. As it is explained by one of the senior officials of Shger Youth Centre, “the community service programmes, like the door-to-door family planning service conducted by the Centre’s youth volunteers, the community outreach and edutainment programmes regularly undergoing on the street and the coffee ceremony programmes are the channels through which we are achieving our public relation objectives”.

The explanations given by one of the centre’s programme officials further reaffirmed by the explanations made during the FGD as the youth had come to the centre after watching the school outreach programme conducted by the volunteers of the youth centre, from their peers participating in the services of the youth centre, recommended by their family members and the school principals. In addition the sign post of Sheger Youth Centre also explained as one of the channels through which the youth know about the services in the Youth Centre. During the focus group discussion, the youth participants also stated that, “the material support Sheger Youth

Centre provided to different school Mini-medias contributed a lot for promoting the services of the centre in the school community as well as created conducive working environment for the volunteer youths to conduct their outreach programmes in the school community”.

4.4 The Pattern of the Youth Service Users in Sheger Youth Centre

The pattern of the youth participation in the services of Sheger Youth Centre is assessed with reference to certain parameters. These parameters related to their years of participation in the centre, frequency of coming to the Youth Centre and length of stay in the Youth Centre for each of their visit.

4.4.1 Years of Participation in Sheger Youth Centre

As illustrated in Table 12, 25.93% of the sampled respondents stated that they had been regularly attending the different services provided by Sheger Youth Centre for more than three years and 38.89% of the respondents within the range of one to three years. In order to further explain the trend the FGD participants explained that “the youth had usually come to the centre to cultivate their talents by participating in the different aesthetic clubs availed by the centre, to use the library service and for the indoor games. In addition, few of them started to come to the centre to develop their knowledge on SRH and to participate in the community service programmes as a volunteer on the prevention of SRH and HIV/AIDS.

However, the most common scenario is that the youth initially started using the services in the Youth Centre on the area of their interest and this further develop to participate in the different community service programmes of the centre as a CSE peer promoter, facilitator of PICT, PSG and YAM on a volunteer basis which holds the youth for more years. However, the trend shows that the culture of attracting new youth service users availed by the centre is weak since those

who have participated in the centre for more than one year accounts for 64.81% of the respondents.

Table 12 – The Patterns of the Youth Centre’s Service User

	Response	f	%
Number of Years Participated in The Services of The Centre	Less than 1 Year	12	22.22
	1 Year to 2 Years	14	25.93
	2 Year to 3 years	7	12.96
	3 years to 4 years	6	11.11
	More than 4 Years	8	14.81
	Total	54	100.00
Frequency of Visiting the Centre in One Month Time	1 – 10	19	35.19
	11 – 20	23	42.59
	21 – 30	2	3.7
	Total	44	81.48
	* The total is less than 100% because there are missing data		
Length of Hours Spend in The Centre for Each of Your Visits to The Centre	Less than 2 hours	11	20.37
	2 – 4 hours	20	37.03
	4 and more hours	14	25.93
	Total	45	83.33
	* The total is less than 100% because there are missing data		

4.4.2 Frequency of Coming to the Youth Centre:

As indicated in Table 12 about half of the respondents (46.29%) stated that they had been coming to the Youth Centre for ten and more days in one month time, (42.59%) of them were found to be users of the centre from ten to twenty days in one month time. On the other hand 35.19% of the respondents stated that they had been coming to the centre for less than 10 days during one month’s time. The frequency of the visits made by the youth although it accounted for less than 50% shows that their engagement in the Youth Centre has become part of their routine activities which in turn gives the centre a comparative advantage for addressing the holistic developmental needs of the targeted youth population.

4.4.3 Length of Stay in The Youth Centre

As depicted in Table 12, the most significant number of the sampled youth respondents which accounted for 62.96% stated that they had stayed in the Youth Centre while engaging in different activities in the premises of Sheger Youth Centre for two and more hours for each of their visits. Out of which, 25.93% of them were found to be those users who had stayed for four and more hours. The length of stay the sampled youth respondents have in the centre together with the frequency of visiting the services of the Youth Centre; it has become a good platform to integrate long-lasting youth empowerment programmes which are targeting the holistic development of the youth.

4.5 Level of Participation of the Youth in the Centre's Administration

While holding the interview with one of the officials of Sheger Youth Centre, it was vividly stated that the youth had been participating in the administration of the centre through their representatives selected based on their level of involvement. That is, the YAM is basically organized in the centre which has seven youth members to participate as the youth wing in the administration of the centre. Furthermore, the youth's participation is ensured while at each level of intervention (designing, implementation, monitoring and evaluation of programme) and decision making beyond the Centre's administration level.

However, as shown in Table – 12, among the sampled youth respondents, 31.4% stated that they had been participating in the centre's administrative works; and out of them the significant majorities of responses also showed that their level of participation had been at programme implementation level (82.35%) and on programme monitoring and evaluation (70.59%). On the other hand young people were found to be participants in the programme designing (52.94%)

and decision making level (52.94%). Therefore, those youngsters of Sheger Youth Centre participate less in the centre’s administration than in other programme activities.

Moreover, the FGDs held with the youth representatives revealed that the youth had been actively participating in the management of different community service programmes of the centre, beyond their representation made through the YAM members. However, among the seven YAM members only two of them are actively pursuing their responsibility. One of the YAM members who have been in the FGD further described the situation as:

“Even if we are delegated to reflect the voice of the youth in the centres administration we are not taking our responsibility to the level anticipated and the reasons for that are when we come with different programme initiatives to further enhance the services of the centre we are not welcomed by the administration due to reasons related to financial constraints. This together with the negligence of the YAM members I believe that the committee is not actively participating in the centres administration.”

Table 13 – Level of Youth Participation in the Centre Administration

Did You Participate in the Administration of the Youth Centre	Responses	f	%
	Yes		17
No		29	54.3
	Total	46	85.70
* The total is less than 100% because there are missing data			
Participation on Programme Designing	Yes	9	52.94
	No	8	47.06
	Total	17	100.00
Participation on Programme Implementation	Yes	14	82.35
	No	3	17.65
	Total	17	100.00
Participation on Programme Monitoring and Evaluation	Yes	12	70.59
	No	5	29.41
	Total	17	100.00
Decision Making on the Process of the Youth Centre Administration	Yes	9	52.94
	No	8	47.06
	Total	17	100.00

4.9 Participation of the Youth on Community Service

4.9.1 The Pattern of Youth Participation in Community Service

As illustrated in Table 14, 48.15% of the youth in the study confirmed that they had been participating in the community service programmes organized by the Youth Centre. Among those who had been participating in the community service, 53.86% stated that their participation is at the implementation level of the community services. The rest 19.23% participated in the identification of the target community and 11.54% in designing of the community service programmes. Regarding the youth's participation in the community service, they stated that after they have defined their targets from the community the youth themselves will develop their own strategy depending on the community context. For instance, the FGD participants stated that they had been regularly working in the identification of targets and had been worked with the school community, night shift students, shoe polishers on the street and Youth in 'Chat houses', - places where a number of youth are spending their leisure time consuming chat leaves. Each category of the target youth identified with their active participation, the youth will also engage in designing appropriate intervention strategies. In this regard, the community service engagements of the youth accounted for 31.4% of the sampled youth respondents who believed that their engagement in the community had addressed the felt needs of their community. Moreover 37.1% of the respondents stated that their participation in the community service had made them to realize their innate potential which they were not aware of that potential before.

Finally, the youth were asked on the opportunities they had had for reflection on their community service engagements. The findings of the study showed that 57.69% of the respondents were found to be participant in the community services of the Youth Centre. There is also the culture of giving the opportunity for the youth to reflect back on their community

engagement, youth centre’s official explained “every month, there is update meeting between the youth centre coordinator and the peer promoters of CSE, PICT and PSG.” Continuing on that:

During the session the participants in the community service programme regularly submit their monthly performance report, their plan for the month, the challenges they faced while conducting the different community service programmes. During this session the youth will also share their best practices, exchange advices among each other for their future engagements. And finally they will be made to reflect back on the learning opportunities the youth have got from their engagement.

Table 14 – Youth Participation in Community Service

Did You Participate in Any Community Service Programmes	Responses	f	%
	Yes		26
No		22	40.74
	Total	48	88.89
* The total is less than 100% because there are missing data			
At Which Level You are Participating in the Community Service	Identification of the target community	5	19.23
	Designing the community service	3	11.54
	Implementation of the community service	14	53.85
	Total	22	84.62
* The total is less than 100% because there are missing data			
The Culture of Reflection on the Community Service	Yes	15	57.69
	No	11	42.31
	Total	26	100.00

4.9.2 Support from the Community for Community Service of the Youth

In mobilizing the youth for any forms of community services making sure that they have a welcoming social environment in their community is very important as one major component of youth empowerment. About three-fourth of the youth in the study (74.3%) were found to participate in the community service. The informants also stated that they had got different types of support and encouragements from the community members so that they could render the services. As main sources of the encouragement, the youth have been getting supports from family, friends, neighbours and their school community. Beyond the support they have got from the different social institutions in their respective community, 73.33% of the sampled youth

respondents expressed that they had got an encouragement from the adult members of the community they served.

According to most of those youth who had participated in the FGDs, their participation in the Youth Centre and their engagements in various community service programmes had generated social acceptance for them from the adult members of their community. Even the participants of the FGD further stated that after they had conducted some sessions with the adult members of their community. The participants regularly confirmed their satisfaction and request them to recruit their children to take part with them as peer educators and regularly gave verbal encouragements to the youth. One of the youth participants in the FGD stated her experience with her family, as she stated:

It's common that every family is either infected or affected by the pandemic of HIV/AIDS and my family is one of them which I lost my uncle and other relatives. Now, after I have started participating in Sheger Youth Centre, I am taking initiative in my family to openly discuss on various SRH and HIV/AIDS issues. So, initially it was a challenge for me to get their attention but at the later stage the whole family started to take part in the discussions. Now a day, they are even wondering if I was started participating in the centre earlier we could have been able to rescue the lives of our deceased relatives due to HIV/AIDS.

Table 15 - Encouragement for the Youth Engaging on Community Service

	Responses	f	%
Have You Received any Encouragement for Your Engagement on Community Service	Yes	15	74.3
	No	11	14.3
	Total	26	100.00
What Was the Source of the Encouragement	From my family	4	26.67
	From my friends	4	26.67
	From my neighbors	4	26.67
	From my school	3	20.00
	Total	15	100.00
Did the Adult Members Were Supportive for the Community Service	Yes	11	73.33
	No	4	26.67
	Total	15	100.00

4.10 The Professional Composition of the Staff in Sheger Youth Centre

Regarding the professional composition of the staff who has been working in Sheger Youth Centre of FGAE, they were found to be mainly composed of one counselor nurse, one laboratory technician, two security guards and one cleaner. Moreover, the centre had also one centre coordinator assigned for the five Youth Centres of FGAE who had been working in Addis Ababa. Although the technical staff in the centre have a medical background mainly focusing on clinical services of the Youth Centre, it is the nurse counselor who had been responsible to facilitate the different youth friendly programmes of the Youth Centre, without having any youth development related trainings at any level (see Table 16).

This professional expertise issue on youth development has also a reservation from the participants of the FGD stating that the staff composition in the centre had not been competent enough to contribute for the personality and social development of the youth participants of the Youth Centre. However 62.9% and 65.7% of the sampled youth population stated that the service providers in the Youth Centre had been competent enough to contribute for their overall personality and social development respectively. One of the officials of the youth focused programmes of FGAE further confirmed the data gathered from the youth, as he stated: “the centre has no human resource related gaps on their youth focused services.”

However, referring the Youth Centre’s Service Provision Standard Guideline the existing staff composition of the Sheger Youth Centre is much below the standard specified at least on those major programme areas of the centre for which the activity is already there. The proposed human resource composition as per the Youth Centre’s Service Provision Standard Guideline; the most relevant once for the current level of operation of Sheger Youth Centre are expected to have professionals from Management, Sociology, Psychology, Economics, Sport and Entertainment,

Library Science and Nursing. However Sheger Youth Centre have only the staffs from health professionals which limits the centre's capacity to reach its highest level of performance in ensuring youth empowerment within the framework of the existing service components operating in the centre. That is, although the SRH needs of the youth population is the primary focus of the centre's activity, empowering the youth is the main strategy in placed to achieve its central objective. However, the staff composition clearly indicates that less emphasis is given for the different dimensions and components of youth empowerment schemes, other than the SRH aspects of their programmeing.

Table 16 - Specifications of Human Resource for a Model Youth Centres

No	Position	Qty	Qualification	Education
1	General Manager	1	Management, Sociology, Psychology	BA Degree
2	Secretary	1	Secretarial Science	Diploma
3	Administration and Finance Head	1	Accounting	BA/Diploma
4	Finance and Budget Officer	1	Accounting	Diploma
5	Cashier	1	Accounting	Diploma
6	Purchaser	1	Purchasing [and Supplies]	Diploma
7	Store Keeper	1	Managements	Diploma
8	Security	1	Security	8 th Grade Complete
9	Programme Coordinator	4	Economics, sociology, psychology, or related fields	BA Degree
10	Youth Counselor	1	Psychology, sociology,	BA Degree
11	Training Coordinator	1	Economics, sociology, psychology	BA Degree
12	Health professional	1	Nursing	Diploma
13	Computer professional	1	Computer science	BSc
14	Information Section	1	Computer science	BSc /diploma
15	Librarian	1	Library science	Diploma
16	Auditor	1	Accounting	BA/Diploma
17	Sport and entertainment professional	1	Sport and Entertainment	Diploma
18	Coffee Machine barista	2	Training in coffee machine operation	Certificate
19	Cafeteria Waiters	4	Elementary school complete	8 th Grade Complete

Source: MoWCYA and UNICEF, Youth Centres Service Provision Standard Guideline, 2011, P. 29 (Ud)

4.11 Contribution of the Youth Participation in the Centre for their Empowerment

4.9.1 Contribution for the Personality Empowerment of the Youth

In assessing the personality empowerment of those youth who have been participating in Sheger Youth Centre, certain parameters (like skills of making choices, decision making skill, self management skill and self regulating skill) are used as the point of reference. Accordingly, the percentage distribution of the sampled youth population indicated that those skills are significantly developed among the youth from their participation on the youth centres services (see Table 17). The data pattern by itself indicated that the participation of the youth in the centre's different programme components significantly contributed for the personality empowerment of the youth.

Thus the FGD participants further confirmed that their engagement in the centre contributed for achieving the different dimension of personality empowerment. The basic personal developments the FGD participants pointed out as they benefited from their engagement in the Youth Centre are development of their self confidence, problem solving skills, changing their risky behaviors and develop a healthy and socially accepted behaviors, finding their true self and discovering their inner potentials are the major once.

4.9.2 Contribution for Social Empowerment of the Youth

The sampled youth respondents believed that their participation in Sheger Youth Centre has significantly contributed for the development of important skills relevant for social empowerment of the youth. That is, the major skills needed for social empowerment of the youth population are very well cultivated from the participation of the youth in the different service components of the centre (see Table 18).

Table 17 – Achievements on Youth Personality Empowerment

	Response	f	%
Does that develop your skill of making choices in your life?	Yes	37	68.52
	No	9	16.67
	Total	46	85.18
Does that develop your decision making skills?	Yes	39	72.22
	No	7	12.96
	Total	46	85.18
Does that develop yourself management skill?	Yes	37	68.52
	No	9	16.67
	Total	46	85.18
Does that develop yourself regulating skill?	Yes	35	64.81
	No	11	20.37
	Total	46	85.18

* The total is less than 100% because there are missing data

Confirming the contribution of the different service components of the Youth Centre for social empowerment of the youth, the FGD participants further reflected on their views saying: “From the empowerment process I have passed through in my participation in the services of Sheger youth centre; now I am actively participating in the environmental protection initiatives of my community”. They continued, “I have developed my potential to freely express my thoughts in any group settings and it developed my communication skill to the best. Previously I was not even comfortable to participate in the class room setting but now this problem is already solved; I have get acceptance in the community I am living due to the different community service programmes I have been participating with the coordination of Sheger youth centre” They further stated, “My participation in the youth centre programmes has a multiplied effect in my holistic development while I am making my contribution for addressing the felt needs of my community. Even there are times we are invited to facilitate and coordinate different sessions organized by other community actors - looking for our experience and expertise which is recognition for us”.

Table 18 – Achievements on Youth Social Empowerment

		f	%
Does that enable you to align with the societal values and beliefs?	Yes	34	62.96
	No	12	22.22
	Total	46	85.18
Does that increase your participation in group decisions?	Yes	29	53.7
	No	17	31.4
	Total	46	85.18
Does that enable you to participate in transforming social institutions?	Yes	29	54.3
	No	17	31.48
	Total	46	85.18
Does that develop your interaction skill in group?	Yes	35	64.81
	No	11	20.37
	Total	46	85.18
Does that develop your sense of ownership and responsibility on community issues?	Yes	37	68.52
	No	9	16.67
	Total	46	85.18
Does that enable you to participate in social development issues of your community?	Yes	39	72.22
	No	7	12.96
	Total	46	85.18

* The total is less than 100% because there are missing data

4.10 Summary of Major Findings

Generally the main finding of the study showed that the symptoms of the rapid social change process already started to be felt in the major socialization agents as well as in the personality development of the sampled youth population. The socialization and development of the respondents had been happening at multiple spots where the level of influence among the different social institutions significantly varying; shared between the new and traditional social institutions. But the traditional socialization agents still have a significant level of influence, even if the new emerging service sectors already started to share their role. For this we can refer the youth respondents stating that their participation in Sheger Youth Centre of FGAE had been significantly contributed in altering their exposure to risky way of life and their time management had been exposing them to engage on various evil practices before that.

Thus, the services of Sheger Youth Centre had been significantly contributing for the empowerment of its service users. The service rational of FGAE's youth focused programme considerably gave emphasis for empowering the youth for achieving their objective of providing a quality SRH services for the youth. Towards this end, the service packages at Sheger Youth Centre, how they are organized, the effort to ensure youth participation in the association's administration and the integration of the youth friendly services availed in the center with community service programmes had been recognized as conducive platforms for ensuring youth empowerment.

However, the diversity of the existing services, the facilities the center had for its youth friendly services and the professional composition of the staffs still posed challenges on the center to ensure quality for its service users and addressing all the components of youth empowerment. Although there are lots of tasks ahead, the networking and partnerships the Youth Center had established with different community based organizations made the centre's service more appropriate to address the different components of youth empowerment.

Further enhancing the community platforms for the volunteer community engagement of the youth needs the attention of the centre's administration. Hence, creating a safe and welcoming environment for the youth needs to consider the changing community contexts as well. Towards this end, the member ship of FGAE in to IPPF gives an impetus for the centres programming, duly considering the global change situation as well as its implication to the local realities.

Chapter Five

Conclusion and Suggestions

5.3 Conclusion

This study has been arguing that the rapid social change process happening throughout the world is significantly affecting the long existed socialization agents of developing countries in general and that of Africa in particular. The change process is observably altering the level of influence the long existed socialization agents used to have in empowering their youth within the framework of their own cultural values and national purpose. So that the new emerging social service providers like youth centers need to supplement the empowerment process as part of the macro social system.

Thus this study has been conducted in Sheger Youth Center of FGAE to investigate its contribution for empowering the youth with reference to their service rational, the relevance of the service packages, the professional composition of the center and the relevance of the services for empowering the youth to cope with the rapid social change process. Accordingly the conclusion is presented below with reference to the research questions raised by this study in detail and in descriptive manner. That is:

5.3.1 The Service Rational of FGAE Youth Focused Programme

The service rational given by FGAE and its international affiliate IPPF for its youth focused programme mainly targeted to address the SRH needs of the youth population. However, the strategy in placed to achieve its objective does not focus only on the provision of SRH related clinical services; rather the different service packages are designed to empower them to stand for themselves and remain safe from the risk of being exposed to SRH problems. That is, the

different youth friendly services provided in Sheger Youth Centre, the way they are delivered for the youth, the emphasis given for youth participation in the administrative structure, and the community platform established goes beyond addressing the SRH needs of the youth and have the potential to empower them to stand still by themselves as a healthy, productive and responsible citizens of the nation.

Moreover, the organization of the youth friendly SRH services in Sheger Youth Centre integrating different components crucial for youth empowerment as a strategic direction make the rational for its youth focused programme relevant and appropriate for the years to come. That is, in the post MDG agenda after 2015 youth empowerment and ASRH are expected to be in the fore front following the pattern of the population dynamics, in which the youth population will become the majority group in most developing countries of the world.

5.3.2 Relevance of the Services of Sheger Youth Centre for Youth Empowerment

Empowerment as a social process take individual's psychological empowerment and their collective empowerment as its major pillars. Thus, the different service components of Sheger Youth Centre for youth leisure time engagement, the culture of youth participation in the centres administration, the volunteer community engagement availed for the youth and the networking and linkages established with community based organizations can be generalized as they are a good platform to address the different components and dimensions of youth empowerment. And in relation to that this study concluded the service packages of Sheger Youth Center have relevance for ensuring the empowerment of the youth more specifically on psychosocial empowerment.

Even though it is the combined effect of the centre's youth friendly service with community engagement significantly contributing for empowerment of the youth; the numbers of the Youth Centre service attendants participating in the different community service packages are insignificant. However the different service packages availed in the youth centre, the consistency of the youths in using the service, frequency of coming to and length of hours spent in the centre are conducive environments to mobilize majority of the youth to engage on community service. Despite the fact, a lot has to be done in improving the accessibility and facilities of Sheger Youth Centre to make it more conducive for the current service users and to attract more number youths to the centre. That is, the service packages availed in the youth centre lacking diversity which restricted the potential of the centre to achieve the best out of its engagement. Furthermore public relation and communication works should also be focused to enhance the existing community linkage and networking as well as in creating safe and welcoming environment where empowered youths can live comfortably.

The study also concludes the community engagement of the youth is making a meaningful contribution in addressing the felt needs of the community. In the mean time, the engagement also gives the youth the opportunity to regularly interact with their community members including adults and to feel responsible on their community matters. This service component of Sheger Youth Center is the best practice enabling the youth to enjoy plenty of opportunities coming with it for their holistic empowerment. The working relationships established with various community actors have impact on the life of the youth beyond creating a smooth working environment for their community engagement. That is, the process also has the potential to lay a platform that can create a safe living environment duly considering the place of the youth in their community.

Above all other issues discussed so far the culture of Sheger Youth Centre in participating the youth in the centre's administrative structure and in coordinating the community engagement is another good experience of the centre to complement their empowerment strategy. However, the level and areas of the youth participation still needs to be further enhanced on areas of decision making and programme designing.

5.3.3 Professional Composition of the Staffs in Sheger Youth Centre

The professional composition of the staffs working on the youth programme at the national level shows that they have certain levels of relevance to design the youth focused programme of FGAE in general and contextualizing the different strategic directions set by IPPF to the realities in Ethiopia. However, the reality in Sheger Youth Centre is far from what the nature of the service basically needs. There are only health professionals – Nurse and laboratory technician - as a fulltime employ for service provision. Though there is also one psychologist responsible for the coordination of the center, who is also responsible to supervise other four youth centres of FGAE operating in Addis Ababa. This indicates the centres programme priority to address the SRH needs of the youth and operationalizing the other youth friendly services as a means to attract more youths to the SRH service.

Thus, the task of coordinating the different youth clubs, the library service, the community service, and community organization are conducted by the centre's health professionals and some volunteer youths under the supervision of the centre's manager. Although, those staffs coordinating the youth friendly services of the center did not get short term trainings on youth empowerment. Furthermore, the center's manager who has a relevant professional background and took trainings on youth development his schedule is tight to work directly with the youth.

That is, even if the existing platform in Sheger youth centre, the number and pattern of youths attending the services, the community linkages and networking established and the strategies in place to achieve the SRH objectives are conducive and relevant for youth empowerment; the absence of professionals that can contribute on the psychosocial empowerment of the youth is a critical constraint that can limit the centre's potential to ensure the highest level of achievement on youth empowerment.

5.3.4 Relevance of the Services of Sheger Youth Centre for the Changing Social Context

Sheger Youth Centre of FGAE which has been working for more than 22 years in Addis Ababa; the nature of the services targeting the holistic development of the youth, the provision of its services for free, and the opportunity the centre gave for the youth to cultivate their talent is the most common advantage of Sheger Youth Centre of FGAE sharing with other youth centre service providers. Above all, the long years of service of Sheger Youth Centre gave it an advantage to have a number of adult role models who have been participating in the services provided by Sheger on their young age.

Since the core premise of this study is that the rapid social change process happening globally driven by global forces have an implication on the development of the youth, this study assessed the merits the nature of the service packages of Sheger Youth Centre have while working as the member association of IPPF. Accordingly this study concluded that the services have relevance in addressing the challenges the youth are facing as the direct effect of the rapid social change process.

The study finding further proves the premise of the study practically demonstrating the effects of the rapid social change process on the youth facing new challenges like teenagers as old as 12

years coming to the centre looking for SRH services stating they have already started sexual practices. However, the membership of FGAE in IPPF sought as a comparative advantage for the services of Sheger Youth Centre which avails relevant intervention strategies gearing the centres intervention in line with the global developments as well as the changes happening driven by global forces. That is, being the member association of IPPF, FGAE is required to operate as per certain shared strategic directions, guidelines and standards set for service provision and the task of contextualizing the strategies to the Ethiopian context is conducted by the staffs of FGAE.

Moreover beyond setting such strategic direction for their global oriented programming, IPPF solicits and leverages funding for member associations globally, which gave FGAE as well as Sheger Youth Centre a comparative advantage from other youth centre service providers. FGAE is also favored in terms of getting regular technical support through trainings and supportive supervisions among other things. Generally, the member ship of FGAE in IPPF makes its programming on youth empowerment more relevant to the changing context of the youth and their surrounding environments in many aspects.

5.4 Suggestions

Though the study concluded that Sheger Youth Center is significantly contributing for youth empowerment with certain limitations, it also made the suggestions listed below. That is;

5.4.1 Engagement in Volunteer Community Services

At the current level of operation Sheger Youth Centre is providing its services for 100 youths from which only 37 of them are engaging on community services as well as using the youth friendly services of the centre. So ensuring community engagement of all the youth participating in the centre needs to be duly emphasized for addressing the different components and

dimensions relevant for youth empowerment. For this, devising different strategies that will motivate all youths coming to the centre to understand and take part in volunteer community engagements will further ensure the achievement on empowering the youth service attendants in Sheger Youth Centre.

5.4.2 Incorporating More Service Packages

Although the services of Sheger Youth Centre is significantly contributing for the empowerment of its youth service users, the number of youths currently benefiting from the scheme are insignificant compared to its potential. That is, the centre can still accommodate more number of youths in a most effective and efficient way by integrating more youth friendly services in the centre (like outdoor games, cyber Cafes, Cafeteria Services and others), upgrading the exiting youth friendly services, making the services more accessible and conduct more public relation and communication works.

5.4.3 Networking and Partnership with Different Stakeholders

The networking and partnerships established by Sheger Youth Centre with different community actors is significantly contributing for the youth empowerment scheme; but it can be more enhanced if the networking and linkage is supported with mass communication strategies and inviting the adult community members to actively participate and support the engagement of the youth. Moreover considering the holistic nature of empowerment FGAE in general and Sheger Youth Centre in particular needs to establish further partnership to supplement their empowerment efforts with the other components of youth empowerment on areas of economic, educational and political empowerment of the youth.

5.4.4 Professionalization of Services

The staff composition at Sheger Youth Centre literally is not composed of team of professionals that can critically address the different components and dimensions of empowerment in the centres operation. So that integrating much more professionals having background in social science and relevance for the psychosocial empowerment of the youth can take the service of the Youth Centre to a higher level of performance ensuring its empowerment orientation.

5.4.5 Youth Participation

The level of participation the youth have in the centres activity is more demonstrated in the areas of service utilization and programme implementation. However, it still needs lot of efforts to ensure that the participation of the youth to take effect on areas of decision making, programme designing and other components that can significantly contribute for their empowerment. Here the platform and the system are already there and further efforts are expected to be made to make that practical

5.4.6 Learning for Youth Development Workers

Though FGAE is working to address the SRH needs of the youth population as its major objective, the strategy in placed to achieve its objective through empowerment makes the intervention effective and efficient in achieving multiple purposes. So development policy makers, and youth focused programme planners have to be benchmark the experience in dealing with the educational, health, economic and other developmental needs of the youth.

5.4.7 Implications for further study

In conducting this research the scope was limited to assessing the contribution of Sheger Youth Centre of FGAE for empowering its youth service users using the data generated from the service users and the service providers. However, considering the fact that youth empowerment is a multi dimensional process which needs to have a balance between empowering the youth and empowering the social context they are residing; further research is recommended to assess the social and community context in which the youth population is residing on how they are safe and welcoming for an empowered youth.

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Annexes

Annex One

Interview Schedule for In-Depth Interview with the Youth - Service Users of Sheger Youth

Centre of FGAE

Good morning/afternoon. My name is Daniel Gebremedhin and I am Masters of Social Work student in Indira Ghandi National Open University, under the coordination of St. Mary's University College. I am studying the contribution of Sheger Youth Centre of Family Guidance Association of Ethiopia for Youth Empowerment with the general objective of assessing the contribution of youth centres for youth empowerment in urban setting. So this in-depth interview is designed to collect primary data from the youth group attending the services of the youth centre regularly and your information will be primarily used for academic purposes. Participation in this study is voluntary and everything you say will remain confidential. Thus, your genuine and complete responses have a paramount importance for the success of the study.

Consent

I'm going to ask you some questions related to your opinion on the services of Sheger Youth Centre in relation to its contribution for youth empowerment. Your name will not be mentioned on this study. And you have the freedom to withdraw from the interview at any time you wish. So are you willing to participate on the interview?

_____ Agreed

_____ Not agreed

General Information

Respondent's code: _____

Interviewer's name: _____

General Background Information

1.1 Age: _____

1.2 Sex: _____

1.3 Educational status:

A. In school

B. Out of school

1.4 Educational level attained: _____

1.5 Marital status: _____

1.6 With whom you are currently living: _____

1.7 What are the most common activities you are conducting while you are at home? _____

1.8 What is your religion? _____

1.9 Are you regularly going to religious institutions of your religion?

A. Yes

B. No

1.9.1 If your answer is yes please specify how frequently you are going to the religious institution you are attending within one month time? _____

1.10 Did you have peer groups that you are spending time together with?

A. Yes

B. No

1.10.1 If you do not have peer groups please skip to question number 1.13

1.11 If your answer for question number 1.10 is yes where did you meet your peers? (You can choose more than one answer from the list below)

A. From your school

C. From your extended family

B. From your area of residence

D. From the youth Centre

E. If others, Please specify: _____

1.12 What are the most common activities you are conducting when you spend your time with your peers? _____

1.13 Are there Medias you regularly follow/read/watch/listen?

A. Yes

B. No

- 1.13.1 If your answer is no please skip to question number 1.15
- 1.14 If your answer for question number 1.13 is yes please answer the questions listed below?
- 1.14.1 What type of Media are you most frequently following/read/watch/listen? _____
- 1.14.2 What are your favorites Media programmes? _____
- 1.15 Did you spend some time within your neighborhood?
- A. Yes B. No
- 1.15.1 If your answer is No skip to question number 1.17
- 1.16 If your answer for question number 1.15 is yes:
- 1.16.1 What are the activities you are regularly engaging while you are spending your time in your neighborhood? _____
- 1.16.2 With whom you are conducting those activities while you are spending your time in your neighborhood? _____
- 1.17 What does youth empowerment means to you?
- 1.17.1 Youth personality empowerment: _____
- 1.17.2 Youth Social Empowerment: _____

2 General Information Related to The Involvement of The Youth In The Youth Centres

- 2.1 When did you start coming to the youth centre? (State the calendar year and month you started coming to the youth Centre) _____
- 2.2 How did you hear about the services in the youth centre? _____
- 2.3 What is your reason for coming to the youth centre? _____
- 2.4 Which specific youth focused programmes of the youth centre you are participating in? _____
- 2.5 What is the rational given by the youth centre for the programme you are participating in? _____
- 2.6 How frequently you are coming to the youth centre within one month time? _____
- 2.7 On average for how long you will stay in the youth centre for each visit? _____
- 2.8 What are the regular engagements you have in the youth centre, in each of your visits to the youth centre? _____

2.9 Are there any advantages you think you have gained from using the services in the youth centre?

A. Yes

B. No

2.9.1 If your answer is No skip to question number 2.11

2.10 If your answer for question number 2.9 is yes, please list those advantages with reference to the below listed components?

2.10.1 For your personality development in terms of:

A. Making choices in life: A. Yes B. No

B. Making decisions: A. Yes B. No

C. Being self managing: A. Yes B. No

D. Being self-regulating: A. Yes B. No

2.10.2 For your Social Development:

A. Radical realignment of values and beliefs: A. Yes B. No

B. Participation in group decision making: A. Yes B. No

C. Participating to transform social institutions: A. Yes B. No

D. Developed your freedom in a group: A. Yes B. No

E. Developed sense of responsibility and ownership: A. Yes B. No

F. Engage in socially effective action: A. Yes B. No

2.11 Are there any challenges you have faced from your participation in the services of the youth centre?

A. Yes

B. No

2.11.1 If your answer is No skip to question number 2.13

2.12 If your answer for question number 2.11 is yes, what were the challenges?

A. It ruins my family relationship

B. It tightens my school schedule

C. Lost acceptance in my neighborhood

D. Lost acceptance from my friends

E. If other please specify: _____

2.13 Are there any encouragements you are getting for your participation in the youth centre?

A. Yes

B. No

2.13.1 If your answer is No skip to question number 2.15

2.14 If your answer for question number 2.13 is yes, what are the sources of those encouragements?

2.14.1 Family

2.14.3 School

2.14.2 Friend

2.14.4 From my neighborhood

2.15 How were you spending your time before you start coming to the youth centre? _____

2.16 What were the disadvantages of your previous time management before you start using the services in the youth centre with reference to the below listed components? _____

2.17 Did you engaged in any community service programmes organized by the youth centre?

A. Yes

B. No

2.17.1 If No skip to part three of the questionnaire

2.18 If your answer for question number 2.17 is yes, please answer the questions listed below:

2.18.1 From which stage your participation in the community service started? (You can choose more than one answer from the list below)

A. Problem identification

C. Programme implementation

B. Programme designing

D. Monitoring and/or Evaluation

2.18.2 Do you believe that your engagement in the community addressed the real needs of the community?

A. Yes

B. No

2.18.3 Have you been thought before that you have the potential for addressing the problems of your community before your engagement in the community service programme?

A. Yes

B. No

2.18.4 Are there any institutions that supported your community service programme other than the youth centre?

A. Yes B. No

2.18.5 If your answer is yes for question number 2.18.4 please list the institutions that have supported your engagement in the community service? _____

2.18.6 Did you get any support from the adult members of the community in your community service engagement?

A. Yes B. No

2.18.7 Did you reflected back on your engagement on the community service programme?

A. Yes B. No

2.18.8 Did you receive any encouragements for your service from the community?

A. Yes B. No

2.18.9 If your answer for question number 2.18.8 is yes; what does your involvement in the community service programme contributed for your holistic development? _____

3 Evaluation Points of The Youth Centre From The Perspective of The Youth Service Users:

3.1 Is the service of the youth centre accessible for you with reference to the below listed parameters?

3.1.1 The working days of the centre: A. Yes B. No

3.1.2 The working Hours of the centre: A. Yes B. No

3.1.3 Distance of the centre from their residence? A. Yes B. No

3.2 Are you satisfied with the competence of the service providers on matters related to your needs from the service you are getting from the centre with reference to the below listed components?

3.2.1 They are competent to contribute to your personality development

A. Yes B. No

3.2.2 They are competent to contribute to your social development

A. Yes B. No

3.3 Are the services you are using at the youth centre well equipped with all the facilities the programme needs to have?

A. Yes B. No

3.4 Are you participating in the management of the youth centre?

A. Yes

B. No

3.4.1 If your answer is No skip to question number 3.6

3.5 If your answer for question number 3.4 is yes, please specify the area you are participating:

3.5.1 Designing of services/programmes: A. Yes B. No

3.5.2 Implementing of services: A. Yes B. No

3.5.3 Monitoring and evaluation A. Yes B. No

3.5.4 Decision making: A. Yes B. No

3.5.5 If any other please specify: _____

3.6 What are the strengths of the programme you are regularly participating in the youth centre?

3.7 What are the Constraints of the programme you are regularly participating in the youth centre?

3.8 If you have any suggestions for future improvement of the services of the youth centre?

Thank you!

Annex Two

Interview Schedule with the Key Informant at the National Office

Good morning/afternoon. My name is Daniel Gebremedhin and I am Masters of Social Work student in Indira Ghandi National Open University, under the coordination of St. Mary's University College. I am studying the contribution of Sheger Youth Centre of Family Guidance Association of Ethiopia for Youth Empowerment with the general objective of assessing the contribution of youth centres for youth empowerment in urban setting. So this questionnaire is designed to collect primary data from the senior officials of FGAE as the key informant for the study. Family Guidance Association of Ethiopia and the information will be primarily used for academic purposes. Thus, your genuine and complete responses have a paramount importance for the success of the study.

I. General Information About The Youth Focused Programmes of FGAE:

1. What is the working definition of youth for FGAE? _____
2. What are the developmental needs of the youth population targeted by FGAE?

3. What are the strategies designed by FGAE to address those developmental needs of the youth population? _____
4. What is the rationale behind the youth centre programmes of FGAE? _____
5. Do you believe the programme packages included in the youth centre are contributing to the below listed developmental needs of the youth?
 - 5.1 For the personality development of the youth: A. Yes B. No
 - 5.1.1.1 If yes can you please explain the programme packages contributing to this developmental need of the youth? _____

5.1.2 For the Social Development of the youth: A. Yes B. No

5.1.2.1 If yes can you please explain the programme packages contributing to this developmental need of the youth? _____

6. Did FGAE have partners for its youth centre programme?

A. Yes B. No

6.1 If your answer is yes, can you please list those partners?

A. At the community level: _____

B. At the Government level: _____

C. At the NGO level: _____

D. At the international level: _____

E. If there any other please specify? _____

7. Do you believe the rapid social change process taking place at the global stage have its own effect on the development of the youth population in our country?

A. Yes B. No

7.1 If your answer for question number 7 is no skip to question number 9

8. Do you believe that the different programme components of the youth centre are contributing to address the impact of the rapid social change on the youth population?

A. Yes B. No

8.1 If your answer is yes please explain how? _____

8.2 Do you believe that the membership of FGAE in the IPPF give it an advantage for designing appropriate programmes to deal with the impacts of the rapid social change on the youth population?

A. Yes B. No

8.2.1 If your answer is Yes, Please explain on how FGAE's membership in the IPPF give a comparative advantage from other youth centre service providers in Addis Ababa?

8.2.1.1 With reference to setting strategic directions: _____

8.2.1.2 For having appropriate programming to the needs of the youth population with the rapidly changing social situations globally: _____

8.2.1.3 With reference to funding to the youth centre programmes: _____

8.2.1.4 With reference to capacity building trainings: _____

8.2.1.5 With reference to technical support on the centres youth focused programmes: _____

8.2.2 If your answer for question number 8.2 is yes, what are the challenges your programme implementation encountered for having such international orientation? (for example we can take FGAE's philosophy on abortion) _____

8.2.3 If your answer for question number 8.2 is yes what were the major sources of those challenges? _____

8.2.4 If your answer for question number 8.2 is yes what were the coping strategies used by FGAE in dealing with the challenges faced? _____

9. Did FGAE believe the youth population has a role to play in the betterment of their community?

A. Yes

B. No

9.1 If your answer is yes, did the programmes in the youth centre designed considering this potential of the youth?

A. Yes

B. No

9.2 If your answer is yes please explain the community context for youth participation in addressing the community issues? _____

10. Did the youth centre programmes of FGAE have the potential to empower the youth to solve their challenges in the community?

A. Yes

B. No

10.1 If your answer is yes can you please explain how? _____

11. Did the youth centre programme of FGAE have programmes to address the problems of the youth in their community?

A. Yes

B. No

11.1 If your answer is yes can you please explain how? _____

12. What are the major challenges FGAE of Ethiopia have in its internal functioning for the success of its youth centre programme?

12.1 Financial challenges of FGAE's Youth centre Programme: _____

12.2 Human Resource related challenges of FGAE's Youth Centre Programme? _____

12.3 Infrastructure related challenges of FGAE's youth centre? _____

12.4 What are the major contributing factors for those challenges: _____

12.5 What are the coping strategies in-placed by FGAE to deal with those challenges: _____

13. Did FGA of Ethiopia promote the youth issue to be a development agenda at the macro level? A. Yes B. No

13.1 If your answer is yes what are the activities you have conducted so far to serve this purpose? _____

Thank you!

Annex Three

Interview Schedule with the Key Informant at Sheger Youth Centre - FGAE

Good morning/afternoon. My name is Daniel Gebremedhin and I am Masters of Social Work student in Indira Ghandi National Open University, under the coordination of St. Mary's University College. I am studying the contribution of Sheger Youth Centre of Family Guidance Association of Ethiopia for Youth Empowerment with the general objective of assessing the contribution of youth centres for youth empowerment in urban setting. So this in-depth interview is designed to collect primary data from the senior officials of Sheger youth centre of Family Guidance Association of Ethiopia and the information will be primarily used for academic purposes. Participation in this study is voluntary and everything you say will remain confidential. Thus, your genuine and complete responses have a paramount importance for the success of the study.

_____ Agreed

_____ Not agreed

Summary Table of the Youth Centre Programmes, Youth Participants, Staff Composition and Volunteer Youths

No.	Name of the programme	Number of youth Attendees	Number of paid staffs	Professional background	Number of volunteer youth coordinators
1.				1. _____ 2. _____ 3. _____	
2.					
3.					
4.					
5.					
6.					
7.					
8.					

1.5.2 Working days and hours of the centre:

- Days (List working days) _____
- Hours (List working hours) _____

1.5.3 Distance of the centre from the community where most of the youth participants are coming from? _____

1.5.4 Service fees/charges: _____

1.5.5 How is the information about the services in the youth centre communicated to young people? _____

2. Specific Programme Related Questions

2.1 Did the youth centre establish link with the community where the youth population lives?

- A. Yes B. No

2.1.1 If your answer is yes please give some explanation on the links established by the youth centre within the community? _____

2.2 Did the youth centre regularly provide the youth with the opportunity to participate in different activities in their immediate community?

- A. Yes B. No

2.2.1 If your answer is yes please give some explanation on the programme component of the youth centre engaging the youth in the community? _____

2.3 Did the youth participants of the youth centre have the chance for reflection on their engagement in the youth centre?

- A. Yes B. No

2.3.1 If your answer is yes please explain how? _____

2.4 Did the youth centre build the capacity of the youth participants to advocate for themselves within their own community?

A. Yes

B. No

2.4.1 If your answer is yes please explain how? _____

2.5 Did the youth centre publicly recognize the achievement of its youth participants?

A. Yes

B. No

2.5.1 If your answer is yes please explain how? _____

2.6 Did the youth have a room to participate in the administration of the youth centre?

A. Yes

B. No

2.6.1 If your answer is yes can you explain at which level the youth are participating in the youth centre administration?

A. Designing of programmes: A. Yes

B. No

B. Implementing of programmemes: A. Yes

B. No

C. Monitoring and evaluation: A. Yes

B. No

D. Decision making: A. Yes

B. No

2.7 Did the community participate in the administration of the youth centre?

A. Yes

B. No

2.7.1 If your answer is yes can you please explain the community members participating in the youth centre administration?

A. Parents: A. Yes

B. No

B. Community leaders: A. Yes

B. No

C. School principals A. Yes

B. No

D. If others please specify: _____

2.7.2 If your answer is yes can you explain at which level the community representatives are participating in the youth centre administration?

- | | | | | |
|---|--------|--------------------------|-------|--------------------------|
| A. Designing of programmes: | A. Yes | <input type="checkbox"/> | B. No | <input type="checkbox"/> |
| B. Implementing the programme: | A. Yes | <input type="checkbox"/> | B. No | <input type="checkbox"/> |
| C. Monitoring and evaluation of the programme | A. Yes | <input type="checkbox"/> | B. No | <input type="checkbox"/> |
| D. Decision making: | A. Yes | <input type="checkbox"/> | B. No | <input type="checkbox"/> |

3. The Staff Compositions of The Youth Centre

3.1 How many programme staffs are currently working in the youth centre? _____

3.2 Did you have staffs in the youth centre specifically assigned to contribute for the below listed developmental needs of the youth service users as part of their job responsibility?

3.2.1 To achieve the personality development of the youth:

3.2.1.1 Number of Staffs assigned: _____

3.2.1.2 Professional background: _____

3.2.1.3 Position held in the programme: _____

3.2.2 To achieve the Social Development of the youth:

3.2.2.1 Number of Staffs assigned: _____

3.2.2.2 Professional background: _____

3.2.2.3 Position held in the programme: _____

3.3 Do the service providers in the youth centre get ongoing capacity building training on issues related to youth empowerment?

A. Yes

B. No

4. The Comparative Advantages of FGAE's Youth Centre Service as The Member of IPPF

4.1 Do you believe that the different programme components of the youth centre are contributing to address the impact of the rapid social change on the youth population?

A. Yes

B. No

4.1.1 If your answer is yes please explain how? _____

4.2 Do you believe that the membership of FGA of Ethiopia in the IPPF give it an advantage for designing appropriate programmes to deal with the impacts of the rapid social change on the youth population?

A. Yes

B. No

4.2.1 If your answer for question number 4.2 is Yes, Please explain on how FGA's membership in the IPPF give a comparative advantage from other youth centre service providers in Addis Ababa?

4.2.1.1 With reference to setting strategic directions: _____

4.2.1.2 For having appropriate programming to the needs of the youth population with the rapidly changing social situations globally: _____

4.2.1.3 With reference to funding to the youth centre programmes: _____

4.2.1.4 With reference to capacity building trainings: _____

4.2.1.5 With reference to technical support on the centres youth focused programmes: _____

4.2.2 If your answer for question number 4.2 is yes, what are the challenges your programme implementation encountered for having such international orientation? (for example we can take FGAE's philosophy on abortion) _____

4.2.3 If your answer for question number 4.2 is yes what were the major sources of those challenges? _____

4.2.4 If your answer for question number 4.2 is yes what were the coping strategies used by FGA of Ethiopia in dealing with the challenges faced? _____

5. Strength and Constraints of The Programme of The Youth Centre:

5.1 What are the strengths of the youth centre with reference to the below listed components?

5.1.1 The strength of the programme of the youth centre for the targets personality empowerment: _____

5.1.2 The strength of the youth centre for the targets social empowerment: _____

5.1.3 The strength of the youth centre in contributing to the healthy adjustment of the youth population with changing social contexts as a global phenomena: _____

5.2 What are the Constraints of the youth centre with reference to the below listed components?

5.2.1 The constraints of the programme of the youth centre for the targets personality empowerment: _____

5.2.2 The constraints of the youth centre for the targets social empowerment: _____

5.2.3 The constraints of the youth centre in contributing to the healthy adjustment of the youth population with changing social contexts as a global phenomena: _____

Thank you very much

Annex Four

Checklist for FGD with the Representatives of the Youth Services Users of Sheger Youth Centre – FGAE

Good morning/afternoon. My name is Daniel Gebremedhin and I am Masters of Social Work student in Indira Ghandi National Open University, under the coordination of St. Mary's University College. I am studying the contribution of Sheger Youth Centre of Family Guidance Association of Ethiopia for Youth Empowerment with the general objective of assessing the contribution of youth centres for youth empowerment in urban setting. So this Focus Group Discussion is designed to collect primary data from the representatives of the youth group attending the services of the youth centre regularly and your information will be primarily used for academic purposes. Thus, your genuine and complete responses have a paramount importance for the success of the study.

Consent

I'm going to ask you some questions related to the services of Sheger Youth Centre in relation to its contribution for youth empowerment. Your name will not be mentioned on this study. And you have the freedom to withdraw from the focus group discussion at any time you wish. So are you willing to participate on the discussion?

1. What are the major areas of services Sheger youth centre of Family Guidance Association is regularly providing for the youths coming to the centre?
2. What are the contributions Sheger youth centre of Family Guidance Association is making for the developmental needs of its youth service users?
3. Can you explain how the services of Sheger Youth Centre of Family Guidance Association are making its contribution for addressing the developmental needs of the youth population?

4. Did the youth coming to the service of the youth centre made to participate in various community service programmes?
5. Did you believe the service you are getting in the youth centre have relevance for creating a safe living environment in their community? How?
6. How do you evaluate the professional composition of the youth centre to contribute for the personality development of the youth, for creating a safe living environment for the youth in their community, and to develop the social skill of the youth participants?
7. Did you participate in the administration of the youth centre at any level?
8. How do you evaluate generally the overall service of the youth centre in addressing the felt needs of the youth population?

Thank You!

Attendance List for Participants of the Focus Group Discussion

Date of the FGD: _____

Place of the FGD: _____

Name of the Facilitator of the FGD: _____

No.	Sex	Age	Educational Status	Occupation	Areas you are participating in the youth centre	How long you participated in the youth centre	Signature
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

Annex Five

Observation Checklist

1. Does Sheger Youth Center of FGAE have a clear sign indicating the location of the centre?
2. Does Sheger Youth Centre of FGAE have a clear sign indicating the different service units within the premise of the youth center?
3. Does Sheger Youth Center of FGAE has enough and adequate office space?
4. Does Sheger Youth Center of FGAE has enough and adequate youth friendly facilities?
5. Does Sheger Youth Center of FGAE has enough and adequate rooms for all the services the center provide?
6. Does Sheger Youth Center of FGAE have a defined working days and working hours?
7. Does Sheger Youth Center of FGAE have operation manuals and procedures?
8. Does Sheger Youth Center of FGAE located in accessible location?
9. Does Sheger Youth Center of FGAE's facilities proportional with the number of service users in the centre?

Annex Six

Research Proposal

**Assessment on the contribution of 'Sheger Youth Centre' of
Family Guidance Association of Ethiopia for Youth
Empowerment, Central Ethiopia**

**MSW Dissertation Research Project Proposal
(MSWP - 001)**

Prepared by:

Daniel Gebremedhn Asfaw

Enrollment Number: 109100751

Project Supervisor:

Sebsib Belay (Mr.)

**Indira Gandhi National Open University
School of Social Work**

September 2012

Addis Ababa, Ethiopia

**Proforma for Submission of MSW Project Proposal for Approval from
Academic Counselor at Study Centre**

Enrollment Number: 109100751

Date of Submission: September 1, 2012

Name of the Study Centre: St. Mary University College

Name of the Guide: Mr. Sebsib Belay

Title of the Project: **ASSESSMENT ON CONTRIBUTION OF SHEGER YOUTH
CENTRE OF FAMILY GUIDANCE ASSOCIATION OF ETHIOPIA FOR YOUTH
EMPOWERMENT, CENTRAL ETHIOPIA**

Signature of the Student: _____

Approved / Not Approved

Name and Address of the Guide:

Mr. Sebsib Belay

Addis Ababa, Ethiopia

St. Mary University College

Phone Number: +251911165264

Signature of the Guide: _____

Name and Address of the Student:

Mr. Daniel Gebremedhin Asfaw

Addis Ababa, Ethiopia

St. Mary University College

Phone Number: +251920497774

Date: September 1, 2012

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List of Abbreviation and Acronyms

AU	African Union
IGNOU	Indira Gahndi National Open University
MOWCYA	Ministry of Women, Children, Youth Affairs
FGAE	Family Guidance Association of Ethiopia
UNDESA	United Nations Department of Economic and Social Affairs
UNESCO	United Nations Education, Science and Cultural Organization
UNFPA	United Nations Fund for Population agency
UNICEF	United Nations Children’s Fund

1. Background of The Study

Africa is getting younger than ever before as the home for the majority of the youth population around the world and this trend is expected to continue even in the years to come. This is further confirmed in the Report of 17th Ordinary African Union Summit held in Malabo, Equatorial Guinea beginning from 23rd June to 1st July, 2011. The report stated that “In Africa, youth make up roughly 40% of the population - age 15-35 as defined in the African Youth Charter - making Africa the most youthful continent’ (African Union, 2011). Thus any development programmes designed for the empowerment of this group of the population needs to be the priority of all actors of the continent to ensure the renaissance of Africa in the long term. The holistic development of this group of the population as the majority, productive, energetic, creative and enthusiastic population group have the implication not only for ensuring their personal growth but also for the renaissance of the continent.

However, missing this group of the population in the development priorities of the continent will have a double effect of putting the majority of the youth population at risk of being exposed for different social evils as well as the core of the continents human capital will remain untapped to the developmental efforts of the continent. In relation to this, the 2007 World Development Report of the World Bank emphasized the significance of working on the youth saying ‘making sure that they are well prepared for their futures—as workers, entrepreneurs, parents, citizens, and community leaders—is thus enormously important to the course of poverty reduction and growth. As human development is cumulative and missed opportunities to invest in and prepare this generation will be extremely costly to reverse, both for young people and for society’ (World Bank, 2007).

In realizing the strategic importance of the youth population for the renaissance of the continent, the African Union already declared the year from 2009 to 2018 to be the African decade of the youth which emphasized on the need to accelerate youth empowerment programmes for sustainable development. In the Plan of Action for The African Decade of The Youth; youth empowerment is conceptualized in a way that:

Young people are empowered when they realize that they have or can create choices in life, are aware of the implications of those choices, make informed decisions freely, take action based on those decisions and accept responsibility for the consequences of their actions. Empowerment also means having the ability for supporting enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others. These enabling conditions fall into major categories such as an economic and social base; political will, access to knowledge, information and skills, adequate resource allocation and supportive legal and administrative frameworks; a stable environment of equality, peace, democracy and positive value system (African Union , 2011)

Generally, from the above explanation on the concept of youth empowerment in the Plan of Action for The African Decade of the Youth ensuring the psychological and social development of this group of the population should be one of the major concerns of youth development workers. That is, to empower and prepare the youth through direct programmes on their personal development as well as creating conducive environment in which empowered youth can live comfortably and contribute for the development of their community. In this regard, the Mentoring Fact Sheet on Understanding the Youth Development Model Published by the U.S. Department of Education Stated, ‘most youth workers and educators consider economic independence, intellectual and social competence, personal satisfaction, and physical and psychological well-being to be significant measures’ (US Department of Education, 2007). Towards this end Competence, Confidence, Connection, Character and Caring and Compassion are taken as the five key expected outcomes of youth development works. Thus all the targeted objectives of youth empowerment programmes can be effectively realized with a well

capacitated youth population group that can use the opportunity as well as the responsibilities coming with the empowerment scheme.

The Mentoring Fact Sheet on Understanding the Youth Development Model further explained on how those five key expected outcomes on youth development can be achieved; which is ‘only with significant support from the entire community - family, friends, schools, and other community institutions’ (US Department of Education , 2007). However, the rapid social change processes observed in urban settings of most developing countries are significantly affecting the long exited influential role of their socialization agents on the development of their young generation. In spite of the fact that these institutions are not transforming themselves to the level anticipated to cope with the change process and poses a big challenge on the planned youth empowerment programmes at different level, unless and otherwise different coping strategies are sought in advance.

Recognizing the need for a holistic and more coordinated effort in realizing youth empowerment schemes and the challenge emerging with the declining significance of traditional socialization institutes; this research project focused on assessing the contribution of existing platforms in Sheger Youth Centre for youth empowerment in urban settings and came up with suggestions for future actions to further improve the quality and type of their services with empowerment perspective. That is; by hooking the service of youth centres with the most significant social institutions in the larger community; youth empowerment programmes in the continent can definitely get an impetus in the long term addressing all the components of youth empowerment programmes.

2. Statement of the Problem

In the Development Agenda of the 21st century the youth population is found in the front line getting the attention of the politicians and many other development actors for their strategic importance. As its stated by the Director General of UNESCO ‘The recent years have seen increasing global awareness and acceptance of the need to mobilize the creativity, vision and unique perspectives of young people for the present and future development of our societies’ (UNESCO, 2004). This emphasis is further reflected through the different initiatives taken by different national, regional, and international organizations having priority for the empowerment of the youth population; like the United Nations’ ‘World Action Plan for Youth to the Year 2000 and Beyond’, ‘the African Youth Charter’ of the African Union and the National Youth Policy of different countries including Ethiopia. This issue of working on the empowerment of the youth population is more reflected in the development agenda of most developing countries with the emerging demographic reality observably dominated by the youth population and expected to grow more in the future. The African Union affirms that in its Youth Charter stating that it is ‘convinced that Africa’s greatest resource is its youthful population and that through their active and full participation, Africans can surmount the difficulties that lie ahead.’ and ‘recognized that youth are partners, assets and a prerequisite for sustainable development and for the peace and prosperity of Africa with a unique contribution to make to the present and future development’ (African Union, 2006). But how to approach this target group in recognition for their strategic importance becomes the central issue of debate with reference to their diversified nature in different societal settings in different nations. ‘Given the diversity among youth and their families, the complexity of the process of human development, and the dynamic nature of

community life, no single approach is adequate to address all of these challenges.’ (Small et al, 2004)

‘Historically, a primary function of youth programmes was rehabilitation or containment (e.g., keeping youth off the streets). An initial shift from these risk-based preventive approaches was in the direction of fostering healthy youth development and capacity building through active community participation (Small et al, 2004) In addressing this gap positive youth development approaches have been expanded to incorporate a focus on youth empowerment. However, even if priorities are given for youth empowerment programmes; still the focus is biased towards economic empowerment. Empowerment programmes targeting the psycho social development of the youth did not get enough emphasis in the programming of different youth empowerment schemes, even if it is equally important with the other components of empowerment. In contrast the rapid social change processes are significantly affecting the social platforms where the psychosocial development of the emerging generation of the youth population used to take place and affecting their overall socialization process.

Anthony Giddens (1990) explained the trend saying that ‘the modes of life brought into being by modernity have swept us away from all traditional types of social order, in quite unprecedented fashion.’ He continued and stated that ‘the changes occurring over the past three or four centuries - a tiny period of historical time - have been so dramatic and so comprehensive in their impact that we get only limited assistance from our knowledge of prior periods of transition in trying to interpret them’. Among those major driving forces of this rapid social change process globalization plays a pivotal role touching every sphere of life which is believed to be ‘no country, institution or individual can keep aloof from this megalith,’ that is, it is transcending the

cultural and political boundary of nations (Gracious, 2010) Therefore the effects of this social change process driven by the forces of globalization practically observed in all systems and subsystems of the society, and are manifested differently in different social groups. These are more reflected in redefining and restructuring different social institutions - family, educational and religious institutions - existed throughout the history of human society in terms of their role definition, as well as level of influence in the larger social system. They are not transforming themselves with the pace and direction of the change process which has been underway elsewhere in the world including Africa and Ethiopia.

Those youth empowerment programmes which are overlooking this aspect of the youth population's developmental gaps will definitely pose a challenge in ensuring their empowerment objectives with its holistic nature. Many available pieces of literature related to youth empowerment argue that the holistic nature of the strategy has been mostly emphasize and focusing on the social, economical and the psychological components of the youth population which need to be the significant target of empowerment oriented interventions.

The significant importance of the psychosocial development of the youth population is conceived as one of the major components of youth empowerment scheme, on the one hand and the declining influence of the long existed socialization institutions with the rapid social change driven by global forces on the other hand. Attempt to find the best alternative which is supplementing the psychosocial development of the youth should be taken as a major area of concern as far as youth empowerment programmes are expected to achieve their objectives. On the other hand, most studies on youth development, family, school and peer groups are considered as the major settings in which the socialization and development of the young people

occur. Yet, this vision of youth development fails to capture certain vital aspects of young people's lives in which the youth spend a significant portion of their time engaged in leisure activities. Moreover, the potential contribution of leisure time engagements of the youth population for the empowerment programme are overlooked in many of the empowerment programmes as a strategic intervention area to ensure the holistic development of the youth population. On the contrary being cognizant of the strategic importance of youth centres, as one of the youth friendly leisure time service providers in urban settings, it is important to further consider their contribution to supplement empowerment programmes as part of the bigger social system.

Regarding Youth Centres, different survey and evaluation studies have been published emphasizing more on their service type and quality in relation to their recreational objectives (like indoor and outdoor games and some more on their library services, Information and Communication Service provision, integrating Volunteer Counselling and Testing services, and Reproductive Health services) as the most common once provided by Youth Centres. Therefore, this negatively affect the potential contribution youth centres would make for youth empowerment and which in turn results in the more biased perception of youth centres as they serve only for recreational purposes.

Although youth centres have a fertile ground for integrating youth empowerment programmes that many youth focused institutions do not have; it is under utilized as a good opportunity to fill the psychosocial developmental gaps of the youth population. Here the Ethiopian Young Adults Survey conducted in seven regions by Population Council and UNFPA can be a case in point. UNFPA and Population Council (2010) reported that the vast majority of youth centre clients

had used the centre for recreational purposes. However, the fact is ‘most youth centre clients were found to be frequent visitors to the centres, nearly 60 percent of them visited the centres at least ten times a month, or one in three days’. These findings imply that there have been existing possibilities in the centres to plan and to integrate a more holistic and long term youth empowerment intervention programmes.

3. Study Objectives

The study has both general and specific objectives.

3.1 General Objective

The general objective of this study is to assess the contribution of youth centres for youth empowerment in urban setting. That is, it will generally assess the contribution of Sheger Youth Centre of Family Guidance Association of Ethiopia in Addis Ababa, Central Ethiopia.

3.2 Specific Objectives

Specifically the study also aimed:

- To assess the rationale behind the service packages at Sheger Youth Centre under the auspices of the FGAE;
- To examine the existing service packages at Sheger Youth Centre with reference to the different components of youth empowerment;
- To investigate the professional composition of the service providers at Sheger Youth Centre with reference to the different components of youth empowerment;
- To examine the comparative advantage of the service packages at Sheger Youth Centre for urban youth empowerment; and

- To identify the strengths and constraints of the service packages at Sheger Youth Centre to ensure youth empowerment.

4. Research Questions

This study intended to address the following questions:

- What is the rationale for the practice of Sheger Youth Centre's service packages under the auspices of the FGAE for its youth focused programmes?
- What types of service packages are available at Sheger Youth Centre of the FGAE to contribute for empowerment of the youth service users?
- What is the professional composition engaged on service provision for the youth at Sheger Youth Centre of the FGAE?
- What are the comparative advantages of the service packages at Sheger Youth Centre of the FGAE for empowering its service users?
- What are the strengths of the service packages at Sheger Youth Centre of the FGAE for empowering its service users?
- What are the constraints of the service packages at Sheger Youth Centre of the FGAE which may have been hindering from empowering its service users?

5. Research Hypothesis

This research project is initiated with the premise that the long existed socialization institutions in developing countries are not transforming themselves with the pace of the rapid social change process of the 21st century to take their influential role in the psychosocial empowerment of their emerging young generation. Thus, the research attempted the following hypothesis:

- Those service packages which have been provided at Sheger Youth Centre make a significant contribution for empowerment of the youth in the urban settings.

6. Research Design and Methods

6.1 Research Design

The design of the study is focusing to assess the contribution of Youth Centres for youth empowerment in Urban Settings. Therefore, through this design the youth focused programme implementation of Family Guidance association's Sheger youth centre will be assessed from the dimension of youth empowerment perspectives. The dimension assessing the programme implementation part focused on assessing the service composition, programme administration, youth participation, staff composition and the level of networking and partnership established by the youth centre with other social institutions in the community. Moreover, the defined youth developmental needs targeted by the service packages of the youth centre and their relevance for youth empowerment will be assessed with empowerment perspective.

6.2 Research Methods

Quantitatively the study will employ descriptive sample survey. Qualitatively the researcher will use semi-structured interviews with key informants, such as the youth programme manager of FGAE and the coordinators of Sheger Youth Centre; FGD with a group of 12 active users of the services of Sheger Youth Centre; Observation of the centre's setting and documentary analysis of relevant and potential documents.

7. Universe of The Study

The universe of the study is all youth centres operating within the premise of international membership associations and working in the urban settings of developing countries. Developing countries are conceptualized as their booming youth population and the effects of the rapid social change process significantly affecting their socio-cultural contexts. Having said that about the universe of the study, Addis Ababa is selected as the sample for the study as the capital city of Ethiopia as well as the headquarter of the African Union and many other international organizations; which makes it most exposed to the rapid social change process happening globally. And Sheger Youth Centre of FGAE for its operation as a member organization of IPPF and operating in compliance with the strategic directions set by IPPF. Sheger Youth Centre is currently operating in Addis Ababa, Gulelea Sub city district 09/15

8. Sampling Techniques

The sampling technique that will be used for the purpose of this study will be conducted in a way that the samples to be representative and adequate. With this understanding the sampling techniques will be made to consider the different data sources identified for the study. That is;

8.1 Sample from the Youth Centres

Family Guidance Association of Ethiopia and Sheger Youth centre is selected as the study site for this research using purposive sampling method considering that FGAE is an affiliate member of IPPF – which have more than 152 member associations and functional in 172 countries of the world among them 44 of the member associations are from Africa. And Sheger Youth Centre of Family Guidance Association is selected as the sample for the study since its working within the frame work of the strategic direction set by IPPF by adopting the strategies to the country's context.

8.2 Sample From Youth Participants in the Youth Centres

For the data to be representative of the youth population using the services provided by the youth centre purposive as well as convenience sampling method will be used. That is, the purposive sampling method will be used to get a representation from each of the service units of Sheger youth Centre. On the other hand after the sample distribution is made purposively to have a representation from each service units of Sheger Youth Centre convenience sampling method will be used to select the sample youth respondents from each service units.

8.3 Youth Focused Programme Staff

The youth focused programme manager of Family Guidance Association of Ethiopia at the national level and the coordinator of Sheger Youth Centre will be purposively selected from the different staffs of FGAE for in depth interview

9. Data Collection Tools and Procedure

A customized data collection tools and their administration will be employed depending on the nature of the data source selected for the study. That is:

9.1 Interview Schedule

For this purpose a questionnaire will be developed to collect data from the sampled youth population that will be selected for the study. Here to further sharpen the data collection tool a pilot taste will be conducted and further correction will be made on the questionnaire. The final data collection process will be conducted using the questionnaire further refined based on the pilot testing.

9.2 Semi-Structured Key Informants Interview Schedule

Key informants such as the coordinator of Sheger youth Centre and the youth focused programme manager of FGAE at the national office will be interviewed using a semi structured questionnaire that will be developed for this purpose.

9.3 Interview Guide / Protocol

For the purpose of conducting the interview with the different selected primary data sources a consent form will be prepared. The consent form will be made to incorporate the personal detail of the researcher, the purpose of the research, confidentiality of the data collected from the respondents and the data will not be used for any other purpose other than for this academic research. Finally the consent form will also be made to ask for the willingness of the respondents to take part in the study by stating the respondent can quit the interview process any time when s/he feels uncomfortable on the issues raised during the interview.

9.4 Focus Group Discussion Schedule

Towards this end a check list will be developed and used to lead the Focus Group Discussion that will be held with 12 selected youth representatives of the service users of Sheger Youth Centre. The participants of the FGD will be selected based on their active involvement in the centres activity and long years of participation. The selection will be made in close consultation with the centre's coordinator.

All those research tools/instruments will be employed by the research to generate both quantitative and qualitative data from primary sources. In addition, the researcher will also use secondary data. In the secondary data collection process different related publications, research

findings, organizational data, strategic documents, guidelines and other relevant literatures will be further reviewed as major sources of data for the study;

10 Data Processing and Analysis

Before directly engaging on the analysis work data cleaning, data editing and data coding processes will be thoroughly conducted to make the subsequent step of data analysis simpler. Accordingly data entry template will be developed on SPSS and all the data collected from direct interview will be entered in to the data entry template. Finally; by looking back once again to the objective and hypothesis of the study the analytical model of descriptive analysis techniques will be used for conducting the data analysis work.

11 Operational Definition of Terms And Concepts

11.1 Youth

‘It is difficult to get a single definition of the term youth. Depending on the level of social and economic development, for instance various communities have maintained different views and outlooks about youth. Some scholars define it based on age ranges while others relate it with biological growth’ (FGAE, Unpublished).

Governmental organizations, UN agencies, NGOs and civic associations adopt and use various age ranges for defining youth from the standpoint of the purpose which they stand for and the activities they undertake. For example, the United Nations (UN) defines the youth as persons between 15-24 years; the African youth charter defines youth between the age range of 15-35 and the Ethiopian Youth Policy defines youth between 15-29; years. However for the purpose of this research the youth defined using the Family Guidance Association of Ethiopia’s definition of

youth, which uses the definition of WHO referring to women and men with in the age range of 10 to 24. (FGAE, Ud)

11.2 Youth Centres

It is also named as youth clubs; it is a place or organization providing leisure time activities for young people (Oxford University, 2006). Having that general framework, its more clearly operationalized for the purpose of this research based on its programme activities as ‘youth centres means an institution that is established with a designated purpose of providing recreational and social services to youth, a place that opens up opportunities for the development of their physical, social, emotional, and mental being, as well as a prospect for leadership, companionship, and recreation’ (MoWCYA & UNICEF, 2011).

11.3 Empowerment

The term empowerment ‘is a multi-level construct consisting of practical approaches and applications, social action processes, and individual and collective outcomes. In the broadest sense, empowerment refers to individuals, families, organizations, and communities gaining control and mastery within the social, economic, and political contexts of their lives in order to improve equity and quality of life’ (Louise et al, 2006).

11.4 Youth Empowerment

Young people are empowered when they realize that they have or can create choices in life, are aware of the implications of those choices, make informed decisions freely, take action based on those decisions and accept responsibility for the consequences of their actions. Empowerment also means having the ability for supporting enabling conditions under which young people can

act on their own behalf, and on their own terms, rather than at the direction of others. These enabling conditions fall into major categories such as an economic and social base; political will, access to knowledge, information and skills, adequate resource allocation and supportive legal and administrative frameworks; a stable environment of equality, peace democracy and positive value system (African Union , 2011).

12 Organization of the Thesis

The chapterization of this MSW thesis is organized in to five chapters. That is, The first chapter introduces background of the study, statement of the problem, objectives of the study, research questions, research hypothesis, operational definition of key concepts in the study and limitations of the study.

The second chapter presents and discusses review of related literature on the social change process and its implication on the existing social systems, on the demographic importance of the youth population, on youth centres as the emerging youth friendly service providers, and on youth empowerment.

The third chapter deals with description of the study area, research design and methods, universe of the study, sampling techniques, data collection tools and procedures, data processing and analysis as well as ethical considerations.

The fourth chapter deals with the data analysis, interpretation and discussion. It also discusses each findings separately and then attempts to interpret it by relating it to both the purpose of the study and to the published results from other studies elsewhere examined in the literature review.

Finally the fifth chapter packs up those major findings which have been running throughout the thesis and then draw conclusions. The fifth chapter puts also further suggestions for practice and further studies.

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