Exploring Factors Motivating and Hindering Youth Participation in Youth Development Programs in Ethiopia

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DISSERTATION

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LISTS OF ABRIVATIONS

AAU	Addis Ababa University
AIDS	Acquired Immune Deficiency Syndrome
ANOVA	Analysis of Variance
CDC	Center for Disease Control
CV	Control Variable
D/K	Don't Know
DPPC	Disaster Prevention and Preparedness Commission
DV	Dependent Variable
ECDE	European Commission Delegation in Ethiopia
EMYSC	Ethiopian Ministry of Youth Sport and Culture
HIV	Human immunodeficiency virus
IGA	Income Generating Activity
IRB	Institutional Review Board
IV	Independent Variable
JACSW	Jane Addams College of Social Work
MV	Mediating Variable
OPRS	Office for the Protection of Research Subjects
PYD	Positive Youth Development
RH	Reproductive Health
SD	Standard Deviation
SLT	Source Language Text
TLT	Target Language Text
UIC	University of Illinois at Chicago
UN	United Nations
WHO	World Health Organization
YMCA	Young Men Christian Association
YWCA	Young Women Christian Association

SUMMARY

This research explores motivational and hindering factors for youth participation in structured youth development programs in Addis Ababa, Ethiopia. I used the Ethiopian Social Security and Developmental Policy definition of youth, which is similar to the definition of the United Nations. United Nations defined youth as persons between 15 to 24 years of age. Several youth development approaches exist or are emerging. Of these, three major models include the protective, preventive/deficit, and Positive Youth Development [PYD] approaches. The preventive/deficit model is the most commonly used approach to youth development both in Ethiopia and world-wide. In this approach, young people are primarily viewed in terms of the problems they have and how these problems can be addressed. In Ethiopia the Positive Youth Development (PYD) approach has recently come to be an alternative approach to the youth development programs. In 2004 the Ethiopian Ministry of Youth, Sport, and Culture (EMYSC) revised its approach in working with youth and introduced a more positive and asset based youth policy to guide youth development efforts in Ethiopia.

The Positive Youth Development approach is a new intervention model in Ethiopia as well as world-wide. Hence, program constructs, and research instruments are not yet well developed. As a result, very limited research has been conducted so far in comparison to the literature on preventive/deficit based youth development approach. Therefore, a thorough study is needed of the Positive Youth Development approach in general and youth participation in particular in the field of youth development.

This research was designed in response to the felt need towards engaging young people in efforts of democratization and nation building in Ethiopia. The main focus of this research

however was exploring motivational and hindering factors for youth participation in structured youth development programs that are designed to fight poverty and HIV/AIDS.

This research design is a quantitative cross-sectional design that integrates three important scales in the field of youth development. Mack (2006) provides eight key principles of youth development that programs need to focus on when providing support and opportunities for all young people. Shier (2001) utilized major principle of youth development and introduced an alternative tool for measuring program commitment to [youth] participation. McGuire et al. (2009) developed a measure to explore barriers and opportunities for youth participation. These three scales together with other program characteristics (program service type, program funding source, and program approach), plus youth demographic data (age, gender, yeares fo schooling, & ethnicity) were used to explain the research conceptual framework. The six research questions and the accompanying research hypothesis were also extracted from this research conceptual framework.

The major findings from this research indicated that there are four factors that motivated youth for program participation. Of the four factors, meeting ones personal goals comes first, followed by connection to adults, connection to other youth, and family involvement respectively. This descriptive finding suggests that the youth development programs need to work on designing activities that youth most value to be the best fit to their personal goals. Findings from a multiple regression analysis revealed that one of the personal factors, years of schooling, was a significant predictor of youth motivation for participation in current program activities. A one way ANOVA was done to see if program service type and program funding source were related to youth motivation for program participation. The finding neither showed

the program service type nor the program funding source to be significantly related to youth motivation for participation in current program activities.

Another dimension of this research was program commitment to key principles of youth development, program commitment to youth participation, and the relationship between program commitment and youth motivation for participation in current program activities. The response from program staff and youth indicated that both groups have a more positive perception of their program commitment to the key principles of youth development with the exception that the scores of youth were slightly lower than the scores of program staff. The finding from program commitment to youth participation however indicated that the scores of youth to be lower by one level (level 3:youth views are take in to account in decision making) in a five level scale, or less by three points in a 15 point scale from the scores of program staff (youth participate in decision making). The difference was significant and program staff were more positive in their program commitment to youth participation than did the youths in the program. A multiple regression analysis showed that, from the four program factors, only program commitment to principles of youth development was significant predictors of youth motivation for participation in current program activities. Program approach was the mediating variable in the conceptual framework. It was significantly related to program commitment to the key principles of youth development and years of schooling. However, it only mediates the relationship between years of schooling and youth motivation for participation in current program activities.

The findings suggest that program staff need to redesign their program in a way that both risk and protective factors are integrated for a more positive program outcome on the lives of urban youth in Ethiopia. Moreover, programs need to conduct periodical self evaluation and

design mechanisms to increase youth participation and make sure that youths participate to the level of youth sharing power and responsibilities for decision making throughout youth development program activities. These research findings should inform policy makers to help create a collaborative environment between adult and young people, and between governmental and non-governmental programs, as the main focus area of improvement. Another focus area that this research should inform is the importance of designing mechanisms to enhance family involvement into youth development programs. Moreover, the results of this research should encourage social work educators to incorporate youth issues in the social work curriculum, and show the need to conduct continued research to explore the perception of youths on participation in program activities in Ethiopia as well as world-wide.

I. INTRODUCTION

A. Background to the Research

The *Handbook of Social Work with Groups* describes social work with groups as one of the main practice areas in the social work profession (Garvin, Gutierrez & Galinskey, 2004). As these authors put it, social work with groups includes a variety of intervention programs with a wide range of groups of people. These can be groups based on age differences, such as social work with children, social work with youth, and social work with elderly, or based on gender like social work with women.

Kaiser (1958) in her article "The Social Group Work Process" identified some of the ideological and theoretical influences on the development of social group work in the United States. Such influences include the ethics of the Judeo-Christian religions and the settlement house movement's charitable and humanitarian efforts. Looking back at the origin of structured youth development programs in Ethiopia, one can also see the influence of religious organizations such as the Young Men's Christian Association (YMCA) and the Young Women's Christian Association (YWCA) as early as the 1950s (Quentin & Schenk, 1987).

The YMCA of Ethiopia, for example, was founded in 1951 in Addis Ababa. It started its active programs in 1953. After two and half decades of services, it was dissolved by the then Military Regime (Dergue) in 1976. In 1992, it was reinstated by the current government. YMCA Ethiopia is a volunteer-led association with programs on HIV/AIDS, street children education, physical fitness and trainings on character building and seminars on different themes. Both YMCA and YWCA seek to develop a balanced adulthood through the promotion of social, recreational, educational, and spiritual activities among young men and women of all ethnic groups and regions of Ethiopia (Quentin & Schenk, 1987).

During the military regime (1974-1991), Ethiopian youth provided useful services in the military, literacy and resettlement programs. There are also written documents that indicate the manifestations of a medical model on direct social works practice with youth groups. According to Quentin and Schenk (1987) the rehabilitation of delinquent minors, which was owned by the then Ministry of National Community Development, operated a program designed to reform and rehabilitate delinquent minors. This program included the establishment and operation of a curative education institution for youth (Quentin & Schenk, 1987). Such programs are still functional and other non-religious youth serving organizations are also flourishing following the growing interest of international organizations to working in Ethiopia.

In their introductory note as editors of journal issue *Social Work with Groups*: *A Journal of Community and Clinical Practice*, Kurland and Malekoff (2004) state that there are two approaches to group work. The first group of people is less comfortable working with groups and views the group as [problems]. They tend to have a "me-versus-them" view. There are also people who see groups as their "allies" and are comfortable working with them. They tend to have a "me-with-them" view.

Kurland and Malekoff encourage social workers to create a collaborative environment in working with groups in that youths share responsibilities in programming. Little is known about the approaches and views of organizations to youth group work in Ethiopia. As the youth workers in Ethiopia have diverse professional backgrounds and different level of work experience in working with youth, both the approach and view that Kurland and Malekoff (2004) identified can only be seen when doing program evaluation.

B. Rationale, and Significance of the Study

1. Rationale of the study

In Ethiopia, poverty and HIV/AIDS are currently affecting the ecology of urban youth in many ways. According to the National Youth Policy of Ethiopia, approximately 67% of the unemployed are in the 15 to 29 year old age group categorized as "Youth". Within this age group, urban unemployment of economically active work seekers is 31.5% (Ethiopian Ministry of Youth, Sport & Culture [EMYSC], 2004). Poverty in Ethiopia pushes large numbers of young people to leave their home village in search of jobs. Some cross the border either legally or illegally in search of a better living. According to the European Commission Delegation in Ethiopia (ECDE) Country Migration Profile (2007) report:

> Young Ethiopian women are trafficked to Djibouti and the Middle East particularly Lebanon, the United Arab Emirates, Saudi Arabia, and Bahrain for involuntary domestic labor. A small percentage is trafficked for sexual exploitation to Europe via Lebanon. Small numbers of men are trafficked to Saudi Arabia and the Gulf States for exploitation as low skilled laborers (ECDE, 2007, p. 7).

Some other young Ethiopians also migrate from rural areas and other regional cities to Addis Ababa, where the largest proportions of urban poor are residing. Both children and adults were trafficked internally from rural to urban areas for domestic labor and, for commercial sexual exploitation and forced labor, such as street vending (ECDE, 2007).

Because trafficking involves commercial and sexual exploitation and sexual abuse of young Ethiopians, young Ethiopians are also exposed to HIV infection. HIV/AIDS forces some young people to drop out of school to supplement family income or take over family responsibilities and care for their younger siblings who lost their parents to HIV/AIDS. "The national HIV prevalence in 2005 was estimated to be 3.5%. The HIV incidence rate for those aged 15-19 years was estimated to have peaked in 1998 reaching 0.64% and then declined to

0.41% by 2005. It was expected to continue to remain stable until 2010" (AIDS in Ethiopia, 6th report, 2006).

The Government of the Federal Democratic Republic of Ethiopia, after closely examining youth issues, gave attention to youth problems and established the Ministry of Youth, Sports and Culture in October 2001. This ministry has the duty and responsibility to follow up, direct and coordinate youth affairs. According to the Federal Democratic Republic of Ethiopia, Federal Negarit Gazeta proclamation No. 256/2001 the major power and duties of the ministry include:

> (a) Initiate policies and laws relating to the youth and upon approval follow up their implementation; (b) Create an environment conducive to the emergence of a healthy and responsible youth; (c) Provide the necessary support to enable the youth to actively participate in building of a democratic society based on the principles enshrined in the Constitution; (d) Encourage the youth to respect and promote the cultural values of the peoples of the country; (e) Perform, in cooperation with the concerned organs and in particular with the regions, other activities necessary for promoting the all round development of the youth; (f) Supervise and coordinate the executive organs of Authority for Research and Conservation of Cultural Heritage, National Archives and Library Agency, Ethiopian Convention Center and National Theatre (Article 21).

The Ministry of Youth, Sport and culture formulate a new National Youth Policy in 2004. Following the formulation of the National Youth Policy, the Ethiopian government developed an Urban and Rural Youth Development Package in 2006 and has started partnering with different local governmental organizations, community based organizations and international agencies for program implementation. The Urban Youth Development Package is a comprehensive development package that is designed to solve the socio-economic problems of urban youth. Among other program areas youth employment and youth reproductive health including HIV/AIDS are the major ones.

The proposed study uses a quantitative survey design. The study explores factors motivating and hindering youth participation in structured youth development programs in Addis Ababa, Ethiopia.

2. Significance of the study

Existing statistics indicate that there are about 711 registered, non-governmental organizations providing social services throughout Ethiopia. Of all organizations, 234 are operating in Addis Ababa, the capital of Ethiopia (Disaster Prevention and Preparedness Commission [DPPC], 2004). This research limits its study area to Addis Ababa, where 33% (N=711) of non governmental organizations in Ethiopia are operational. The same data source (DPPC, 2004) categorizes the involvement of various non-governmental organizations in Ethiopia by sector. Looking at the nationwide figures, 24% of local and indigenous organizations have programs operational in the HIV/AIDS sector. Recognizing both the availability these organizations and their service the programs have been providing to urban youth in Ethiopia, the following three major justifications for raising youth motivation for participation as a major research topic are summarized below:

a. A need to know the nature of the youth development programs

These days new programs are emerging and old programs are expanding to address specific and integrated youth needs in Ethiopia. However little is known about the nature of these programs such as their program approach, their level of commitment to youth development principles and to youth participation. A recent study conducted in 2007 by U.S experts on youth development explored factors motivating youth for program participation in the U.S. A total of 214 minority youth between the ages of 10-19 participated in the study. This study revealed that youth participate in activities that provide them opportunity to meet their personal goals (Perkins et al., 2007). Another study identified other factors that expand on the above-mentioned findings. Such factors are: perceived personal advantage as well as peer influence and family background that predict the motivation of youth to participate in structured

youth development programs (McGuire et al., 2009). There is a need to know the nature of youth development programs and the social and political environment affecting youth development programs and the motivation of youth to participate in structured youth development programs in Addis Ababa. As Kingdon (2003) argued, there are forces that alter the direction of the political stream. The forces that alter the perception of the current ruling party Ethiopian from viewing urban youth as a "problem" to viewing them as an "assets" include pressures from the opposition groups that brought youth issues as their central political agenda and the tendency of youth the supporting the opposition political groups since 2005 election. The ruling party had to revise its approach with a perceived political advantage such as wining more votes from the youth group in Ethiopia.

b. Large youth cohort compared to the total population

Ethiopia is one of the oldest nations in terms of history, but is among the youngest nations when age is taken as a standard of comparison (see Table I). Population censuses and projections conducted in different years show that youth constitute a high proportion of the Ethiopian population. As indicated in table I, in 2007; the Ethiopia population was estimated at 73.9 million, out of which children under 15 account for 45%, young people between age 15 to 24 for 21%, young people between age 15 to 27 for 26%, and those below 27 for 58% of the total population (Federal Democratic Republic of Ethiopia, Population Census Commission, 2008).

TABLE I

ETHIOPIA POPULATION SIZE BY AGE AND GENDER, 2007 CENSUS

Year Age	Population		Population by Gender			
			Male		Female	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
<15	23,512,621	32%	11,964,433	32%	11,548,188	32%
15-24	15,212,904	21%	7,585,053	20%	7,627,851	21%
15 – 27	19,110,095	26%	9,366,636	25%	9,743,459	27%
<27	*42,622,716*	*58%*	*21,331,069*	*57%*	*21,291,647*	*58%*
Total Population	**73,918,505**		**37,296,657**		**36,621,848**	

Source: Adapted from Federal Democratic Republic of Ethiopia, Population Census Commission, (2008)

c. The policy environment in Ethiopia demands youth participation

Ethiopia is currently in a fight against poverty, HIV/AIDS and other socioeconomic and health problems (EMYSC, 2004). To fight poverty, alleviate the existing multifaceted social problems and bring sustainable development in Ethiopia, participation of youth in the workforce is a very crucial issue. Best practices have been reviewed from all over the world and those which fit to the Ethiopian context have been adapted. Experience in India for example suggests that; when adults jointly work with youth they are able to get the most accurate information, design meaningful interventions and provide opportunities for young people to learn better skills from them (Chawala & Drskall, 2006). The following chapter presents a review of previous research works and theories that are relevant to this study. The focus has been given to the review of the meaning of "youth"; youth development models; approaches and theories; and the definition and discussions of youth development principles and youth participation.

II. REVIEW OF RELEVANT RESEARCH AND THEORY

Due to changes in youth development perspectives, countries are shifting their approaches from deficit models to prevention models. Due to the change in perspective, many of youth development experts and international organizations recently recognized that youth participation should be encouraged. "In the 1990s, the term "youth participation" came to be applied to a set of principles of youth development emphasizing active support for the growing capacity of young people" (Hamilton & Hamilton, 2004, p. 14). Checkoway and Gutierrez (2006) argued participation can strengthen social development, build organizational capacity and facilitate change in the environment.

This section reviews literature that is directly related to this research topic. Due to the lack of adequate material published in the last five years, research works and reports relevant to the present study but published ten years ago are also used. Published and unpublished material's relevance in defining the concept of youth, the meaning of youth development in a broader sense, and their relevance in explaining some relevant perspectives and theories of youth development and youth motivation for program participation were the main criteria for usage.

A. The Concept of Youth

There are different ways of defining the concept of "youth." The first approach defines youth as young persons whose age cohort ranges between the end of childhood and the beginning of adulthood (Havighurst, 1960). This definition is subjective to the definition of "childhood" and "adulthood" from culture to culture. The second approach refers to persons as "youth" when they start to engage themselves in activities that are considered by the community

to be expressions of adulthood (Allen, 1968; Soares, 2002). This definition is also ambiguous since adulthood activities are subjective to change through time and from culture to culture. The Ethiopian national youth policy associates the definition of youth with biological growth, physical development and maturity and undergoing physical and psychological changes as manifestations of youthful age (Ethiopian Ministry of Youth, Sport & Culture, 2004).

Among all these definitions, the one that is based on age has been found to be most suitable for research and policy purposes. In India, youth includes a wider age range and are defined as persons between ages 13 to 35. This age group is sub divided into two broad sub-groups: 13-19 years and 20-35 years (http://www.infoyouth.org/article1569.html). In the United States, the definition of youth overlaps with the definition of children. To avoid such confusion in some policy and program documents, the term "adolescent" is used to refer to children between age 13 to 19 years and young adult to refer to youth age 20 to 24 years (Center for Disease Control [CDC], 1999). Governmental organizations, NGOs and civic associations in Ethiopia and other countries adopt and use various age ranges to define youth from the standpoint of the purpose which they stand for and the activities they undertake. For example, the United Nations (UN) defines youth as persons between 15 and 24 years; the World Health Organization (WHO) defines youth as persons between 10 and 24; and the Ethiopian Social Security and Developmental Policy defines youth as persons between 15 and 24 (EMYSC, 2004). This study uses the Ethiopian Social Security and Developmental Policy definition, which is similar to the definition of United Nations that encompasses persons between 15 to 24 years of age. The CDC has also similar definition of youth that ranges from age 13 to 24 years. Using the age range 15 to 14 years of age will thus allow cross national comparison of the research findings.

B. Youth Development

Youth development can be defined in many ways. A leading youth development proponent, Pittman and her colleagues (1993) for example, defines "youth development" as:

> The ongoing growth process in which all youth are engaged in attempting to: (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded; and (2) to build skills and competencies that allow them to function and contribute in their daily lives" (p. 8).

This definition indicates that youth development can be seen as a natural process that builds through time the capacity of a young person to understand and take. It also tells us that this natural process involves multidimensional support from individuals, organizations, and institutions for the healthy and smooth transition to adulthood. In another dimension, youth development can also be seen as a program with sets of organized activities designed either to fix problems or foster young peoples' capacity for growth. Therefore, youth development can be seen as a theory, a practice model or a perspective that demands involvement of young peoples themselves and, all of the people around them in handling youth issues.

Policy analysts Chambers and Wedel (2005) argued that people perception shapes the form of program service packages. Some programs viewed youth as a problem and designed services to fix them while others viewed youth as assets that should be engaged positively in nation building. Ginwright, Cammarota and Noguera (2005), in their work towards a proposed "framework of social justice youth policy" addressing youth issues, provide a comprehensive analysis of social and political conditions that impedes the healthy development of young people. With regard to the current policy direction in youth development programs, they argue that youth are prevented from full democratic participation as the policy renders them a status of "second class citizen." This approach gives more authority to adult actors to decide the type of benefit packages of programs and policies over youth. Moreover, policies and programs designed this

way have tendencies to make youth fully responsible to meet adult expectations. When youth fail to meet those expectations; the tendency to label them as deviant, delinquent and dangerous, or vagrant increases.

In the Ethiopian context, the problem of young people having nowhere to go, and the government's practice of labeling unemployed youth as "vagrants" first introduced a legal control policing (Tsegaye, 2006). Tsegaye advised that such punitive government approaches could have negative outcome for youth motivation for participation in social and economic activities. The negative outcome might be detachment of youth from the positive aspect of life. Shaw and McKay (1942) in a very early analysis, for example, attempted to explain juvenile delinquency in urban areas. They claimed that the more oppressive the system the more the youth exposed to become detached from their community and learn negative social norms.

Contrary to the vagrancy law of Ethiopia, the Ethiopian youth development package has been designed to guide people, and organizations involved in youth development programs, to work toward positive results in the lives of youth (EMYSC, 2004). Issues related to poverty and HIV/AIDS are given due emphasis in the National Youth Policy, and the Urban Youth Development Package of Ethiopia. Governmental and non-governmental organizations set their desired positive results or outcomes in an attempt to effectively work toward the policy objectives. Even though what organizations value in youth development and what they set as outcomes sometimes coincide; the way they view youth, the way they design the youth development constructs, and the approaches they choose to address youth problems are different from place to place, from organization to organization and from profession to profession. Looking at the existing most common youth development approaches will be helpful to categorize youth serving organizations based on the youth development model they use, and to

study if the approaches have any significant impact on the motivation of youth for participation in youth development programs.

C. Approaches to Youth Development

Washington State University Extension, 4H Youth development Program (2008) identifies three basic models of youth development: Preventive Youth Development, Protective Youth Development or Positive Youth Development models. While other models may be emerging these three approaches represent the three most common ways of viewing youth development.

1. Preventive (deficit) youth development approach

The prevention approach assumes that something is going "wrong" and needs to be "fixed" and it focuses on the problem (Lofquist, 1983). The two key strategies in the prevention model are to reduce or eliminate risk factors and to increase or enhance protective factors (Small & Memmo, 2004). This approach is often characterized by a medical model; hence, the intervention is more therapeutic and focuses on creating conditions and fostering personal attributes that promote the well-being of people (Payne, 2005). This model grew out of public health and epidemiological approaches to disease prevention (Bloom, 1996; Leavell & Clark, 1953) and also was influenced by the mental health field - especially the work on schizophrenia and other mental illness (Caplan, 1964; Cicchetti & Garmezy, 1993). This approach serves as the foundation for many current youth initiatives, such as the communities that care program (Hawkins, Catalano, & Associates, 1992), and the prevention youth development model (Lofquist, 1983).

The major limitation of the prevention approach is that it tends to be deficit-oriented. From a practitioner's view, this can be problematic because of the potential to stigmatize youth,

undermine their motivation, or discourage them from becoming involved in programs at all (Small & Memmo, 2004). On the other hand programs designed to fix problems have no room for other youth who would like to learn basic life skills through interaction with their peer and adult mentor.

In many countries the deficit model is the most commonly used approach to youth development. Thus, young people are considered as problems and passive service recipients. This in turn limits societal reactions. Responses to youth problems are fragmented and disjointed and that no real plan exists to address promotion of youth strengths (Murphey, 2000). This approach sees clinical social work in part as maintaining the social order and social fabric of society, and maintaining people during any period of difficulties they may be experiencing, so that they can recover stability (Payne, 2005). It is time for social workers to reconsider their approach to youth and prove that they provide a holistic service that ingrates both risk and protective factors in their service delivery.

2. Protective (strength) youth development approach

The protective approach views youth development as an ongoing process that promotes positive outcomes for all youth (Catalano et al., 1998). When discussing the principles of the strength perspective, Saleebey (2006) argues that problems are sources of challenges and opportunities. Washington State University Extension, 4H Youth Development Program, (2008) also points out that in the protective model, the challenges of adolescence are not ignored but the focus is more on protective factors. The focus of the protective youth development model therefore is the strength of the individual, the family, group and community. It looks for ways to prepare youth with useful life skills for adulthood, and promotes asset building as a way to successfully make the transition to adulthood (Catalano et al., 1998). Catalano et al. further

augured that the protective model lacks well developed intervention evaluation instruments measuring the program outcome. Problem oriented programs usually deal with youth problems and design interventions towards helping their clients overcome those negative behavior outcomes. Hence, problem oriented programs have baseline data describing negative behavior or client experience on the one hand and planned interventions and goals, and standardized or individual rating scales measuring outcomes on the other hand. If the preventive and protective model can be integrated as a complimentary care, we will have an alternative approach that addresses both risk factors and protective factors.

3. Positive (holistic) youth development approach

In contrast to prevention approaches, the positive development model emphasizes promotion of positive development. Positive Youth Development initiatives include the Search Institute's Developmental Asset model (Benson, 1997), Public/Private Venture's Community Change for Youth Development (Hartmann, Watson, & Kantore, 2001), and the Center for Youth Development and Policy Research's Youth Development Mobilization framework. The emphasis here is that simply preventing problems is not enough to prepare youth for adulthood (Pittman, O'Brien, & Kimball, 1993; Roth, Brooks-Gunn, Murray, & Foster, 1998).

According to Washington State University Extension's 4H Youth Development Program (2008) training manual, the Positive Youth Development model is viewed as holistic in its approach by addressing both protective factors and risk factors. This model shifts the attention of practitioners, researchers and policy makers from youth problems to one that asks how communities can help youth develop the confidence, competence, compassion, connection and character to contribute in meaningful ways so that they grow up into healthy adults (Saleebey, 2006). In this sense, Positive Youth Development seems to base its practice on the strengths

perspective. Interest in Positive Youth Development has grown as a result of studies showing individual, family, school, and community factors often predict both positive and negative outcomes for youth (Catalano et al., 1998). As these researchers noted, such factors are also believed not only to create a positive developmental pathway, but they can also prevent the occurrence of problems.

In support of the new trend in the field of youth development, Kim and Sherman (2006) claim that "conditions are now ripening for young people to move from the margins--marginalized by negative stereotypes about their interests and capacities--to the very center of engaged civic life" (p. 3). In response to these interests, some organizations shift the focus of their research and practice from viewing "youth as problems" to viewing "youth as resources." Even though people of diverse backgrounds applauded this approach as the best approach to work with youth, it hasn't yet been well accepted by professionals from minority groups such as African Americans (Ginwright & Cammarota, 2002). Ginwright and Cammarota claim that like other models, the Positive Youth Development model does not effectively address urban youth problems. Hence they believe that the Positive Youth Development model obscures their understanding of urban youth of color more than it explains. According to their argument, the model assumes that youth themselves should be changed. Small and Memmo (2004) have also expressed some reservations to the application of Positive Youth Development. Their critique focuses on the way assets are broadly operationalized.

Contrary to these critics, a program review conducted by Catalano et al. (1998) indicates that a wide range of Positive Youth Development approaches have shown results in positive youth behavior outcomes and the prevention of youth problem behaviors. To include programs in their review, the researchers developed the following criteria that the programs had to meet:

(1) address one or more of the Positive Youth Development constructs as defined by the research group; (2) involve youth between the ages of six to twenty; (3) involve youth not selected because of their need for treatment; and (4) address at least one youth development construct in multiple socialization domains, or address multiple youth development constructs in a single socialization domain, or address multiple youth development constructs in multiple domains.

Of the twenty-five programs included in this Catalano et al.'s (1998) study, nineteen programs showed positive changes in youth behavior. The changes included significant improvements in interpersonal skills, quality of peer and adult relationships, self-control, problem solving, cognitive competencies, self-efficacy, commitment to schooling and academic achievement. Twenty-four programs showed significant improvements in problem behaviors. The researchers argued that, the themes common to success involved methods to strengthen social, emotional, behavioral, cognitive, and moral competencies. In support of this positive outcome, Ferber, Gaines, and Goodman (2005) argue that availability of opportunities and supports can make a difference to build healthy and productive youth citizens.

If organizations commit themselves to provide access to youth for sharing power and responsibilities in the activities that affect youth life, there is a possibility of expecting positive behavior outcomes from the Positive Youth Development model. One can also assume that the Positive Youth Development model is effective in changing youth behavior and promoting opportunities for all young people to thrive. Moreover, the Positive Youth Development model can be modified to fit to the context of youth, their families and their neighborhoods and used for people of diverse social, cultural and economic backgrounds. Unlike the Preventive Youth Development and Protective Youth Development model, Positive Youth Development model has a continuing care system in which both risk and protective factors are equally addressed. There is

no a single formula where to start: addressing risk factor first and then protective factors, or vise-versa or integrating the two at a time during service delivery. The social worker should closely work with youths and accordingly design appropriate intervention plan. Positive Youth Development approach shouldn't be seen as an approach that a single agency or an individual alone to handle it. It rather should be seen as a collaboration effort between service providers that requires a well organized referral system.

Looking at the three models' strengths and limitations, one can see that there is no single or best approach to addressing all issues related to youth development and problem prevention (Small & Memmo, 2004). Efforts based on Preventive Youth Development, Protective Youth Development or Positive Youth Development approaches each have their own strength and a place in practice, program and policy making. Therefore it is up to the practitioner or a policymaker to choose which particular approach is appropriate depending on the issue being addressed, the population target and the community context. It was worthwhile explore to the approach of Addis Ababa youth development programs and to examine the perspective of program staff and youths about programs in which they are engaged. By doing so, organizations had opportunities to do self assessment of their youth development programs, and most importantly youth voices were also heard.

D. Review of Theories

Youth development is founded on a variety of theories and models. Among them Erikson's Stages of Psychosocial Development, and Bandura's Social Learning theory, and Ryan and Deci's Self Determination Theory--are all relevant. The work of Erikson (1959) provides the modern youth development approach with a life cycle developmental model framing the cycle through which youth develop character--both positive and negative traits. According to Erikson,

these traits direct the decisions youth make, how they relate to their communities, and how effective they will be as adults. If youth are loved and supported as assets, they are likely to be trusting and thus able to engage positively with their world. In his theory of personality Erikson (1963) argued that personally develops in eight series of stages characterized by two opposing attitudes. Successful passage of these stages depends of the ability of the person to balance the opposing attitudes. For example, passing successfully through the Identity versus Confusion stage (adolescence age) produces strong sense of self and a feeling of independence and control. Social workers working with youth need to understand the stage youth are passing through and provide them the necessary life skill to mage the opposing attitudes and prepare them for the next stage for securing and secured relationship with other people.

Bandura's social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences. The component processes underlying observational learning are:

> 1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence and functional value) and observer characteristics (sensory capacities, arousal level, perceptual set and past reinforcement), 2) Retention, including symbolic coding, cognitive organization, symbolic rehearsal and motor rehearsal), 3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and 4) Motivation, including external, vicarious and self reinforcement (Bandura, 1977).

The Self Determination Theory is "an approach to human motivation and personality that its focus is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self--motivation and personality integration, as well as for the conditions that foster those positive processes" (Ryan & Deci, 2000, p. 68). When it comes to motivation, self--determination theorists Ryan and Deci argue that:

> Although motivation is often treated as a singular construct, even superficial reflection suggests that people are moved to act by very different types of factors, with highly varied experiences and consequences. People can be motivated because they value an activity or because there is strong external coercion (p. 68).

This theory suggests the degree to which many youth engage in the actions with a full sense of choice. Most importantly this theory also explains the link between youth's decision to participation and the social and political context surrounding youth. The social and political context can either support or prevent the natural tendencies of youth toward active engagement. The social learning theory and self determination theory discuss the importance of motivation and the factors that affect individual choice to either engage in youth development programs or not to engage which indicate they do fit to this study topic.

There is no single theory that fully explains youth development in general and youth participation in particular. However I am using Cassandra Mack's key principles of youth development that encompasses key sets of youth development theories and Shier's path way to child participation framework, and McGuire et al.'s youth motivation scale to frame the concepts, organize this research design, research questions and research hypothesis.

1. Principles of youth development

Youth development programs in Ethiopia are diverse in approach, service type and funding sources. As the service and the funding sources are diverse, the programs are fragmented so that no real framework consistently guides youth development programs to assess what they lack and whom to collaborate with. Cassandra Mack (2006) advised that youth development frameworks are an approach to working together with young people and no single organization acting alone can ensure that all youth acquired the assets, skills and supports they need to thrive. Mack's key principles of youth development encompass eight major focus area that guide youth development. The eight key principles of youth development are listed below and were used as one variable in this research:

1. An organizational structure that is supportive of youth development
2. A safe, physical environment that is supportive of the youth and staff's needs
3. A holistic approach to all youth
4. Youth contribution and collaboration
5. Supportive relationships
6. High expectations and clear limits
7. Activities that are engaging and that foster learning
8. Mechanisms in place to help youth move forward as young adults

2. Youth participation

For multiple reasons life experiences of many youths in Ethiopia lead to a life style that has diverted them from a path toward becoming productive members of society. Some drop out of school and are inactive for many years. Others finished school, but cannot find employment. As a coping mechanism some are engaged in high risk activities (commercial sex work), or long distance travel in search of earnings, where some become victims of human trafficking.

Douglas and Karen (1998) analyzed data from the U.S National Longitudinal Survey of Youth for tracking the transition of youth in to the labor force. They analyzed the recorded data of young people between ages 16 to 23 from 1979 through 1991 and found out that over one-third (37%) of both males and females were disconnected from the mainstream society, including education and work force, at least 26 weeks during one calendar year. They did a bivariate analysis to see whether disconnectedness is associated with other demographic variables and found that low family educational background and poverty have direct relationship with youth disconnectedness. The length of time youth stayed disconnected has also been found to have a

negative relationship with their chance of participating in the work force. Only 41% of men and 21% of women at the age of 25 to 28 were able to get a full time job (Douglas & Karen, 1998).

Youth participation, according to Checkoway and Gutiérrez (2006) is defined as a process of involving young people in the institutions and decisions affecting their lives. Participation in this case is active, voluntary and informed (Commonwealth Secretariat, 2005). Suleiman, Solimanpour and London (2006) conducted an in-depth case study of seven school based health centers that have implemented a youth-led research project in the state of California, Alameda County. As their findings indicate, while improving youth's own health status, youth-led research simultaneously benefits the community and the youth serving organizations. The project involved the youth in identifying needs, planning intervention, and evaluating the outcomes. This case study found that the youth holding the clearest vision for change appeared more engaged throughout the project. The major lesson learned from this project was that youth can be empowered and more effective programs can be designed when youth are given a chance to effectively become involved in planning and evaluation. Creation of safe space and positive relationships are also central to achieve genuine youth participation in research, program planning, implementation and evaluation that involves urban youth.

Another case study conducted in Bangalore, India reveals that the most effective approach to obtaining the most accurate information when doing research, program evaluation, and designing effective programs occurred when adult and youth work together (Chawla & Driskel, 2006). This case study brought the experience of the Growing Up in Cities project by UNESCO, an initiative to promote child participation in the project area. The project participants included 38 children (18 girls and 20 boys) between ages of 10 and 14, recruited to the project using snowball sampling. In contrast to the Indian case example, findings by the

African Child Policy Forum indicated that Ethiopian youth tend to develop a cynical view towards youth development organizations. This was related to youth being viewed negatively by many adults and program staff who are positioned to implement policies and programs who mainly base their efforts on the principle of meaningful participation (Tsegaye, 2006). African Child Policy Forum is a non-governmental organization coordinating children and youth issues in Ethiopia.

Several youth development experts contribute different frameworks to look at and measure youth participation world-wide. Among others, Shier's (2001) pathways to child participation frame work and McGuire et al.'s (2009) youth motivation for program participation scale are mentioned as the recent contribution to the field of youth development. Shier's tool is an alternative tool to the Hart's "ladder of participation" model (1992). Shier (2001) argues that Article 12 of the United Nations Convention on the Rights of the Child is the most important aspect of the convention that discussed the rights of children to form views and express views freely in all matters affecting children, but this was a provision most widely violated by many of youth development actors (p. 108). Shier provides a tool that has five levels and 15 items to help practitioners explore different aspects of the participation process. The five levels are:

1. [Youths] are listened to
2. [Youths] are supported in expressing their views
3. [Youth's] views are taken in to account
4. [Youths] participate in decision-making process.
5. [Youths] share power and responsibility for decision making

At each level of participation there are three stages that measure program commitment: opening (the youth worker is ready to function in regard to the five levels listed above),

opportunities (availability of resources, knowledge, skills, and procedures that enable a worker in youth development organization to function in regard to the five levels listed above), and obligation (a stage at which youth participation is a built-in policy of the organization or setting that staff should function in regard to the five levels listed above). Shier argues the third stage of level four is the minimum that the programs must achieve if they endorse the UN Convention on the Rights of the Child (pp. 108-115). The Shier tool has been adapted to fit to this research conceptual framework and was used to measure one of the research independent variables, program commitment to youth participation (see Table II, page 40).

3. Youth motivation for program participation

In describing reasons why youth participate or do not participate, in youth development programs, a study was conducted by a group of six experts from six U.S. universities (Perkins et al., 2007). This study examined cultural and contextual factors influencing the decisions of underrepresented urban youth who identified themselves as Black/African American, Latino, Arab, or Chaldean to participate in youth programs. The researchers generated their findings from a focus group discussion. They used concept mapping (Trochim, 1089) to analyze their data. Four themes emerged during their brainstorming sessions with youth: (a) to keep young people off the streets, (b) to learn new skills, (c) to avoid boredom, and (d) to provide opportunities for fun, enjoyable activities. Statements related to these themes were generally the first reasons cited in the brainstorming sessions with youth.

The second section of the same study was conducted by McGuire et al. (2009). This section provided a quantitative measure of youth motivation for program participation. The scale included multiple items that measure motivation for current activity, reasons for quitting past activity, and reasons for not participating in other activities. The researchers discovered that

youth describe programs they are in as valuable for meeting life goals. However, when asked about programs they quit or did not join, they emphasized social difficulties with peers and adults. Based on their findings, these researchers propose a different set of strategies (creating activities that promote personal goals and create a positive environment between adult and youth and among youth participants) more useful for retaining youth in programs (McGuire et al.).

Checkoway and Gutiérrez (2006) argue that "social workers are strategically situated to promote youth participation, but many of them have been conditioned to care about young people rather than to empower them" (p. 3). Therefore the proposed research study directs attention to the importance of youth participation in youth development programs and in other community affairs.

F. Conclusion

Youth participation is one of the major principles in youth development (Hamilton & Hamilton, 2004; Mack, 2006). Participation has the potential to strengthen social development, build organizational capacity and facilitate change in the environment. If organizations commit themselves to providing access to youth for sharing power and responsibilities in the programs that affect their life, it is possible to expect positive behavioral outcomes from the Positive Youth Development model. As a result of this assumption, many youth development experts and international organizations recognize that youth participation should be encouraged, but it appears this is not empirically demonstrated. Although proponents of youth development express their concerns about the limitations of the deficit/medical model, social workers and others have used this approach in many agencies as the most common method of youth intervention. For this reason, social workers are exposed to harsh critics such as agents of an adolescent pathology industry (Finn, 2001). In response to such critics and as a result of the growing interests towards

Positive Youth Development, some organizations are shifting the focus of their research and programs away from viewing "youth as problems" to viewing "youth as resources." Lately the Positive Youth Development approach has come to be more visible than previous years as the third alternative approach. As the approach is new; intervention models, program constructs, and research instruments are not yet well developed. As a result, very limited research has been conducted so far in comparison to the literature on problems and deficits.

The recent work of Perkins et al. (2007) and McGuire et al. (2009) provided a new dimension for looking at youth participation. Perkins et al. focus on exploring hindering and motivational factors for youth participation in a structured youth development programs in the United States. They gave special attention to youth of color and to ethnic minorities. This measure examined motivational and hindering factors for program participation as reported by youth. Because the scale development involved a heterogeneous group of youth; I found it as useful tool to conduct cross national comparative research on youth motivation for program participation.

So far no research has tried to see the relationship between the program factors and youth motivation for program participation. Program factors investigated in this research are: program approach, program service type, program funding sources, program commitment to key principles of youth development, and program commitment to youth participation in structured youth development programs in Ethiopia. The lack of study in the area of youth participation in Ethiopia is a major challenge among youth serving organizations. This research was designed in response to the felt need towards engaging young people in the effort of democratization and nation building in Ethiopia. The main focus of this research however is exploring barriers and opportunities of youth motivation for participation in programs designed to fight poverty and

HIV/AIDS. The first program service type given emphasis in this study is income generating activities as a mechanism of poverty reduction among youth. The second program service type focus is HIV/AIDS prevention and control. HIV/AIDS awareness campaigns have led to the establishment of many out of school and within school youth clubs, while employment generation activities are mainly out of school programs particularly neighborhood (*Kebele*) based. The conceptual framework of this research design includes program approach as a mediating variable between other independent variables such as individual factors and program factors, and the dependent variable youth motivation for participation in a structured youth development programs in Addis Ababa, Ethiopia.

In Ethiopia, both governmental and non-governmental organizations working with youth claim that youth participation in their program is a "reality." In most of these programs, the role of youths in activities mentioned above is seen as more youth-focused serving adult program staff effectively in collecting and passing information relevant to people of their age cohort. Nevertheless, less emphasis has been put on the role of youths as change agents who can lead programs of their own and contribute to their own development and to their society. This has been attributed to limited understanding of what youth participation actually is and the lack of skills and knowledge on how to go about involving youth within schools, institutions or local and international organization as well as to negative attitudes of adults towards youth participation (Tsegaye, 2006). Therefore, it was important to adapt McGuire et al.'s scale to measure accuracy of adults who claim the reality of existence of youth participation in Addis Ababa youth development programs as well as to explore the motivational and hindering factors for youth participation in the programs that are affecting young peoples' lives.

III. CONCEPTUAL FRAMEWORK AND CONCEPTUAL DEFINITION

A. Conceptual Framework

This research is mainly based on the Positive Youth Development (PYD) model, and other related frameworks and concepts that have been used earlier as a research or planning tools. Mack's (2006) description of programs in terms of their approach and being supportive of the key principles of youth development are used to see if those principles are met across the youth development programs in Addis Ababa. Shier's (2001) Pathway to Child Participation framework is used to assess if there is a relationship between the stages of program commitment to youth participation and youth motivation for program participation. McGuire et al.'s (2009) youth motivation scale that measures youth motivation for program participation is used to explore both motivational and hindering factors for youth participation in structured youth development programs in Addis Ababa.

In this research, the independent variable (IV) is program factors, and the control variable (CV) is personal factors. The dependent variable (DV) is youth motivation for program participation as seen by young people in the program. The youth development approach is treated as mediating variable (MV). See Figure 1 for the depiction of these variables.

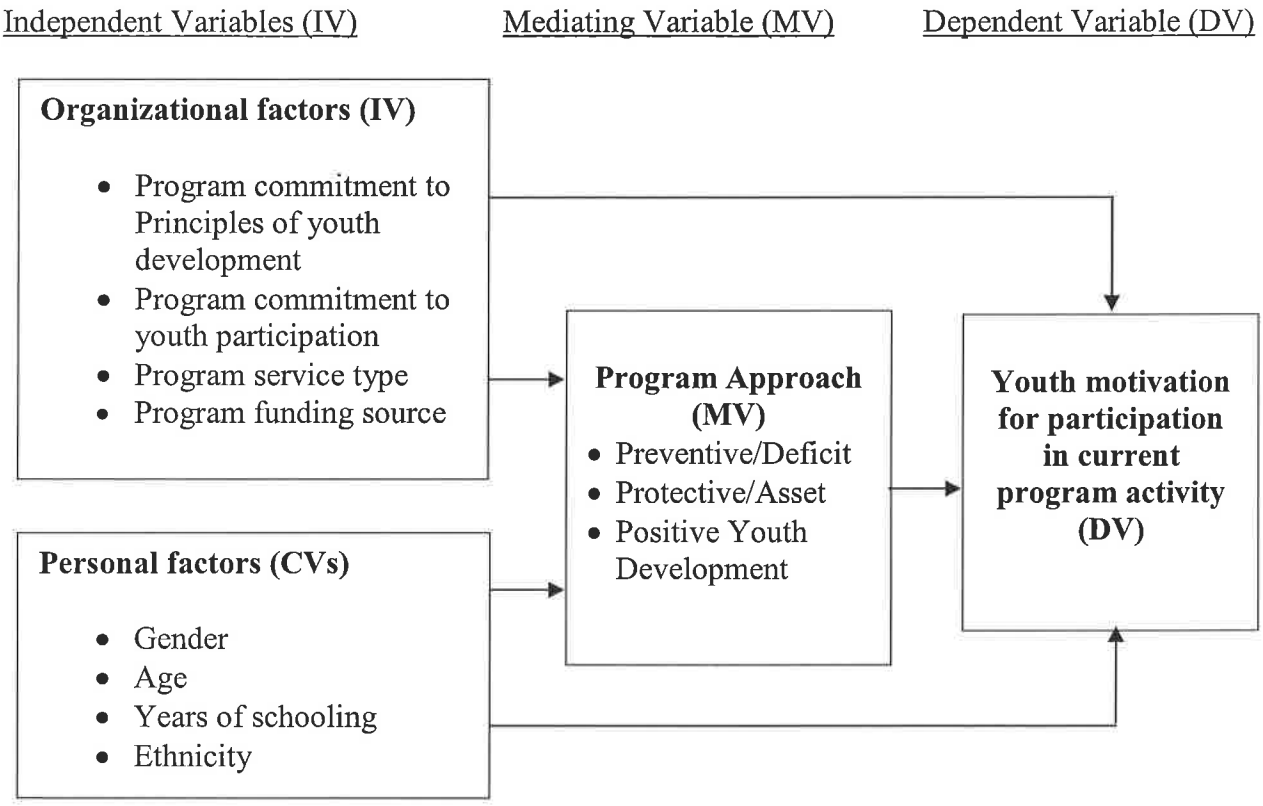

Figure 1. Predictors of youth motivation for participation in current program activities

B. Conceptual Definitions

The conceptual definitions of both dependent and independent variables of this study are defined below. Program factors (program commitment to the key principles of youth development, program commitment to youth participation, program funding source, and program service type) are the independent variables of this research. Personal factors such as age, gender, education, and ethnicity are control variables of this study. Program approach (Preventive Youth Development, Protective Youth Development, and Positive Youth Development) is seen as mediating variable. Youth motivation for participation in current program activities is the dependent variable of the study.

1. Program factors (Independent Variable)

Programs in this research are seen as legally registered organizations in Ethiopia and operating in Addis Ababa. Each has a clear mission, goals, and program objectives. Youth development programs in most of the cases are a component of a wider program objectives with sets of activities designed to address specific youth needs. A program staff is therefore defined as a focal person who coordinates the youth development program within an organization.

In general, program factors are grouped into two variables. The first is program funding source Governmental, Non-governmental, and Youth association; the second is program service type: HIV/AIDS prevention and control programs and income generation activities.

a. Funding source

Governmental programs in the Ethiopian context by nature are initiated and designed by local government in response to local need. Most of them are federal and state level program of the Ministry of Youth, Sport and Culture to meet specific country objectives like democratization, nation building, and poverty reduction. Among others the Addis Ababa Youth Center and the youth federation can be mentioned as an example of national level programs. Other youth programs like Ethiopian People Revolutionary Democratic Front (EPRDF) youth league are community based programs or clubs organized by local people with the support of government experts. These programs highlight three major areas of involvement: in politics, social activities like reproductive health; and in economic development like income generating activities (EPRDF, 2007).

Non-governmental organizations/programs in the Ethiopian context are programs initiated and designed by local people and international people in response to specific community needs. Some of them are indigenous and community based programs/organizations

and clubs serving a specific group of people, while others are multipurpose programs designed by international experts in collaboration with local people. In terms of funding sources, mostly local non-governmental organizations collect money from their members, but sometimes receive funds from international programs that are committed to sponsor specific projects. International organization programs include international non-governmental organizations designed by international experts based on common needs across nations. Such programs implement their youth development programs in collaboration with federal, state, and village level government youth development programs or youth associations. Their major source of funding is from international donors.

Youth associations are local programs initiated by local youth to address common community problem such as poverty and HIV/AIDS. To some extent they are independent but are affiliated either with government or non-government organizations. Most of share spaces from local government administrations buildings and receive funds from international organizations that have youth development programs.

b. Program service

HIV/AIDS prevention programs are programs designed to address needs related to youth reproductive health and the HIV/AIDS pandemic. These programs can specifically target HIV/AIDS infected and affected youth or the general public.

Income generating activities are programs designed to tackle poverty and unemployment among urban youth in Ethiopia.

2. Personal factors (Control Variables)

Age, gender, education, and ethnicity are included as personal factors that predict youth motivation for participation in current program activities. The assumption here is the older

the youth the more they have access to participate in the youth development programs and participate in decision making. Gender as a personal factor is included to explore if girls are in a disadvantaged position to participate in youth development programs, given that the societal culture is highly male dominated. Because Ethiopia is an ethnic federal state, there are ethnic based youth development programs; hence the choices of young people may be affected by their ethnicity. Education also is believed to affect the level and motivation of youth for program participation. This study was designed to provide answers to these assumptions, and looked at the relationship between personal factors and youth motivation for participation in current program activities.

1. *Age*: The definition of youth according to the National Youth Policy of Ethiopia for example, encompasses young adults between the age of 15 and 27 (EMYSC, 2004).
2. *Gender*: refers to biological differences that identify a person as a male or female.
3. *Education*: Education here is defined as the maximum grade (Elementary, high school, college) the respondent has achieved.
4. *Ethnicity.* An ethnic group in Ethiopia is a group of human beings whose members identify with each other, through a common heritage that is real or presumed.

3. Youth development approach (Mediating Variables)

In this research the type of program approach (Preventive Youth Development, Protective Youth Development or Positive Youth Development) is treated as a mediating variable. Program approach is conceptually defined as the basic model of youth development: Preventive Youth Development, Protective Youth Development, or Positive Youth Development models that organizations choose to implement as their main approach in working with youth.

1. *The prevention/deficit youth development approach* assumes that something is going "wrong" and needs to be "fixed" and focus on the problem (Lofquist, 1983).
2. *The protective/asset youth development approach* views youth development as an ongoing process that promotes positive outcomes for all youth (Catalano et al., 1998).
3. *The positive youth development model* is holistic approach to youth development that includes elements that reduce risk factors and also promotes protective factors (Catalano et al., 1998).

4. Youth motivation for program participation (Dependent Variable)

The major dependent variable for this research is youth motivation for participation in current program activities. It is conceptually defined as activities youth are interested in for participation in the youth development programs in Addis Ababa for the last three months.

C. Research Questions and Hypothesis

This proposed research examines the following six research questions and six hypotheses.

1. Is youth motivation for participation in current program activities in Addis Ababa associated with personal factors (gender, age, years of schooling and ethnicity?

   Hypothesis 1: Youth motivation for participation in current program activities in Addis Ababa is associated with personal factors such as: gender, age, years of schooling and ethnicity.
2. Does youth motivation for participation in current program activities in Addis Ababa differ by program service type (HIV/AIDS prevention and control vs. income generating activities) or program source of funds (Governmental, Non-governmental, or Youth association)?

Hypothesis 2: Controlling for personal factors, youth motivation for participation in current program activities in Addis Ababa differs by program service type (HIV/AIDS prevention and control vs. income generation activities) and program source of fund (Governmental, Non-governmental, and Youth association).

3. Does youth motivation for participation in current program activities in Addis Ababa differ by program commitment to the key principles of youth development?

   Hypothesis 3: Controlling for personal factors, youth motivation for participation in current program activities in Addis Ababa differs by program commitment to the key principles of youth development.

4. Is the level of program commitment to youth participation associated with youth motivation for participation current program activities in Addis Ababa?

   Hypothesis 4: Controlling for personal factors, the level of program commitment to youth participation is associated with youth motivation for participation in current program activities in Addis Ababa.

5. Does a youth development approach mediate the relationship between personal factors (gender, age, years of schooling and ethnicity) and youth motivation for participation in current program activities in Addis Ababa?

   Hypothesis 5: Youth development approach (Preventive Youth Development, Protective Youth Development or Positive Youth Development) mediates the relationship between personal factors (gender, age, years of schooling and ethnicity) and youth motivation for participation in current program activities in Addis Ababa.

6. Does the youth development approach (Preventive Youth Development, Protective Youth Development or Positive Youth Development) mediate the relationship between

program factors (program commitment to the key principles of youth development, program commitment to youth participation, program service type, and program funding source), and youth motivation for participation in current program activities in Addis Ababa?

Hypothesis 6: Youth development approach (Preventive Youth Development, Protective Youth Development or Positive Youth Development) mediates the relationship between program factors (program commitment to the key principles of youth development, program level of commitment to youth participation, program service type, and program funding sources) and youth motivation for participation in current program activities in Addis Ababa.

IV. RESEARCH METHODOLOGY

A. Research Design

This study employs a quantitative methodological approach. The study design is an ex post facto design since the independent variables (program factors and personal factors) have occurred and exerted their influence on the dependent variable (youth motivation for participation in a structured youth development program) before the data collection point (Fortune & Reid, 1999). This study was not planned to measure any quality of intervention. Given the research objective is exploring factors motivating and hindering youth participation across youth development programs in Addis Ababa, the proposed research design includes a heterogeneous group, single-occasion, quantitative method research design with both exploratory and descriptive functions. It is a single-occasion design because I had no plan to alter the study phenomena but assess them as they are (Fortune & Reid, 1999).

B. Sampling Plan

1. Units of analysis

As indicated in the research question, the unit of analysis of the study is primarily individual youth involved in the structured youth development program in Addis Ababa. However the study also covers organizations that identify themselves as having a youth serving program. Hence the organization survey is included that is mainly descriptive in its function. For the organization survey part, the unit of analysis is the organization.

2. Sampling technique

For the organization survey, the sampling frame was the existing government and Children and Youths Forum records of youth serving organizations operational in Addis Ababa. The study population was grouped into five major categories based on the type of service they

are providing and their funding source (reproductive health/HIV/AIDS prevention and employment generation; and governmental, non-governmental, and youth Associations). All five categories were included in the study for comparison purposes and to assess the relationship between the nature of the program and the youth motivation for program participation. The organization survey was completed by a staff member who is coordinating the youth development program in each organization and has been in this position for at least a year. In some cases when the youth development program coordinator had been in this position for less than a year, he/she assigned someone in the program to complete the survey.

For the youth survey, from those youth development organizations who participated in the organization survey, I included 23 organizations that met the above categorization and showed interest to participate in the youth survey. Criteria for participation include: youth age 15-24, engagement in the program a minimum of three months; literacy had been shown by primary school completion and participation in an HIV/AIDS prevention or employment related programs. Then I selected the research participants using a non-probability convenience sampling technique. This technique allowed me to choose available youth (10 from each organization) during the data collection date. The organizations provided me a blinded list of the available youth in their program and worked together with me to identify potential participants without providing identifying information.

3. Sample size

The expected sample size was between 35-50 respondents representing up to 50 organizations to participate in the program survey. However, only 37 (74% of the 50 who replied) completed the survey. The major reason for not meeting the maximum program sample size was the timing of data collection (December/January) when most program staff members

were busy finalizing their program activities, and doing field visits before the end of calendar year.

The participating organizations are programs that have youth development components with a focus either on reproductive health/HIV prevention or employment generation programs. The two service types were selected as the focus of the study because HIV/AIDS and youth unemployment are the major leading challenges of young people in Ethiopia in general and in Addis Ababa in particular (Ethiopian Ministry of Works and Urban Development, 2007; Gebremedhin 2006; Federal Ministry of Health/National HIV/AIDS Control Office of Ethiopia, 2006; Ethiopian Ministry of Youth, Sport & Culture, 2004).

For the youth survey, dimensional sampling, a non-probability sampling technique, was used. This technique helped me to include participants that include at least one case that represents each possible combination of dimensions (Monette, Sullivan, & Dejong, 2008). In this research samples are categorized based on their source of funds (governmental, non-governmental, and youth association) and based on their primary service type (HIV/AIDS prevention and control, and Income generating activities). They all are Ethiopian, 44% were females.

C. Measurement

The measures used in this research were originally designed as a planning and evaluation tool to guide programs assess their commitment to the key principles of youth development (Mack, 2006), and [youth] participation (Shier, 2001). These tools were found to be relevant to provide descriptive pictures of youth development programs in Ethiopia. Using these tools in this research as a survey tool provided chances for youth development program staff in Addis Ababa to conduct a program self assessment against youth development approaches and principles that

are developed using a universal document such as United Nations Convention on the Rights of the Child. As the tools are universal, they were used in Ethiopia without major modification.

The second part directly addressed young people between age 15 and 24 engaged in youth development program in Addis Ababa. The McGuire et al. (2009) youth motivation scale was selected to be used here because its development involves diverse ethnic groups including immigrant youth (African American, Arab American, Chaldean, and Latino) in the United States (Perkins et al., 2007). Unlike other youth participation scales that mainly focus on an inventory of activities and hours spent in program participation, this tool was developed to explore factors that affect youth decision to participate or not to participate in the youth development programs (McGuire et al.). Motivation for participation therefore is given due emphasis in this scale. The same issue is given due emphasis in Ethiopia where there is an open window of opportunity for young people to participate in the effort of nation development. However little is known about what factors affect youth motivation for participation in nation building in general and activities that affect the lives of young people in urban Ethiopia in particular. The McGuire et al. scale was adapted and used in this research.

1. Program survey

a. Youth development approach

This measure provides a descriptive picture of the youth development program in terms of the approach that programs are implementing. This helped categorize programs based on the three major youth development models: Preventive Youth Development, Protective Youth Development or Positive Youth Development model. It also helped for further comparison among the three program approaches to see if there is significant difference in motivating or hindering youth from participation in current program activities.

b. Program commitment to key principles of youth development

This measure is included to describe how the items measure up in terms of being supportive of the youth development approach. Mack (2006) identifies eight key principles of youth development. Altogether the scale has 43 items that can be addressed by answering "yes fully", "partially", or "not all" to each statement under each subscale or key principle. This measure was used for the first time a research tool and was not tested for reliability.

c. Program commitment to youth participation

A 15-item ("yes" or "no") youth participation instrument measured program commitment to youth participation in the youth development programs. The items are adapted from Shier's (2001) pathway to child participation model that was designed to help program staff assess the level of organizational commitment to youth participation. The items are subdivided into five levels of youth participation and three stages of program commitment to youth participation (see Table II).

Shier's model provides a logical sequence of 15 items/questions as a tool for measuring the overall level of program commitment to youth participation from the lowest listening to the highest level of participation, shared power and responsibility in decision making. The 15 items can be categorized under eight subscales or constructs such as three stages of commitment and five levels of participation. The three stages of commitment are opening, opportunity, and obligation identified at each level of youth participation to measure program commitment to youth participation (see Table II). The remaining five levels of youth participation are: youth are listened to, youth are supported in expressing their views, youth's views are taken into account, youth are involved in decision-making process, and youth share power and responsibility in

decision-making; each is explained by the previous three items to measure the level of youth participation in the programs.

TABLE II

OVERALL SCALE AND SUBSCALES OF PROGRAM COMMITMENT TO YOUTH PARTICIPAITON

Measures/ Constructs		Stages of program commitment to youth participation		
		Opening	**Opportunity**	**Obligation**
Levels of Youth Participation	**Youth are listened to**	The program is ready to listen to youth.	The program works in a way that enables youth to be heard.	It is a requirement for the program to listen to youth.
	Youth are supported in expressing their views	The program is ready to support youth in expressing their views	The program provides ideas and activities to help youth express their views	It is a requirement for the program to let youth express their views.
	Youth's views are taken in to account	The program is ready to take youth views into account.	The program decision-making process enables youth views to be taken into account.	It is a requirement for the program to take youth views into account.
	Youth are involved in decision-making process	The program is ready to let youth join in decision-making	There is a procedure that enables youth to join in decision-making	It is a requirement for the program to involve youth in decision-making.
	Youth share power and responsibility for decision-making	The program is ready to share some of its power with youth	There are procedures that enable youth to share power and responsibility for making decisions with the program	It is a requirement for the program to share power and responsibilities for decision-making with youth.

2. Youth survey

a. Youth motivation for program participation

I addressed youth related research questions directly by asking youth participants to provide quantitative information using the structured survey tool. This tool provided demographic information for the participants, and descriptive information about the reasons young people are currently involved in program activities.

The youth motivation for participation in current program activities survey scale used in this study is adapted from pre-existing scale that has been developed and used by McGuire et al.'s, Youth motivation for participation. The scale has four factors that measure youth motivation to involve in current program activities. These are support for personal goals, family involvement, connection to other youth, and connection to adult. This survey was translated from English into Amharic (official language in Ethiopia), therefore, was tested for both face validity and reliability after IRB approval was secured. From the McGuire et al. scale, one item (varsity sport) and some culturally sensitive texts (sexual minority issue) were removed because the reviewers (two youth experts and five youth in the program) believed that these items are not applicable or culturally sensitive.

Measurement of test-retest reliability is one of the mechanisms used to test the reliability of measure. Kline (2000) indicates a reliability coefficients of .7 is a minimum for a good test (p. 70). The alpha value for the previous scale ranges from α.64 to α .88. The current scales showed slight decrease in the alpha value that ranges from α .60 to α .80 (see Table III). The decrease may result due to the fact that the instrument was originally designed to measure youth motivation for program participation in the United States. Had there been a chance to include some more variables under each sub-scale, we could have obtained a larger alpha value and better internal consistency of the scale.

b. <u>Program commitment to the key principles of youth development</u>

This survey component was adapted from Mack's (2006) key youth development principles that have a 43 items and 8 sub-scales. Youth completed the 43 item scale to see how they perceive their organization/program in terms of being supportive to youth development principles.

TABLE III

RELIABILITY TEST OF MOTIVATION FOR PARTICIPATION IN CURENT PROGRAM ACTIVITY

Factor	Scale name	N	Items	α	Mean	SD
1	Support for personal goals	220	17	.72	4.21	.531
2	Connection to other youth	220	13	.80	3.03	.901
3	Connection to adults	220	8	.68	3.22	.837
4	Family involvement	220	5	.61	3.37	1.894

c. Program commitment to youth participation

Mack's key principles of youth development and Shier's [youth] participation measures were the two major independent variables of the study used at the multivariate level. Youths completed Shier's [youth] participation measure and Mack's key principles of youth development measures to obtain their perception about their program's commitment to the key principles of youth development, and program commitment to youth participation. All variables and concepts that are used in this research are discussed below.

3. Operational definition of the study variables

Based on the research conceptual framework, the following are the operational definitions of the major variables:

- **Age:** The self reported chronological age of the respondents during the data collection time
- **Gender:** Self reported by respondents and coded as 1 for female and 0 for male.
- **Ethnicity**: Respondents self reported to which ethnic group he/she belongs and the coded as 1 for the specific ethnic group and 0 for all other ethnic groups.

- **Program service type.** The nominal characteristic of the youth development program is dichotomized by service type (programs providing HIV/AIDS prevention and control service or programs providing employment generation activities) that program staff checked off the appropriate category of service type and were coded as 1 for income generating activities and 0 for HIV/AIDS prevention and control service.
- **Program funding source.** The nominal characteristic of the youth development program is dichotomized by fund source (governmental, non-governmental, or youth associations) that program staff checked off the appropriate category and were coded as 1 for the specific funding source and 0 for all other funding sources.
- **Youth motivation for participation in current program activities** operationally defined as program activities youth self-report to be their major interest area for participation in the youth development programs in Addis Ababa during the last three months. This is a 43 item interval scale measure.

D. Instrumentation

1. The data collection instrument

The quantitative survey tool has two major components: survey for organizations and survey for youth. The organization survey was designed from multiple literature sources that include: the Washington State University, 4H Youth Development Program's (2008) definition of youth development model, Mack's (2006) description of key principles of youth development and Shier's (2001) framework of pathways to child participation. The program survey mainly provides descriptive and narrative information about the youth development programs in Addis Ababa.

The youth survey and this research conceptual framework is adapted from the McGuire et al. (2009) youth motivation for program participation scale. This instrument seeks to examine structural, personal and interpersonal benefits and barriers to activities in an attempt to begin to develop an understanding of youth decisions regarding activity participation.

2. The program/organization survey

Part A consists of four inclusion criteria: age of target population, length of program staff's experience in the program, program type, program location and service type (see Appendix B). Part B consists of one question that indicates youth development approach. Part C consists of 43 questions divided into eight subsections that describe key principles of youth development. The measure uses a three- point Likert-type scale that ranges from (1) "Yes fully", to (3) "Not at all". Part D has 15 questions divided into five levels that assess levels of youth participation. Each level has three stages of program commitment: opening, opportunity and obligation that measure the organizations commitment to youth participation in decisions that affect their life. This measure applies a "yes" and "no" format question that defines organization strength and growth areas in terms of the 15 items. Part E consists of descriptive informant's data such as: length of service in the program, position, age, gender, ethnicity (optional), education, and profession. Part F consists of program descriptive information such as program operational area, funding source, service type, and target group.

3. The youth survey

Part A consists of four inclusion criteria; Part B describes background information; Part C covers survey for current activity; Part D covers some demographic questions about the informant; Part E covers survey on key principle of youth development; Part F covers survey on program commitment to youth participation.

E. Data Collection

1. Back translation of instruments

The youth survey was translated in the local language, Amharic using a "back translation approach" (Harkness & Schoua-Glusberg, 1998). Amharic is the official working language of Ethiopia and thus has official status and has been used nationwide.

First, I translated the Source Language Text (SLT1), McGuire et al.'s Youth motivation for program participation scale from English language into Amharic. Second, a second translator translated back the Target Language Text (TLT), in this case Amharic, into the source language (SLT2) English. The second translator was a graduate of English language and currently serving as department head of the South Omo Zone Office of Youth Sport and Culture in Ethiopia. The second translator is unfamiliar with the source language and was not informed that there is a source language. Third, I did a comparison of the First Source Language text (SLT1) and the second source language text (SLT2). I made some corrections onto the Amharic translation with the help of a professional who has been teaching high school student Amharic language as a subject for more than 10 years. Fourth, on the basis of similarities between SLT1 and SLT2, then I made the final conclusions to use the Amharic version as a survey tool. These steps helped me to create identical SLT1 and SLT2 that demonstrate greater equivalence between the TLT and the SLT1.

The survey for program/organization however was done in English. The youth development program staff completed the organization survey (see Appendix B). I was available in person during the data collection period to allow discussion between me and the informant about the objective of the study, clarifies questions, and maximizes the response rate of the survey. The following steps were taken to achieve this purpose:

2. Data collection procedure

A month before the actual data gathering period, an information letter that detailed the study objectives, the inclusion criteria and the advantages of participating in the study was e-mailed to all youth serving organizations in Addis Ababa. I reviewed all e-mail responses for further filtering out youth serving organizations based on the survey inclusion criteria (see Appendix B, Section A). About ten agencies made clear in their e-mail and telephone call that their program operation area is outside Addis Ababa. Hence, they were excluded from the survey. A week after the first e-mail was sent, a reminder telephone call was made to all organizations that received the first e-mail invitation. I directly talked to the program staff to schedule the actual data collection at a convenient time and space for both the researcher and the informants. A day before the actual data gathering day, I made a final reminder telephone call to get confirmation for the data gathering appointment. The plan was to interview two program staff per day. At the time of data collection, I introduced both the objectives of the study and the possible advantages to the organizations and to children and youths benefiting from the organization. I asked the informants for informed consent to participate in the study. Then I conducted actual data gathering for a maximum of 30 minutes per individual interview. I checked if the organization fit to the inclusion criteria for the selection of youth participants (see Organization/program survey part A, in Appendix B) and whether all questions were addressed by the informants. Towards the end of the interview, I asked the program staff for their willingness to allow ten youths between ages fifteen to twenty-four to participate in the study.

Almost all program staff were willing to participate in both program and youth survey. There were some programs that are providing rehabilitation services for children below the lower age range of this study who raised issues of confidentiality and potential risk when interviewing

kids. Such concerns were made clear to the program staff during first time meeting and only youth between age 15 and 24 years and participating in youth development programs in the area of employment generation and HIV/AIDS prevention were included.

In the beginning of the data collection, most of the informants were not able to be interviewed at the scheduled appointment. Some had another urgent task to accomplish, some had a field trip out side Addis Ababa, and others were not in their office when I arrived there. I then reorganized my approaches and started calling the program staff to connect me with the youth informants (five male and five female) putting aside the program survey for the time being. When I went to meet with youth informants, I met the program staff waiting for me and see what I am going to interview the youth.

I planned to conduct the youth survey after completion of the program survey. The youth survey was also a self administered questionnaire to be completed by 10 youth (in one organization) per day in the presence of the researcher to cover a minimum target of 16 organizations and 160 youth in 16 working days. The approach worked well and gave me chances to meet both the program staff and the youths at the same place and same time and explain for both groups the objective of the research, the procedures I would use, issues of confidentiality, consent process, and other human subject protection issues. The program and youth surveys were administered at a regularly scheduled program meeting. I tried to visit two programs per day, one in the morning one in the afternoon. A one hour survey was possible to collect data from program staff and to some extent out off school youth; mainly participating in employment generation activities. In most of the programs and all youth centers, I rescheduled my visit to be after 5:00 pm when the youth finish class and come to their after school youth development programs.

The main problem that I faced was meeting the required and proportional sample size (five male and five female) per programs site. When I went to do the actual data gathering, there are times that I found between three to nine youth who came to participate on my survey. That means I had to come again to complete the remaining survey. This made me to think of increasing the sample size from ten to twenty youth per program then collect at least ten complete youth survey per program in one visit. This was another successful strategy. Almost in all of my visits, there were at least ten youth informants who came to complete the youth survey. In some programs I met 20 youth all willing to participate in the research. Because I had limited surveys in hand, I asked if anyone would like to leave. They stated they did not want to leave as this was a learning process for them about issues of youth development. Because none were willing to go I allowed all of them to participate in the survey. As a result of this, the youth participants sample size was increased from 160 to 243 (23 partially completed). I requested for sample size amendments and received IRB approval.

3. Incentives for participation

I plan to give the respondents a certificate of participation at the completion of the study. The certificate issued by Jane Addams College of Social Work and Addis Ababa University, School of Social Work will help youth as an additional document to find a job, and I assume it will be a motivating factor for youth to go to college after completion of their secondary school. Youth may have benefited from discussions that occurred when youth informants realized that I am completing my PhD; some stayed behind after data collection was completed to ask me some questions. The research findings will be made available to the public (academic institutions, policy makers, youth development programs).

F. Data Cleaning and Management

Broeck, Cunningham, Eackels, and Herbst (2005) suggested a three stage data cleaning process in medical research. These are "repeated cycle of screening, diagnosing, and treatment" (p. 966). Errors can occur due to outliers or missing data. I closely examined suspected data and survey items to identify whether suspected data could affect the study result, and in what way the can be fixed.

Screening phase. When doing data screening there are four possible sources of error: lack of or excess data, outliers, strange pattern in distribution, and unexpected analysis result (Broeck et al., 2005). For this specific study the data screening methods suggested by Broeck et al. (2005) were used. These screening methods include: validate data entry and double data entry, browsing of data after sorting, printouts of variables not passing range checks and of record not passing consistency checks, graphical exploration of distribution (box plots, histograms, and scatter plots), frequency distribution and cross tabulations, summary statistics, and statistical outlier detection.

Diagnosing phase. This phase clarifies the true nature of worrisome data points, patterns and statistics. Broeck et al. (2005) suggested a combination of diagnostic procedures. The more realistic procedure in this research was to look for information that could confirm the true extreme status of an outlaying data point. This required me to have an insight on the variable both in demographic or statistical sense. For example, this research targets young people between ages 15 to 24. There were three data points that lie outside this age range that was taken as erroneous, and crosschecked with other demographic data given by the research informants. There were missing data diagnosed at this level. Some 23 youth were not able to complete the

current activity section of the survey because there program was not functional during the data collection period, while other were missed for unknown reason.

Treatment phase. At this phase I decided what to do with missing data, errors and true values. As Broeck et al. (2005) suggests the options are limited to correcting, deleting, or leaving the data unchanged" (p. 968). Those 23 surveys that skip the main part of the survey were left as missing data and were excluded from the main analysis because none of the treatment methods could solve them. I entered the average of the specific data set for other randomly missed data. The error on participant's age was corrected because the correct age was found through triangulation and crosschecking of other informant's demographic data.

G. Data Analysis

The study has a univariate and a multivariate data analysis plan. Data was entered and analyzed using SPSS Version 17.0 Data Entry Program.

1. Univariate analysis

Nominal level variables such gender, ethnicity, and education were analyzed using frequency distribution and percentage. The open-ended questions were grouped and coded based on their similarities and differences and were analyzed as a nominal level quantitative data. For interval level variable measures of central tendency (Mean, Median and Mode), measures of dispersion (Range and Standard Deviation) were used. Mean scores for motivation for participation was for example computed for the total sample and for each sub-sample (program type). These mean scores are computed for each of the sub-scales and for the combined, total scale.

2. Multivariate analysis

Multivariate analysis helps analyze more than two variables simultaneously used to understand fully the relationship between two or more variables. At this level simple and hierarchical regression analysis were used to test the six research hypothesis. The predicting variables were personal factors (age, gender, years of schooling, & ethnicity), program factors (program service type and program funding sources), and program youth development approach (Preventive Youth Development, Protective Youth Development or Positive Youth Development); and the outcome variable was youth motivation for participation in current program activities. Further detail is provided in the next chapter on the findings.

H. Human Subject Protection

The University of Illinois at Chicago's (UIC) Institutional Review Board (IRB) and the Office for the Protection of Research Subjects (OPRS) are responsible for making final decisions as to what constitutes human subjects research and how human subjects research protections must be implemented (http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/index.shtml). Before starting with the process of data collection, I submitted the dissertation proposal to the approval of the University of Illinois at Chicago's Institutional Review Board (IRB) and received the approval on August 20/2010.

1. Potential risks to subjects

The anticipated risks were minimal. There was little to no risk for the youth. The survey covers general knowledge and perception of the issue being studied. With the program survey, there may have been some risk of discomfort when the participant offered information about internal organizational issues or share sensitive information/opinions. Such sensitive areas from program side could be questions related to the program approach and model of

intervention, their knowledge of the policy and principles, and their commitment to youth participation. There may have been discomfort among program staff for providing policy and program information if such information were to be disclosed publicly. However, the study did not focus on the information about internal organization policy or administration issues of programs under study. Hence no data will be published that contains personal identifiers. The participants were free to decline to answer any question and free to terminate the survey or the interview at any point.

2. Procedures to ensure voluntary and informed consent

The participants in this study are youth development program staff and young people age 15 to 24 in the program. I assured them that the information was managed professionally and not negligently exposed publicly the participants for whatever information they provided. Other than me, one dissertation committee member had access to my research de-identified data. The data has been kept under lock cabinet and on password-protected computers in an office at UIC and will be destroyed one year after successful completion of this dissertation thesis. I assured the participants in the study that the information they provide is confidential. When the results of the study are published or discussed in conferences, no information will be included that will reveal identities of the subjects and their organizations.

Moreover, I was engaged in a meaningful and clear process of consent and parental/guardian permission. The process of consent involved discussing the study objectives with the potential participants, risks and benefits of participating in the study, explaining why the respondents are asked to participate, terms of termination by both parties. The cover letter (see Appendices A, C & D) of the survey provides information first about the purpose and importance of the study, then, the guarantee for confidentiality as related to voluntary participation in the

research, and finally the understanding that by taking the survey the respondents give their consent for participation. Moreover, in this letter, I indicated that a summary of the research results will be made available to the public where study participants can share the findings of the study.

Parental/guardian permission was processed through the youth development organization in advance. The potential youth participants were given an information sheet about the research to be conducted and the parental permission and discuss with their parent and/guardians at home. During the actual data collection day, those youths who got their parent/guardian permission were asked if they are willing to participate in the research. The youth development programs staff assisted me by verifying the parental/guardian permission letter and observing the assent process as a witness. Parental permission in the Ethiopian context can be signed by the head of the family or the community worker. The head of the family can be a father, a mother, elder sibling, close relative or a friend of the family. However, there were conditions neither of the above persons be present and a child is by him/her self. In most parts of Ethiopia children age 15 and above are counted as adult that are capable of shouldering adult responsibility and independent life. For this reason for those youth participants whose age is below 19, the youth development program staff or a community worker assigned to follow up the youth has signed in the consent form as a guardian.

I collected the written informed consent (Appendix A, C & D) or parental/guardian permission of young participants below age 18 years old. During the actual survey, I informed the respondents that they may skip any questions and they can terminate the interview at any time. I made the participants aware that they can ask questions and verify information about the study with other appropriate sources at the Jane Addams College of Social Work (JACSW),

Addis Ababa University, School of Social Work or the University of Illinois at Chicago's Office for the Protection of Research Subjects. I provided the contacts at these three places on the consent form. I clearly wrote mine and my advisor's address and telephone numbers at JACSW on the consent form. I also gave a copy of the consent form to the participants for own record. The absolute burden of ensuring that the participants understand clearly the purpose of the study, their responsibilities in this study was mine.

V. FINDINGS

This chapter presents quantitative findings of the program survey and the youth survey. The first section (Section A) of this chapter presents findings from program survey. The main purpose of the program survey section is to provide general descriptive pictures of youth development programs in Addis Ababa, Ethiopia. The main descriptive information includes: characteristics of program survey participants, program characteristics, program commitment to the key principles of youth development, program commitment to youth participation and program approaches. The second section (section B) of this chapter presents findings from the youth survey. This section provides both descriptive information of the main research variables and answers to the six research questions and accompanying research hypothesis.

A. Findings from the Program Survey

Program Survey findings are primarily descriptive relating to the Independent Variables and are used later to test the hypotheses in terms of how the program factors affect the dependent variables. This chapter presents descriptive findings from all parts of the study including characteristics of the program survey participants, program characteristics (program funding sources and program service types), program commitment to key principles of youth development and program commitment to youth participation, and youth development approaches.

1. Characteristics of the program survey participants

In this program survey, 90 programs were invited through their program e-mail and telephone addresses. Fifty programs were willing to participate in the survey. Of those who gave telephone and e-mail consent, 37 programs filled out the survey through their program staff members who had the knowledge on the youth development activities in the program.

Almost three quarters (73%) of the program staff who participated in this survey were male, while 27% were female. The participants' age ranged from 21 to 62 years (M=33, SD=11.354), of whom almost half (49%) of the staff were themselves in the age group of youth (15 to 29 years) as defined by the National Youth Policy of Ethiopia. More than half (59.5%) have a four year college degree, and 13.5% a post graduate degree. Their professional educational background is mixed from social science and humanities, education and behavioral science, health science, natural science and some vocational training. Most (11%) came from a business and economics professional background. Their work experience ranges from one year to seventeen years (M=5 years) in youth development related practice.

2. Program characteristics

This section of the survey addresses two of the independent variables of the research conceptual framework (see Figure 1, page 28). It includes two major areas: program funding source (Governmental, Non-governmental, and Youth associations) and program service type (HIV/AIDS Prevention and Control vs. Employment Generating Activities)

a. Program funding sources

As table IV indicates, out of the total 37 programs who participated in this survey, more than half (57%) of them were from governmental youth development programs, 24% were from non-governmental organizations, and the remaining 19% were from youth associations. Youth associations are independent but to some extent they are affiliated either with governmental or non-governmental organization when implementing joint projects. Alternative categorization of these programs could be done by collapsing youth associations with government programs. Because the administrative location of the youth association is in the local government (*Kebele*) administrative building (compound), there is high tendency of adapting

government programs. When the two are merged and re-coded the sample size distribution will be 16 governmental programs and 21 non-governmental programs. In this research the three categories are used.

b. Program service types

Because one of the objectives of the study is exploring the relationship between agencies major program service type and youth motivation for program participation, programs were asked to mark one of the three options: employment generation, HIV/AIDS prevention, or both. As indicated in table IV, those who reported that their program major focus is employment generating activities got the smallest proportion (11%). Most of them either combined the two service category together (45%), or just addressed only reproductive health issues (43%).

TABLE IV

DESCRIPTIVE STATISTICS INDICATING PROGRAMS CHARACTERISTICS (N=37)

Program Factors	Frequency	Percent
Program funding sources		
Governmental organizations	9	24
Non-governmental organizations	21	57
Youth associations	7	19
Total	**37**	**100**
Program service types:		
Income generating activities	4	11
HIV/AIDS prevention and control	16	43
Integrated (Both)	17	46
Total	**37**	**100**

3. Program commitment

This section of the survey addresses two major variables of the research conceptual framework: program commitment to the key principles of youth development and program commitment to youth participation.

a. Program commitment to key youth development principles

Mack's key principles of youth development consist of 43 questions divided into eight subsections that describe key principles of youth development. The measure uses a three- point Likert-type scale that ranges from (1) "Yes fully", to (3) "Not at all". This measure is included to describe how the items measure up in terms of being supportive of the key youth development principles. The distribution is slightly and negatively skewed and program staff tend to have more than average ratings (M = 2.34, SD =.31); that indicates they tend to have high commitment to the implementation of the key youth development principles (see Table V).

b. Program commitment to youth participation

Shier's (2001) pathway to child participation model has 15 questions divided into five levels that assess levels of youth participation. Each level has three stages of program commitment: opening, opportunities, and obligation that measure the organizations commitment to youth participation in decisions that affect their life. The measure uses a "yes" and "no" format for questions that identify the organization's strength and growth areas in terms of the 15 items (see Table II, page 40). Program staff responses on a 0-15 "yes" or "no" 15 item scale (Shier, 2001). The findings indicate that on average (M=11.57, SD=3.913) youth development programs in Addis Ababa were at most able to demonstrate their commitment to youth participation in that youth in their program participated to the twelve ladder or the third

stage of level four (youth are involved in decision-making process) on the Shier's pathway to [youth] participation scale (see Table V).

TABLE V

DESCRIPTIVE DATA INDICATING PROGRAM COMMITMENT TO THE KEY PRINCIPLES OF YOUTH DEVELOPMENT AND PROGRAM COMMITMENT TO YOUTH PARTICIPATION

Program commitment to [a]	N	Minimum	Maximum	Mean	Std. Deviation
Key youth development principles	37	70 (1)	119 (3)	96.24(2.24)	13.324(.31)
Youth participation	37	0	15	11.57	3.913

[a]. For the 43 item scale the possible scores on the 3 point scale is between 43 and 129. The parenthetical numbers refer to the mean score dividing the total mean and standard divation by 43 to obtain the average score on the original 3 point scale

4. Program approaches

In this research, program approach (Preventive Youth Development, Protective Youth Development or Positive Youth Development) is treated as a mediating variable for youth motivation for program participation. This measure provides a descriptive picture of youth development programs in terms of the approach and model programs are implementing. This helped categorize programs based on the three major youth development models Preventive Youth Development, Protective Youth Development or Positive Youth Development model. It also helped for further comparison among the three program approaches to see if there is significant difference in motivating or hindering youth from participation.

As reported by program staff who completed the survey, 20 (54%) of the programs participated in the survey identified themselves as programs designed to address youth problems

(preventive youth development approach); 10 programs (27%) reported that their program focuses on the strength of the young people in the program (protective youth development approach). The remaining 7 programs (19%) reported that their program addresses both problem and strength of young people in the program in that it implements Positive Youth Development (see Table VI). It was from these programs that 243 convenient sample youth were selected to participate in the youth survey.

TABLE VI

MODEL BEST DESCRIBING PROGRAM APPROACH IN WORKING WITH YOUTH

Variables	**Frequency**	**Percent**
a) Preventive Youth Development approach	20	54
b) Protective Youth Development approach	10	27
c) Positive Youth Development approach	7	19
Total	**37**	**100**

5. Summary of the program survey

The program survey revealed that more than half (54%) of the youth development programs included in the survey are implementing a deficit model (preventive) youth development approach where youth are mostly viewed as a problems and has a tendency of labeling youth based on the problem they have. Their programs are designed to address specific problems of youth. This is an indication that youth may be seen as passive participants in that they come to the program to receive service designed by adult program staff. When it comes to the service type there are few programs (11%) working towards addressing poverty related youth problems.

The most important finding from the program survey is that the very wide professional mix of the youth workers in Addis Ababa. Most of them are from the field of business and economics, which indicates they have not had sufficient background in the basic knowledge and skills of youth development. In their response to the program survey the program staff feel that on average their program partially demonstrates commitment to the key principles of youth development in general and youth participation in particular. The recent government youth development programs are providing several youth development activities through the newly emerging youth development centers. This research included both univariate and multivariate findings from the program survey and the youth survey. The major analyses include comparing the programs commitment to the key principles of youth development, and to youth participation and see the relationship between personal factors and program factors with youth motivation for program participation.

B. Findings from the Youth Survey

I start with providing descriptive demographic data of the youth participants. Descriptions of the top five and bottom five responses of youth to motivation for participation in current program activity come next. A multivariate analyses is presented at the end of this section that explores the relationship between the dependent variable-- youth motivation for participation in current program activities-- and the control variables of personal factors, the independent variables program factors, as well as and the mediating variables program approaches. For the multivariate analyses the data include all youth who completed the current activity sections.

1. Personal factors

A total of 243 youth completed at least one section of the survey. Their ages ranged from15 to 24 years. The mean age was 18.83 (SD=2.742). Females represented 44% of the total respondents. Ethiopia is an ethnic federal state; there are ethnic based youth development programs hence the choice of young people can be affected by their ethnicity. Ethnicity had five categories (1=Oromo, 2=Amhara, 3=Tigre, 4=Southern Ethnic, and 5= Ethiopian) of a nominal scale. In Ethiopian history, Amhara, Tigre and Oromo ethnic groups are the three dominant Ethnic groups. Oromo is the largest ethnic group in terms of population size, followed by Amhara. Though youth participants were given option either to identify or not to identify their ethnic group, all responded to this question. "Ethiopian" emerged as a new Ethnic group during data gathering. This kind of identification is common among those people who have a mixed ethnic background and to some extent who do not like to be identified based on their ethnic identity. Among those youth who completed the descriptive section of the survey, almost half 117 (49%) were Amhara ethnic, the rest were Oromo ethnic 49 (20%), Southern ethnic 49 (20%), Tigray ethnic 20 (8%), and Ethiopian ethnic 8 (3%).

Year of schooling was the fourth control variable. The participants' grade range was from the minimum grade seven to four years college degree. On average youth participants completed grade 11 (M=10.70, SD, 1.968). The survey used a nominal scale with four projected categories (1=elementary/1-6, 2=Junior High school/7-10, 3=Preparatory/11-12, and 4=some college education). The actual survey data indicated that there were non- elementary students included in this survey. Junior high school students were over represented in the survey in that 125 (51.4%) completed the survey. Seventy four of the participants were those in the preparatory class were 74, (30.5%), and the remaining forty-four (18.1%) reported to be have some college education.

Years of schooling in this research however is used as a continuous variable to test research question one (see below).

2. Program factors

a. Program commitment to the key principles of youth development

One of the predictors in this study is the program commitment to the key principles of youth development. This predictor has 43 items and eight subscales (Approach to Youth, Organizational Structure, Activities, Expectations and Limits, Adult-Youth Relationships, Youth Participation, Mechanisms to help youth, and Physical Environment) on a 1-3 Likert-type scale on a 1-3 point Likert-type scale with 1 being "not at all" 2 "partially", and 3 being "yes fully" across the youth development programs (see Table VII).

Youth participating in this survey spent some time familiarizing themselves with the eight key principles of youth development then they took a closer look at their program to see how Mack's (2006) scales measures up in terms of being supportive of the key principles of youth development. The overall rating of youth (M=2.22, SD=.358) was slightly lower than the rating of program staff (M=2.24, SD=.31). On average youth reported that the youth development programs in Addis Ababa partially support those eight key principles of youth development. The distribution is slightly and negatively skewed and more youth tend to place high value on their youth development program commitment to the key principles of youth development.

b. Program commitment to youth participation

Youth responses on Shier's 0-15 "yes" or "no" 15 item scale indicates that on average (M=9.44, SD=4.983) youth in Addis Ababa youth development programs were at

most able to climb to the ninth ladder or the third level "Youth's views are taken in to account" of youth participation scale (see Table VII).

TABLE VII

DESCRIPTIVE DATA INDICATING YOUTH RESPONCES TO PROGRAM COMMITMENT TO THE KEY PRINCIPLES OF YOUTH DEVELOPMENT AND PROGRAM COMMITMENT TO YOUTH PARTICIPATION (N=243)

Program Commitment to [a]	N	Minimum	Maximum	Mean	SD
Key principles of youth development	243	48(1)	129(3)	95.44 (2.22)	15.393 (.358)
Youth participation	243	0	15	9.44	4.983

[a]. For the 43 item scale the possible scores on the 3 point scale is between 43 and 129. The parenthetical numbers refer to the mean score dividing the total mean by 43 to obtain the average score on the original 3 point scale

3. Program approach

As Table VIII indicates, 127 or more than half (58%) of youth who completed the youth motivation for participation in current program activities section of the survey are from programs that identified themselves as having a preventive youth development approach; 17% from protective, and 25% from programs implementing Positive Youth Development model. Responses on a 1-5 Likert-scale with 1 being "not true" 3 being "moderately true", and 5 being "very true" indicates that all the three approaches have between moderate and maximum influence on the decision of youth to come to the youth development program.

TABLE VIII

DESCRIPTIVE STATISTICS YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITIES BY YOUTH DEVELOPMENT APPROACH (N=220)

Program Approach [a]	Frequency/percent	Mean	SD
Positive Youth Development	55/25	158.93 (3.70)	29.212
Protective Youth Development	38/17	152.79 (3.55)	21.368
Preventive Youth Development	127/58	147.06 (3.42)	24.253
Total	220/100	151.02 (3.51)	25.520

[a]. For the 43 item scale the possible scores on the 5 point scale is between 43 and 215. The parenthetical numbers refer to the mean score dividing the total mean by 43 to obtain the average score on the original 5 point scale

4. Youth motivation for program participation

Participants completed a survey about their current activity (n = 220). Responses were on a 1-5 Likert-type scale with 1 being "not true" and 5 being "very true." The survey contained a total of 43 items describing four major factors of motivation: support personal goals, connection to adult, connection to other youth and family involvement.

a. Factors motivating youth participation in current program activities

The dependent variable, youth motivation for program participation, indicates that there are four factors that predicts the motivation of youth to come to the program. The overall motivation scale indicated a normal distribution of youth response to the scale with slight negative skew to the right with an average score of M=3.512, SD=.593. At a factor level, youth indicated that support for personal goals (M=4.21, SD =.531) is the first source of motivation, followed by connection to adults (M=3.22, SD=.837), then connection to other youth (M=3.03, SD=.901), and at last was family involvement (M=2.87, SD=.888) across the youth development programs in Addis Ababa. The distribution for the first predictors (support for

personal goals) is negatively skewed and more youth rated it having high influence on their decision to come to the youth development programs. The other two factors (connection to other youth and connection to adult) have a generally normal distribution and were rated by the youth as having average influence on their motivation to come to the youth development program. Family involvement however is positively skewed and more youth rated this factor as the least predictor of their involvement in the structured youth development program in Ethiopia (see Table IX).

TABLE IX

DESCRIPTIVE STATISTICS ON YOUTH MOTIVATION FOR PARTICIPATION IN CURENT PROGRAM ACTIVITIES SCALE

Factors [a]	N	Minimum	Maximum	Mean	SD
Support for personal goals	220	37	85	71.49 (4.21)	9.026 (.531)
Connection to adults	220	12	40	25.77 (3.22)	6.692 (.837)
Connection to other youth	220	13	65	39.39 (3.03)	11.715 (.901)
Family involvement	220	5	25	14.46 (2.87)	4.441 (.888)
Overall Motivation	220	75	215	151.02 (3.512)	25.520 (.593)

[a]. The parenthetical numbers refer to the mean score and standard deviation dividing the total mean by number of items in the factor to obtain the average score on the original 5 point scale

b. <u>Highest and lowest items endorsements about a current activity</u>

Table X presents the highest and the lowest endorsements about a current activity. There were 43 rated items (statements) on motivation for participation in current activity scale. Scale items were rated on a five-point Likert-type scale where a rating of one indicating the statement was "Not true" and a rating of five indicates the statement was "Very true". Data

analysis for the rated items included examination and comparison of means for each scale item. Items are ranked based on their average rating by youth. The item means ranged from M=4.83 to M=1.75. The item with the highest mean score (M=4.83, SD=.653) was a statement that supports the source of motivation came from an internal factor that supports own personal goals- - "It is an important activity to me." The item with the lowest mean score (M=1.75, SD=1.334) came from an external facture like Family involvement "My family is involved in this activity." When considering simple endorsements, four of the top five statements came from a single factor support for personal goals. This indicates that youth focused on the value of an activity for their own development. Having an activity that was important to them, related to their goals, and they had time for was important. Also, the role of their community and family were given top scorers for youth to participate in program activities because one item (required to participate in this activity) was shown as the third top item to motivate youth participation in current program activities. All of the bottom five statements came from external factors. These factors are connection to other youth (item 40), Connection to adult (item 42), and Family involvement (items, 39, 41, & 43).

The descriptive statistics presented above provides a univariate summary of the responses of youth for each measure: dependent, independent, and control variables and provides the background information for further multivariate level analysis and test of hypothesis. The following section presents analysis mainly of the relationship between each of the independent variables and control variables with the dependent variable and provides answer to the six research questions and proves for accompanying research hypothesis.

TABLE X

HIGHEST AND THE LOWEST ENDORSEMENTS ABOUT A CURRENT ACTIVITY

Rank	Top five statements	N	Mean	SD
1st	It is an important activity to me (F1)	220	4.83	.653
2nd	I learn new things (F1)	220	4.79	.748
3rd	I am required to participate in this activity (F4)	220	4.77	.766
4th	Helps me improve skills/get better (F1)	220	4.76	.727
5th	I like it / it is fun (F1)	220	4.75	.770
Rank	**Bottom five statements**	**N**	**Mean**	**SD**
39th	My friends do it (F4).	220	2.15	1.527
40th	The other youth are like me (F2).	220	2.06	1.581
41st	My brother or sister does it/used to do it (F4).	220	1.93	1.485
42nd	The adults are like me (F3).	220	1.89	1.519
43rd	My family is involved in this activity (F4).	220	1.75	1.334

**Factors: F1=Support for personal goals, F2=Connection to other youth, F3=Connection to adults, and F4=Family involvement*

5. Tests of hypotheses

Hypothesis 1: Youth motivation for participation in structured youth development programs in Addis Ababa is associated with personal factors such as: gender, age, ethnicity, and education.

A multiple regression, using motivation as the dependent variable and all the personal factors as control variables tested if personals factors such as: gender, age, ethnicity, and education predicts youth motivation for participation in current program activities. Overall personal factors did not significantly predict youth motivation for participation in a structured youth development programs in Addis Ababa. Together the four factors explained 5.4% of the variance in youth motivation for participation in current program activities. Of the four personal

factors, only years of schooling significantly predicted youth motivation for program participation (β = -2.37, p<.05). For every year of increase in youth years of schooling, there is a 2.37 points decrease in the youth motivation for program participation score (see Table XI). Therefore, hypothesis one is partially supported.

TABLE XI

SIMPLE REGRESSION ANALYSES FOR INDIVIDUAL FACTORS PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITES (N=220)

	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Age	.853	.722	.093
Years of schooling	-2.370*	.957	-.186
Gender			
Female	-4.334	3.613	-.085
[Male]			
Ethnicity			
Ethiopian ethnic	2.720	10.683	.017
Tigray Ethnic	1.408	6.178	.016
Oromo ethnic	5.826	4.453	.095
Southern ethnic	-5.782	4.621	-.091
[Amhara ethnic]			
R^2		.054	
F		1.732	

a. Dependent Variable: Youth motivation for participation in current program activities
* $p < .05$

Hypothesis 2: Controlling for personal factors, youth motivation for participation in structured youth development programs in Addis Ababa differs by program service type (HIV/AIDS prevention and control vs. income generation activities) and program source of fund (governmental organizations, Non-governmental organizations, and Youth association).

Hypothesis 2a: Program Service Type

Keeping the control predictor in the model, I added an additional predictor in the second model. A hierarchical multiple regression, using motivation as the dependent variable, personal factors as control variable, and program service type as independent variable was done to test if program service type predicts youth motivation for participation in current program activities. The results indicated that model two (program service type) explained 5.6% of the variance (R^2=.056, F(8,211)=1.558, p>.05). It was found that program service types did not significantly predict youth motivation for participation in current program activities. Even after adding service type in the second model, years of education remains significant predictor (β = -2.202, p<.05). Therefore, hypothesis 2a is not supported (see Table XII).

TABLE XII

RESULTS OF HIERACHICAL REGRESSION ANALYSES FOR INDIVIDUAL FACTORS AND PROGRAM SERVICE TYPE PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITIES (N=220)

Variables	Model 1	Model 2
Age	.853	.548
Years of schooling	-2.370*	-2.202*
Gender		
Female	-4.334	-4.857
[Male]		
Ethnicity		
Ethiopian ethnic	2.720	3.520
Tigray ethnic	1.408	.978
Oromo ethnic	5.826	5.946
Southern ethnic	-5.782	-5.710
[Amhara ethnic]		
Program service type		
Income Generating Activities		3.437
[HIV/AIDS Prevention and Control]		
R^2	.054	.056
F	1.732	1.558

a. Dependent Variable: Youth motivation for participation in current program activities
* $p < .05$

Hypothesis 2b. Funding Source (Governmental, Non-governmental, Youth association)

Keeping the control predictor in the model, I added an additional predictor in the second model. A hierarchical multiple regression, using motivation as the dependent variable, personal factors as a control variables, and program service type as an independent tested if program funding source predicts youth motivation for participation in current program activities. The results indicated that model two (program funding source) explained 5.8% of the variance (see Table XIII). It was found that program funding source did not significantly predict youth motivation for participation in current program activities. Even after adding funding source as a new variable, years of education remains a significant predictor of youth motivation for participation in current program activities ($\beta = -2.403$, $p<.05$). Therefore, hypothesis 2b is not supported (see Table XIII).

Hypothesis 3: Controlling for personal factors, youth motivation for participation in structured youth development programs in Addis Ababa differs by program commitment to the key principles of youth development.

A hierarchical multiple regression, using motivation as the dependent variable, personal factors as control variable, and program commitment to the key principles of youth development as independent variable was tested if program commitment to the key principles of youth development predicts youth motivation for participation in structured youth development programs in Addis Ababa. The results indicated that model two (Program commitment to key principles of youth development) explained 11.3% of the variance and significantly predicts youth motivation for participation in current program activities. It was found that program commitment to the key principles of youth development significantly predicted youth motivation for participation in current program activities ($\beta = .446$, $p<.001$).

TABLE XIII

RESULTS OF HIRACHICAL REGRESSION ANALYSES FOR INDIVIDUAL FACTORS AND PROGRAM FUNDING SOURCE PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITIES (N=220)

Variables	Model 1	Model 2
Age	.853	.714
Year of schooling	-2.370*	-2.403*
Gender		
Female	-4.334	-4.431
[Male]		
Ethnicity		
Ethiopian ethnic	2.720	2.729
Tigray ethnic	1.408	1.202
Oromo ethnic	5.826	5.813
Southern ethnic	-5.782	-6.067
[Amhara ethnic]		
Program Finding Source		
Governmental programs		-.815
Youth associations		3.258
[Non-governmental programs]		
R^2	.054	.058
F	1.732	1.430

a. Dependent Variable: Youth motivation for participation in current program activities
* $p < .05$

For every point change in the rating of youth to their program commitment to the key principles of youth development, there are .476 points increases in the rating of youth to their motivation for program participation. After program commitment was added as a new variable in model two, year of education was not a significant predictor of youth motivation for participation in current program activities. Therefore, hypothesis three was supported (see Table XIV).

TABLE XIV

RESULTS OF HIERACHICAL REGRESSION ANALYSES FOR INDIVIDUAL FACTORS AND PROGRAM COMMITEMNT TO THE KEY PRINCIPLES OF YOUTH DEVELOPMENT PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURENT PROGRAM ACTIVITIES (N=220)

Variables	Model 1	Model 2
Age	.853	.535
Year of schooling	-2.370*	-1.480
Gender		
Female	-4.334	-4.352
[Male]		
Ethnicity		
Ethiopian ethnic	2.720	1.341
Tigray ethnic	1.408	.689
Oromo ethnic	5.826	5.357
Southern ethnic	-5.782	-4.851
[Amhara ethnic]		
Program commitment key principles of youth development		.476***
R^2	.054	.113
F	1.732	3.344**

a. Dependent Variable: Youth motivation for participation in current program activities
* $p < .05$, ** $p < .01$, *** $p < .001$

Hypothesis 4: Controlling for personal factors, the level of program commitment to youth participation is associated with youth motivation for participation in structured youth development programs in Addis Ababa.

Keeping the control predictor in the model, I added an additional predictor in the second model. A hierarchical multiple regression tested if program commitment to youth participation predicts youth motivation for participation in current program activities , using motivation as the dependent variable, personal factors as control variable, and level of program commitment to youth participation as independent variable. The results indicated that model two (Program commitment to youth participation) explained 6.3% of the variance in youth motivation for

participation in current program activities. It was found that program commitment to youth participation did not significantly predict youth motivation for participation in current program activities. Even after adding program commitment to youth participation as a second variable in the second model, years of schooling remained significant predictor of youth motivation for participation in current program activities (β = -2.362, p<.05). Therefore, hypothesis four was not supported (see Table XV).

TABLE XV

RESULTS OF HIERARCHICAL REGRESSION ANALYSES FOR INDIVIDUAL FACTORS AND PROGRAM COMMITEMNT TO YOUTH PARTICIPAITON PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURENT PROGRAM ACTIVITIES (N=220)

Variables	Model 1	Model 2
Age	.853	.744
Year of Schooling	-2.370*	-2.362*
Gender		
Female	-4.334	-4.284
[Male]		
Ethnicity		
Ethiopian Ethnic	2.720	3.255
Tigray Ethnic	1.408	1.115
Southern Ethnic	-5.782	-5.452
Oromo Ethnic	5.826	6.045
[Amhara ethnic]		
Program commitment to youth participation		.527
R^2	.054	.063
F	1.732	1.772

a. Dependent Variable: Youth motivation for participation in current program activities
* $p < .05$

Hypothesis 5: Youth development approach mediates the relationship between personal factors (gender, age, education, and ethnicity) and youth motivation for participation in structured youth development programs in Addis Ababa.

I used Baron and Kenny's (1986) four steps approach in which several regression analyses are conducted and significance of the coefficients is examined at each step.

Step 1. I conducted a simple regression analysis with X (personal factors) predicting Y (youth motivation for participation in current program activities) to test for the effect of X on Y alone, $Y = \beta_o + \beta_1 X + e$. This has been tested under hypothesis 1 (see Table XI). The results of the regression indicated that personal factors explained 5.4% of the variance. It was found that personal factors did not significantly predict youth motivation for participation in current program activities. Of the four personal factors, only years of schooling significantly predicted youth motivation for participation in current program activities ($\beta = -2.37$, $p<.01$).

Step 2. Baron and Kenny (1986) suggest to conduct a simple regression analysis with X (personal factors) predicting M (youth development approach) to test the effect of X on M, $M = \beta_o + \beta_1 X + e$. As shown earlier, only the variable year of schooling was associated with youth motivation for participation in current program activities. The current analysis focused on the potential mediation effect of youth development approach on years of schooling only. I conducted a one-way ANOVA to see if years of schooling differed by program approach. The ANOVA results indicated that there is significant association between years of schooling and program approach $F(2, 242) = 8.137$, $p<.001$).

Step 3. I conducted a simple regression analysis with M (Youth development approach) predicting Y (Youth motivation for participation in current program activities) to test the effect of M on Y, $Y = \beta_o + \beta_1 X + e$. The results indicated that program approach explained 3.9% of the

variance in youth motivation for participation in current program activities (see Table XVI). It was found that youth development approach significantly predicted youth motivation for participation in current program activities (R^2=.039, $F(2, 217) = 4.39$, $p<.05$).

TABLE XVI

SIMPLE REGRESSION ANALYSIS FOR YOUTH DEVELOPMENT APPROACH PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITIES (N=220)

Variables	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Youth Development Approaches			
Protective youth development approach	5.726	4.647	.085
Positive youth development approach [Preventive youth development approach]	11.864**	4.057	.202
R^2		.039	
F		4.39***	

a. Dependent Variable: Youth motivation for participation in current program activities
**$p<.01$, ***$p<.001$

Step 4. I conducted a multiple regression analysis with X (years of schooling) and M (youth development approach) predicting Y (youth motivation for participation in current program activities), $Y = \beta_o + \beta_1 X + \beta_2 M + e$. Because only one variable, years of schooling, from the personal factors was found to be a significant predicator of youth motivation for participation in current program activities, I used it as the only control variable at this stage of multiple regression analysis. The results indicated that program approach and years of schooling together explained 5.1% of the variance in youth motivation for participation in current program activities. According to Baron and Kenny (1986) argument, in step 4, some form of mediation should be supported if the effect of youth development approach remains significant after

controlling for years of schooling. Because years of schooling as a personal factor is no longer significant when youth development approach is controlled, the finding supports full mediation of youth development approach. These data supported hypothesis five, hence we conclude that youth development approach mediates the relationship between years of schooling and youth motivation for participation in current program activities. Therefore, hypothesis five was supported (see Table XVII).

TABLE XVII

MULTIPLE REGRESSION ANALYSIS FOR YEARS OF SCHOOLING AND PROGRAM APPROACH PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITIES (N=220)

Variables	Model 1	Model 2
Years of schooling	-1.491	-1.467
Program approaches		
Protective youth development approach		3.776
Positive youth development approach		11.824**
[Preventive youth development approach]		
R^2	.014	.051
F	3.033	3.897*

a. Dependent Variable: Youth motivation for participation in current program activities
*p<.05, **p<.01

Hypothesis 6: Youth development approach (preventive, protective or positive youth development) mediates the relationship between program factors (program commitment to the key principles of youth development, program commitment to youth participation, program service type, and program funding source) and youth motivation for participation in current program activities in Addis Ababa.

Based on the analytical approach by Baron and Kenny (1986) and results shown earlier, it would not be necessary to test the mediation effect of youth development approach for program service type, program funding source, or program commitment to youth participation. But it would be necessary to test the mediation effect of program approach for program commitment to the key principles of youth development which is the only program factor significantly predicted youth motivation for participation in current program activities (see Table XIV, page 73).

Step 1. Controlling for personal factors, I conducted simple regression analysis with X (program factors) pridicting Y (youth motivation for participation in current program activities) to test for the effect of X on Y, $Y = \beta_o + \beta_1 X + e$. The results indicated that program commitment to the key youth development principles explained 8% of the variance in youth motivation for participation in current program activities. It was found that program factor (program commitment to key principles of youth development) significantly predicted youth motivation for program participation (R^2=.080, $F(1, 218)$ =18.939, p<.001).

TABLE XVIII

SIMPLE REGRESSION ANALYSIS FOR PROGRAM FACTORS PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURENT PROGRAM ACTIVITIES (N=220)

Variables	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Key principles of youth development	.538***	.124	.283
R^2		.080	
F		18.939***	

a. Dependent Variable: Youth motivation for program participation in current program activities
***p<.001

Step 2. Simple regression analysis with X (Program factors) predicting M (youth development approach) to test the effect of X on M, $M = \beta_o + \beta_1 X + e$. As shown earlier, only the variable program commitment to the key principles of youth development was associated with youth development approach. The current analysis focused on the potential mediation effect of youth development approach on program commitment to the key principles of youth development. The ANOVA results indicated that program commitment to the key principles of youth development significantly differed by program approach $F(2, 242) = 8.137, p < .001$).

Step 3. I conducted a simple regression analysis with M (Program approach) predicting Y (Youth motivation for participation in current program activities) to test the effect of M on Y, $Y = \beta_o + \beta_1 X + e$. The results indicated that program approach explained 3.9% of the variance in youth motivation for participation in current program activities. It was found that program approach significantly predicted youth motivation for participation in current program activities in a structured youth development programs in Addis Ababa (R^2=.039, $F(2, 217)$ =4.39, p<.05) (see Table XIX).

TABLE XIX

SIMPLE REGRESSION ANALYSIS WITH YOUTH DEVELOPMENT APPROACH PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITIES (N=220)

Variables	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Youth Development Approaches			
Protective youth development approach	5.726	4.647	.085
Positive youth development approach [Preventive youth development approach]	11.864**	4.057	.202
R^2		.039	
F		4.39*	

a. Dependent Variable: Youth motivation for participation in current program activities
*p<.05, **p<.01

Step 4. As Baron and Kenny (1986) argued, if one or more of the first three relationships are not significant, it can be concluded that mediation is not possible. Because there were significant relationships from Steps 1 through 3, I proceeded to Step 4 and conducted a multiple regression analysis with X (Program commitment to the key youth development principles) and M (program approach) predicting Y (youth motivation for participation in current program activities), $Y = \beta_o + \beta_1 X + \beta_2 M + e$. The results indicated that the two predictors together explained 12.3% of the variance in youth motivation for participation in current program activities. It was found that program approach significantly predicted youth motivation for program participation in current program activities ($\beta = 12.235$, $p<.01$) as did program commitment to the key youth development principles ($\beta = .554$, $p<.001$). In the Step 4, some form of mediation should be supported if the effect of youth development approach remains significant after controlling for program commitment to key principles of youth development. Because both program commitment to the key principles of youth development and program approach significantly predict youth motivation for participation in current program activities, the finding supports no mediation (see Table XX). Therefore I conclude that program approach has no mediation effect on the relationship between program commitment to the key youth development principles and youth motivation for participation in current program activities in a structured youth development program in Addis Ababa. Therefore, hypothesis six was not supported.

TABLE XX

MULTIPLE REGRESSION ANALYSIS WITH PROGRAM COMMITMENT TO THE KEY PRINCIPLES OF YOUTH DEVELOPMENT AND PROGRAM APPROACH PREDICTING YOUTH MOTIVATION FOR PARTICIPATION IN CURRENT PROGRAM ACTIVITIES (N=220)

Variables	Model 1	Model 2
Key principles of youth development	.538***	.554***
Youth Development Approaches		
Positive youth development approach		12.235**
Protective youth development approach		7.367
[Preventive youth development approach]		
R^2	.080	.123
F	18.939***	10.108***

a. Dependent Variable: Youth motivation for participation in current program activities
**$p<.01$, ***$p<.001$

6. Summary of the youth survey

The findings from the youth survey indicate that the major factor of youth motivation for program participation is related to meeting personal goals. When analyzed in the context of other variables, we see that some of the variables are not significantly related with the dependent variable. From the personal factors, only years of schooling, from the program factors program commitment to principles of youth development were significantly related with youth motivation for participation program in current program activities. Therefore, the data partially supported the research hypotheses.

VI. DISCUSSIONS AND CONCLUSIONS

A. Major Findings in the Context of Previous Literature and Theory

This study has two major components: the program survey and the youth survey. The program survey was included to provide basic descriptive information such as service type, funding source, commitment to the key principles of youth development, and commitment to youth participation. Basic program characteristics generated from the program survey have been included in the youth survey. The youth survey is the main component of this research study. It provides descriptive information of the variables, and it also answers the six research questions and accompanying research hypothesis.

1. Major descriptive findings

A total of 37 programs participated in the program survey. The demographic data of the program staff persons revealed that almost three quarters of the program staff persons who participated in this study were male. During the sampling I had no control over the proportion of the sample in each gender for the program survey participants. The overrepresentation of male program staff happened because so many positions are held by men. It is an indication that children and youths development programs in Ethiopia are staffed mostly by males but we do not have evidence if this is a result of chance or other factors. When age is taken into consideration as one of the demographic characteristics to look at, almost half of program staff are young adults (age 19 - 29) holding a certain leadership position including serving as a youth development program staff. The recently expanding youth associations in the government program might allow many young people to hold leadership positions. While their level of experience may vary, the fact that they are near the age group of the youth may facilitate empathy as well as access to youth to engage more participation.

For comparison purposes and to see if program characteristics are associated with youth motivation for participation in current program activities, program service types and program funding sources were included as categorical variables in the conceptual framework. As shown in table IV, programs emphasizing income generation activities are smaller in proportion (11% of the total number of programs). Most of the programs reported that they are either providing reproductive health services, mainly HIV/AIDS prevention and control (43%) as their focus area, or integrated services (46%) that address wide ranges of youth needs including income generation activities, entertainment programs, academic support, reproductive health programs and the like. Though the categorizing of programs based on their major service type indicates that there were three service categories, youth were asked to pick one primary activity in which they are participating. Based on youth primary activities, program service types have been re-grouped as programs emphasizing HIV/AIDS prevention and control service, and programs emphasizing income generating activities.

A small percentage (19%) of youth development programs in Addis Ababa identified their approach to be a holistic and more positive youth development approach designed to address both problems and strengths of youth. This finding indicates that the preventive/deficit model is the most commonly used youth development approach both in Ethiopia and world-wide. This finding also supports other literature that argues positive youth development as a new youth development model yet to be promoted world-wide (McGuire et al., 2009; Mack, 2006; Payne, 2005; Catalonia et al., 1998). To see if program approach makes a difference in youth motivation for participation in current program activities, program approach has been included in this research conceptual framework as a mediating variable (see Table VI, & Table VIII).

Similar to the finding of McGuire et al., youth gave higher value to items that are more relevant to their personal goals (see Table IX, page 66). This suggests that youth development programs in Addis Ababa need to engage youths in designing activities that they feel more relevant to themselves than what adults feel are relevant to youths. Family involvement was rated as the least of the four factors to motivate youth for participation in current program activities. The person-in-environment perspective (Bronfenbrenner, 1979) argues that family, school, and neighborhood environments are major predictors of behavioral outcomes in youth. The weak family involvement in the youth development programs in Addis Ababa signaled that the desired positive outcome in the lives of youths is either incomplete without family involvement or would require more time until programs managed to engage family in youth program activities.

The other important variable used as a predictor in this study was program commitment measured by Mack's (2006) eight key principles of youth development. Mack's instruments assessed each program's commitment in terms of supporting those key principles of youth development. The descriptive data indicated that both program staff and youth have a positive response to the commitment of their program to the key principles of youth development. The response of youth to this scale was slightly lower than the response of program staff. The mean difference may be due to low awareness of youth about these principles. In the youth survey there were some missing data from this section presumably because youth had less familiarity with some of the statements in the scale; they had to ask me for their meanings and relevance to their participation in the program activities. To make use of each individual response in the youth survey, missing data were replaced with specific item means.

This research also attempted to look at was program commitment to youth participation as a potential predictor of youth motivation for participation in current program activities. Both program staff and youth in the program filled out Shier's 15 item instrument using a "yes" or "no" scale. The responses of program staff on the Shire ladder scale indicated that on average (M=11.57, SD=3.913) youth development programs in Addis Ababa were at most able to demonstrate their commitment to youth participation. This meant youth experienced the 12th ladder or level four of the youth participation scale: youth are involved in decision-making process (see Table V). When compared with the responses of youths (M=9.44, SD=4.983), program staff response (M=11.57, SD=3.913) tend to be more positive to their program commitment to youth participation than the youth's response to the same scale. The rating of program staff that youth is involved in decision-making process (Level 4 ladder 12) is one level (3 points) higher than the rating of youths: youth views are taken into account (level 3 ladders 9). This may indicate that there is a difference in perception between youths and program staff on the meaning of youth participation in a structured youth development program. This can be as a result of social desirability biases from the side of program staff or high expectation of young people from their program.

These univariate level findings are descriptive in nature, which provide descriptive information on the responses of both program staff and youths in the program to each variable in the conceptual framework. The following section provides answers to the six research questions and accompanying research hypothesis.

2. Tests of hypothesis

Several multivariate analyses provided answers to the research questions and accompanying hypotheses.

a. Personal factors

The first hypotheses test was done to see if any of the personal factors (gender, age, ethnicity, and education) is associated with youth motivation for participation in current program activities. Findings from a multiple regression analysis indicated that only youth participants' numbers of years of school was significantly related with youth motivation for participation in current program activities ($\beta = -2.37$, $p<.05$). For every year of increase in youth year of schooling, there was 2.34 points decrease in the score of youth motivation for participation in current program activities. Knowing that the main factor of youth motivation for program participation is achieving personal goals, the negative relationship between years of schooling and youth motivation for participation suggests that education significantly helps youth to achieve their personal goals that they perceive they would obtain from the youth development program. Alternatively the academic program in the youth development program may have helped them to achieve their personal goals and hence do not need to come to the program for the same reason. I argue that the negative relationship between year of schooling and youth motivation for participation in current program activities is a natural process and fits with Mack's (2006) 8th principle of youth development, "mechanism to help youth". Mack argued that programs should design mechanisms to help youth achieve a smooth transition towards adulthood. This can be done through providing activities for different age groups so that when youth age out of one activity they will be easily linked into the next one. When they move up from one stage to the next youths will exercise more rights and responsibilities. Mack advised that when youths complete program activities design for them, there should come the time for formal closure for youth and help them plan their next steps.

Considering age as one of the personal factors to predict youth motivation for participation in current program activities, I hypothesized that "the older the youth the more motivated they are to participate in the youth development programs." The data did not support my hypothesis as to the age predicting youth motivation. My other assumption was related to gender. I predicted that girls are in a disadvantaged position as a result of a men dominated culture hence girls will have less motivation to participate in program activities compared to boys. This also did not hold true since boys and girls had the same level of motivation for participation in current program activities. Because Ethiopia is an ethnic federal state, there are ethnicity based youth development programs. I also hypothesized that, the motivation of youth to participate in program activities can be also affected by youth's ethnicity. This research did not support this prediction as there was no significant relationship between youth ethnicity and youth motivation for participation in current program activities.

b. Program characteristics

My second research question addresses whether the nature of the relationship between two important program factors (program service type and program funding source) is associated with youth motivation for participation in current program activities. This hypothesis presumes that youth have a choice about in which program they would like to participate. Some choose to take part in HIV/AIDS prevention and control programs, while others would choose to participate in income generating activities. This raises questions like, Is youth program choice by service type associated with their motivation for participation?

Governmental and non-governmental youth development programs are flourishing in major cities of Ethiopia. The Ethiopian Child Policy Forum, for example, has over 50 registered members from non-governmental programs all striving to bring positive changes in the lives of

urban youth in Addis Ababa and other major cities in Ethiopia. On the other side there are new government youth development programs like the youth centers in Addis Ababa and several youth associations that have become an alternatives youth development programs for Ethiopian urban youth. In formulating the research question, I anticipated that there was a non-collaborative competitive tendency between governmental and non governmental programs, meaning that both governmental and non governmental programs feel that their program is better than the other. Tesgay (2006) did a review of literature for the African Child Policy Forum on the concept and practice of youth participation. In his review, he advises that the punitive government approach in Ethiopia such as labeling unemployed youth as "vagrants" has a negative implication that might even cause detachment of youth from the positive aspect of life. Shaw and McKay (1942) also claimed almost seventy years ago that the more oppressive the system the more the youth exposed to gets detached from their community and learn negative social norms. Contrary to the "vagrancy law", the design and implementation of the national youth policy and the urban youth development packages of Ethiopia opens a new window of opportunity for youth participation in programs of different kinds. This research begins to provide an answer to the question: Does program funding source; being a governmental or a non-governmental program make a difference in terms of motivating youth to participate in program activities?

The result from research hypothesis two revealed that both program service type and program funding source did not significantly predict youth motivation for participation in current program activity. This suggests that youth in Addis Ababa equally valued programs design by government and non-government organizations as far as the programs are designed to address the two major challenges of urban youth in Ethiopia: HIV/AIDS and poverty. This indicates that

the youths may not particularly be aware of the government/non-government auspices. They simply went where they saw a program that they were attracted to. In selecting the program, the needs of the youth and the involvement of their peers might have had more significance than the funding source. If they felt it met a need in areas of HIV/AIDS preventing and control and/or employment generating activities, they would attended. This finding supports my introductory argument that poverty and HIV/AIDS are the two major challenges of youth that needs equal attention and an integrated approach as they are interrelated to affect each other. The National Youth Policy of Ethiopia indicated that, approximately 67% of unemployment affects the population group between ages 15 to 29 years old (EMYSC, 2004). The high level of youth unemployment has negative implications on the type of lifestyle choices made by youth that in turn expose some of them to HIV infection. According to the 2006 sixth AIDS in Ethiopia report, the HIV incidence rate for those aged 15-19 years was estimated to have peaked in 1998 reaching 0.64%. This figure has declined to 0.41% by 2005. It is expected to continue to remain stable until 2010" (Federal Ministry of Health/National HIV/AIDS Control Office of Ethiopia, 2006).

c. Program commitment to key principles of youth development

Hypothesis three tested if the youth motivation for program participation differs by program commitment to the key principles of youth development. In this case both the dependent and independent variables are continuous variables. Mack (2006) argues that there are eight key principles of youth development that youth development programs need to look at. These principles are multi-faceted that necessitates youth development programs to work together so that all youth acquire the asset, skill and support they need to thrive. I used Mack's eight key principles of youth development as one of program factors that predicts youth

motivation for participation in current program activities. The assumption here was that the more the programs are committed to implement the eight key principles of youth development, the higher the likelihood of attracting more youth to participate in program activities.

Youth who were participating in current program activity were given a chance to evaluate their youth development programs using Mack's key principles of youth development. They were also able to see their own motivation for participation in current program activities using the McGuire et al., scale. I run a hierarchical regression analysis to see if their ratings of own motivation for participation in current program activities and their ratings of their program commitment to the key principles of youth development were significantly related. Controlling for personal factors program commitment to key principles of youth development was significant in predicting youth motivation for participation in current program activities. When programs commitment to key principles of youth development increases so does youth motivation for program participation increases. This suggests that a more positive program environment attracts youth to participate in activities that youth feel help to meet personal goals, and facilitates smooth transition to adulthood.

d. Program commitment to youth participation

Hypothesis four tests if program commitment to youth participation is related to youth motivation for participation in current program activities. The hypothesis is based on the assumption that when program commitment to youth participation increased, there will be an increased youth motivation for participation in current program activities. The research finding does not support this assumption and the hypothesis test indicated that there is no significant relationship between program commitment to youth participation and youth motivation for participation in current program activity.

This does not mean that youth participation should not be considered an important component of youth development programs. In my argument about a choice of programs by service type and funding source, I argued that youths give equal value to programs by program service type and program funding source and they would participate as far as programs activities met their expectation. When I looked closely at the nature of youth participation other than their engagement in current program activities, I was able to see that youth level of participation in decision making was limited to influencing program staff to take their views into account in decision making. This suggests that youths have a prior knowledge that programs are not committed to the level that youth share power and responsibilities in decision making process. Another alternative explanation for youth not able to participate in decision making could be a tendency of youth development programs in Ethiopia to have a more preventive/deficit youth development approach where youth would come to receive available service designed by adult program staff. However, the program staff claimed that youth are involved in decision-making processes, the response from youth does not support the claim from program staff. Rather it indicates that youth participation in Addis Ababa is moderately passive in nature that it does not allow youth to move upward to the fourth and fifth levels of participation on the Shier five level participation scale. At level four youth participates in decision making, and at level five youth share power and responsibilities for decision making in programs that are directly or indirectly influencing their success in life.

e. Program approach

Does the youth development approach mediate the relationship between personal factors and youth motivation for participation in current program activities? To answer this research question and the accompanying research hypothesis, a four step multiple regression

analysis was done. The multiple regression analysis revealed that of the four personal factors only years of schooling predicts youth motivation for participation in current program activity. A one way ANOVA indicated that, year of schooling was also significantly related with program approach in that there is a significant difference in youth year of schooling across the three youth development approaches. Further multiple regression analysis examined whether youth years of schooling remains significant when program approach is added as a mediating variable; analysis indicated that years of schooling was no longer a significant predictor of youth motivation for participation in current program activities. Therefore program approach has a full mediation effect. This suggest that years of schooling is not always a significant predictor of youth motivation for participation in current program activities when program development approach is included as a third variable in the X→Y regression model. Being in a program implementing a preventive, protective, or a positive youth development approach did matter more than being in an elementary, junior, secondary or a college student. When measuring the effect of youth years of schooling on motivation for participation, we also need to ask which program approach the youth development program is implementing, and then we can address alternative explanation to any type of relationship.

In the same way this research explored if the youth development approach mediates the relationship between program factors and youth motivation for participation in current program activities. Of the four program factors only program commitment to the key principles of youth development was found to be a significant predictor of youth motivation for participation in current program activities. Did program approach contribute to this relationship to be significant? The one way ANOVA indicated that there was a significant difference in program commitment to principles of youth development across the three youth development approaches.

As indicated in the multiple regression analysis, when program commitment to principle of youth development combined with program approach, its effect remains significant, therefore program approach has no mediating effect. This suggested that whichever program approach youth development programs in Ethiopia are implementing, program commitment to the key principles of youth development remains an important variable of youth motivation for participation in current program activity.

In the following sections important lessons are drawn from these findings, limitations are identified and implications are discussed below.

B. Limitations of the Study

Since the data collection instruments were new, this study cannot be directly compared to other previous studies. The study excluded youth in treatment and rehabilitation programs who were not included due to program policy restriction to allow outsiders to talk to them due to their functional limitations and confidentiality. Therefore the study does not represent how more impaired or traumatized youth participate in programs. Moreover the program survey use was limited to providing program descriptive information. As a cross-sectional design, the findings could not be used to argue causality. If differences were found in the mean level of commitment between programs, this would be consistent with the assumption that are made about individual factors (age, gender, education, and ethnicity) and program factors (program commitment to the key principles of youth development, program commitment to youth participation, program funding source and program service type) as a contributing factor to the youth motivation for participation in current program activity to vary. However, consistency would not mean causality. Such findings could possibly be attributed to factors other than the individual and program factors included in this study and further research would be needed.

The youth survey is adapted from the work of McGuire et al., scale could however allow cross national comparison of these study findings in some areas of the study. The comparison may not be used, however to make generalizations of the study result to other groups of people. Because the study focuses on organizations providing income generating activities and HIV/AIDS prevention and control services, the finding may not be generalized to all youth development programs operating in Addis Ababa. Because poverty and HIV/AIDS are the two major foci in Addis Ababa youth development programs, the findings can provide directions for future youth programming and research.

C. Implications for Research, Practice, Education, and Policy

One of the contributions of this study is the new measure that integrates three scales to facilitate research on youth development and youth participation. Moreover, taking the assumed importance of youth participation in HIV/AIDS programming and workforce development, the new measure I developed is a contribution. This research instrument integrates three scales: Shier's [youth] participation conceptual framework, Mack's key principle of youth development, and the McGuire et al. youth motivation for program participation scale. Therefore, the use of the newly developed motivation for participation scales by McGuire et al. that measure motivational and hindering factors to youth participation in Ethiopia for the first time may allow other researchers to conduct further research towards improving youth participation in youth development programs in Ethiopia and elsewhere in Africa. I used the UN definition of youth that encompasses young people between age 15 and 24, to allow comparison across nations that adopted UN definition of youth. The descriptive results of this study give a picture of the types and level of program commitment to key principles of youth development in general and, youth participation in particular.

This study has several implications for social work research and practice. The *methodological implications* of this study are twofold: 1) it provides clear meaning of youth motivation for participation, and the level of youth participation in Addis Ababa; and 2) it provides a measure that integrates three scales and can be used in future social work studies with youth. An alternative approach to see the effect of the predicting variables –personal factors, and program factors) on youth motivation for participation in current program activities would be by looking at the sub scales level. By looking at each one of these sub scales separately we may be able to find significant relationship. The dependent variable has four sub scales or factors of motivation: meeting personal goals, connection to adult, connection to other youth and family involvement. The research data can also be analyzed taking level of youth participating as dependent variable. The measures used in this research are adapted from existing quantitative scales. They may not fully explain youth development and youth participation in Ethiopia. Future research may provide an-in-depth understanding of youth development and youth participation in Ethiopia and suggest better items that should be to be included in the scales. Another research area will be studding why women are under represented in this youth development practice area. These findings could be a starting point for further study which could research the sources of commitment, identify factors which support or hinder participation, and study the effects of participation on programs and their target community groups. This research will allow others to conduct cross national comparative research on youth participation and motivation for participation if the same instrument and age group are to be used.

It has also *practice implications*. The study explores barriers for participation on the one hand and opportunities for participation on the other hand. Therefore the implications of this study in social work practice are multidimensional. (1) It provides research based information for

program staff for program revision. There is a need on the side of the youth development programs to design mechanisms to enhance full family involvement in their program. This research finding also suggests that a more positive and healthy adult-youth relationship should be encouraged. Looking at the response of youths to program commitment to youth participation, program staff should design a mechanism to conduct periodical self-assessments to increase youth participation to the highest level that youth shared power and responsibilities in program decision making. (2) It evaluates programs commitment towards major youth development principle and provides recommendations for social workers to move from a deficit model to a positive youth development model. More than half (54%) of the youth development programs are a deficit oriented programs focusing on addressing youth problem. They are appropriate program to address risk factors but underestimate the importance of youth participation. This argument was supported by this research finding in that the motivation of youth in the positive youth development programs for program participation was significantly higher than the motivation of youth in the preventive youth development program (see Table XIX, page 79). In a preventive (deficit) approach youth are treated as a problem. Hence designing a mechanism that integrates the preventive approach with the protective approach where more focus is given to youth strength and youth are viewed as an asset that should be given priority. The Positive Youth Development approach is emerging as a third and a new alternative approach in the field of youth development. The approach is holistic that address both the youth problem and youth strengths. This research indicated that there is a positive relationship between program commitment to the key principles of youth development and youth motivation for participation in current program activities. Mack (2006) argued that no single program alone can meet youth need and no single program also can meet all key principles of youth development. My finding

suggest that it would be beneficial if governmental and non-governmental youth development programs in Addis Ababa created a collaborative environment where all youth development programs could share resources and plan complimentary activities. Youth in Ethiopia are exposed to several risk factors such as physical and verbal abuse, sexual exploitation, labor exploitation and so on. The preventive approach should therefore be encouraged to continue providing treatment and rehabilitation services for young people who will need them. However, the treatment service should be integrated with a like skill and vocational training to youth overcome future life challenges. In case programs lack resources to integrate risk factors with protective factors in their service package, a referral service would be the best alternative. (3) It provides chances for youth to express their views about the programs and institutions that affect their life. Youths reported that their first source of motivation for program participation is meeting their personal goals.

As youth reported, program service type and program funding source are not significant predictors of youth motivation for program participation. As far as current program activities are to their expectation youth come to the program whether the program focus is HIV/AIDS prevention and control or income generating activities. Programs may not need to include all ranges of activities they think youth might be interested in. Programs rather should allow youth to identify lists of activities that they think are useful to meet their personal goals. Unless programs need to change their mission and policy focus, they can choose specific activities that fits to their mission and policy focus, financial capacity and staff composition. Then the remaining activities can be fulfilled by other collaborating programs. This approach will require creating a service directory of programs where both program staff and youths would get clear

information about existing programs in Addis Ababa. Such approach will allow youth to make informed choice for participation and make referral services among programs simpler.

Another implication of the research is in the area of *social work education*. Education for developing countries like Ethiopia is the first important tool of achieving accelerated development for the well being of people. The curriculum should be designed in the context of the country and should be relevant to the economy. In spite of the large population proportion of young people in Ethiopia, little is known about the condition of youth because youth development is not yet incorporated in the social work curriculum. This research therefore should guide the social work education in Ethiopia and in other countries in Africa that have similar socioeconomic and cultural background to revise their curriculum and incorporate a youth development a course or courses in their program or start a youth development concentration.

Moreover there are certain areas of Social Work Education programs in Ethiopia that can particularly benefit from these research findings. The first will be linking theory with practice. This research evaluated the existing theories in youth development and found them to be relevant in explaining the youth development approaches and program commitment to key principles of youth development. Youth development programs in Ethiopia will know how their practice is linked to existing youth development theories and models.

Another important contribution would be providing research based information to guide youth development practice. All program staff who participated in the program survey are providing services to young people in Ethiopia but do not have social work training backgrounds. They are managing programs in a way they feel appropriate to the youth. Therefore, the second contribution of these research findings should be integration of researched

facts with the feelings of program staff and the youths. This will help youth development program staff understand that the training of social workers is essential to identify youth needs and strengths, and design a mechanism to work with young people in Ethiopia. This includes contextualizing the knowledge and skill of social work educators to fit into the perceived personal of young people in Ethiopia. This in turn demands the establishment of a youth focused training and research center that could play a leading role in linking the "broken paradox such as: theory and practice, and facts and feelings" (Palmer, 2007, p. 66). Linking the School Social Work with community programs (university-community collaboration) can be used as a way to link theory and practice so that theories guides practices and practices informs theories.

The fourth implication of this research finding is in the area of theories of youth development and youth participation. The positive youth development approach for example has been seen as the new and holistic youth development model and theory that combines together the protective and prevention approach to youth development. Some experts in the field of youth development such as Ginwright and Cammarota have been critical to the positive youth development model saying that the model is not different from other models in that it expects young people to change. The theoretical implications of this research therefore, are two dimensional. The first is validating the existing theories if fits to the finding of this study and the second is suggesting growth areas where a through qualitative study that aims at exploring any departure of this study finding from existing theories of youth development. Youth development is founded on a variety of theories and models. The fact that social learning theory and self determination theory discuss in common the importance of motivation and the factors that affect individual choice of either engage in youth development programs or not to engage; they do fit to major findings of this research.

Youth participated in this research made clear that there were internal and external factors that motivated them to come to participate in program activities. Their first source of motivation was an internal facture which is meeting personal goals. The second source of motivation was connection to adult that coincides with Erikson's (1959) "life cycle development model" Erikson argued that if youth are loved and supported as assets, they are likely to be trusting and thus able to engage positively with their world.

From organizational context, Mack's (2006) eight key principles of youth development provide an insight how program environment could affect the quality of youth development programs. These research finding indicated that there is a positive relationship between program commitment to key principles of youth development and youth motivation for participation in current program activities. This finding supported Mack's argument that youth development requires a very positive and collaborative program environment that include: an organizational structure that is supportive of youth development, a safe, physical environment that is supportive of the youth and staff's needs, a holistic approach to all youth, youth contribution and collaboration, supportive relationships, high expectations and clear limits, activities that are engaging and that foster learning, mechanisms in place to help youth move forward as young adults.

The only theory that was not supported by this research was the use of Shier's tool to see the link between program commitment to youth participation and youth motivation for participation in current program activities. Shier's (2001) program commitment to youth participation is a progressive model that starts from the lowest level one: "youth are listened to" to the highest level five: "youth share power and responsibilities in decision making". There is no problem with Shier's assumption of progressive levels of program commitment to [youth]

participation. Program staff may still use these findings to understand the extent to which youth development programs in Addis Ababa are deficit focused and be aware that youth may be coming to their programs as passive service recipients who are convinced that their participation is not important. This will need a close investigation of the relationship between program approach and program commitment to youth participation.

D. Final Conclusion

This research explores motivational and hindering factors for youth motivation for participation in structured youth development programs in Addis Ababa. For active, informed and voluntary youth participation in current program activities, the youth development programs in Ethiopia should closely work with young people in Ethiopia. Priority should be given to designing program activities that meets youth personal goals. This in turn will foster a more positive adult youth relationship. Youth will need a safe physical environment, and a caring adult mentor. More importantly, creating a healthy youth-to-youth relationship would be important too. Young people have a tendency to be easily influenced by their peer attitude. They have the choice either to learn negative attitudes or positive attitudes. Program staff should help youth create a self regulating strategy where youth monitor negative behaviors before causing damage. Youth should be given the power and responsibility to plan and manage their program activities and lead a task group and make decisions. Family involvement in youth development programs in planning activities and following up implementation, mentoring and supervision of youth activities should also be given due emphasis. The social work education program in Ethiopia should play a leadership role in linking the community programs with the university system.

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APPENDICES

Appendix A: Program Staff Consent Form

University of Illinois at Chicago
Research Information and Consent for Participation in Social Behavioral Research

Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development Programs in Ethiopia

You are being asked if you would like to take part in a research study that examines youth's participation in structured activities. The study is being conduct by Abebe Assefa Abate, a PhD student from University of Illinois at Chicago, Jane Addams College of Social Work. I am asking you to complete this survey that should take approximately 30 minutes of your time to complete. Before making your decision, let me take a moment to explain the study.

This study focuses on youth motivation for participation in current program activities, such as: planning, implementation and evaluation. Specifically, the survey asks program staff to do a self assessment of their knowledge of youth policies, principles and a self assessment of their program approach, intervention model, and commitment to youth participation.

There may be concern for embarrassment for not knowing some of policy and program components. Because I do not ask you your name or any other identifiable information, I can ensure that the information you provide is anonymous. Hard data (e.g. consent and assent forms, surveys and transcripts from focus group sessions) will be stored in a locked file cabinet. Soft data (e.g. computer files of transcripts) will be stored on a password-protected computer at UIC, JACSW. Your anonymity will be maintained to the degree permitted by the technology used. The data will be destroyed within one year after successful completion of the dissertation thesis.

Access to the electronic data files will only be given to the researcher. Thus, no one will be able to identify you in any reports that result from the analysis. There will be no compensation or any other direct benefit for the participants; however, a certificate of participation issued by Addis Ababa University, School of Social Work will be given to you; and at the end of the study a final report will be made available to the public where you can also share the findings of the study.

Given that this survey involves neither participant identification nor sensitive questions, there are no apparent risks to participation in this study. Benefits of participating in the study may include the satisfaction associated with contributing valuable feedback to the ongoing development of what makes a good youth development program. Your input can help youth programs and activities to be more attractive to youth and more successful in engaging youth in meaningful activities. Your participation is voluntary. You do not have to participate or answer any question that you do not wish to answer, and you may withdraw from the survey at any point without consequence.

If you have any questions, or need any additional information, please feel free to call me: Abebe Assefa Abate at 251-911-236153 or e-mail me aabate2@uic.edu. You may also write or call the University of Illinois at Chicago, Office of Research Protections at 312-996-1711 or Addis Ababa University, School of Social Work at+251-116-186-441 if you have any questions about your rights.

I have read the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research. I will be given a copy of this signed and dated form.

_____ _____

Name and Signature of the participant Date

_____ _____

Name and Signature of the researcher Date

Appendix B: Youth Participation Survey: Questionnaire to Program Staff

Mark (X) on the appropriate answer for the following questions

A) Inclusion Criteria

1) Does your program serving young people between age group 15 and 24? Yes☐ No☐

   If your answer is yes, you are the research participant.

2) Are you in the program at least for one year? Yes☐ No☐

   If your answer is yes, you are the research participant if your answer is no, please pass this survey to the person in your program that you think could complete the survey.

3) Does your program operating in the Addis Ababa City Administration? Yes☐ No☐

   If your answer is yes, you are the research participant.

4) Does your program provide either employment opportunity or HIV/AIDS prevention related services or both? Yes☐ No☐

   If your answer is yes, you are the research participant.

B) Youth development model and approach

5) Of the following model which <u>one</u> best describes your program approach in working with youth?

   a) ☐ Focus on addressing youth problems.

   b) ☐ Focus on the strength of the individual, the family, group and community.

   c) ☐ Addressing both problem and strength

   d) ☐ *I don't know where it fits.*

6) How do you rate your approach in working with young people in terms of the following four items? *Circle the number that most closely matches what you think about each statement.*

Youth development approaches (Mack, 2006)	Yes fully	Partially	No at all
a) It is designed to meet the developmental needs of youth	3	2	1
b) The program builds on their assets and potential	3	2	1
c) The Program views young people as resources	3	2	1
d) The program builds partnerships with youth to create positive, sustaining change.	3	2	1

C) Key principle of youth development

Key principle of Youth Development (Mack, 2006): The following are the eight key principles of youth development. After you have spent some time familiarizing yourself with the eight key principles of youth development, take a closer look at your organization/program and see how it measures up in terms of being supportive of the youth development principles.

Circle the number that most closely matches what you think about each statement.

Key principle of Youth Development	Yes fully (3)	Partially (2)	No at all (1)
7) Organizational structure			
a) The mission and vision statements of the organization promote youth development and a sizeable portion of the organization's budget is allocated for direct services for youth.	3	2	1
b) Staff and board members have a clear understanding of the organization's mission and vision statement and direct their planning, advocacy efforts and services around this mission and vision.	3	2	1
c) The organization invests in staff development and training and staff's input is encouraged and implemented.	3	2	1
d) All levels of staff are kept abreast of the organization's goals, plans and changes.	3	2	1
e) The organization advocates around policy, funding and direct service issues as they relate to its constituents.	3	2	1

Key principle of Youth Development	Yes fully (3)	Partially (2)	No at all (1)
8) Physical environment			
a) The actual building is physically safe, clean with good lighting and working facilities.	3	2	1
b) A safety and emergency plan is in place with all staff being trained in emergency procedures.	3	2	1
c) Rules are published and displayed in a conspicuous place.	3	2	1
d) Staff members are equipped with the supplies, equipment and space that they need to perform their job duties effectively.	3	2	1
e) Youth have their own youth friendly space where they can hang out while waiting for a worker.	3	2	1
9) Approach to youth			
a) Promoting cultural diversity with respect to ethnicity, social background, gender issues, ... and youth culture.	3	2	1
b) Staff at all levels are reflective of the population that is being served.	3	2	1
c) The entire organization is orientated to the agency's mission, vision goals and services by way of staff meetings, announcements and newsletters.	3	2	1
d) A referral system is in place by way of a directory of services as well as staff contacts to ensure that all youth get proper referrals when needed.	3	2	1
10) Youth contribution and collaboration			
a) Allowing youth to contribute their ideas for programs, services and special events and projects.	3	2	1
b) Set up youth advisory councils and committees.	3	2	1
c) Create volunteer and paid opportunities for youth.	3	2	1
d) Develop community service projects in which youth plan and implement the tasks.	3	2	1
e) Involve youth in advocacy efforts.	3	2	1
f) Encourage youth to participate in civic events, forums and town hall meetings.	3	2	1
g) Sponsor voter registration drives in collaboration with youth.	3	2	1
h) Youth should also play a role in planning activities, decorating the space and orientating new youth to the program.	3	2	1
i) Provide youth with membership cards, buttons or t-shirts to create a sense of ownership and identification with the program.	3	2	1

Key principle of Youth Development	Yes fully (3)	Partially (2)	No at all (1)
11) Adult-youth relationships			
a) Organization and its staff provide a caring climate where every young person has someone who s/he can talk to, tracks him/her progress, and helps him/her set goals and connects him/her with resources when necessary	3	2	1
b) Strategies in place for parental involvement and for parents to talk to staff about their concerns and challenges.	3	2	1
c) Interactions with youth should be respectful, positive and appropriate.	3	2	1
d) There should be some degree of staff consistency.	3	2	1
e) Confidentiality procedures are clear and communicated to all youth.	3	2	1
12) Expectations and limits			
a) Focus on strengths.	3	2	1
b) Clear limits are set with consequences other than expulsion.	3	2	1
c) All youth receive a copy of the organization's written code of conduct and staff thoroughly goes over the rules.	3	2	1
d) Create ownership of the rules by setting up a youth court to help deal with problematic behavior.	3	2	1
13) Activities			
a) Provides programs, services and activities that promote cognitive, social and emotional development.	3	2	1
b) Builds critical thinking, decision making, team building and problem solving skills into group and individual activities.	3	2	1
c) Provides life skills training on topics such as: money management, employment readiness, time management and other important life skills.	3	2	1
d) Makes sure that activities are developmentally and age appropriate for your target group.	3	2	1
e) Makes learning interesting by fostering curiosity and creativity.	3	2	1
14) Mechanisms to help youth			
a) Builds room in your programs for youth to transition towards adulthood.	3	2	1
b) Provided programs for different age groups so that when youth age out of one program they are able easily bridged into the next.	3	2	1
c) Gives youth more rights and responsibilities as they move up from one program into the next.	3	2	1
d) Creates volunteer opportunities and internships for older youth.	3	2	1
e) Trains older youth and hire them as paid staff.	3	2	1
f) Create closure by way of formal rituals such as: graduations, awards ceremonies or a one-on-one termination session that creates closure for youth and helps them to plan their next steps.	3	2	1

D) Program commitment to youth participation (Shier, 2001)

Please check how truthful each statement is for you, where, 1= yes, and 0=No

Circle the number that most closely matches what you think about each statement.

15) Youth are listened to	**Yes**	**No**
a) The program is ready to listen to youth.	1	0
b) The program works in a way that enables youth to be heard.	1	0
c) It is a requirement for the program to listen to youth.	1	0
16) Youth are supported in expressing their views		
a) The program is ready to support youth in expressing their views.	1	0
b) The program provides ideas and activities to help youth express their views.	1	0
c) It is a requirement for the program to let youth express their views.	1	0
17) Youth views are taken in to account		
a) The program is ready to take youth views into account.	1	0
b) The program decision-making process enables youth views to be taken into account.	1	0
c) It is a requirement for the program to take youth views into account.	1	0
18) Youth are involved in decision making,		
a) The program is ready to let youth join in decision-making.	1	0
b) There is a procedure that enables youth to join in decision-making.	1	0
c) It is a requirement for the program to involve youth in decision-making.	1	0
19) Youth shared power and responsibility for decision-making		
a) The program is ready to share some of its power with youth.	1	0
b) There are procedures that enable youth to share power and responsibility for making decisions with the program.	1	0
c) It is a requirement for the program to share power and responsibilities for decision-making with youth.	1	0

E) Informant's personal data

20) How long have you served in the program? (specify _____)

21) Your position in the program _____

22) Age _____ 23) Gender: a) Male b) Female

24) Education background

a) ☐ Elementary (1-6)
b) ☐ Junior secondary (7-8)
c) ☐ Senior Secondary (9-12)
d) ☐ College diploma
e) ☐ Four years college degree
f) ☐ Post graduate degree (Specify)_____

25) your professional background (Specify)_____

26) Ethnic group (optional)

a) ☐ Oromo
b) ☐ Amhara
c) ☐ Tigre
d) ☐ Guraghe
e) ☐ Others (Specify) _____

F) Program Description

27) Where is the program operation area in Addis Ababa _____

28) Type of program:

a) ☐ Governmental program (specify)_____
b) ☐ Non-governmental international program (specify) _____
c) ☐ Non-governmental indigenous (specify)_____
d) ☐ Youth association (specify) _____

29) Agency major program focus

a) ☐ Employment generation
b) ☐ HIV/AIDS prevention/Reproductive health
c) ☐ Both
d) ☐ Other (Specify)_____

30) Agency major program target age as a variable

a) ☐ All age with special youth development program included
b) ☐ Only youth age leas than 15
c) ☐ Only youth age between 15 to 24
d) ☐ Only youth age between 15 to 29
e) ☐ Other specify _____

31) Agency major program target gender as variable

a) ☐ All sex groups b) ☐ Girls only c) ☐ Boys only

Appendix C: Youth Participants Assent Form

Leave box empty-For office use only

University of Illinois at Chicago

ASSENT TO PARTICIPATE IN RESEARCH

Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development Programs in Ethiopia

1. My name is Abebe Assefa Abate.

2. I am asking you to take part in a research study because we are trying to learn more about motivation for youth participation in organized activity such as: Band, debate team, community sports, community outreach, etc. Specifically, I am asking you to complete the survey about how you made your decisions to join certain activities and not join or quit other activities, what you do in those activities and what you get from being involved in those activities.

3. If you agree to be in this study, you will be invited to participate in a one-time survey, which may take 30 – 45 minutes to complete.

4. There are items that require you to indicate your ethnicity and religious affiliation, which you can skip if you wish. You may also feel worry for being recognized as research participant. Because I do not ask you your name or any other identifiable information, I can ensure that the information you provide is anonymous. The reseacher will make certain that once a survey is completed the data will be immediately transferred to a secure password-protected computer at UIC, JACSW. Thus, no one will be able to identify you in any reports that result from the analysis.

5. There is no direct benefit to the subjects for their participation in this research. Benefits of participating in the study may include the satisfaction associated with contributing valuable feedback to the ongoing development of what makes a good youth development program. Your input can help youth programs design more effective project for youth and be more successful in engaging youth in meaningful activities. There will be no compensation or any

other direct benefit for the participants; however, a certificate of participation issued by Addis Ababa University, School of Social Work will be given to you.

6. Participant under age 19 will need to bring signed parental or guardian permission form. But even if your parents say "yes" you can still decide not to do this.

7. If you don't want to be in this study, you don't have to participate. Remember, being in this study is up to you and no one will be upset if you don't want to participate or even if you change your mind later and want to stop.

8. You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can call me at +251-911-236153, or e-mail me at aabate2@uic.edu. You may also write at uicirb@uic.ed or call the University of Illinois at Chicago, Office of Research Protections at +1312-996-1711 or Addis Ababa University, School of Social Work at+251-116-186-441.

9. Signing your name at the bottom means that you agree to be in this study. You will be given a copy of this form after you have signed it.

_____ _____

Name of the research participant Date

_____

Signature of the research participant

_____ _____

Name of the researcher Date same as the participant

_____

Signature of the researcher

Appendix D: Youth Participants Parental Permission Form

Leave box empty-For office use only

University of Illinois at Chicago
Parental Consent for Participation in Research

Exploring Factors Motivating and Hindering Youth Participation in Youth Development Programs in Ethiopia

Why am I being asked?

Your teen is being asked to be a participant in a research study about factors motivating and hindering youth participation in Addis Ababa youth development programs. Abebe Assefa Abate at the University of Illinois at Chicago is conducting this study. We believe that youth who live in Addis Ababa may benefit from participating in programs and activities that promote opportunities smooth transition from child hood to adulthood. Your teen has been asked to participate in this research study because of his or her engagement in on of the youth development program in Addis Ababa. We ask that you read this form and ask any questions you may have before giving parental consent for your teen's participation in this research study.

Your child participation in this research is voluntary. The decision whether or not to participate will not affect his or her current or future relations with the program. If your teen decides to participate, he or she is free to withdraw at any time without affecting that relationship.

Why is this research being done?

Responses to youth problems are often fragmented and no real plan may exist to address promotion of youth strengths. My research is designed in response to the felt need towards engaging young people in efforts of democratization and nation building in Ethiopia. This study focuses on youth participation in organized activities, such as: Band, debate team, community sports, community outreach, etc. Specifically, we are asking youth to complete the survey about youth participation in program activities. The survey asks youth about how they made their decisions to join certain activities and not join or quit other activities, what they do in those activities and what they get from being involved in those activities.

What is the purpose of this research?

The purpose of this research is: to explore factors motivating and hindering youth participation in a structured youth development program in Addis Ababa.

What procedures are involved?

If you grant parental consent for your teen to participate in this research study, your teen will be invited to participate in a one-time survey, which may take 30-45 minutes to complete. The survey will not have sensitive information.

Approximately 160 participants from 16 selected youth development programs in Addis Ababa may be involved in this research.

What are the potential risks and discomforts?

There are no more risks to participate in this study than you would encounter in everyday life. Still, your teen is free to decline to answer any question and free to terminate the survey at any point.

Are there benefits to taking part in the research?

There are no direct benefits to your teen for participating in this study. However, his or her input will inform social workers and policy makers about how to create a collaborative environment between adults and youth and improve youth participation in the youth development program that could positively affect the lives of many youth.

What about privacy and confidentiality?

The only people who will know that your teen is a research participant is the researcher and the youth development program coordinator. No information about your teen will be disclosed at all. The reseacher will make certain that once a survey is completed the data will be immediately transferred to a secure password-protected computer at UIC, JACSW. Participant names will not be taken. We use coded identifiers only known by the researcher.

What are the costs for participating in this research?

There are no costs to your teen for participating in this research study. There will be no compensation or any other direct benefit for the participants; however, a certificate of participation issued by from Addis Ababa University, School of Social Work will be given to your teen.

Who should I contact if I have questions?

The researcher conducting this study is Abebe Assefa Abate. You may ask any questions you have now. If you have questions later, you may contact the researcher at: Phone: (251) 911-236153 -or e-mail aabate2@uic.edu

What are my rights as a research participant?

If your teen feels that has not been treated according to the descriptions in this form, or he or she has any questions about his or her rights as a research participant, you or your teen may call the Addis Ababa University, School of Social Work at +251-116-186-441. You may also write at uicirb@uic.ed or call the University of Illinois at Chicago, Office of Research Protections at +1312-996-1711.

Your teen's participation in this research is voluntary. The decision whether or not to participate will not affect his or her current or future relations with the youth development program. If you decide to give parental consent for your teen to participate, you or your teen are free to withdraw at any time without affecting that relationship. You will be given a copy of this form for your information and to keep for your records.

Signature of Subject or Legally Authorized Representative

I have read (or someone has read to me) the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research. I have been given a copy of this form.

_____ _____

Printed name of youth minor Date

_____ _____

Signature of parent or guardian Date (must be same as subject's)

_____

Printed name of parent or guardian

_____ _____

Signature of Researcher Date (must be same as subject's)

Appendix E: Youth Participation Survey: Questionnaire for Youth

Mark (X) on the appropriate answer for the following questions

A. Inclusion Criteria

1. Is your age between 15 and 24? Yes☐ No☐

   If your answer is yes, you are the research participant.

2. Are you in the program at least for three months? Yes☐ No☐

   If your answer is yes, you are the research participant.

3. Did you complete at least primary education? Yes☐ No☐

   If your answer is yes, you are the research participant.

4. Does your program provide either employment assistance (skill training, micro-finance, etc.) or HIV/AIDS prevention related services or both? Yes☐ No☐

   If your answer is yes, you are the research participant.

B. Background information

5. What is the name of your youth program? _____

6. How did you learn about this program?

   ☐ Family
   ☐ Friends
   ☐ Teachers
   ☐ Youth development programs
   ☐ Others/describe_____

7. What is the name of your youth program? _____

8. What kebele/village do you live in? _____

9. I am ☐ a boy, ☐ a girl

10. How many different activities have you participated in the program (drama, music, art, outreach)? Write in here: _____

11. On average, how many hours have you spent each week in program activities? Type in here: _____

12. How many different activities have you participated in outside of school (for example: drama, music, art, sports)? Type in here: _____

13. On average, how many hours have you spent each week in activities outside of school? Type in here: _____

C. Current activity

We would like to know about the reasons you are CURRENTLY involved in activities:

Thinking of current activities, pick one and tell us about it (for example, a sports team, cultural group activity, a volunteer or activism activity, or a club)

14. The activity I am [engaged] in is called: _____

15. Briefly describe the activity:

_____

_____

16. Pick from the following list that best describes the activity

☐ School activity

☐ Activity outside of school

☐ Other, describe _____

17. Pick the type of activity from the following list that best fits

☐ Sport
☐ Music
☐ Drama
☐ Student government
☐ Cultural religious
☐ Volunteering
☐ Tutoring/mentoring
☐ Special interest club
☐ Other activities/ describe_____
_____
_____

18. Please rate on a scale of 1 to 5 how truthful each statement is for you, where 1 is not true at all and 5 is very true. **For A Current Activity**. *Circle the number that most closely matches what you think about each statement.*

For A Current Activity	**Not True (1)**	**(2)**	**Somewhat True (3)**	**(4)**	**Very True (5)**
I like it / it is fun.	1	2	3	4	5
I am good at it.	1	2	3	4	5
The activity is consistent with my religious/cultural values.	1	2	3	4	5
I like belonging to a group.	1	2	3	4	5
Being involved in it makes a difference at my school / in my town.	1	2	3	4	5
Other people look up to me / I get to be a role model.	1	2	3	4	5
I can spend time with friends.	1	2	3	4	5
I can meet boys / girls to date.	1	2	3	4	5
I feel safe.	1	2	3	4	5
I learn new things.	1	2	3	4	5
It helps me be healthy/get in shape.	1	2	3	4	5
It helps me make good decisions.	1	2	3	4	5
It helps me stay out of trouble (e.g., not use drugs).	1	2	3	4	5
It relates to my goals / college or career interests.	1	2	3	4	5
Helps me improve skills/get better.	1	2	3	4	5
I get answers to important questions about myself.	1	2	3	4	5
I get answers to important questions about my future.	1	2	3	4	5
My friends do it.	1	2	3	4	5
My brother or sister does it/used to do it.	1	2	3	4	5

For A Current Activity	Not True (1)	(2)	Somewhat True (3)	(4)	Very True (5)
My parents/family want me to do it.	1	2	3	4	5
My family is involved in this activity.	1	2	3	4	5
The adults care about me.	1	2	3	4	5
I like the adults.	1	2	3	4	5
The adults listen to me.	1	2	3	4	5
The adults are like me (same ethnicity, religion, etc.).	1	2	3	4	5
The other youth are fun to be with.	1	2	3	4	5
The other youth are like me (same ethnicity, religion, etc.).	1	2	3	4	5
The other youth are nice to me.	1	2	3	4	5
I like the values of people in this group.	1	2	3	4	5
I get to know youth who are different from me.	1	2	3	4	5
The other youth care about me.	1	2	3	4	5
I can get there easily; transportation is not a problem.	1	2	3	4	5
There aren't too many rules, but there aren't too few.	1	2	3	4	5
I play a leadership role.	1	2	3	4	5
It is a varsity sport.	1	2	3	4	5
I had a good time in another activity similar to it.	1	2	3	4	5
I get to help people who need help.	1	2	3	4	5
It is offered in my community.	1	2	3	4	5
It is for youth my age.	1	2	3	4	5
The group speaks the same language as I do.	1	2	3	4	5
It is very different from school.	1	2	3	4	5
It doesn't cost too much money.	1	2	3	4	5
I am required to participate in this activity.	1	2	3	4	5
It is an important activity to me.	1	2	3	4	5

D. Here are a few questions about you

19. How old are you?
20. What grade are you in? _____
21. Please write what you consider your ethnicity to be here: _____

E. Key principle of youth development

Key principle of Youth Development (Mack, 2006): The following are principles that may or may not be included by the organization in conducting the program you are participating in. We are asking you to respond regarding how much the program you participate in applies to each principle. *Circle the number that most closely matches what you think about each statement.*

Key principle of Youth Development	Yes fully (3)	Partially (2)	No at all (1)
22. Organizational structure			
a) The organization' mission and vision statements of the organization promote youth development and a sizeable portion of the organization's budget is allocated for direct services for youth	3	2	1
b) Staff and board members have a clear understanding of the orga.'s mission and vision statement and direct their planning, advocacy efforts and services around this mission and vision	3	2	1
c) The organization invests in staff development and training and staff's input is encouraged and implemented	3	2	1
d) All levels of staff are kept abreast of the organization's goals, plans and changes	3	2	1
e) The organization advocates around policy, funding and direct service issues as they relate to its constituents	3	2	1
23. Physical environment			
a) The actual building is physically safe, clean with good lighting and working facilities	3	2	1
b) A safety and emergency plan is in place with all staff being trained in emergency procedures	3	2	1
c) Rules are published and displayed in a conspicuous place.	3	2	1
d) Staff members are equipped with the supplies, equipment and space that they need to perform their job duties effectively	3	2	1
e) Youth have their own youth friendly space where they can hang out while waiting for a worker	3	2	1

Key principle of Youth Development	Yes fully (3)	Partially (2)	No at all (1)
24. Approach to youth			
a) Promoting cultural diversity with respect to ethnicity, social background, gender issues, and youth culture.	3	2	1
b) Staff at all levels are reflective of the population that is being served	3	2	1
c) The entire organization is orientated to the agency's mission, vision goals and services by way of staff meetings, announcements and newsletters.	3	2	1
d) A referral system is in place by way of a directory of services as well as staff contacts to ensure that all youth get proper referrals when needed	3	2	1
25. Youth contribution and collaboration			
a) Allowing youth to contribute their ideas for programs, services and special events and projects	3	2	1
b) Set up youth advisory councils and committees	3	2	1
c) Create volunteer and paid opportunities for youth.	3	2	1
d) Develop community service projects in which youth plan and implement the tasks	3	2	1
e) Involve youth in advocacy efforts.	3	2	1
f) Encourage youth to participate in civic events, forums and town hall meetings	3	2	1
g) Sponsor voter registration drives in collaboration with youth	3	2	1
h) Youth should also play a role in planning activities, decorating the space and orientating new youth to the program	3	2	1
i) Provide youth with membership cards, buttons or t-shirts to create a sense of ownership and identification with the program	3	2	1
26. Adult-youth relationships			
a) Organization and its staff provide a caring climate where every young person has someone who s/he can talk to, tracks him/her progress, and helps him/her set goals and connects him/her with resources when necessary	3	2	1
b) Strategies in place for parental involvement and for parents to talk to staff about their concerns and challenges.	3	2	1
c) Interactions with youth should be respectful, positive and appropriate	3	2	1
d) There should be some degree of staff consistency.	3	2	1
e) Confidentiality procedures should be clear and communicated to all youth	3	2	1

27. Expectations and limits			
a) Focus on strengths	3	2	1
b) Clear limits are set with consequences other than expulsion	3	2	1
c) All youth receive a copy of the organization's written code of conduct and staff members thoroughly go over the rules	3	2	1
d) Create ownership of the rules by setting up a youth court to help deal with problematic behavior	3	2	1
28. Activities			
a) Provides programs, services and activities that promote cognitive, social and emotional development.	3	2	1
b) Builds critical thinking, decision making, team building and problem solving skills into group and individual activities.	3	2	1
c) Provides life skills training on topics such as: money management, employment readiness, time management and other important life skills.	3	2	1
d) Makes sure that activities are developmentally and age appropriate for your target group.	3	2	1
e) Makes learning interesting by fostering curiosity and creativity.	3	2	1
29. Mechanisms to help youth			
a) Builds room in your programs for youth to transition towards adulthood.	3	2	1
b) Provided programs for different age groups so that when youth age out of one program they are able easily bridged into the next.	3	2	1
c) Gives youth more rights and responsibilities as they move up from one program into the next.	3	2	1
d) Creates volunteer opportunities and internships for older youth.	3	2	1
e) Trains older youth and hire them as paid staff.	3	2	1
g) Create closure by way of formal rituals such as: graduations, awards ceremonies or a one-on-one termination session that creates closure for youth and helps them to plan their next steps.	3	2	1

F. Program commitment to youth participation (Shier, 2001)

Please check how truthful each statement is for the program you are participating in, where 1=Yes, 0= No. *Circle the number that most closely matches what you think about each statement.*

30. Youth are listened to	**Yes**	**No**
a) The program is ready to listen to youth.	1	0
b) The program works in a way that enables youth to be heard.	1	0
c) The staff are required to listen to youth.	1	0
31. Youth are supported in expressing their views		
a) The program is ready to support youth in expressing their views.	1	0
b) The program provides ideas and activities to help youth express their views.	1	0
c) The staff are required to let youth express their views.	1	0
32. Youth views are taken in to account		
a) The program is ready to take youth views into account.	1	0
b) The program decision-making process enables youth views to be taken into account.	1	0
c) The staff are required to take youth views into account.	1	0
33. Youth are involved in decision making,		
a) The program is ready to let youth join in decision-making.	1	0
b) There is a procedure that enables youth to join in decision-making.	1	0
c) The staff are required to involve youth in decision-making.	1	0
34. Youth shared power and responsibility for decision-making		
a) The program is ready to share some of its power with youth.	1	0
b) There are procedures that enable youth to share power and responsibility for making decisions with the program.	1	0
c) The staff are required to share power and responsibilities for decision-making with youth.	1	0

UNIVERSITY OF ILLINOIS
AT CHICAGO

Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

Approval Notice
Initial Review (Response To Modifications)

August 20, 2010

Abebe Assefa Abate
Jane Addams School of Social Work
111 W. Washington Blvd.
Oak Park, IL 60302
Phone: (312) 996-5091

RE: **Protocol # 2010-0534**
"Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development in Ethiopia"

Dear Dr. Abate:

Your Initial Review (Response To Modifications) was reviewed and approved by the Expedited review process on August 19, 2010. You may now begin your research

Please note the following information about your approved research protocol:

Protocol Approval Period: August 19, 2010 - August 18, 2011
Approved Subject Enrollment #: 210
Additional Determinations for Research Involving Minors: The Board determined that this research satisfies 45CFR46.404, research not involving greater than minimal risk. Therefore, in accordance with 45CFR46.408, the IRB determined that only one parent's/legal guardian's permission/signature is needed.
Performance Sites: UIC, Addis Ababa University
Sponsor: None
PAF#: Not Applicable
Research Protocol(s):

a) Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development Programs in Ethiopia

Recruitment Material(s):

a) Information Sheet (English); Version 1; 08/15/2010
b) Information Sheet (Amharic); Version 1; 08/15/2010
c) Information Letter (English); Version 1; 08/15/2010

Informed Consent(s):

a) Program Contact Consent Form (English); Version 2; 08/15/2010

Assent(s):

a) Youth Participants Assent Form (English); Version 2; 08/15/2010
b) Youth Participants Assent Form (Amharic); Version 1; 08/15/2010

Parental Permission(s):

a) Parental Consent for Participation in Research (English); Version 1; 08/15/2010
b) Parental Consent for Participation in Research (Amharic); Version 1; 08/15/2010

Your research meets the criteria for expedited review as defined in 45 CFR 46.110(b)(1) under the following specific category:

(7) Research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Please note the Review History of this submission:

Receipt Date	Submission Type	Review Process	Review Date	Review Action
06/14/2010	Initial Review	Expedited	06/23/2010	Modifications Required
08/18/2010	Response To Modifications	Expedited	08/19/2010	Approved

Please remember to:

→ Use your **research protocol number** (2010-0534) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the enclosure,
"UIC Investigator Responsibilities, Protection of Human Research Subjects"

Please note that the UIC IRB has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact OPRS at (312) 996-1711 or me at (312) 996-9299. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,
Marissa Benni-Weis
Marissa Benni-Weis, M.S.
IRB Coordinator, IRB # 2
Office for the Protection of Research Subjects

Enclosure(s):

1. **UIC Investigator Responsibilities, Protection of Human Research Subjects**
2. **Informed Consent Document(s):**
   a) Program Contact Consent Form (English); Version 2; 08/15/2010
3. **Assent Document(s):**
   a) Youth Participants Assent Form (English); Version 2; 08/15/2010
   b) Youth Participants Assent Form (Amharic); Version 1; 08/15/2010
4. **Parental Permission(s):**
   a) Parental Consent for Participation in Research (English); Version 1; 08/15/2010
   b) Parental Consent for Participation in Research (Amharic); Version 1; 08/15/2010
5. **Recruiting Material(s):**
   a) Information Sheet (English); Version 1; 08/15/2010
   b) Information Sheet (Amharic); Version 1; 08/15/2010
   c) Information Letter (English); Version 1; 08/15/2010

cc: Creasie Finney Hairston, Jane Addams School of Social Work, M/C 309

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Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

Approval Notice
Amendment to Research Protocol and/or Consent Document – Expedited Review
UIC Amendment # 1

August 22, 2011

Abebe Assefa Abate
Jane Addams School of Social Work
111 W. Washington Blvd.
Oak Park, IL 60302
Phone: (312) 996-5091

RE: Protocol # 2010-0534
"Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development in Ethiopia"

Dear Mr. Abate:

Members of Institutional Review Board (IRB) #2 have reviewed this amendment to your research and/or consent form under expedited procedures for minor changes to previously approved research allowed by Federal regulations [45 CFR 46.110(b)(2)]. The amendment to your research was determined to be acceptable and may now be implemented.

Please note the following information about your approved amendment:

Amendment Approval Date: August 15, 2011

Amendment:

Summary: UIC Amendment #1, dated 10 August 2011 and submitted to OPRS 11 August 2011, is an investigator-initiated amendment requesting an increase in total sample size from 210 to 300 subjects (revised Proposal, version 2, 8/11/2011).

Approved Subject Enrollment #:	300 (data analysis only of 280 subjects)
Performance Sites:	UIC, Addis Ababa University
Sponsor:	None
PAF#:	None
Grant/Contract No:	None
Grant/Contract Title:	None

Research Protocol(s):

a) Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development Programs in Ethiopia, Version 2, 08/11/2011

Please note the Review History of this submission:

Receipt Date	Submission Type	Review Process	Review Date	Review Action
08/11/2011	Amendment	Expedited	08/15/2011	Approved

Please be sure to:

→ Use your research protocol number (2010-0534) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the enclosure,
"UIC Investigator Responsibilities, Protection of Human Research Subjects"

Please note that the UIC IRB #2 has the right to ask further questions, seek additional information, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact the OPRS at (312) 996-1711 or me at (312) 413-1835. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Kathleen Loviscek, M.S.
IRB Coordinator, IRB # 2
Office for the Protection of Research Subjects

Enclosure(s):

1. **UIC Investigator Responsibilities, Protection of Human Research Subjects**

cc: Nathan Linsk (Faculty Sponsor), Jane Addams School of Social Work, M/C 779
Creasie Finney Hairston, Jane Addams School of Social Work, M/C 309

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Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

Approval Notice
Continuing Review (Response To Modifications)

August 22, 2011

Abebe Assefa Abate
Jane Addams School of Social Work
111 W. Washington Blvd.
Oak Park, IL 60302
Phone: (312) 996-5091

RE: Protocol # 2010-0534
"Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development in Ethiopia"

Dear Mr. Abate:

Your Continuing Review (Response To Modifications) was reviewed and approved by the Expedited review process on August 15, 2011. You may now continue your research.

Please note the following information about your approved research protocol:

Protocol Approval Period: August 19, 2011 - August 17, 2012
Approved Subject Enrollment #: 300 (data analysis only of 280 subjects)
Additional Determinations for Research Involving Minors: The Board determined that this research satisfies 45CFR46.404, research not involving greater than minimal risk. Therefore, in accordance with 45CFR46.408, the IRB determined that only one parent's/legal guardian's permission/signature is needed. Wards of the State may not be enrolled unless the IRB grants specific approval and assures inclusion of additional protections in the research required under 45CFR46.409. If you wish to enroll Wards of the State contact OPRS and refer to the tip sheet.
Performance Sites: UIC, Addis Ababa University
Sponsor: None
PAF#: None
Grant/Contract No: None
Grant/Contract Title: None
Research Protocol(s):

a) Youth Participation: Exploring Factors Motivating and Hindering Youth Participation in Youth Development Programs in Ethiopia, Version 2, 08/11/2011

Recruitment Material(s):

a) None – limited to data analysis

Informed Consent(s):

a) None – limited to data analysis

Assent(s):

a) None – limited to data analysis

Parental Permission(s):

a) None – limited to data analysis

Your research meets the criteria for expedited review as defined in 45 CFR 46.110(b)(1) under the following specific category:

(7) Research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Please note the Review History of this submission:

Receipt Date	Submission Type	Review Process	Review Date	Review Action
07/25/2011	Continuing Review	Expedited	08/01/2011	Modifications Required
08/11/2011	Response To Modifications	Expedited	08/15/2011	Approved

Please remember to:

→ Use your **research protocol number** (2010-0534) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the enclosure,
"**UIC Investigator Responsibilities, Protection of Human Research Subjects**"

Please note that the UIC IRB has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact OPRS at (312) 996-1711 or me at (312) 413-1835. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Kathleen Loviscek, M.S.
IRB Coordinator, IRB # 2
Office for the Protection of Research Subjects

Enclosure(s):

1. **UIC Investigator Responsibilities, Protection of Human Research Subjects**

cc: Creasie Finney Hairston, Jane Addams School of Social Work, M/C 309
Nathan Linsk (Faculty Sponsor), Jane Addams School of Social Work, M/C 779

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VITA

Abebe Assefa Abate
111 W. Washington Blvd
Oak Park, IL, 60302

Education

PhD in Social Work, University Of Illinois at Chicago, Jane Addams College of Social Work, 2011

MA in Social Work, School of Social Work, Addis Ababa University, August 2006

B.A in Sociology and Social Administration, College of Social Science, Addis Ababa University, July 22, 1994

Diploma in Agriculture, Awassa College of Agriculture, Addis Ababa University, July 16, 1988

Research Experience

Research Assistant: End Disparities Facing African-American community Act, on going policy research project, Jane Addams College of Social Work, Center for Social Policy and Research, August 16, 2011 to now

Co-author: Positive Youth Development and Social Work Education Survey, ongoing research, Jane Addams College of Social Work, 2011

Managed project evaluation activities of Twining Center Project, Tanzania Partnership, Jane Addams College of Social Work, Midwest AIDS Training and Education Center, August 2006 – August 2011

Administered Part A Delegate Agency Survey and Planning Council Surveys, Project of Chicago Department of Public Health STI/HIV Division, Department of Public Health, Jane Addams College of Social Work, Midwest AIDS Training and Education Center, 2007- 2011

Academic Experience

Co-teaching an MSW course on Single System Design in spring 2010
Co-teaching an MSW course on Basic Research Methods in fall 2009
Co-teaching an MSW course on HIV/AIDS and Social Work Challenges in Fall 2008 and 2009

Guest lecturer at MSW class--Children and Family in Ethiopia: An African perspective 09/2011
Guest lecturer at MSW class-- Children and Family in Ethiopia: Orphan and Vulnerable Children Kinship Care an African perspective.09/2010
Teaching/training social work process for para-social workers in Tanzania, 2007-2010

Designed curriculum for para-social workers and their supervisors working with children and family in Tanzania August 2006-August 2011
Consulting editor/reviewer of *Journal of HIV/AIDS and Social Services*
Occasional reviewer of *Journal of Community Practice*

Practice Experience

Twinning Center Project Coordinator-Tanzania, Jane Addams College of Social Work, Midwest AIDS Training, Jane Addams College of Social Work, Midwest AIDS Training and Education Center

Life Skill Development Coordinator, Addis Ababa University, Community Work and Life Center, July 2005 - August/2006

Area Development Program Coordinator, Area Development Program Team leader, and Social Worker, World Vision Ethiopia, June 1998 - Sept. 2004

Planning and Programming Service Head and Social Expert, South Omo Zone Office of Labor and Social Affairs, Ethiopia, March 1995 - June 1998

Development Agent, Ministry of Agriculture, South Showa, Soddo, Oct. 988 - Oct.1990

Selected Publication and Work Shop Presentation

Linsk, N.L., Mabeyo, Z., Omari, L., Petras, D., Lubin, B., Abate, A., Steinitz, L., Kaijage, T., & Mason, S. (2010). Para-social work to addrss most vulnerable children in sub-Sahara Africa: A case example in Tanzania. *Children and Youth Services Review, 32,* 990-997.

Linsk, N.L., Omari, L., Tesfahun, H., Ezeh, C., Uzuegbu, C., Becker, S., Gibbons, A., Chailimilar, S. Desta, M. K. & Abate, A. (2010) Using Para-Social Work to Address the Needs of Vulnerable Children in Sub-Saharan Africa" to the XVIII International AIDS Conference (AIDS 2010) Vienna.

Abate, A. (2006). Workforce Development: Life Skills and Its Contribution to Competent Workforce Development, the Case of Sociology and Social Anthropology and Psychology Undergraduates in Addis Ababa University, Unpublished Master's Thesis,

Abate, A. (1999). Crime and Criminal Justice in the South Omo Zone, (workshop presentation) South Omo Zone Department of Labor and social Affairs, Jinka, 1999

Abate, A. (1999). Conditions of Children in South Omo Zone, (workshop Presentation) South Omo Zone Department of Labor and social Affairs, Jinka, 1998

Projects Designed and Implemented

Draft work plan Tanzania Institute of Social Work and Jane Addams College of Social Work, Midwest AIDS Training and Education Center Orphan and Vulnerable Children Partnership, Twinning Center Project, September 2006

Baseline Survey on Student Workforce Readiness and Life Skills Development, Addis Ababa University, Community Work and Life Center (CWLC), 2005

Addressing Direct need of HIV/AIDS Orphans: Grant proposal, World Vision Ethiopia, Tiya Area Development Program, 2003

Program design on Ezja Woreda of Gurage Zone, World Vision Ethiopia, 2000

Program design on Humbo Woreda of Wolayta Zone, World Vision Ethiopia, 2000

Socio Economic Condition of South Omo zone, South Omo Zone Department of Planning and Finance, (Prepared for Tele-ton fund raising), 1999

Education in South Omo Zone, (A study conducted to increase the school enrolment status of the zone), South Omo Zone Department of Education, Jinka, 1998

Other work experiences

Prepared a script and assisted the production of a teaching documentary film on the condition of Orphan and Vulnerable Children in Ethiopia, Synergy Habesha Social Media, 2005