

Barudin Abdi

**Challenges and prospects of rural youth
economic empowerment. The Case of Dire
Teyara of Harari Regional State, Ethiopia**

Thesis (M.A.)

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Bibliographic information published by the German National Library:

The German National Library lists this publication in the National Bibliography; detailed bibliographic data are available on the Internet at <http://dnb.dnb.de> .

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Imprint:

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ISBN: 9783668970038

This book at GRIN:

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College of Finance, Management and Development
Department of Public and Social Security Management

Assessment of the Challenges and prospects of rural youth
economic empowerment the case of Dire Teyara of Harari
Regional State

By: Barudin Abdi

June 2019

Addis Ababa, Ethiopia

Assessment of the Challenges and prospects of rural youth economic
empowerment the case of Dire Teyara of Harari Regional state

A Master's Thesis Submitted to the College of Finance, Management
Development Department of Public and Social Security management-in
partial fulfillment of the requirement for MA degree in Public Management

Master's thesis presented by: Barudin Abdi

Ethiopian Civil Service University

College of Finance, Management and Development

Department of Public and Social Security Management

June 2019

Addis Ababa, Ethiopia

Acknowledgement

Above all, thank you my Almighty Allaha for your care my healthy and Thanks my Allah in favor of guiding me for success.

Heartfelt thanks go to my Advisor **Dr. Demeke Gaddissa** for his commitment on the thesis at each stage and for making valuable comments and suggestions that guided me thoroughly towards its good end. Compliments deserve to **Jemal Ahmed** who is a lecturer at ECSU University and voluntarily assisted me as a co-advisor to set good research proposal.

I would like to express my deepest gratitude and respect to my wife **Muslima Abbas** , for her encouragement, support and comfortable atmosphere during the long hard work of this thesis. I am exceedingly thankful to my research participants for their willingness in providing valuable information to undertake this research work. Without their assistance, the accomplishment of the study would not be realized.

Finally, I would like to express my gratitude and appreciation, for the support and contribution of everyone whose names are not mentioned, but who assisted me during my study. Thanks all!!

Barudin Abdi

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Acronym

ADLI.....	Agricultural development leads industry
FDRE.....	Federal Democratic Republic of Ethiopia
GoE.....	Government of Ethiopia
GTP.....	Growth and Transformation Plan
IFAD.....	International Fund for Agricultural Development
IFPRI.....	international food policy research institute
MDG.....	millennium Development Goals
MoFED.....	Ministry of Finance Economic Development
MoYSC.....	Ministry of Youth, Sport and Children
MSEs.....	micro and small scales
PASDEP.....	Plan for Accelerated and Sustained Development to End Poverty
PRSPs.....	Poverty Reduction Strategy Papers
SDPRP.....	Sustainable Development and Poverty Reduction Programme”
SPSS.....	Statistical Package for Social Science

Abstract

Youth are considered an important human resource of the nation and every state should try to utilize them as mediators of economic growth and development. Rural Youth's economic empowerment helps to insure food security and the well being of nations. The purpose of the study was an assessment on the challenges and prospects of rural youth economic empowerment in Dire Teyara Woreda in Harari Regional state of Ethiopia. Standing from this objective, the study was attempted to answer the basic questions of What are the current practices of rural youth economic empowerment?, What are the challenges in implementing rural youth economic development package?, What are the prospects of rural youth economic empowerment?, How can the challenges be addressed and appropriately to use prospects to empower youth economy in the study area? The study was conducted using descriptive study design. Both quantitative and qualitative data collection methods engaged. Quantitative data was collected from 80 beneficiary youth organized under job opportunity creation program and qualitative data was collected by interview with 10 respondents which of expert of Job Opportunity and Food Security Agency, woreda leader and managers in six Kebelles and 3 field observations was conducted. After data was collected then edited, coded and enter in to SPSS computer software and micro soft Excel as instruments of data entry and data interpreting. The analysis was done using descriptive statistics tool (like frequency, tables, percentage), data was presented by using graphs and summarizing. The major findings are: most of the respondents' gender was males those are the age category of 26-29 years and most of them are single with high school education background. The challenges in implementing rural youth economic development package particularly in job creation opportunity program challenged by Limited knowledge and skill in leaders and experts, Inadequate Stakeholder integration, Lack of monitoring and evaluating practice to implement youth package, Insufficient credit services for youth and Lack of local community support. In addition the study investigated and described the prospect of rural youth economic empowerment were long and short term plan in the Job Opportunity and Food Security Agency and organizing youth in developing group. And also finding of the study are the major Strategies to improve rural youth economic empowerment were the government should be strongly introducing youth policies, highly monitoring and evaluation in implementing youth development package, good education and training that focus to improve rural youth economic empowerment and improve credit service to improve rural youth economic empowerment Finally, the researcher has recommended that participation and coordination of all concerned bodies and stakeholders are very important in supporting to empower rural youth economically.

Key word: youth empowerment, Rural Youth, economic empowerment, challenge, prospects and job opportunity creation.

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the Study

According to FAO (2016), Youth's empowerment in agriculture and food systems has a huge potential to end poverty and hunger. It is because youth are the major resource base for any country that wants to get on any meaningful development. Therefore, investment in the youth is the only way to ensure the future growth and development of any country. Based on Ogbeide, Francis Oluwaseun (2013), these youth must be developed, intellectually, morally, socially, and with relevant skills to face a rapidly advancing technological world (Francis, 2013).

Based on FAO to lead efforts for youth in agriculture and the rural economy (2016), 88 percent of the world's 1.2 billion youth live in developing countries. In Africa young people is an increasing ratio of the population, with 70% of the total population in the age bracket of 30 years or below. However, there is evidence that many young people are not interested in pursuing agriculture, and this may affect the national and international goal of achieving economic growth through agricultural investments. According to MoYSC (2005), the Ethiopian youth population comprises 21.6 million and nearly 81.35% of the youth populations are living in the rural area while the remaining lives in urban areas.

According to FACT (2017), Ethiopia's youthful population is an incredible asset and untapped resource for positive growth. Of Ethiopia's population, estimated at 104 million, 41 percent is under the age of 15. More than 28 percent is aged 15 to 29. Youth unemployment is estimated at nearly 27 percent. One reason for the high youth unemployment rate is low literacy (68 percent).

The issues of youth empowerment have gained increasing attention. According to Yemis (2010), the world has given recognition both developed and developing countries whose participation of youth has significant effect in ensuring national development and promoting democracy.

The government of the FDRE has formulated a national youth policy, which aimed at enabling the youth to fully participate in and benefit from the ongoing efforts to bring about development and to build a democratic system (MoYSA, 2005). The Ethiopian government is encouraging young people to start creation of job program in order to reduce the rate of youth unemployment. Due to low level of the economy that is complied with lack of leadership, commitment, low capacity in implementing youth policies, and youth package, the empowerment of the youth has been at the minimal level little by way of education and job opportunity (Getinet, 2003).

In the same way, according to the Harar WoYSA (2015), the youth of the Dire Teyara woreda of Harari region have been suffering related with economic problems due to low level of stakeholder integration, lack of leader and experts commitment, lack of monitoring and evaluating practices were problems in implementation of rural youth economic development package effectively.

1.2 Statement of problem

Poor performance of youth economic empowerment was based on characteristic such as age, culture, disabilities, economic status and gender (New Zealand Qualifications Authority, 2012).

According to UNFPA (2007), The African youths are facing is the problem of economic empowerment. Because of high rate of youth challenge of economic empowerment in Africa at large can be recognized to slow economic growth and undersized proper labor markets, and also according to young leaders think tank for policy alternatives high population growth rate, lack of adequate experience and skills, lack of decent work, the rigid education system, rural-urban migration, limited social networks, youth's limited access to capital support system etc young leaders think tank for policy alternative.

In respect of a government effort to effectively address youth issues through formulating the national youth policy, youth development packages and through designing long and short term initiatives, it is worth nothing that unemployment and poverty and still persist among the youth(UNFPA,2007).

The National Youth Policy of Ethiopia marks a major step in recognizing and promoting the rights of young people in the country. Established in 2004, the policy aims “to bring about the active participation of youth in the building of a democratic system and good governance as well as in the economic, social and cultural activities [...] and to enable them to fairly benefit from the results”(OECD,2018).

The National Youth Policy recognizes the need for inter-ministerial cooperation: the development of the National Youth Policy is thus coordinated by the Ministry of Youth and Sports and implemented with the support of diverse stakeholders such as the Ministry of Education, the Ministry of Health, as well as NGOs and youth federations. Yet, the government still faces some challenges in implementing the National Youth Policy, such as weak monitoring and evaluation tools, lack of inter-sectoral cooperation, limited financial resources and absence of a clear strategy at the different territorial levels (OECD,2018).

The practical implementation of the youth policy currently in Ethiopia is gradual and it is inadequately integrated into all stakeholders. The major causes of youth disempowerment in Ethiopia are absence of justice in land administration, legal and policy problems as well as youth development package implementation problem, lack of skill, knowledge and commitment of leader and expert; lack credit, lack training and supporting youth, lack of monitoring and evaluation, lack of a culture of work ethic and job creation in the respective societies, and lack of knowledge and skill to perform job (Hiruy, 2012).

According to Dire Teyara woreda administration Office report (2016), explained that unemployed youth were organized in rural youth economic development package under youth job creation opportunity program and they engaged on different economic activity such as animal resource development, small scale irrigation and social service delivery. However, implementation of the youth package have many constraint such as lack of skill, knowledge and commitment of leader and expert; lack credit availability, lack training and supporting system, lack of monitoring and evaluation, common in the woreda.

The above general facts indicate problems in youth related with economic aspect of youth. Furthermore, studies was scarce on the issue rural youth economic empowerment but there are few previous studies under-taken on challenges of leadership in youth economic empowerment Tasfaye (2013), practices and challenges on economic empowerment of rural women Bedru (2011) and Samrawit (2004) indicate that the youth economic disempowerment are associated with leadership problem observed in the implementation of the national youth policy. Thus, researcher was studied the challenges and prospect of rural youth economic empowerment in Dire Teyara woreda of Harari Region. More specifically, this study was focused on the current practice, challenges and prospect of rural job opportunity creation program implementation in the study area. The study was also initiated with the aim of proposing that can improve the challenge of rural youth economic empowerment. These holistic issues motivated the researcher to investigate the challenges and prospects of rural youth economic empowerment in the Harari Regional State, the case of Dire Teyara woreda to discover the economic situation to improve the problems relies on the study findings and to fill the knowledge gap that exist due to limited studies on the rural youth related issues in Dire Teyara woreda.

1.3 Research Questions

- What are the current practices of rural youth economic empowerment?
- What are the challenges in implementing rural youth economic development package?
- What are the prospects of rural youth economic empowerment?
- How can the challenges be addressed and appropriately to use prospect to empower youth economy in the study area?

1.4 Objective of the Study

1.4.1 General Objective

The objective of this study is to investigate the challenges and prospects of rural youth economic empowerment in Harari Regional State, the case of Dire Teyara woreda

1.4.2 Specific Objective

This study specifically attempt to:

- assess the current practices of rural youth economic empowerment,
- identify the challenges in implementing rural youth economic development package,
- describe the prospect of rural youth economic empowerment, and
- Describe the ways to be used to address the challenges and appropriately to use opportunities to empower youth economy in the study area

1.5 Significance of the Study

This study tries to assess the challenges and prospects of rural youth economic empowerment in Ethiopia in general and in Dire Teyara Woreda of Harari regional state in particular. This study may have various contributions. It can be used for individual and community to develop knowledge and create awareness on challenges and prospects of rural youth economic empowerment, The study can be used for Policy makers -to strengthen policy issues and for other researcher as reference material for further studies, as a useful material for academic purposes, and as an added literature to the existing knowledge indicate its relevance to the youth area. Generally it has Significant toward political, economical and social aspects of the area.

1.6 Scope of the Study

The importance of this research is an assessment of challenges and prospects of rural youth economic empowerment in Dire Teyara Woreda of Harari Region. This study was focus on rural youth in study area whose age from 15-29 both male and female and also it was seen from the following point of view:-

1.6.1 Variables and Subject Scope

There are different issues that can be researched in relation to women economic empowerment. But, this study was focuses on the challenges and prospects of rural youth

economic empowerment in the study area. The independent variables are:- Challenges of youth economic empowerment (lack of knowledge, skill, and commitment of leaders, experts, and lack stake holder integration, lack of credit service , lack of training and technical support, lack of evaluation and monitoring system) and the prospects of youth economic empowerment (Availability of National youth policy, Availability of long and short term Plans and strategies related with youth, Availability of Youth development package, Availability of natural resource, Availability of basic facilities (include quality of education, Concerning the roads, electricity, portable water), availability of youth development group) and Dependent variable Economic empowerment (job creation, increasing productivity, increasing income generation, achieve food security and poverty reduction).

Therefore, this study was an asses the challenges and prospects of rural youth economic empowerment in the Dire Teyara woreda of Harari Region based on dependent and independent variables.

1.6.2 Geographical Scope

The study was considered challenges and prospects of youth economic empowerment of all 6 kebeles of Dire Teyara Woreda of Harari Regional state and it was not consider other woreda of the region and other area of Ethiopia.

1.6.3Time Scope

The study was used data of challenges and prospects of rural youth economic empowerment from 2017 to 2019 of the Woreda annual report. Because youth job opportunity creation programme of youth development package applied from 2016 in Dire Teyara woreda. Therefore, the study was conducted within specific period of time from when the program was start in the woreda to 2018.

1.6.4 Respondent Scope

Because of scarcity of resources like time and necessary financial resources, the study was the challenges and prospects of rural youth economic empowerment consider youth

beneficiaries organized under job opportunity creation program youth of the selected 1 woreda out of 3 rural woreda, in the study area.

1.7 Limitations of the Study

While conducting the study, the researcher was encountered some limitations. The first problem was lack of well organized secondary data. This include the limitation of organized data/ document on time in the study area, Secondly, Respondents was not give direct and specific answers to the questions about the challenges and prospects of rural youth economic empowerment, Thirdly, interview (leader and expert of the woreda and kebele) was busy because of different meeting and field work, Fourthly, there was a challenge from the respondents, to provide responses timely as you need. However, the researcher was tried to overcome these obstacles with great efforts.

The researcher was attempt to overcome this problem by arranging convenient time for interview with the woreda and kebele leaders and experts to get organized document and arranging time. In case of secondary data scarce, the researcher was search articles, reports, and other discussion document from different areas to mitigate the limits of secondary source of data.

1.8 Operational Definitions

Empowerment: Empowerment is "a social action process that promotes participation of people, organizations and communities in gaining control over their lives in their community and larger society." Empowerment is not having the power to dominate others, but having the power to act with others to promote change. According to Narayan (2005) Empowerment refers broadly to the expansion of choice and action to shape one's life. It implies control over resources and decisions.

Youth empowerment: Youth empowerment is an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults (Vavrus and Fletcher 2006). Empowering youth would maximize their chance

to contribute to a nation's economic, social and cultural advancement. Recognizing the importance of youth in shaping the world they will live in as adults,

Rural youth: youth as part of the rural society of Ethiopia who are between 15-29 years irrespective of their gender national studies physical or mental disability. In rural Ethiopia with rural agriculture livelihood as the main source of the youth's lives (MoYSA, 2005).

Youth Economic empowerment: is the right of youth to use all the economic key resources, right to be employed in the income generating activities, right to save and accumulate of money and other assets, equally and to have equal employment opportunities without distinction or discrimination, to have full right to make decision on economic issues, personal assets and common resources, and to own properties .It is in this context that youth economic empowerment used in this study.

Job opportunity creation program: - it is one of youth package development which is prepared youth for meaningful economic development for current and future. Job creation strategies are to stimulate healthy economic growth of youth.

Challenges: - indicate the constraints that hold back the success and sustainability of rural youths' economic empowerment.

1.9 Organization of the Study

This research study has five chapters. The first chapter covers the introductory part which includes the background of the study, statement of the problem, objective, research questions, significance, scope and limitations of the study are included. The second chapter deals with review of related literatures of challenges and prospects of rural youth economic empowerment. The third chapter was deals with the research methodology and data collection methods. The fourth chapter deals with data presentation, analysis and interpretation. Finally, the last chapter presents the discussion of major findings, conclusions and recommendations of the study.

1.10 Summery

The background information shows there is a clear link between youth economic empowerment and socio economical development of the nation .Since youth considered as productive part of the country, without empowering them it is unthinkable to achieve socio-economical development of the country. However different studies show there were varies challenges that hinder the youth economic empowerment, lack of leader and experts commitment, lack of monitoring and evaluating practices, insufficient credit service, The aim of the study was assessing the challenges and prospects of rural youth economic empowerment which affect youth socio-economic in Dire Teyara Woreda of Harari Region by answering the research questions. The next chapter literature review used to investigate others work in relation of the issue.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

There is a shortage of, empirical studies on the challenges and prospects of rural youth economic empowerment in Africa, and even few for youth in rural areas (Leavy and Smith 2010). As my information, there are only few studies that address economic empowerment rural youth in our Ethiopia too. Nevertheless, most of the existing literature has come from work done on globally and other African countries. However, I have tried to see the existing literature related to challenges and prospects of rural youth economic empowerment by giving more emphasis to African context in general and Ethiopian context in particular.

2.2 Theoretical Literature

“Speech marks” stated in Fact sheet (2017) “We cannot always build the future for our youth, but we can build our youth for the future.” Former U.S. President Franklin D.

2.2.1 Definition and Concepts Youth

There is no agreed definition of “youth”. Youth is often understood to be the period of adolescence during which young people make the transition from childhood to adulthood. Youth become mature sexually and increasing social experience and economic autonomy. It can also be seen as a social class that is historically and culturally constructed (Thorsen, 2007). There may be social or cultural ‘events’ that are understood to define the transition from childhood to ‘youth hood’ to adulthood. In policy, youth is usually defined with reference to age brackets. Some of African countries define youth as follow table.

Table 2.1: Definitions of youth

Country	Definition
Ethiopia	15 – 29 years (Federal Democratic Republic of Ethiopia (FDRE) Ministry of Youth, Sports and Culture 2004) 15 – 24 years (FDRE Ministry of Labor and Social Affairs 1996)
Ghana	15 – 35 years, with the upper limit of 35 years seen as the age where people assume “full adult responsibility” (National Youth Council of Ghana (NYCG), National Youth Policy 2010).
Kenya	15 – 35 years (Government of Kenya, National Youth Policy 2002) 18 – 35 years (The Youth Enterprise Development Fund (YEDF) 2011)
Malawi	14 – 25 years (Government of Malawi (GoM), draft National Youth Policy 2010); however, this is in practice kept “flexible to accommodate young people under 14 years and over 25 years depending on their social and economic circumstances” (The Youth Policy 1996:2). 18 – 35 years (The Youth Enterprise Development Fund (YEDF) 2010)
Senegal	15 – 35 years (The Youth Development Sector Policy Letter (LPDSJ) 2004) 15 – 19 years (teens); 20 – 24 years (young people of advanced age) (The

Source: Anyidoho *et al*, 2012

According to Federal Democratic Republic of Ethiopia (FDRE) (Ministry of Youth, Sports and Culture 2004) youth means the age between a periods of 15–29 years. Therefore, in this paper youth constitutes individuals who found between lower age limits of 14 years old and 29 years old of above age limit.

2.2.2 Youth Empowerment

According to Kar, Snehendu Bet al (1999-12-01) youth empowerment is a process in which children and youths are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes. Youth empowerment aims to improve quality of life. Youth empowerment is

achieved through participation in youth empowerment programs. However scholars argue that children's rights implementation should go beyond learning about formal rights and procedures to give birth to a concrete experience of rights (Golay, Dominique; Malatesta, Dominique, 2014). There are numerous models that youth empowerment programs use that help youth achieve empowerment. A variety of youth empowerment initiatives are underway around the world. These programs can be through non-profit organizations, government organizations, schools or private organizations.

Youth empowerment is different than youth development because development is centered on developing individuals, while empowerment is focused on creating greater community change relies on the development of individual capacity (Ledford, Meredith King; Lucas, Bronwyn, 2013).

According to Wikipedia (2019), empowerment examines six interdependent dimensions: economic, psychological, community, organizational, social and cultural. Researcher focused on only one dimension of empowerment which is economic empowerment.

2.2.3 Youth Economic Empowerment

According to seethemgrow.org (2019), youth economic empowerment teaches entrepreneurship skills, how to take ownership of their own assets and how to have income security. Focus is directed to poverty alleviation; empowering poor youth, work toward livelihood promotion and protection.

2.2.4 Challenges for rural Youths Economic Empowerment

According to Making Cents international (2016) international Rural Youth Economic Empowerment Program 2013-2016 in developing countries the rural youth population is very large and vulnerable group. Globally, there is about three quarters of the poor live in rural areas, and among these one-half of this population are young people. This youth population is confronted with a number of challenges to building sustainable livelihoods. The quality of education in rural areas is worse than in urban areas and does not prepare youth adequately for existing livelihood opportunities. According to Adebayo (1999) youths are not only energetic with the ability to replace the older generation in

agriculture, but are filled with new innovations and technological competence to carry out commercial and technological agriculture. Despite these attributes, the lack of basic infrastructure such as electricity and water supply limits livelihood options and burdens youth with responsibilities that can reduce training and educational opportunities. While agriculture is for many the most viable livelihood option, growing populations, the ongoing subdivision of land and soil degradation means that youth often lack access to or control of sufficient land for farming, thus preventing or inhibiting their pursuit of this opportunity(ibid).

According to Echebiri (2005) sighted by Ajani, E.Net al. (2015) factor affecting rural youths' involvement in agricultural production in Nigeria is social, economic and environmental factors. Social factors include public perception about farming and parental influence to move out of agriculture. Economic factors include inadequate credit facilities, low farming profit margins, and lack of agricultural insurance scheme, initial capital and production inputs. Environmental issues include inadequate land, continuous poor harvests and soil degradation. Economic push factors include poor physical infrastructure and social amenities in the rural areas, search for education and skills acquisition, and the absence of desirable job opportunities.

According to FAO (2016), the serious challenge of young people in agriculture which are lack of productive resource(land, water, input, technology) and information, problem of extension services and credit, Participation in rural institutions and decision-making, lack of voice, Limited access to decent rural empowerment opportunity.

In developing rural area youth's have specific challenge. In developing country have most youth's have Lack of credit and lack of interest in agriculture, Limited skills and education to meet demand and Social pressure to migrate for household income (ibid).

Rural youth in Ethiopia influenced by Ethiopian is credit available problem, Lack of knowledge, skill, and commitment of leaders, experts; lack of stake holder integration, and Lack of monitoring and evaluation system. The above drawback especially, the problem of Challenge of credit and Poor Financial Management, lack of evaluation and

monitoring system of implementing youth package and lack of commitment of leader and expert problem is common in Dire Teyara woreda of Harari Region.

2.2.4.1 Challenge of credit and Poor Financial Management

According to UNDP (2006) in rural area of developing countries in general in Ethiopian in particular the micro credit support and micro- enterprise have not expanded to reach most rural youth. The number of banks that support rural youth for credit support is limited. These conditions discourage rural youth to engage in self- employment.

The profit and income gained from informal employment of youth were not only to support themselves, but also contributes for poverty reduction (UNDP, 2006).

According to Linda (Mayoux, 2005), the income gained from such economic activities were used for household consumption and family support rather than re-investing it to expand their business. Similarly, being rural youth, most are illiterate and have no proper skill for full employment opportunity.

This means that when credit facilities and micro-finance support reach large number of poor and disadvantaged rural youth for borrowing, they increase youth's ability to earn income that can support the well-being of youth and their families. Even though credit support and micro- finance facilities are very important for poverty reduction and economic empowerment of rural youth, most of rural youth do not have access to credit and micro-finance support. In the developing countries in general and in Ethiopia in particular, majority of rural youth are not benefited from micro-finance and credit support launched by government and non-government organizations for poverty reduction and for increasing capacity of the rural youth (ibid).

To increase youth income access to finance is very important, access of finance also build viable business, and reduce their vulnerability to external shocks. It can also be a powerful instrument for self-empowerment by enabling the poor, especially youth, to become economic agents of change (Bashir, 2008).

Like many of the African countries, in Ethiopia rural youth have very less access to financial services such as banking and micro-credit. To tackle the inaccessibility of rural

youth to financial services, the political leaders and policy makers have to focus on enhancing the opportunity of youth for financial and banking facilities, integrate the issues of economic empowerment of rural youth in the national development strategies.

According to Linda, Mayoux (2005:65), the problem of youth to access for micro-credit was: lack of awareness, lack of skill to manage and serve to increase their income and to escape from poverty when they get credit support and micro-finance facilities.

Micro-finance and credit support are part of an integrated program for poverty reduction for the poorest people, creation of accessibility for credit and micro-finance is an entry point for youth's economic, social and political empowering. On the other hands because of their illiteracy, absence of business management capacity, lack of exposure to information about the importance of credit and micro-finance for income generation, lack of confidence and fear to risk taking to borrow loan etc, affect the economic empowering of rural youth (Linda, Mayoux, 2005).

On the other hand, the problem of poor and inefficient financial and resource management in youth people is the most visible challenges in developing countries. It is reflected by poor budgeting, internal and external accounting, no penalties for fraud and misappropriation of resources (Baka, 2014).

Youth in rural area of Ethiopia in general and as well as Dire Teyara Woreda in particular face particular challenge to be empowered economically. Because rural youth generally do not have the same access as urban youth for training, equipment, financial and credit services.

2.2.4.2 Lack of knowledge, skill, and commitment of leaders, experts, and lack of awareness of youth.

Most Leaders are properly planned activities and also have strong belief in the implementation and realization of the entire planned activities. Opposite of this there is a lack of commitment in the practical accomplishment of the activities. Such limitations are the results of shortage of the leader and expert have lack of knowledge and commitment towards the youth development package which needs special focus to solve problems (Nerdos, 2013).

In addition, most youth have lack of awareness about youth policies and there is little evidence that young Ethiopians are involved in the decision-making processes and the livelihoods of their communities (Aragaw, 2014).

2.2.4.3 Limited access of training and technical support

According to Nnadi.et.al, (2012), the opportunity aimed rural youth economic empowerment is the improvement of the quality of education there should be a policy that will lead to the improvement in the quality of education in the rural areas. It is not just be the number of schools built but also the quality of teachers, the resources even better structure of the school as far as buildings is concerned. There have to be changes in the curriculum, teaching learning materials and the teaching strategy, a total revamping of the educational sector and changes in the attitude and the mind set of every member of the community: the learners, the educated, parents and society at large. This policy was affecting the learned and later impact on the farmers and the rural community at large (ibid).

According to Hope (2011), Technical Vocational Educational Training institutions (TVETs) in developing countries have confirmed to be effective in skills and training that are effective in empowering the youth to engage in sustainable livelihoods. Education is crucial to youth development and it has to be relevant education and training what is needed is relevant policy framework on education and training for effective human capital development for the country. Proper education makes youth agents of change in the development process. A range of skills are needed for gaining a particular job of interest. This is crucial to reducing youth inequality in of accessing opportunities (Hope, 2012).

2.2.4.4 Lack of monitoring and evaluation system

Monitoring and Evaluation programs and systems designed to identify what works and what does not in policy design and implementation (World Bank, 2013).

The main reason of performing monitoring and evaluation system in this context is to evaluate implementation status of rural youth economic development package by

continues supervisions and record the progress and to give feedback to concerned body. Thus, the national youth council of Namibia (2013) argued that a strong emphasis on monitoring and evaluation should be put in place to amongst others keep track of the progress that has been made in youth economic empowerment and participation.

Monitoring and Evaluation used to increase government transparency. The information that Monitoring and Evaluation programs and systems generate is critical for raising awareness and promoting a debate about the efficiency of public programs and policies. It can empower citizen to hold their government accountable—as long as there are also the mechanisms in place for the government to use this feedback to make changes in budgeting, planning, or efficiency of programs. Senior Economist Gladys Lopez-Acevedo said that *"The information that Monitoring and Evaluation programs and systems generate is critical for raising awareness and promoting a debate about the efficiency of public programs and policies. It can empower citizens to hold their government accountable."*(World Bank, 2013).

However, there is no systematic collection of data used for monitoring, review and reporting on performance with regard to the implementation of the youth and economic development issue of the National Youth Policy. This is due to the fact that the Government and Non-government organization have failed to earnestly undertake these tasks (DTI, 2008). The challenges associated with Monitoring and Evaluation implementation in generally four main challenges or requirements that must be met for Monitoring and Evaluation programs to be successful: engagement at the highest level of government, incentives that promote the use and generation of performance information, capacity to sustain the efforts of Monitoring and Evaluation and access to good data and indicators.

In addition, according to HBOYSA annual report (2015) stated that the monitoring and evaluating system to ensure the effective implementation of the rural youth economic development package was one of the main problems. The challenge of monitoring and evaluation the youth package and job creation program also the main problem of Harari Region and Dire Teyara Woreda.

2.2.5 Rural youths development Programmes prospect for youths' economic empowerment in Ethiopia

The aim of the study, investigator assumed opportunity as prospect in implementation of rural youth economic empowerment in an efficient and effective method. These include national youth policy, rural youth development package, job creation, expectations and short term plans, rules, accessibility of youth development group, accessibility of natural resources, availableness of technology will to enhance rural youth economic empowerment.

According to plan international (2018), stated that sound Youth Economic Empowerment program is which focused on developing youth with the skills, attitudes and knowledge to access jobs and transition to the world of work. Program which provides youth with incorporated access to finance, entrepreneurship training, business start-up and mentoring support.

Similarly, Youth empowerment through agricultural development programmes will reduce poverty and also provide them with opportunities to get employment (Oyekale, 2011).

According to FAO (2016) youth's in agriculture and food systems has key role to end poverty and hunger. To enhance agricultural and food security of developing country basic facilities include electricity, portable water, recreational centers, schools, good roads among others should be fulfilled in rural area (Nnadi.et. al, 2012). Regarding the roads, most produce have to lie idle in the farm which sometimes get rotten, therefore providing good roads will ensure fast and effective conveyance of produce from the farm to the market and thus a high value for their produce which in long-run improve their standard.

According to Nnadi.et.al, (2012), The Ownership and control over productive assets will create a sense of belonging and owing. It will help them to take responsibility in family and local ground activities. Access to productive resources will also enhance decision-making ability of youth farmers to meet some physiological needs like self-esteem and confidence. Again, micro-credit and loans be extended to poor people for self

employment projects that generate income allowing them to care for themselves and for their families. To benefit from this programme are youth farmers and women who will pay no interest to the loans provided.

According to Oyekale (2011), youths are playing great roles in Nigerian agricultural development in as they are considered to be the active working group. According to Umeh and Odo (2002) signed by Ajani, E. N et al. (2015) noted that:-

“Various states in Nigeria have designed and executed several self-empowerment programmes to enhance the economic empowerment of youths. These programmes include: Farm Settlement Schemes (FSS) intended to increase commodity output and create employment for young school leavers; River Basin Development Authorities (RBDAs) for the purpose of harnessing water resources for farmers; Green Revolution Scheme (GRS) which encouraged all Nigerians in both urban and rural areas to go into agriculture for both commercial and provision of food for home consumption; Fadama programme which was initiated in 1992 to enhance food self sufficiency, reduce poverty, and create opportunities for employment for youths in the rural areas; and Agricultural Development Programmes (ADPs), among others (Oyekale, 2011).”

Similarly, the governments of Ethiopia have in the past introduced various agricultural development programmes for the benefit of all citizens, especially youths. The Ethiopian government also design and implement different policy, strategy, package, plan and program to empower rural youth in economy. Which include a Rural and Urban Youth Package with a Multi-Sectoral Youth Development Strategy Plan (2006- 2015), Ethiopia’s focus on Agricultural Development Led Industrialization (ADLI), plans and strategies or poverty reduction strategy papers (PRSPs), which include “Sustainable Development and Poverty Reduction Programme” (SDPRP), “A Plan for Accelerated and Sustained Development to End Poverty (PASDEP)”, Growth and Transformation Plan I and II.

2.2.5.1 National youth policy

In 2004 Ethiopia has designed a national youth policy which specifically deals with youth issues. This policy is formulated with a vision to create an empowered youth with democratic outlook and ideas, equipped with knowledge, and professional skills, get organized and built on ethical integrity, and with the broad objective set to bring about the active participation of young generation in the building of a democratic system and good governance as well as in the economic, social and cultural.

According to preliminary finding from 2013, The Government of Ethiopia has shown considerable commitment to improving opportunities for young people. A National Youth Policy was approved in 2005 to promote young people's participation in governance and economic, social and cultural activities. In 2006 a Rural and Urban Youth Package with a Multi-Sectoral Youth Development Strategy Plan (2006- 2015) were designed. In 2013 an Adolescent Development and Participation Strategy was drafted focusing on the 10 to 19 age group to reinforce linkages between policies, strategies and programmes designed for children, adolescents and youth.

According to IFPRI, (2016) Ethiopia's focus on Agricultural Development Led Industrialization (ADLI) has led the country to invest heavily in agriculture. This has played a large role in the country's impressive economic growth – approximately 11 percent per year over the last decade. Given this growth, the economic literature would suggest that Ethiopia is on a path way to structural transformation of its economy.

The current Growth and Transformation Plan (2010-2015) has a section on Youth Development seeking to promote youth participation in democratic governance and economic and social initiatives, by mainstreaming youth issues within other development programmes, increasing the number of youth centers, strengthening youth associations, and encouraging youth entrepreneurship. Recently, Micro and Small Enterprises have been promoted on a large-scale, especially for urban youth and job creation program and development package encouraged to rural youth economic empowerment.

According to FAO (2015), FAO and the government of Ethiopia was signed a partnership agreement that aims to innovative policies which will produce jobs and business

opportunities for youth within the agricultural sector and in rural areas more generally. This agreement was to get a more understanding of the dynamics that lead rural people- especially youth. And additionally aimed to enhance agricultural and rural development policies so as to extend employment opportunities, and create rural areas a more attractive to youth.

Ethiopia has given a priority for creating job opportunities for youth and people particularly at risk of migration. The Ethiopian Growth and Transformation Plan II have given stress to make employment opportunities for teenagers to scale back impoverishment and tackle irregular migration (FAO, 2017).

2.2.5.2 Plans and strategies related with youth

The governments of Ethiopia designing youth policies and programs that can empower youth with income-generating and other entrepreneurship skills that could improve the quality of life in the rural areas (Billystrom A. Jivetti et al, 2016).

In pursuit of realizing Ethiopia's vision of turning into a middle income country in about 20 years time from Millennium and achieving the Millennium Development Goals (MDGs), job creation has been articulated one of the eight pillar strategies of its MDGs-based 5 Year Development Plan entitled Plan for Accelerated and Sustained Development to End Poverty (PASDEP). It's well known that employment and earnings therefore the labor markets play a vital role in poverty reduction through promoting each economic process and enhancing its effectiveness in reducing poverty. It's also well recognized in Ethiopia that the provision of employment opportunities and their characteristics represent an important channel from growth to poverty reduction. The link that bridges economic growth with poverty reduction and its ultimate eradication is job creation. Employment opportunities and their characteristics offer a mechanism for shared and pro-poor growth.

An Ethiopian program against poverty is focused on the comparative analysis of the Ethiopia's national development plans and strategies or poverty reduction strategy papers (PRSPs). These three PRSP which are entitled the "Sustainable Development and Poverty

Reduction Programme” (SDPRP) and spanning the three-year period (2002/03 – 2004/05), “A Plan for Accelerated and Sustained Development to End Poverty (PASDEP)” covered from 2005/06-2009/10, and the current “Growth and Transformation Plan (GTP)”, 2009/10- 2014/15.

According to MoFED documents, both SDPRP and PASDEP were a short term poverty reduction strategy programs that formulated to achieve the MDGs.

PASDEP

Ethiopia governments youth empowerment policy started to get attention since five year development plan called a Plan for Accelerated and Sustained Development to End Poverty (PASDEP) from 2005-2010. In this development plan addressing youth disempowerment was much focused on education and training, particularly improving quality of Technical and Vocational Education and Training (TVET), providing skill training for unemployed youth, enhancing job creation through private sector participations and Micro and Small Enterprises (MSEs) development (MoFED, 2006).

the Plan for Accelerated and Sustainable Development to End Poverty (PASDEP), the Government of Ethiopia gives due emphasis to employment creation, both in the context of poverty reduction through creating employment opportunities and using labor resource for growth as one of the most important resources the country is endowed with(ibid).

GTP

Growth and Transformation Plan of Ethiopia (GTP) from (2011-2015) more emphasis was given to youth development ,such as empowering women and youth to ensure their social, economic and political participation than directly focusing on the issue of unemployment (Marta, 2012). In the two successive development plans the government has induced employment interventions for youth through integrating TVET to the need MSEs development and subsidizing the employment creation projects in integrated housing, construction and infrastructure development programs (MOFED, 2010).

According to Haile T. G (2015), GTP is more comprehensive than PASDEP and it has proposed to eradicate poverty and to improve people's livelihood, it is imperative to

sustain higher economic growth during the five years and beyond. Since it is the latest national development plan, GTP is implementing so as to insure the long-term vision of the nation and the MDGs by taking the positive experiences and by avoiding the negative challenges of PASDEP. Like PASDEP, GTP maintains agriculture as a major source of economic growth, but it wants to create favorable conditions for the industry to play a key role in the economy (Haile. T. G. 2015),

2.2.5.3 Youth development package

According to Ethiopian Herald (2017), Ministry of Youth and Sports revised youth development strategy and package. This was intentions of curbing governance problems, rural and urban youth unemployment and political as well as economic injustice.

The package enables the youth to integrate with every government plan and program. In 2017 the government of Ethiopia was cite the establishment of a 10 billion Birr youth revolving fund, the Ministry indicated that a guideline was prepared to make the youth gets hassle free access to training, loans and jobs unlike the previous days. Also, it would solve problems related to inflated interest.

2.2.6 Strategies to improve youth economic empowerment

According to Sumberg et al. (2012), suggest that there are endless opportunities that Africa can reap when they mainstream youth participation in agriculture. There can be profound benefits in food security, improvement in standards of life, economic and social development. Youth empowerment through agricultural development programmes will reduce poverty and provide them with opportunities that will enable them to be gainfully employed (Oyekale, 2011).

The Government of Ethiopia (GoE) gives due emphasis to employment creation (as asserted in PASDEP and GTP) and different policies and strategies have been introduced and implemented by the government for rural youth economic empowerment.

In Ethiopian development plan youth employment policy has started to receive attention since five year development plans 2005-2010 called a Plan for Accelerated and Sustained Development to End Poverty (PASDEP). In this development plan addressing youth

empowerment was much focused on education and training, particularly improving quality of Technical and Vocational Education and Training (TVET), providing skill training for unemployed youth, enhancing job creation through private sector participations, and Micro and Small Enterprises (MSE) development. The Growth and Transformation Plan (GTP) (2011-2015) more broad based policy of youth development, such as empowering women and youth to ensure their social, economic and political participation than directly focuses on issue of youth economic empowerment (MoFED 2010).

In the two successive development plans the government has induced employment interventions for youth through integration TVET to the need SME development, subsidizing the employment creation job in integrated housing, construction and infrastructure development programs. However, despite these efforts in Ethiopia youth disempowerment remains widespread. In a similar manner, measures are taken to arrange youth bureaus within their regional states. So as to boost the issues long-faced by youth the organization of government bodies' pares wouldn't do. It's so become necessary to formulate a comprehensive National Youth Policy that will enable the youth to register meaning results and take pleasure in the results by actively, efficiently, and widely participating in the country's development efforts and the building of a democratic system through the coordination and integration of the previously separate efforts being made by various bodies.

In order to increase the role of the policy implementers at an early stage and create a sense of ownership, various consultations that would help gather and compile the views and opinions of stakeholders and partners were organized and conducted both at federal and regional levels.

2.3 Empirical Literature

This section of literature review concentrates on the previous studies that have been conducted in the area of rural youth economic empowerment in developing country in general and in Ethiopia in particular. These previous studies conducted by different scholars were come to the conclusion based on their findings. The major empirical

studies that are related to the practice and major challenges facing the youth empowerment in developing countries as well as in Ethiopia were discussed and summarized below.

2.3.1 Youth economic empowerment practice in sub-Saharan Africa

Uganda

In terms of the (GEM Report, 2005) cited by (DTI, 2008) youth economic empowerment is prioritized in Uganda which has made rank number two in the world. The mandate of Uganda ministry of Gender, Labour and social development is promoting youth economic empowerment of the country. This ministry is accountable for youth affairs and spearheads the overall policy implementation, monitoring, evaluation and review, and also to mobilizing necessary resources for the implementation of programs. The ministry developed in National Youth Policy to encourage youth economic empowerment. The policy contains an action plan with specified action, time frames and budget allocations (Rahel, 2015). It also defines youth and strategies aimed at mainstreaming youth economically in the country (Ibid).

Nigeria

In terms of the (Nigerian National Youth Policy, 2001) cited by (DTI, 2008) Nigerian government recognized that in order to effectively empower young people (between the ages of 18 to 35). There was a need to formulate the national policy on youth development. The aim of Nigerian national economic empowerment and development strategy is to transforming its youth of the country (Ibid).

Local studies

According to Francies (2002), Sub-Saharan African countries is affected by the extended poverty and deep rooted that has had extremely negative impact in the well-being of the society in general and the youth in particular. This is a typical case for the Ethiopia (Rahel, 2015).

Like that of in the most sub-Saharan Africa countries, in Ethiopia is fail in welfare of the youth had appeared to be exacerbated by war, civil trouble, environmental disasters, etc.; and this has manifested in Deeping and widespread of poverty as well as in the reversals of majority social indicators progress (Francis,2002) as cited by (Rahel, 2015).

In Ethiopia due to the low level of the economy that is compiled with lack of leadership, commitment, low capacity in implementing youth policies, and youth package, the empowerment of the youth has been at the minimal level of the country (Getinat, 2003).

According to Tefaye (2013), challenges of leadership in youth economic empowerment in Mekele city administration stated that lack of knowledge, skills and under employment and absence of monitoring and evaluation practice are the main features facing in youth empowerment.

Similarly, low level of knowledge, skill and attitude, shortage of available resource, in effective mainstreaming youth economic issues, absence of continuous and comprehensive monitoring and evaluation system were identified at the key leadership challenge in ensuring youth economic empowerment (samrawit, 2014).

In addition, the challenges of women's economic empowerment were cultural, illiteracy, husbands, religious influence, limited access to the right of land and other properties. These are the main feature of facing women economic empowerment (BEDR. 2011).

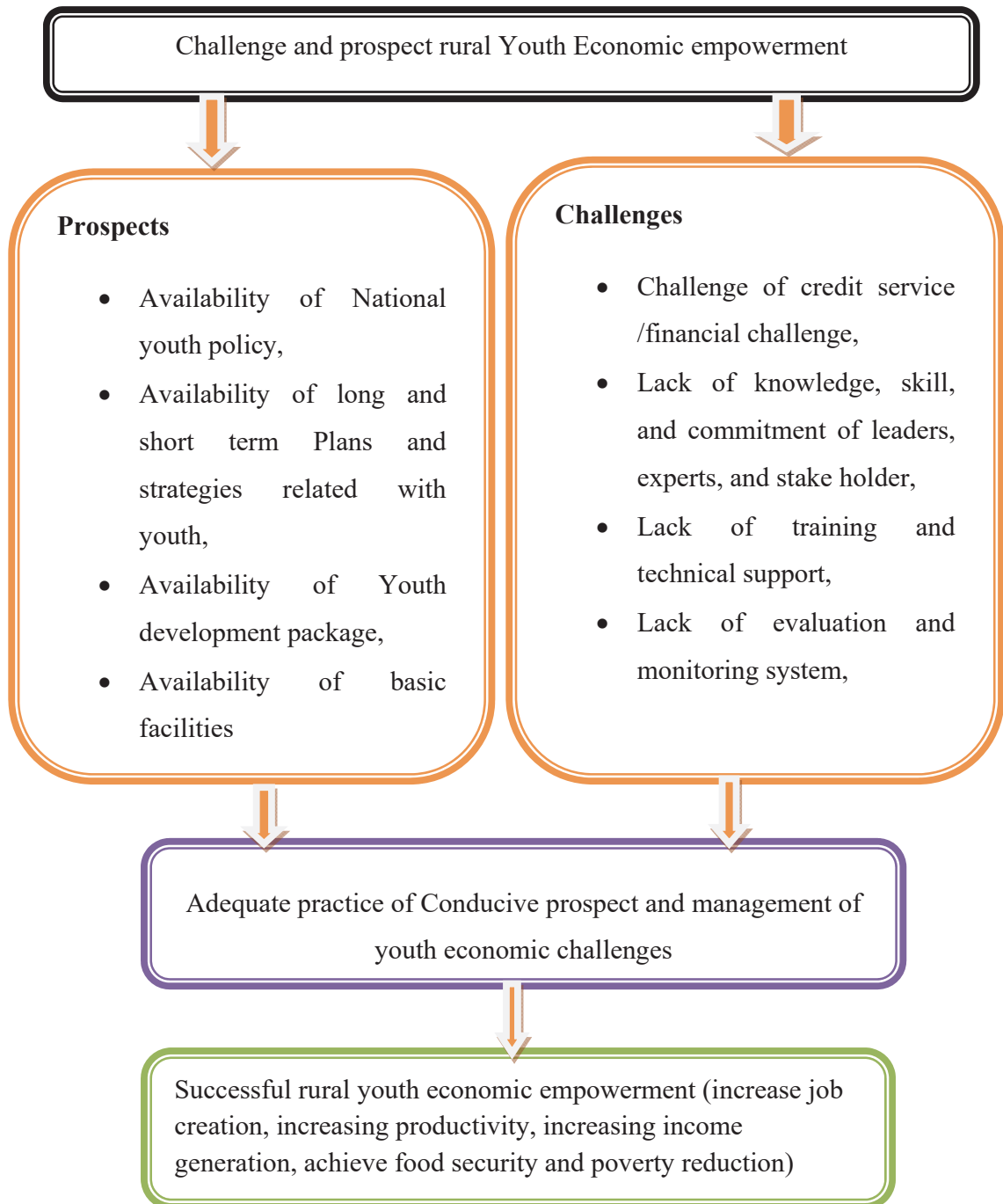
The whole above research finding clearly stated that the challenge of youth economic empowerment has relation with the commitment of leaders, monitoring and evaluation system, ineffective mainstreaming youth economic issue in implementing youth policy. So the researcher intends to identify challenges and prospects of rural youth economic empowerment.

2.4 Conceptual Frameworks

The research is specifically to analyze the challenges and prospects of rural youth economic empowerment in Dire Teyara woreda. The conceptual framework developed from the reviewed related literatures shows independent variables can affect private

investment positively or negatively. Hence, conceptual framework is a concept that relates to one another to explain the research problems. The conceptualized framework that affects rural youth economic empowerment was derived from the literature as shown below in figure 2.2.

Figure 2.2: conceptual framework



Source: -Designed by researcher based on Literature Review, 2019.

Figure 2.2 shows the conceptual framework of this study which was link challenges and prospects with in researcher objective. Accordingly, organized prospects like Availability of National youth policy, Availability of long and short term Plans and strategies related with youth, Availability of Youth development package, Accessibility of natural resource and Availability of basic facilities include quality of education, Concerning the roads, electricity, portable water are play a great role for the sustainable rural youth economic empowerment. In the same time, the government and stake holders should be to take corrective measures on the challenges depicted in the figure above. So that the adequate practice of Conducive prospect and management of youth economic challenges which leads to the successful rural youth economic empowerment (increase job creation, increasing productivity, increasing income generation, achieve food security and poverty reduction).

Hence, the researcher has developed the conceptual framework based on problem statement, research questions, and research objectives of the study from literature review.

2.5 Research Gap

As it is reviewed of literatures, different studies are conducted in various areas. Most of them have focused on global, country, and regional levels for instance, studies in Ethiopia have focused on women's economic empowerment to control over the land and agriculture at country level.

But this study is focuses on the challenges and prospects of rural youth economic empowerment, identify the major factor to contribute economic dependency and the prospects of youth's economic empowerment. Moreover, no studies are conducted in Harari Region in all about challenges and prospects of rural youth economic empowerment. Therefore, this research is conducted to fill these research gaps and researcher also inspired because of the above stated on the topic of challenges and

prospects of rural youth economic empowerment, to overcome the existing problem in the local area Dire Teyara woreda of Harari regional state.

2.6 Summery

This chapter explained in detail about literature related to challenges and prospects of rural youth economic empowerment. In this the overview of practice, challenges and prospects of rural youth economic empowerment in Ethiopia and the international attention on rural youth economic empowerment was presented according to the relevance of the study. Hence, theories that supports the study as well as empirical and conceptual literature relevant for the study was reviewed in detail.

The next chapter shows the overall methodological design or blueprint of the study that indicates how the study was undertaken.

CHEPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section was describing the research design applied during conducting the study and gives justification why a particular method was selected at different stages. The research design consisted of research type and approach, the research design, data collection methods (source of data and data gathering tools) sample design (population, sampling technique, sample unit, unit of analysis and sample size), data processing and analysis method was presented in this chapter. To address the objective of the study; descriptive statistics had been used to analyze the data which has been captured through questionnaire, interview and observation. Therefore, the detailed discussion was presented as follows.

3.2 Description of the Study Area

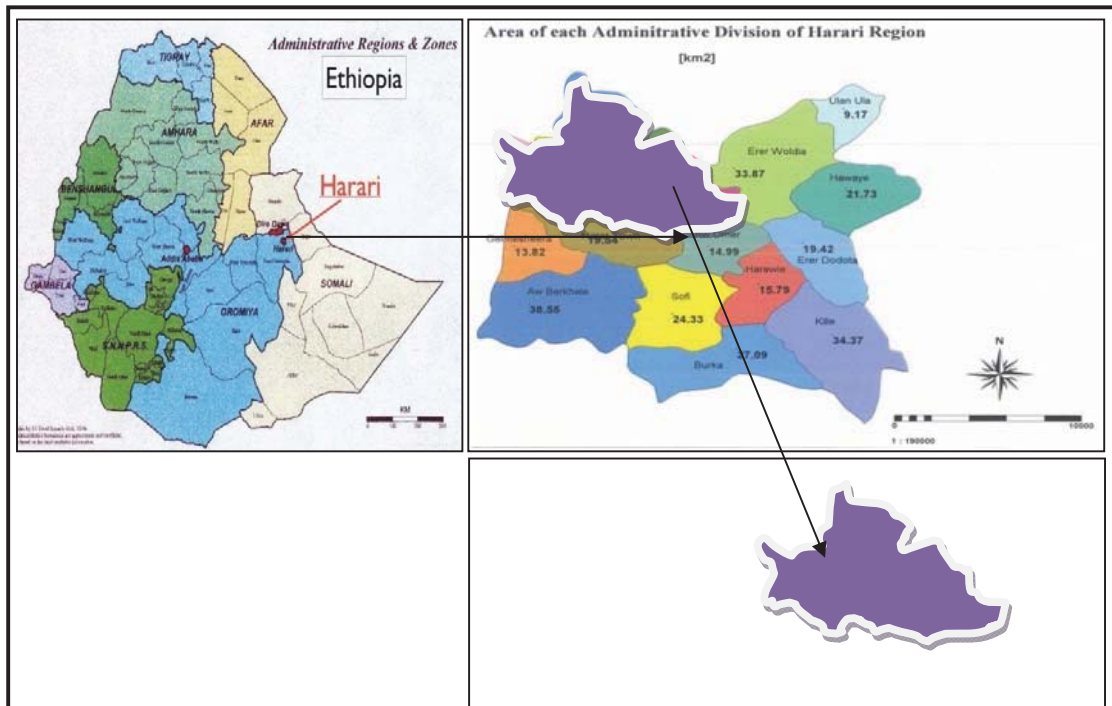
Ethiopia is a country located in the horn of Africa and categorized as one of the fast growing countries, according to UN reports. In a marked departure from its historical past, Ethiopia has been registering robust economic growth and remarkable social and human development over the past two decades. The country has witnessed one of the fastest growing non-oil and non-mineral economies in the world (IMF, 2017).

Harari Regional state is one of the most popular historical towns in the Eastern part of Ethiopia, surrounded by the Oromia regional state. It has the smallest land area of the Ethiopian regional states. Harari region is stretch 526 km to east from Addis Ababa the capital city of the country. Harari lies 51 kilometers to the south east of Dire Dawa. Harari regional state has 6 urban and 3 rural woredas respectively. The total number of kebeles of the city is 19, while the rural part of the region has 17 rural Kebeles.

Dire Teyara woreda is one of three rural woreda of Harari Regional State. This study was carried out in Dire Teyara Woreda. Dire Teyara woreda have 6 kebeles as follows; Dire Teyara, Aboker Muti, Hasen Gey, Sukul, Sigicha, and Meyae. The woreda along the road

that stretches from Harar town to Kombolcha woreda of East hararge and located in between Harar 5 km North and 12 km from Kombolcha towards the South.

Figure 3.1: description of the area



Source: Designed by researcher, 2019

3.2.1 Name of the Woreda

The name Dire Teyara is taken by the word of Afan oromo language that combine Dire and Teyara, the prefix- Dire means in English field, Teyara is the plane in English. So the Dire Teyara is the combination of Dire Teyara which means the field of plane. Dire Teyara was found estimate in 1978 E.C

3.2.2 Demographic characteristics

The total population of the woreda is estimated by 2007/08, 61,938 which 30,039.93 were estimated to have been males and 31,898.07 females.

3.2.3 Topography

Dire Teyara woreda population is engaged predominantly in farming. Agriculture is the principal or basic economic activity which provides employment opportunities, produces cash crop and food for the total population of the woreda in particular and for the region and the country at large. The average size of farm land holding per household in the woreda ranges from 0.25 to 1 hectares. Chat, Sorghum and maize, are among major agricultural products in the woreda.

Dire Teyara has ups and downs (undulation features). In its topography, the average altitude of built able area is about 9⁰.11' north and 42⁰.16' east. The average altitude of built able area is about 1,600m-2,100m meters above sea level. Temperature is even between 17.1°C-20.2°C throughout the year. The coolest season (18.7°C) this is between June-September. This categorized with Woynadega agro-climatic zone of Ethiopia with mean annual rainfall between 750-1,000 mm.

3.3 Research Type

According to Best and Kahan (1995) descriptive research design helps to describe and interpret the current condition such as practices, existing challenges and prospects. Similarly, Kothari (2004) stated that the major purpose of descriptive research is description of the state of affairs as it exists at present. Depending on the nature of the problem under study as well as the purpose of research, Descriptive research which are concerned with describing the characteristics of a particular individual or group and hypothesis-testing research where the researcher test the hypothesis of causal relationships between variables. Moreover, among others, the main purpose of descriptive research is to identify present condition, study immediate status of a phenomenon, find facts and examine the relationship of traits and characteristics. Thus, this study employs descriptive type of research was to assess challenges and prospects of rural youth economic empowerment.

3.4 Research approach

In this study the researcher was used both **qualitative and quantitative** research approaches were applied. According to Bryman and bell (2003) suggest that the combination of both qualitative and quantitative approaches as the most valid and reliable way to develop understanding of complex economic and social situations. Therefore, based on these background statements the researcher initiated to use a combination of qualitative and quantitative (Mixed) approaches of doing research.

3.5 Data Type and Source of data

In order to achieve the objectives of the study and answer research question, both primary and secondary data types was gathered.

3.5.1 Primary data

The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Primary data was gathered through questionnaire, interviewing, and observation.

3.5.2 Secondary data

Secondary data is defined as data that has been previously collected for some purpose other than the one at hand. Secondary data was gathered from different published and unpublished books, journals and from other important materials.

3.6 Population of the study and sample frame

3.6.1 Population of the study

Harari region have no zonal administration. There are 9 woreda in Harari regional state. Three of them are rural woredas. Among this three rural woreda the target population of the study was one rural woredas (Dire Teyara) and the beneficiary group of rural youth under rural job opportunity creation program found in these rural woreda. The target population of the study included 465 of beneficiary youths under job opportunity

creation; 2 leaders of woreda, 1 expert of regional job opportunity creation agency office, 6 managers of kebeles and 1 expert of woreda. Total population was 475.

Table 3.1 Total population of the study

No	kebeles	population
1	Dire Teyara	77
2	Aboker Muti	75
3	Hesan Gey	80
4	Sukul	68
5	Sigicha	81
6	Meyae	82
total		465

3.7 Sampling Technique and sample size

3.7.1 Sampling Technique

The sampling technique used for this study was simple random for the youth beneficiaries organized under rural job opportunity creation program and purposive sampling for woreda and kebele leader, experts and managers. Simple random sampling for youth beneficiaries organized in income generating group was used to give equal chance to be included in the study and to make sure the representativeness of the data and of all characteristics of the population.

With regard to the woreda and kebele leader, experts and managers, 10 was selected using purposive sampling technique for interview based on their experience and the work position. Because all leader, experts and managers are not working in the same position. And also they were the first concerned body to manage, coordinate and carryout youth beneficiaries organized in income generating group' performance appraisal in woreda. Over and above the student research assumed that, the woreda and kebele leader, experts and managers may have clear understanding and awareness about the youth beneficiaries

organized in income generating group' performance appraisal there by it is possible to get substantial data for the study.

Furthermore, income generating group considered as population was selected using simple random sampling technique. The right and realistic implementation of youth beneficiary organization in income generating group in job creation program' performance appraisal would contribute to extent of the service provided for the customers in these beneficiary groups. Therefore, assessing the implementation of program' performance appraisal in these beneficiary groups would be significantly essential to see whether the appraisal system properly managed and implemented in these youth development package, there by improve individual and beneficiary groups performance.

3.7.2 Sample size determine for quantitative data

In this study, the researcher was used probably sampling to provide respondent with an equal chance of being selected from the overall population. Thus, the study was used simple random sampling. According to Malhortra and Peterson (2006) and Zikmund (2003), the larger the sample size of a research, the more accurate the data generated. Hence, probability sampling provides a balance between the accuracy of findings from the data collected and the resources invested in data collection such as time, money and efforts in checking and analyzing that data. So by using simple random method 465 members of beneficiary youth group were selected from six kebeles. However, due to size and the nature of the population the researcher used sample determination method developed by Carvalho (1984), affirmed in archival application of mathematical sampling techniques records management (see table 3.2).

Table 3.2: Carvalho's Sample Size Determination

Population	Sample Size		
	Low	Medium	High
50-90	5	13	20
91-150	8	20	32

151-280	13	32	50
281-500	20	50	80
501-1,200	32	80	125
1,201-3,200	50	125	200
3,201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source: Carvalho (1984 cited in Zelalem, 2005).

By understanding the above, the total population of the study area is 465 and if the total number of the population is assumed to 281-500 the researcher can be use for low size of sampling 20, medium 50, and for high 80 as J Carvalho indicated in the above table. After the sample size was determined respondents were selected by systematic random sampling from the list of member of beneficiary youth in the six selected Kebeles, data gathering activities was conducted by systematic random sampling by determining the ‘N’ respondent using the following formula.

$N=A/B$ means $N=$ every N^{th} of the beneficiary youth

$A=$ total sample frame

$B=$ sample size

Therefore $N=465/80=5.81$ means every 6th of the beneficiary youth were selected by systematic random sampling.

In applying systematic random sampling 80 (sample of youth under job opportunity creation program)

Accordingly, 6 kebeles managers, 2 woreda leaders, one regional expert and one woreda experts were purposively selected as respondents. Finally, total sample of the population was 90.

3.7.3 Sampling size determination for Qualitative Data

To select the study area that were Dire Teyara kebele, Aboker Muti, Hasen Gey, Sukul, Sigicha and Meyea Kebeles expert, manager and higher officials for interview were choose purposively by the researcher. Therefore, the researcher was expected to get 10 respondents that were served as a population from which a representative sample was draw by non random sampling from the study area. The information from these manager/officials was helped the researcher to meet the intended objectives of the study.

3.7.4 Sample frame or sample Design

Sample frame was from which sample is to be drawn (*Carvalho, 1984*). The sampling frame for this study is the lists of member youth beneficiaries organized in income generating group under job opportunity creation program in the six (6) kebeles of Dire Teyara woreda. So the target kebele is six(6) of kebele in the woreda, 86 beneficiaries organized in income generating group and the list of 465 members of youth beneficiary group living in six kebeles of the Dire Teyara woreda was the sample frame of the study.

3.7.5 Sampling unit

A sample unit of the research include 6 kebele from which 90 were selected as a sample of respondents and 80 of them was questionnaire respondents, six (6) managers of the kebeles, 1 woredas' experts, two (2) leader from woreda, and one (1) expert from regional bureau for interview and 3 field observation of youth organized group.

Table 3.3 Summary of sampling unit

No	Sample unit	Sampling technique	Samp le size	Data gathering instruments
1	Managers from kebele administration (6), leader of woreda (2), woredas' expert (1), and expert from regional bureau (1)	Purposive	10	Interview
2	Members of beneficiary youth of group under job creation program	Simple random	80	Questionnaire
Total			90	

Source: researcher based on sample design, 2019.

3.8 Data collection tools

Questionnaire: To collect relevant and reliable data from the selected beneficiary youth sample respondents, both open and closed ended questionnaire was prepared and administer. Questionnaires were used to collect primary data from selected respondents. It was prepared in English language and translated into the local language (Afan Oromo) in order to make the questions clear, avoid ambiguity as well as to be easily understood by the respondents.

The first section aim at gaining demographic data such as sex, age, education background and marital status and section 2 challenges and prospects that affecting the rural youth economic empowerment package specifically under job opportunity creation program. Instruction was attached to questionnaire to guide the subject to tick choose of response

Open ended Questionnaire: The open ended Questionnaire was helped the respondents to write their feeling and it also helped the researcher to get extra information in relation to prepared questionnaire.

Interview: in order to gain more knowledge and information on challenges and prospects of rural youths' economic empowerment. Regarding key informants, 10 respondents were selected by using purposive sampling technique and from the kebeles manager, woreda leader & expert Job Opportunity and Food Security Agency. The main reason, why the interview method was applied to obtain detail information and to support and strengthen the quantitative data that was obtained through questionnaire. Open ended discussion is undertaken to gather the required information from the offices, leaders and managers.

Observation: to gather objective data on challenges and prospects of rural youth economic empowerment in Dire Teyara woreda, observation was also used. Observation is important for proper triangulation because there is no absolute method of data collection instruments rather they have their own limitations. Therefore, in order to see the performance of youth beneficiaries organized in income generating group and the suitability of the sites, observation was used. The reason is that, observation helps to eliminate the subjective bias of the respondents in the case of interview and questionnaire and no need of asking the consent of respondents. As this study employed descriptive

type of research, non participant type of observation was used since the researcher does not share the issue under study personally rather than reporting the existing situations of challenges and prospects of youth economy in the woreda by capturing photograph.

Document analysis: for the purpose of the study published and unpublished documents on rural youth economic empowerment like brochures, annual and quarter reports was reviewed to collect pertinent information regarding the trends of Dire Teyar woreda to know either their inflow is increasing, decreasing or stagnant. Similar to this, also it was conducted to identify the prospects of youth economic empowerment from brochure which helps youth to increase job opportunity creation, increasing productivity to woreda and also to identify challenges from youth economic empowerment reports of public sectors.

Table 3.4 summary of sampling method and sample of respondent selection from each kebele

No	List of the selected	Beneficiary youth	Sample taken	Proportionally ($n \cdot N_i / N$)	Sampling method
1	Dire Teyara	77	13	$80 \cdot 77 / 465$	Simple random
2	Aboker Muti	75	13	$80 \cdot 75 / 465$	Simple random
3	Hasen Gey	80	14	$80 \cdot 80 / 465$	Simple random
4	Sukul	68	12	$80 \cdot 68 / 465$	Simple random
5	Sigicha	81	14	$80 \cdot 81 / 465$	Simple random
6	Meyae	82	14	$80 \cdot 82 / 465$	Simple random
		465	80		Carvalho's (1984) sample

Source: Harari Region, Agriculture and development bureau, job opportunity creation agency report 2018.

3.9 Methods of Data Analysis and Presentation

3.9.1 Methods of Data Analysis

Data analysis and presentation techniques are used depending on the nature of the data. Data was checked for completeness and internal consistency of responses manually. After the data was checked for completeness and edited for consistency, it was then entered in to computer using SPSS version 22 and micro soft Excel as instruments of data entry and data analysis. After the data was entered it was analyzed using frequency and percentage to generate descriptive statistics.

A descriptive statistical method is mainly employed to describe the data. The principal aims in employing descriptive research are to describe the nature of a situation as it exists at the time of the study (Travers, 1978). Thus frequency, percentage, bar graph and pie-chart were mainly used to write the finding of the research and to show the challenges and prospects of rural youth economic empowerment in Dire Teyara woreda.

3.9.2 Quantitative Data Analysis

In the case of quantitative data analysis, to measure challenges and prospects of rural youth economic empowerment in a five point likert scale rearranged or re-categorized as strongly disagree and disagree used as disagree, neutral used as neutral, and agree and strongly agree used as agree throughout the analysis and presented by using tables and figures.

3.9.3 Qualitative Data Analysis

In the case of qualitative data analysis, words, phrases, ideas and expressions was analyzed and presented in a non-numerical form. Voice data were translated in to a text then the data were organized and interpreted.

3.9.4 Methods of Data Presentation

In this study both qualitative and quantitative data was presented by using graphs, summarizing and tables.

3.10 Ethical Considerations

The study was conducted in such a way that considered ethical responsibility. Ethical responsibility include, providing information about the study for respondents (like who is conducting the research, for what and who will benefit), also the study kept secrecy; means the information from the respondents were confidential and was not used for any personal interest. Concerning to published and unpublished materials the researcher used in the literature review and throughout the study, all citations from copyright holders were made properly.

3.11 Summary

Research design is a blueprint or detailed plan for how a research study was undertaken. This chapter of the thesis briefly presented the way or method how this research was carrying out. More specifically, the chapter explained about the types and approaches of research, sampling technique that employed, and sources and methods of data collection and analysis as well as confidentiality of research. The next chapter presents the findings of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the findings and the results of the study.

4.1 Response rate

In order to make the collected data suitable for analysis, all questionnaires were screened to complete. The data for the study was distributed to 80 respondents which were Dire Teyara woreda youth organized under job opportunity creation program. Researcher was distributed to 80 individual and 78 respondents were retrieved from total response rate 97.5% and 2.5% respondents did not respond. On other hand, from 10 interviewees all of them were participated and three field observation with beneficiary youth's under job creation program. Document analysis also done during data analysis.

Table4.1: Analysis of interview and observation.

No	Activities	Number of people		
		Planned	Conducted	%
1	Interview	10	10	100
2	Observation	3	3	100

Source: field survey, 2019.

The above table 4.1 displays interview with job opportunity creation leader, experts, woreda leader and kebeles managers and 3 field observations were conducted. Thus 100% interview and 100% field observation has been conducted.

4. 2. The Results of the Study

The result of the study is the findings, which were achieved from the study and answer the main research questions. It was reported below.

4.3. General characteristics of the study population

Respondent's Personal Data

Gender of respondent

In this section the study provides the demographic information of the study sample of respondent. It provides picture of demographic composition of participant for readers. This socio-demographic data of respondent include sex, age, marital and educational status of operators.

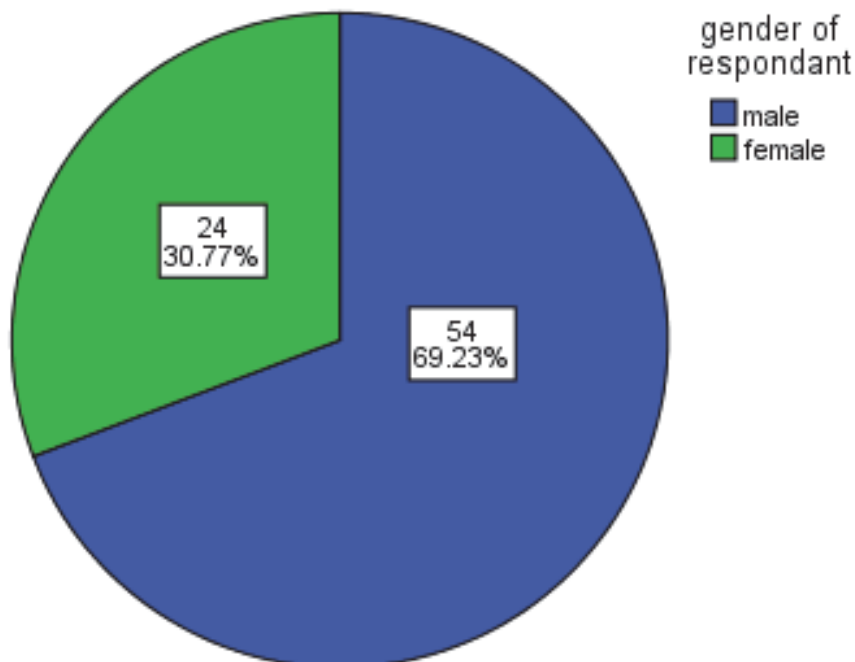


Figure 4.2 genders of respondents.

Source: Field Survey, 2019.

As it is shown in figure 4.2, the larger proportion of beneficiary youth group under job opportunity creation program were males, which means about 54(69.23%) of respondents were males while 24(30.77%) of respondents were females. This indicate that gender imbalance in other issues is reflected in finding participation. This show, The Dire Teyara woreda should give an attention to men during screening of youth under job opportunity creation and benefitted them from the program.

Marital status of respondent

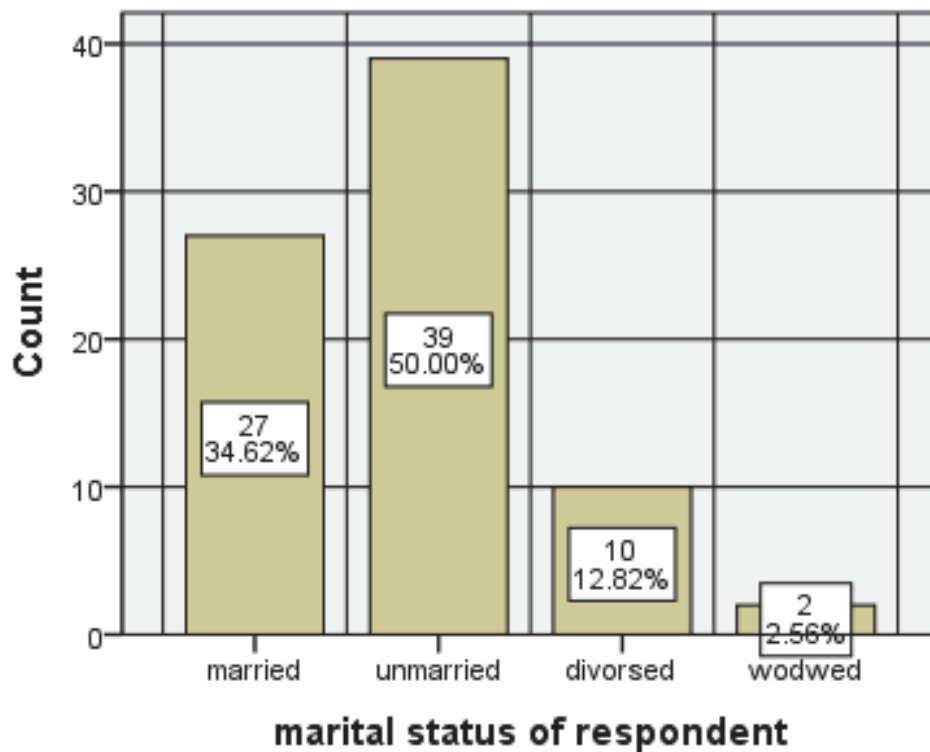


Figure 4.3. Marital status of respondents.

Source: Field Survey, 2019.

Figure 4.3 above indicated that, the marital status of the respondents included in this study were taken as married, unmarried, divorced and widow. Of those, most of the respondents 39(50%) of respondents were unmarried (single), 27(34.62%) of respondents were married and 10(12.82%) of respondents were divorced. This shows that, the majority of respondents were unmarried youth. This implies more single used from this program.

Age of respondent

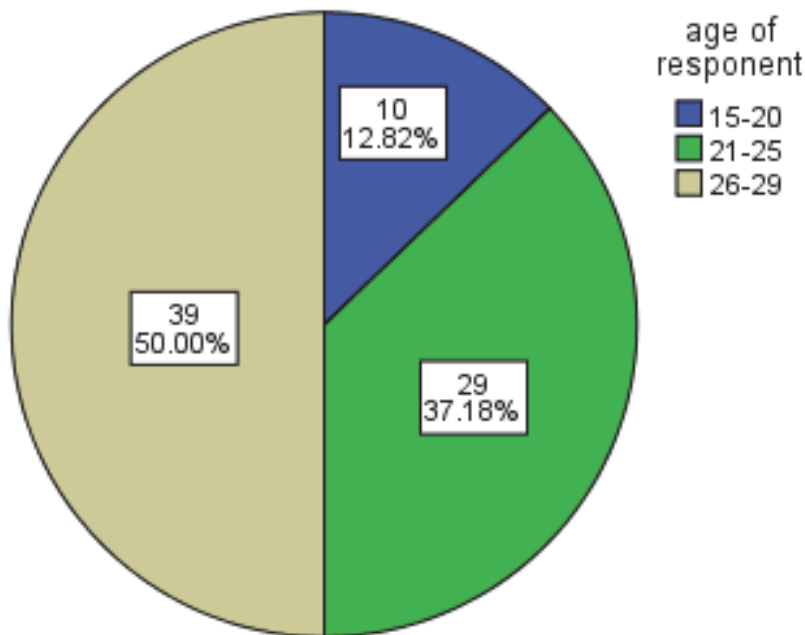


Figure4.4. Age of respondents.

Source: Field Survey, 2019.

As displayed in the figure 4.4 above, regard to the age arrangement of the respondents, 39(50%) of respondents were found in 26-29 age categories. 29 (37.18%) of respondents were found age range of 21-25 age categories and 10(12.82%) of respondents were found in 15-20 age categories. The majority of the respondents were found in the age range of 26-29. This shows that active section of respondents benefited from the job opportunity creation program were found in age range of 26-29. This implies the majority of respondent were found within the productive age groups reflecting the fact that they could clearly express and share their ideas related to the challenges and prospects of rural youth economic empowerment in Dire Teyara woreda with good understanding.

Educational Status

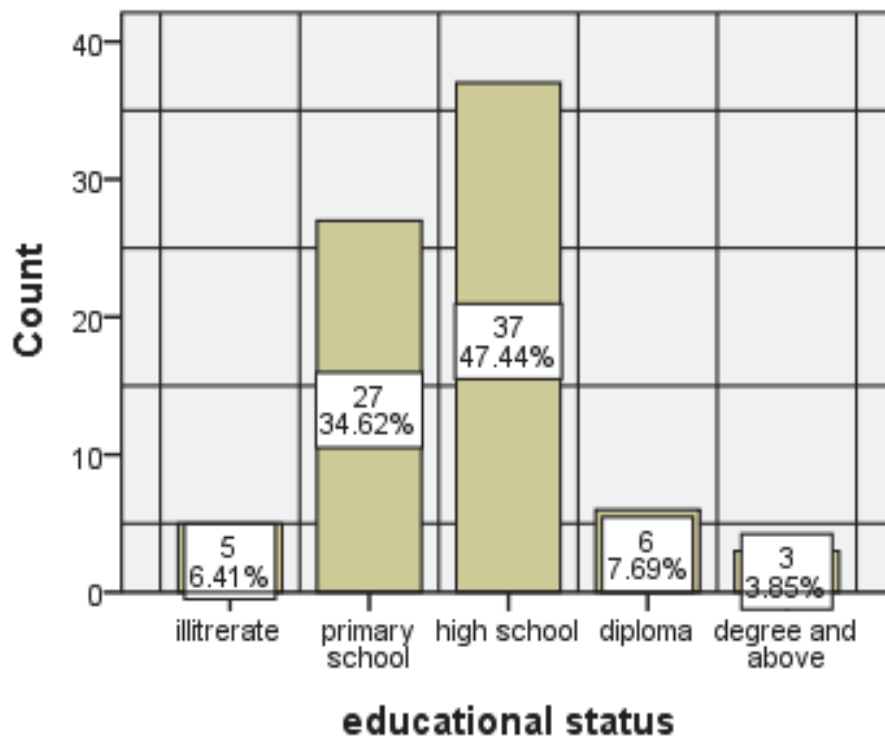


Figure 4.5 Educational Status of respondents.

Source: Field Survey, 2019.

Figure 4.5 above indicated that, concerning to education status of the respondents, most of respondents have attended high school (secondary school). 37 (47.44%) of respondents were attended high school, and 27(34.62%) of respondents were attended primary school educational. 6 of respondents were diploma and 3 of respondents has degree and above educational backgrounds. This implies that, most of the respondents have high school education background. This implies, majority of operators could read and write to help to read different material that used to empower themselves economically.

Annual income

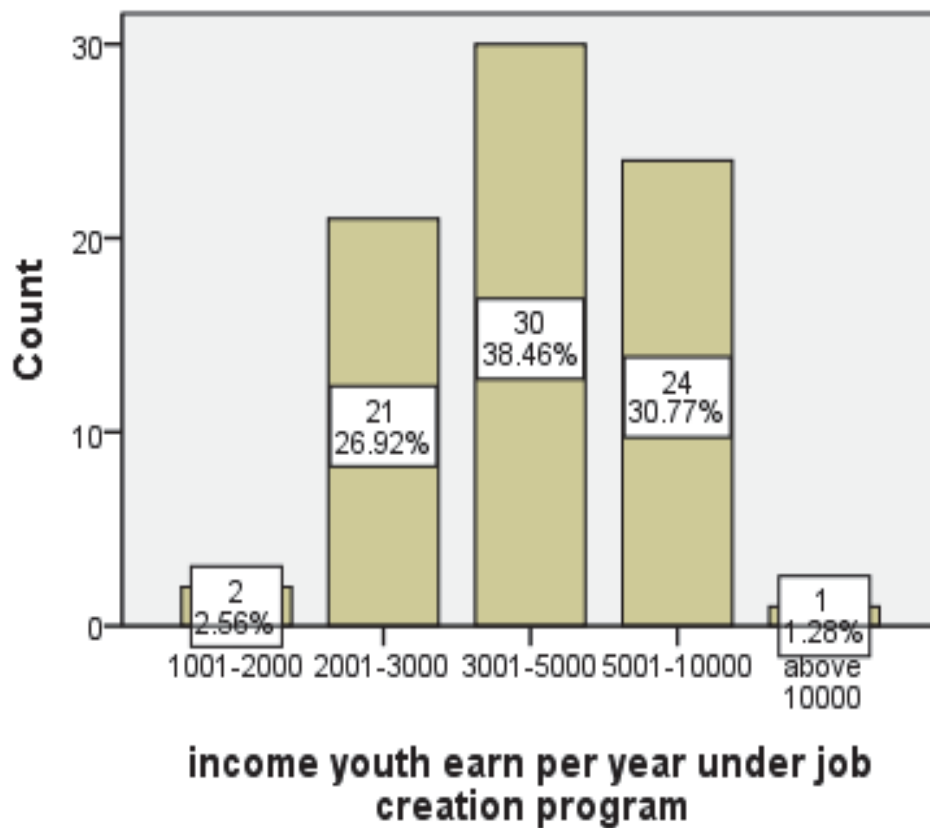


Figure 4.6 annual incomes of respondents.

Source: Field Survey, 2019.

Figure 4.6 above indicated that, annual income of respondents, 30(38.46 %) of respondents were earned 3001-5000 birr per year. 24(30.77%) of respondents were earn 5001-10,000 birr per year, 21(26.92%) of respondents earn 2001-3000 birr annually. The majority of respondents earn 3001-5000 birr per year. This indicates that the large proportions of the respondents are categorized under the low income status even less than 300birr monthly.

Year of job opportunity creation program in service in the Dire Teyara woreda

	Frequency	Percent	Valid Percent	Cumulative Percent
1 year and below	69	88.5	88.5	88.5
1-2 years	9	11.5	11.5	
total	78	100.0	100.0	100.0

Table 4.2. Year of job opportunity creation program in service in the Dire Teyara woreda.

Source: Field Survey, 2019.

The above field survey result asserted that, 69 (88.5%) of respondent have been on the job opportunity creation program for were 1 year and below one year, 9(11.5%) of respondents were found from 1 -2 years. The majority of respondents were one year and below. This implies that the expansion and development of the job opportunity creation program in Dire Teyara woreda is at its infant stage.

4.4. Data presentation, Analysis and Interpretation of Challenges and Prospects of Rural Youth Economic Empowerment.

The second part of this chapter deals with the presentation, analysis and interpretation of the data. The likert scale items presented using indicators that show respondents level of agreement such as strongly agree, agree, neutral, disagree and strongly disagree. These five levels of agreement categorized in to three in the analysis. Accordingly, strongly agree and agree were in one category, strongly disagree and disagree categorized together and neutral taken as the third category to make the analysis and interpretation clear and precise. Furthermore, the interview and open-ended questionnaires analyzed and interpreted incorporating with close questionnaires.

4.4.1 Current practice of rural youth economic empowerment

To assess the current practice of rural youth economic empowerment in the study area a question was distributed to respondents to access whether they have been provided with any assistive device in the Dire Teyara woreda or not. This include access to the

availability to organize youth in to the economic engagement based in their preference, availability of relevant training and technical support for youth, availability of credit service for youth, availability of market information and linkage and availability of Support from local leaders, expert, and stakeholders.

4.4.1.1. Availability of youth to organize in economic engagement based on their preference.

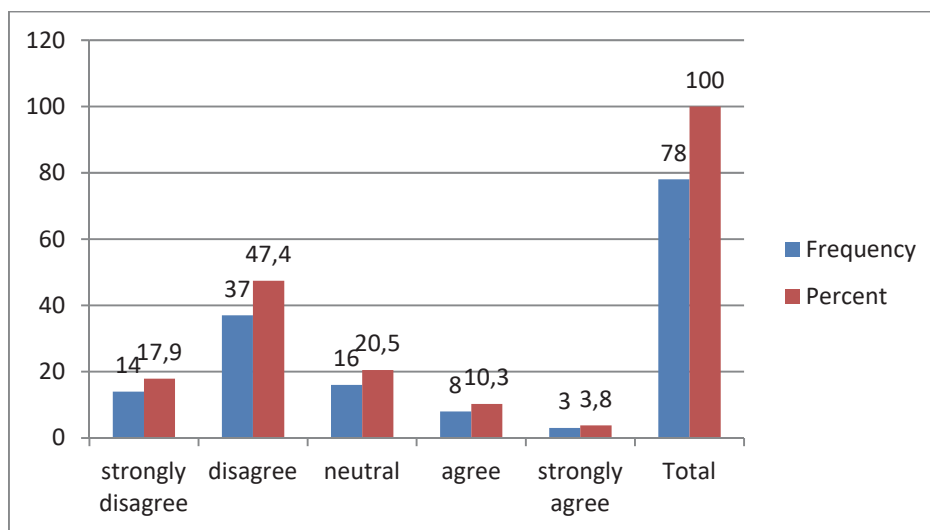


Figure 4.7 Availability of youth to organize in economic engagement based on their preference.

Source: Field Survey, 2019.

As figure 4.7 above show that, 37(47.4%) of the respondents were disagreed on the availability of youth to organize in the economic engagement based on their preference, 14(17.9%) of respondents were the strongly disagreed, 16 (20.5%) of the respondents were neither agreed nor disagreed on the idea in the study area. 8(10.3%) respondents were agreed and also 3(3.8%) of respondents were strongly agreed to organize based on their preference. Thus shows the majority of respondents were organized without their preference in economic engagement under job opportunity creation program. This affects the program that aimed to empower rural youth economy.

Besides, data gathered through interview and open ended question supports the idea that they are not organized based on their preference of economic engagement. Majority of

them said that it is prepare and organized by the government concerned bodies as they prefer to them.

4.4.1.2. Availability of relevant training and technical support for youth

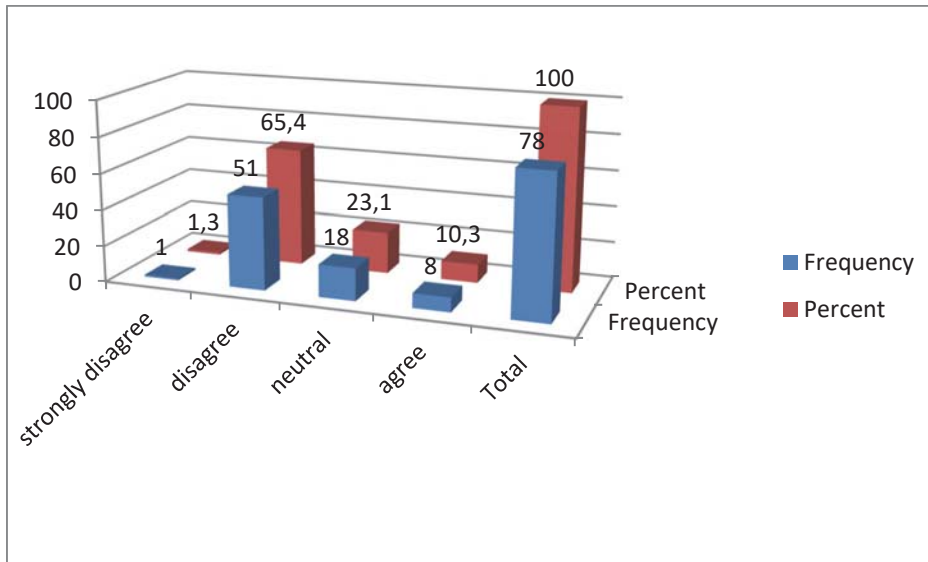


Figure 4.8 Availability of relevant training and technical support for youth.

Source: Field Survey, 2019.

As indicated on figure 4.8 above depicted that, 1.3 % of the respondents were strongly disagreed on access of relevant training and technical support; 51(65.4%) of them were disagreed; 18(23.1%) of respondents were neither agreed nor disagree; and the rest 8(10.3%) respondents were agreed on this service. This implies that more than an average of the respondents that were evaluated 66.7% was disagreed on availability of relevant training and technical support for youth. The result showed that the Dire Teyara woreda is providing insufficient training and technical support for youth to empower economically.

The result obtained from interview and open ended also support this result. Almost all participants were agreed with the limitation of training and technical support to economic empowerment of rural youth in the study area.

4.4.1.3. Availability of credit service for youth

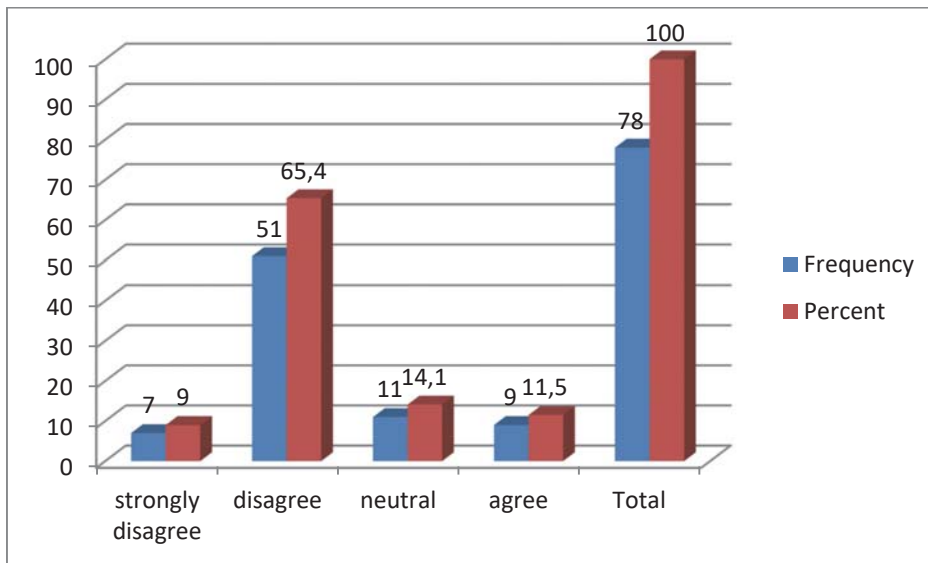


Figure 4.9 Availability of credit service for youth.

Source: Field Survey, 2019.

As figure 4.9 indicates, if the respondent's lacks credit service according to his/her interest his/her economy will not be improved. 74.4% of the respondents were disagreed on getting availability of credit service to empower economy of rural youth. 11(14.1%) of respondents were neither agreed nor disagreed on availability of credit service. Even if few number of beneficiary were getting credit service it is not enough to empower rural youth. In addition from the open ended respondents replied that, currently there was high bureaucracy in credit services. This implies that lack of getting access of credit service is the main reason for youth to improve their economy.

From the interview also we conclude currently almost all youth of the woreda are providing insufficient credit service as indicated in this study.

4.4.1 .4. Availability of market information and linkage.

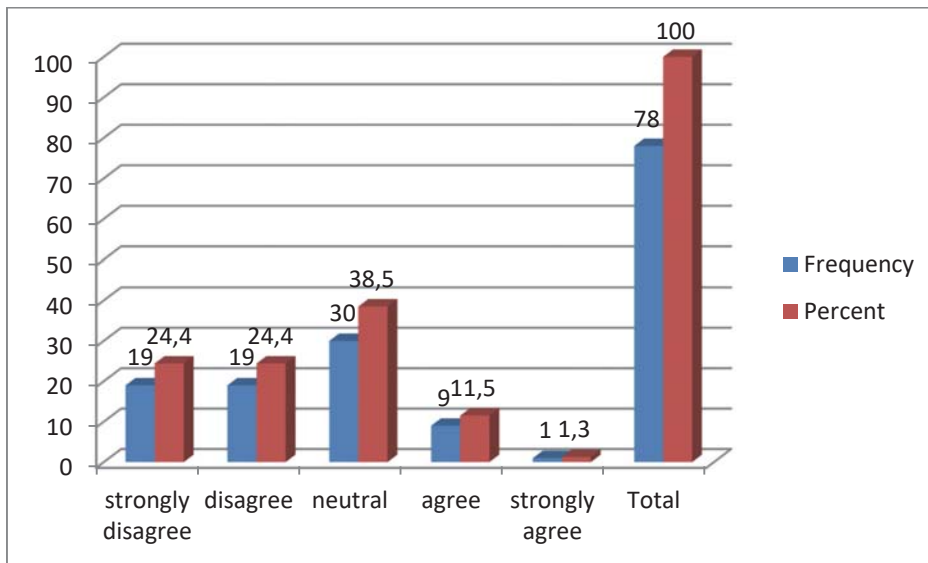


Figure 4.10 Availability of market information and linkage.

Source: Field Survey, 2019.

Accordingly the youth respondents were asked whether they get availability of market information and linkage for youth to empower their economy. As indicated in the figure 4.10, above, 24.4% and 24.4% of respondents were strongly disagreed and disagreed respectively which means 48.8% of respondents were disagreeing on the availability of market information and linkage for youth, which is under the category of low. This indicates that the availability of market information and linkage was limited. This can be hampering to empower youth economically in the study area.

4.4.1.5. Support from local leaders, expert, and stakeholders for youth in implementation of job opportunity creation program in youth economic activity.

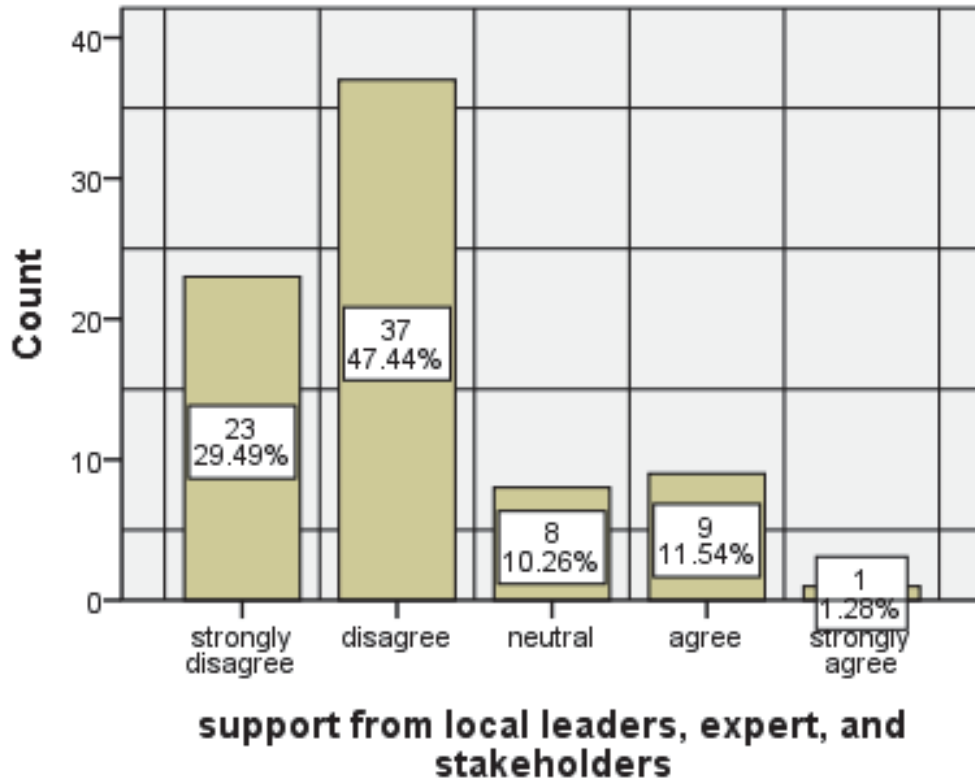


Figure 4.11 support of local leader, experts and stakeholder.

Source: Field Survey, 2019.

As figure 4.11 above availability of support of local leader, experts and stake holder for youths were found to be at disagreed, this is under the category 37(47.44%) and 23(29.49%) of respondent were disagreed and strongly disagreed respectively on the availability of support of local leader, experts and stakeholders to empower rural youth economically. 8(10.26%) of respondents were neither agreed nor disagreed where as 10(12.82%) of respondents were agreed on the idea. This indicates that, the majority of respondents were disagreed on the availability of support of local leader, experts and stakeholder to rural youth in the study area.

4.4.2. Challenges of rural youth economic empowerment

This section discussed the major impediments that affect the rural youth economic empowerment in Dire Teyara woreda. This include Limited knowledge and skill in leaders, experts, Inadequate Stakeholder integration, Lack of Monitoring and evaluating practice to implement package, Inadequate training and technical support for youth, In sufficient credit service for youth, Lack of market information and linkage to rural youth, Lack of local community support and related challenge as discussed as follows.

4.4.2.1. Limited knowledge and skill in leaders, experts to mobilize youth regarding youth economic development

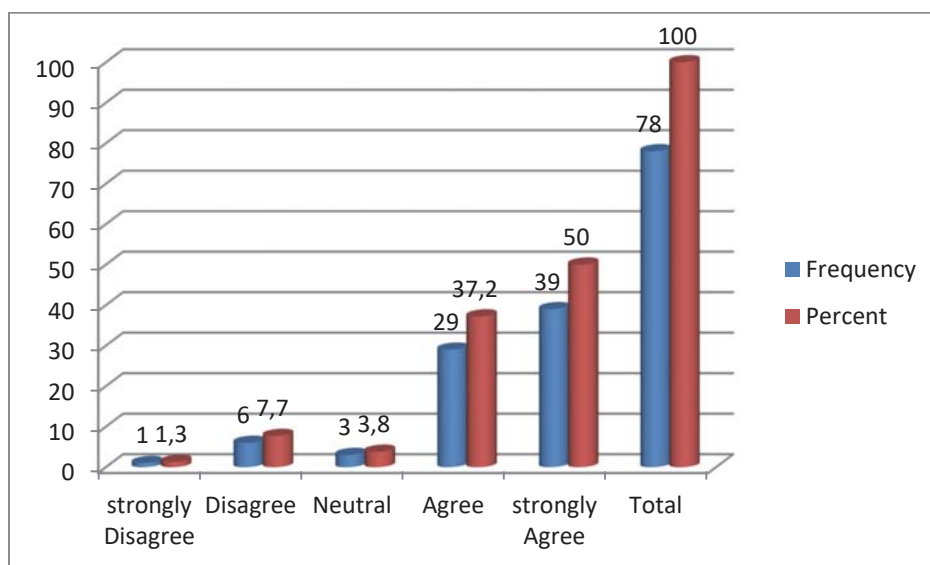


Figure 4.12 limited knowledge and skill of leader regarding youth economic development.

Source: Field Survey, 2019.

As figure 4.12 indicates, 39(50%) and 29(37.2%) of respondents were strongly agreed and agreed respectively on the limited knowledge and skill of leader and experts. This shows the majority of respondents were agreed on the idea. This implies that limited knowledge and skill of leader impeded the implementation of job opportunity creation program in Dire Teyara woreda.

As the interview participants revealed, there are limited knowledge and skill on lower level leader. Even they do not know when youth screened to organize under this program. This implies that without knowledge and skill of leader and experts it is difficult to improve economy of rural youth.

4.4.2.2. Inadequate Stakeholder integration

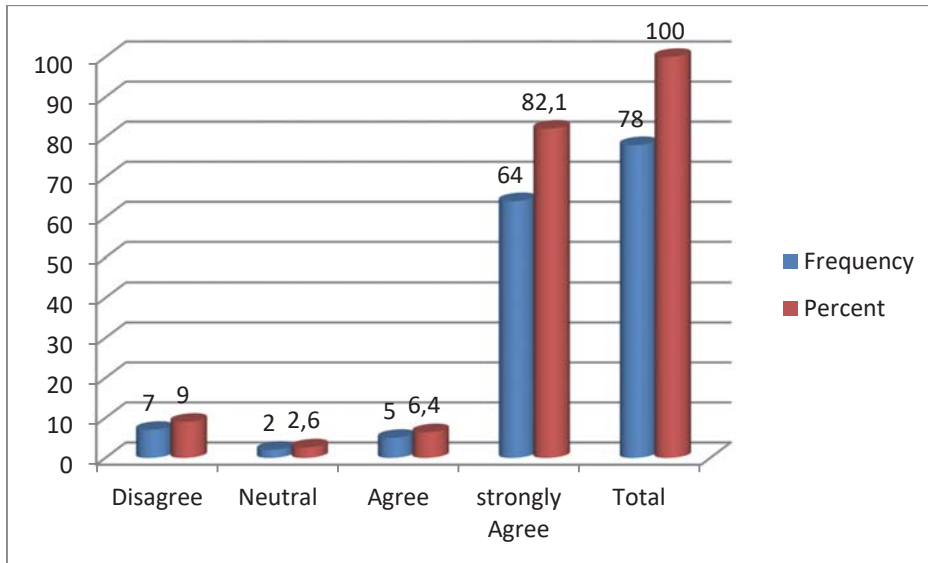


Figure 4.13. Inadequate stake holder integration.

Source: Field Survey, 2019.

As figure 4.13 indicates, almost all of the respondents were agreed on the inadequate stakeholder integration to improve rural youth economic empowerment in Dire Teyara woreda. This implies that lack of inadequate stake holder plays a crucial role in affecting the youth economic empowerment particularly in the job opportunity creation program.

As well, the information gathered through in-depth interview from leader, experts and managers shows similar findings with the information obtained through a questionnaire.

4.4.2.3. Lack of Monitoring and evaluating practice to implement package

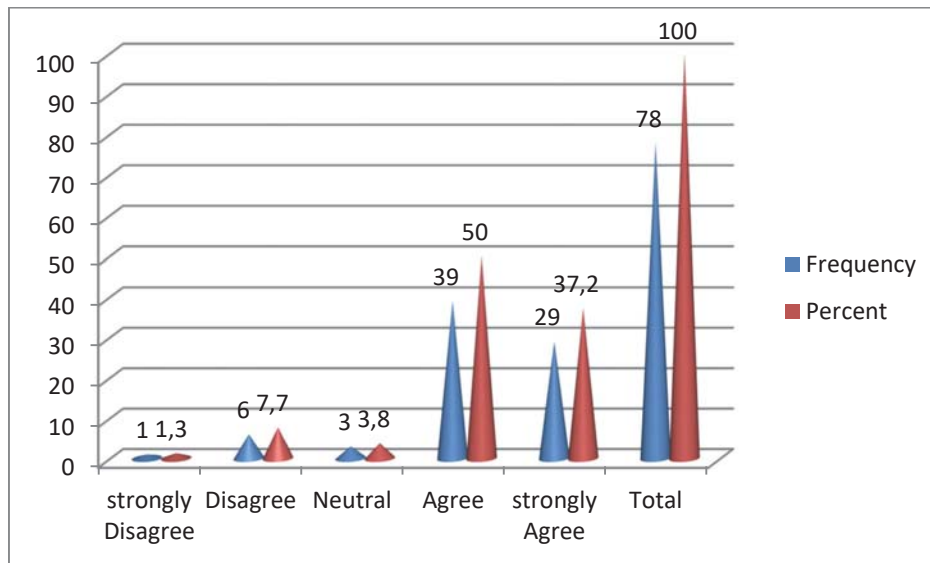


Figure 4.14 lack of monitoring and evaluating practice to implement package.

Source: Field Survey, 2019.

Effective follow up, monitoring and evaluation systems enable the youth to be economically empowered and concerned bodies to review the policy implementation (Ethiopian National youth policy, 2004).

As figure 4.14 above indicates, 87.2% of respondents agree as there is lack of monitoring and evaluating practice to implement package of rural youth economic empowerment. This indicates that getting full time monitoring and evaluation this program can improves the economy of youth in Dire Teyara woreda. An interview realizes this fact. The experts of job opportunity creation office said that as they monitoring and evaluation practice weak to meet the goal of the program. Therefore, from the above data the researcher believes that there is a gap on the part of the supervisors while giving feedback to the youth regarding their activity under job opportunity creation program. This indicates that majority of respondents believed that lack of leadership monitoring, commitment and evaluation is very high.

According to the information obtained from the interview also confirmed that one of the challenges occurring in the youth package was leader and experts are not comfortable to provide honest feedback regularly to beneficiary youth.

4.4.2.4. Inadequate training and technical support for youth

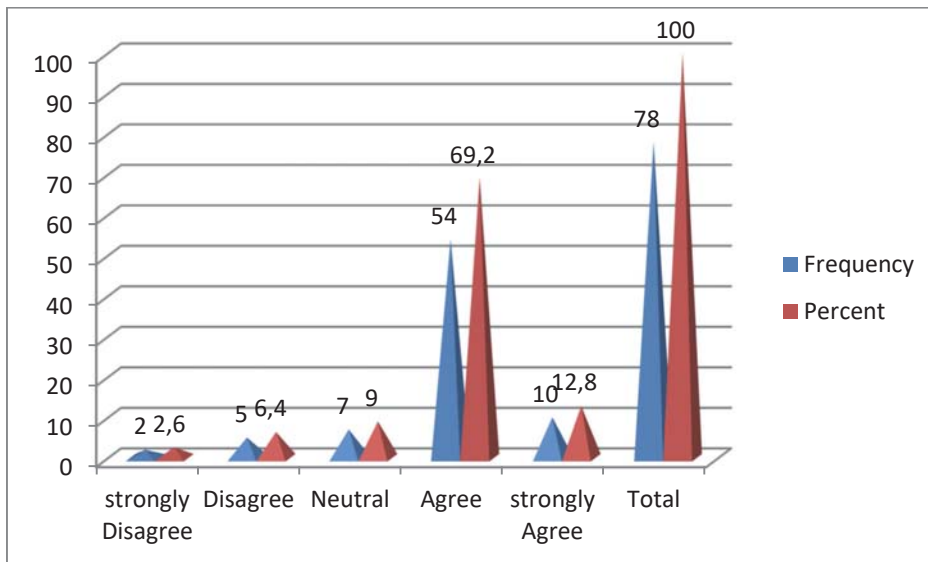


Figure 4.15 Inadequate training and technical support for youth.

Source: Field Survey, 2019.

Training and technical supports prepare mostly young people for work. In rural area thus play an important role in poverty reduction.

As it can be seen from table 4.15 above 54(69.2%) of respondents agreed on Inadequate training and technical support for youth, 10 (12.8) of respondents strongly agreed and 7 (9%) of respondents were neither agree nor disagree. This shows that, the majority of respondents were agreed on inadequate training and technical support for youth. This implies that, this program was not supported with training and technical to improve youth economy at Dire Teyara woreda.

In addition, the interview conducted with interviewee held with selected leader also indicated the absence of adequate and regular training to enhance member effective contribution for the development of their youth economy.

4.4.2.5. In sufficient credit service for youth

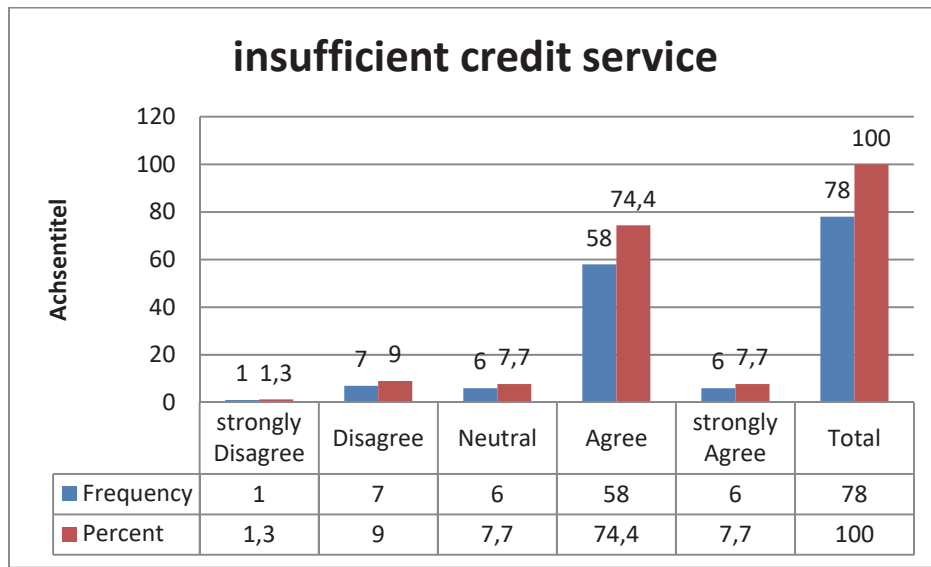


Figure 4.16 insufficient credit services for youth.

Source: Field Survey, 2019.

As it can be clearly evidenced from the figure 4.16 above, respondents were asked to indicate the degree of their agreement on insufficient credit service for rural youth to improve their economy. Accordingly, 58 (74.4%) of respondents were agreed on the insufficient credit service for youth while, 9% strongly disagree and 7.7% remain neutral. From this, the researcher can infer that lack of getting access of credit service for youth in the study area. From this it can be concluded that, the majority of the respondents agreed an insufficient credit service for youth.

In interview and open ended question respondents were clearly stated that to get credit service followed by personal saving is more important to have money to start, maintain and expand business this hinder to get credit.

However, those saving and credit institution which are important for job creation opportunity getting loan are not accessible as expressed by majority of the respondents. This implies that the majority of respondents were agreed on the lack of credit service to empower rural youth.

4.4.2.6. Lack of market information and linkage to rural youth

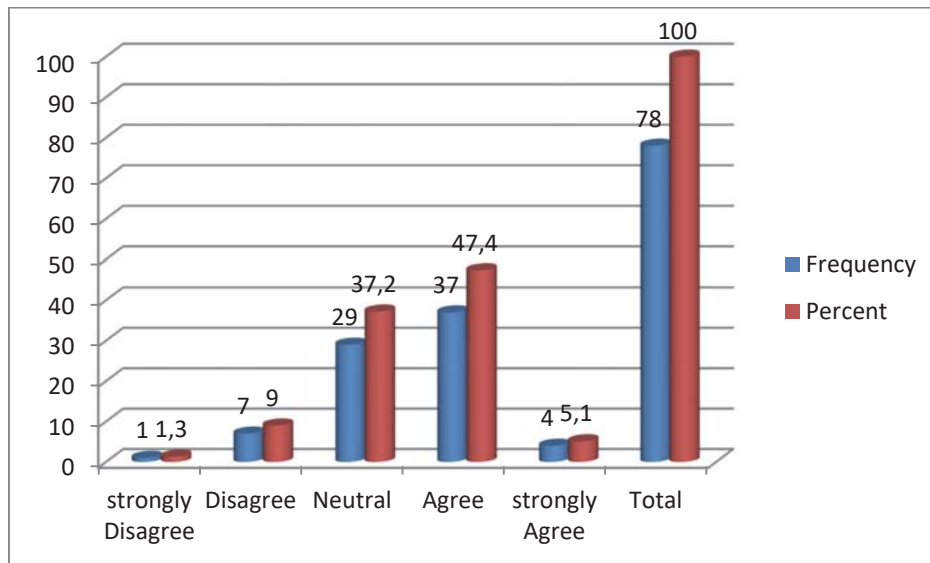


Figure 4.17 Lack of market information and linkage to rural youth.

Source: Field Survey, 2019.

Figure 4.17 above indicate lack of market information and linkages were the main factors that affect the performance of rural youth economic empowerment. The above figure depicted that, among the selected respondents 47.4% were agree, 5.1% of respondents were strongly agree and 37.2% were medium and 9% of respondents were disagree on the idea. Lack of market information and linkage to the young is found to be at neutral. The majority of respondents were engaged in lack of market information and linkage. This result shows there was lack of market information and linkages in the study area and it affects the economic activity of the rural youth.

Based on study marketing problem was the basic to obstruct the enterprises performance in study area. In interview of study area, they were confirmed that absence of selling place was problem in the study area. In addition interview with expert of job opportunity creation and food security agency is said ,that factors affected youth economic empowerment under this program were lack of beginning a market network, lack of market information inadequate market for their product Searching new market is too

difficult. Overall market information and linkage problem in the study area that was affected the performance of rural youth economic empowerment.

4.4.2.7. Lack of local community support towards the rural youth economic empowerment particularly in job creation economic activity

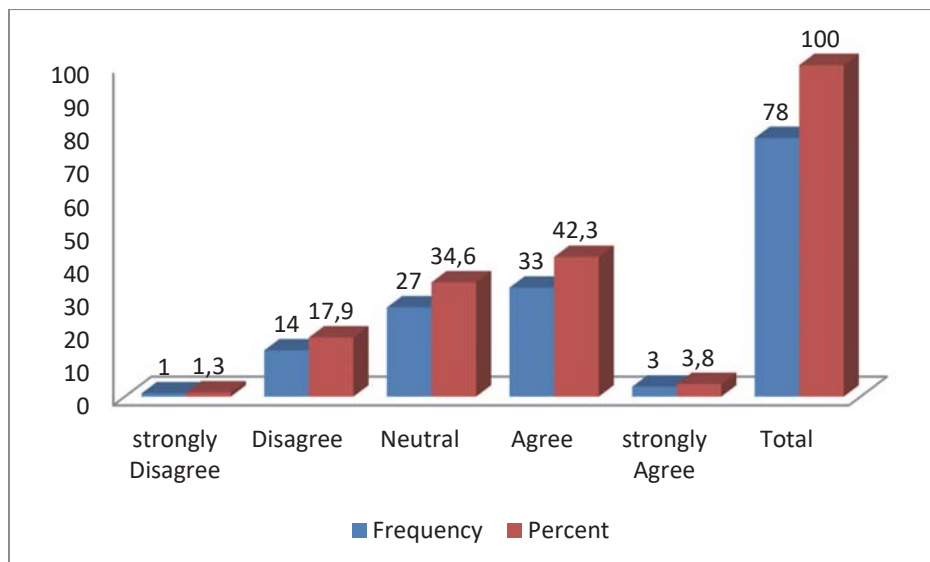


Figure 4.18 Lack of local community support towards the rural youth.

Source: Field Survey, 2019.

Based on the above Table 4.18, results shows, majority of respondents were answered agreed and medium on lack of local community support towards the rural youth economic empowerment particularly in job opportunity creation program. This indicates that the local community is weak support to rural youth economic empowerment.

As well, the information gathered through in-depth interview from leader, experts and managers shows similar findings with the information obtained through a questionnaire.

4.4.3. Prospects of rural youth economic empowerment

Prospects of rural youth economic empowerment mean the potentials and favourable opportunity for youth development package which help to rural youth to improve their economy. As far as a prospect of rural youth economic empowerment was concerned, four variables was selected and discussed as follows.

4.4.3.1. Availability of policy and development package to ensure youth economic empowerment

No		Frequency	Percent
1	strongly Disagree	2	2.6
2	Disagree	6	7.7
3	Neutral	3	3.8
4	Agree	19	24.4
5	strongly Agree	48	61.5
	Total	78	100.0

Table 4.3: Availability of policy and development package to ensure youth economic empowerment.

Source: own survey, 2019.

As indicated in the above table 4.3, 48(70.6%) of respondents were strongly agreed Availability of policy and development package to ensure youth economic empowerment, 19(24.4%) of respondents were also agreed availability of policy and development to ensure rural youth economic empowerment. This indicates that the almost all of respondents were agreed on availability of policy and development to ensure youth economic empowerment. This is as good opportunity that can helps rural youths to improve their economic empowerment.

4.4.3.2. Availability of short and long term plans to maintain rural youth economic empowerment

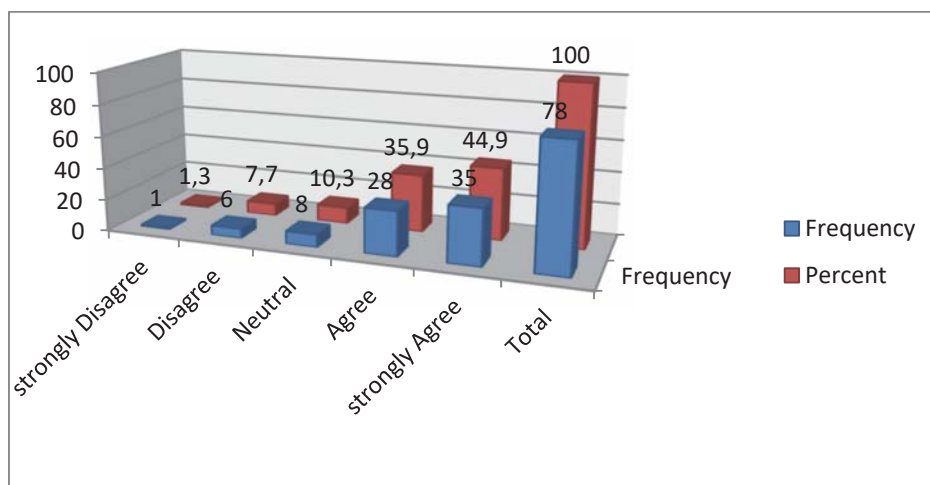


Figure 4.19: Availability of short and long term plans to maintain rural youth economic empowerment.

Source: own survey, 2019.

As indicated in the above figure 4.19, the majority 35(44.9%) of respondents strongly agreed, 28(35.9%) of respondent were agreed Availability of short and long term plans to maintain rural youth economic empowerment. This shows almost all of respondents were agreed on the Availability of short and long term plans that help rural youth economic empowerment. There is long and short term plan in the woreda level which helps to enhance to improve their economic empowerment. This implies to empower rural youth economically there is availability of short and long term plan in the study area.

4.4.3.3. Availability of youth development group

No		frequency	percent
1	strongly Disagree	2	2.6
2	Disagree	7	9.0
3	Neutral	6	7.7
4	Agree	45	57.7
5	strongly Agree	18	23.1
	Total	78	100.0

Table 4.4: Availability of youth development group in Dire Teyara.

Source: own survey, 2019.

Concerning the Availability of organizing youth development group 45(57.7%) of respondents were agreed, 18(26.5%) of respondents were strongly agreed and 6(7.7%) of them were neither disagreed nor agreed on Availability of organizing youth development group. This shows majority of the respondents were agreed on the idea of availability of organizing youth in beneficiary development groups under job opportunity creation program in the study area. This is one opportunity to rural youth economic empowerment in Dire Teyara woreda.

4.4.3.4. Availability of basic facilities

In interview and open ended question respondents were confirmed that availability of basic facilities includes quality of education, Concerning the roads, electricity, portable water in the Dire Teyara woreda. This also confirmed by observation of the kebeles in the woreda. There is availability of basic facilities in the study area. This implies as they have good opportunity to improve rural youth economic empowerment in the study area.

4.4.4. Strategies to improve rural youth economic empowerment

Respondents were asked on strategies to improve rural youth economy to cope up with the mentioned problems in rural youth economic empowerment. Accordingly, they provided the solutions as follows.

4.4.4.1. The government introducing different policies and strategies to empower economy of rural youth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly Disagree	2	2.6	2.6	2.6
	Disagree	7	9.0	9.0	11.5
	Neutral	2	2.6	2.6	14.1
	Agree	32	41.0	41.0	55.1
	strongly Agree	35	44.9	44.9	100.0
	Total	78	100.0	100.0	

Table 4.5: the government in introducing different policies and strategies to empower economy of rural youth.

Source: own survey, 2019.

Concerning to the government in introducing different policies and strategies to empower economy of rural youth; 35(44.9%) of respondents were strongly agreed, 32(41.0%) of respondents were agreed and 9(11.6%) of respondents were disagreed on the idea the government in introducing different policies and strategies to empower economy of rural youth. This shows majority of the respondents were agreed that the government in introducing different policies and strategies to empower economy of rural youth. The

government should be strongly introducing youth policies and strategies to empower rural youth.

4.4.4.2. The government monitoring and evaluation of rural youth economic empowerment particularly in the job creation program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly Disagree	2	2.6	2.6	2.6
Disagree	8	10.3	10.3	12.8
Neutral	4	5.1	5.1	17.9
Agree	28	35.9	35.9	53.8
strongly Agree	36	46.2	46.2	100.0
Total	78	100.0	100.0	

Table4.6: The government monitoring and evaluation of rural youth economic empowerment particularly in the job creation program.

Source: own survey, 2019.

Concerning the importance of the government monitoring and evaluation to empower rural youth economy particularly in the job opportunity creation program; 36(46.2%) of respondents were strongly agreed, 28(35.9%) of respondents were agreed, 4(5.1%) of respondents were neither disagreed nor agreed and 10(12.9%) of respondents were disagreed that the government monitoring and evaluation of rural youth economic empowerment particularly in the job creation program. This shows majority of the respondents were agreed on the idea that the government monitoring and evaluation of rural youth economic empowerment particularly in the job creation program. This shows the government should be highly monitoring and evaluation youth package to empower rural youth economy.

4.4.4.3. The education and training focus on empowering economy of rural youth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly Disagree	2	2.6	2.6	2.6
Disagree	7	9.0	9.0	11.5
Neutral	3	3.8	3.8	15.4
Agree	24	30.8	30.8	46.2
strongly Agree	42	53.8	53.8	100.0
Total	78	100.0	100.0	

Table4.7: the education and training focus on empowering economy of rural youth.

Source: own survey, 2019.

Concerning the education and training that focus on empowering economy of rural youth; 42(53.8%) of respondents were strongly agreed, 24(30.8%) of respondents were agreed and few of respondents were disagree and neutral respectively. This shows that majority of respondents were agreed on importance of the education and training focus on empowering economy of rural youth. So there should be good education and training that focus to improve rural youth economic empowerment.

4.4.4.4. The arrangement of Job opportunity creation and food security office structure within Dire Teyara woreda

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly Disagree	1	1.3	1.3	1.3
Disagree	7	9.0	9.0	10.3
Neutral	5	6.4	6.4	16.7
Agree	11	14.1	14.1	30.8
strongly Agree	54	69.2	69.2	100.0
Total	78	100.0	100.0	

Table 4.8 the arrangement of job opportunity creation office within study area.

Source: own survey, 2019.

As indicated in the above table 4.8; the 54(69.2%) of respondents were strongly agreed, 11(14.1%) of respondents were agreed on the importance of the arrangement of office of Job opportunity creation and food security agency structure within the woreda and 5(6.4%) of respondents were neither disagreed nor agreed and 8(10.3%) of respondents were disagreed. This shows almost all of respondents were agreed on the importance of open Job opportunity creation and food security agency office structure within the study area to enhance the rural youth economic empowerment. So there should be structured the office of youth and structure of job opportunity creation office up to woreda in the study area.

In the interview the respondent clearly stated that as the government should be improve the access of credit service to improve rural youth economic empowerment and also the government creating more and assessable market linkages for all beneficiary youth with governmental organizations in addition to the enterprises creating by themselves.

CHAPTER FIVE

5. DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presented, summary of findings, conclusions and recommendations by keeping in mind the sequence of research objectives. Furthermore, possible recommendations are made to policy makers, government bodies (for woreda, region, and federal level), financial institution operators of job opportunity creation and suggestion for researchers over the problem in study area. In this respect, this chapter consists of three successive parts of which the first parts cover overall findings of the study, whereas the second part consists of the conclusion and finally, the third part consists of recommendations for beneficiary youth group.

5.2 Discussion of the Major Findings of the Study

In this part, the findings of the questionnaire and the interview of the study were discussed and have been combined in a way that they supplement each other in the attempt made to assess the challenges and prospects of rural youth economic empowerment in. In order to achieve the purpose of the study descriptive method of data analysis was used. The study generated several findings under each basic research questions. However, here in the discussion part only some fundamental issues have been taken and discussed based on the research questions and the purpose of the study. These issues are discussed under four major heading current practice of rural youth economic empowerment, challenges of rural youth economic empowerment, prospect of rural youth economic empowerment and strategies to improve rural youth economic empowerment.

5.2.1 Current practice of rural youth economic empowerment

The analysis of the gathered data reported that currently, concerning the availability of youth to organize in the economic engagement based on their preference majority or 65.3% of the respondents participated in questionnaire assured that were not available youth to organize economic engagement based on their preference. Majority of respondents were organized without their preference by the interest of government bodies

to getting the loan. Based on their assumption the reasons behind these were by government concerned bodies. However, this contradicts with the responsibilities and accountabilities settled for the government concerned bodies like professional assistance to youth organizing,

Concerning the current accessibility of relevant training and technical support for youth is very low or 66.7% of the respondents reflected that the implemented awareness raising and support training and technical support to increase rural youth economy are low. Based on their assumption the reasons behind these were poor attention given to youth package. In this context what is going on in practice is opposite to what was designed to be implemented.

Concerning the credit service 74.4% of the respondents were assured that credit service is not accessible for youth. Based on their assumption the reason behind these were absences of special budget allocated by district government to support activities.

Regarding the support from local leaders, expert, and stakeholders' participation in implementation of job opportunity creation program 76.9% of respondents were agreed on the limitation of local leader, experts and stake holder support in the study area.

5.2.2 Challenges of rural youth economic empowerment

Concerning the knowledge and skill in leaders and experts, Inadequate Stakeholder integration 87.2% of respondents were agreed on the limitation knowledge and skill of leaders and experts in the study area. This implies that the leader and experts of Dire Teyara woreda have awareness gap on implementation job opportunity creation program. Therefore, these findings indicate that limitation of knowledge and skill in leader and experts were influencing the implementation of job opportunity creation.

Regarding monitoring and evaluation of the implementation youth package 87.2% of respondents were did not monitor and evaluate the implementation of job opportunity creation program regularly. However, as indicated in implementation rural youth package strategy the implementation of the activities of job opportunity creation should be continuously monitored and evaluated at each beneficiary organized youth group. This

shows there is gap in monitoring and evaluating the implementation of activities of job opportunity creation regularly with in the woreda.

Concerning credit services for youth 74.4% of respondents were agreed as there is insufficient credit service. In addition, as the respondents participated in questionnaire and interview stated that the problems of credit service were the major hindering the implementation of job opportunity creation program. Respondents pointed out that, the existed rural youth economic empowerment procedure especially concerning to access of loans is not clearly changed in to practice rather it remain complex and bureaucratic. Saving and credit institution to give loan for beneficiary youth group followed by 10% money saving in credit institution is mandatory to get loan service. This hinder youth to get credit service because most of them have not money saving. Moreover, the conflict among beneficiary organized youth group on sharing benefit earned their activities also stack youth job opportunity program implementation. They included lack of budget allocated to support the implementation of the program as the challenge facing job opportunity program.

Regarding local community support towards the rural youth economic empowerment package particularly in job opportunity creation program 52.5% of respondents were agreeing as there is a limitation of local community support in implementing of job opportunity creation program to empower rural youth economy in the study area.

Concerning training and technical support majority or 82% of respondents were assured that limitation of training and technical support rural youth economic development package particularly job opportunity creation program. Even if interviewee are confirmed that different trainings have been given to some youth organized under job opportunity creation program in order to create awareness but as researcher confirmed to them that still the awareness level was less and no up to mark. Generally this indicates that, there was a problem in relevant training and technical support and it affect the economic empowerment of the rural youth.

5.2.3 Prospects of rural youth economic empowerment

Concerning issues related with the policy and development 93% of respondents agreed with the availability of good policy and development package to ensure youth economic empowerment; regarding long and short term plan 80.8% of respondents were assured that there was the existing the long and short term plan. So that, this is one of good opportunity to implement job opportunity creation program; Concerning to existence of organize youth in developing group 84.2% of them agreed that there was existing of organizing youth in development group in the Dire Teyara woreda and concerning the basic development facilities in the study area, all most all of the kebeles in the woreda have been available with basic developments facilities which help implement this program in the study area. The above findings were the main opportunity which plays prominent role to improve rural youth economic empowerment in the study area. Therefore, these findings supplement the findings of the former studies conducted by different authors.

5.2.4. Strategies to improve rural youth economic empowerment

In the interview and questionnaires result indicated that there were different suggestions provided to tackle problems that faced in implementation of rural youth economic empowerment package particularly job opportunity creation program in the study area. These were the government should be strongly introducing youth policies and strategies to empower rural youth; the government should be highly monitoring and evaluation in implementing youth development package; there should be good education and training that focus to improve rural youth economic empowerment; the other key issue is there should be structure of job opportunity creation and food security agency up to woreda and finally the government should be improve credit service to empower rural youth economic empowerment.

Based on the objective and finding of study, following conclusion are drawn worth.

5.3. Conclusion

Youth cover just more than 30% of the population globally. They are also the main force in ensuring the socio economic growth and development of a nation. The study was attempted by the researcher to Assess on the Challenges and prospects of rural youth economic empowerment in Harari Regional State: the case of Dire Teyara woreda. Youth development package particularly rural job opportunity creation program is very important in improving the level of living standard of rural youth economy.

The main objective of the study was, to assess the current practices of rural youth economic empowerment, to identify the challenges in implementing rural youth economic development package particularly job creation opportunity program, to describe the prospect of rural youth economic empowerment, and to describe the ways to be used to address the challenges and appropriately to use opportunities to empower youth economy in the study area. The study reviewed related literatures from both theoretical and empirical literatures by keeping in mind the sequence of research objectives.

The data gathering instruments were questionnaires, interviews, document review and field observation. Out of 80 questionnaires distributed to respondents, 78 were filled and returned to the researcher. Interview was conducted respondents were selected using random sampling techniques. After data was collected then edited, coded and enter into SPSS computer software and micro soft Excel as instruments of data entry and data interpreting. The analysis was done using descriptive statistics tool (like frequency, percentage). Finally the data were analyzed by using frequency, percentage, bar graph and pie-chart.

In quantitative study, 80 questionnaires distributed to respondents, 78 (54 males and 24 females) were filled and returned to the researcher. Respondents were in the age bracket 15-29 years old. All of the respondents were from Dire Teyara woreda kebeles. Regarding to marital status, the majority of the respondents 39(50%) were single. Regarding to their education, the majority of the respondents 47.44% attended high school. Which implies the majority of operators could read and write to help to read

different material that used to empower themselves economically. Regarding to their annual income, the majority of respondents 38.48 % were earn 3001-5000 per year. Which are categorized under the low income status even less than 300birr monthly.

The finding of the study shows that youth with the gender of male's category is majority and as observed from analysis, the age category of 26 – 29 age were the majority dominant. Whereas the education level youths that holds secondary school level of education were the major beneficiary youth in the study area.

As observed from analysis the challenges of rural youth economic empowerment are limited knowledge and skill in leaders and experts, inadequate Stakeholder integration, lack of monitoring and evaluating practice in implement youth package, insufficient credit services and lack of local community support towards the rural youth economic empowerment are the main challenges facing rural youth economic empowerment in the study area. On the other hand, the finding of the study also shows the opportunity that can help rural youth to improve their economic empowerment. From these long and short term plan in the woreda level and organizing youth in developing group to improve rural youth economic empowerment. Lastly, different suggestions provided to tackle problems that faced in implementation of rural youth economic empowerment. These include as the government should be strongly introducing youth policies and strategies to empower rural youth, the government should be highly monitoring and evaluation in implementing youth development package, there should be good education and training that focus to improve rural youth economic empowerment, the other key issue is there should be structure of job opportunity creation and food security agency office up to woreda and finally the government should be improve credit service to improve rural youth economic empowerment.

Generally, the finding of the study leads to the conclusion that the practice of rural youth economic empowerment in the study area is poor. Similarly, it can be conclude that the assistance and supports provided by government in the area of training, adequate follow-up, monitoring, evaluation and facilitating credit were not appropriate or very weak. As well as inadequate stake holder integration, limitation of knowledge and skill in leader and experts were the main constraints challenging the rural youth economic

empowerment. However, there is an opportunity to enhance rural youth economy such as long and short term plan; good policy and strategy to develop youth economy, availability of basic developments facilities were the main opportunity to empower rural youth economy in the study area. Finally the result of the study clearly assured that major strategies of rural youth economic empowerment implementation by tackling the challenges faced rural youth economic package in the study area.

Based on above conclusion, the study recommended the following possible solution to overcome challenges that affect rural youth economic empowerment particularly the implementation of job opportunity creation program in study area.

5.4. Recommendation

The findings of this study have important implications for interventions designed to enhance the rural youth economic empowerment in Dire Teyara woreda. To improve the economy of rural youth and to enhance potential performance of these job creation opportunity, a category of recommendations are proposed geared towards policy at Federal and Regional levels, and considerations at youth development organization level as well as future scope of work.

5.4.1. Recommendation for Policy Makers

Policy makers should oversee and giving guidance on youth development package policy for regions and other lower level implementation level by providing different implementation ,rules, regulation and direction to increase the performance youth economy based on the recommendations and suggestions given by the researcher. And also they should follow and evaluate the way of preparation of regional and other lower level at implementation level in terms of directives, rule and regulations.

5.4.2. Recommendation for Federal Government

Federal government should target to improve rural youth economic empowerment. Because now a day when political uprising occurred the government budgeting revolving fund by the cover name of improve youth economy. Federal government should not use

this for political purpose but really they should be aimed to enhance youth economic empowerment.

5.4.3. Recommendation for Regional State Government

Regional state should also solve the problem of structure of youth affair and rural and development bureau in the woreda. In harari regional state there is no structured office or bureau concerning with youth development in the woreda. So the regional government should solve this problem.

Regional government should be creating relation and coordination with government and NGO to get available fund to solve problem. Regional government should provide affordable alternative to create different market access and regional government should create favorable solution to financial and credit service relate problem close common with micro finance institution. And also create awareness of leader, experts, and managers and communities about rural youth development package and continuously follow up in implementation of job opportunity creation program.

5.4.4. Recommendation for woreda Administration

Dire Teyara woreda, Harari Regional State government bodies should follow up, monitoring and evaluation the implementation of youth economic development package to lower level administration of the woreda. Create awareness in youth, communities about rural youth economic development.

5.4.5 Recommendation for beneficiary youth group

Youth must be utilize resource and properly like natural resource, financial resource and other opportunities and enhance their work habit in job opportunity creation program to earn advantage from these economic activities.

5.4.6. Recommendation for Credit Institution

Service institution should have sufficient supply of credit service that enable to fulfill the capital related gap and need of beneficiary youth group by strengthening coordination with government sector . Service institution should also improve financial accessibility

through proposing better lending terms and collateral requirement should focus on getting appropriate management skill as financial, marketing and entrepreneurial skill to increase economy of youth.

5.4.7. Recommendation for Future Researcher

The focus for this study was on the challenge and prospect of rural youth economic empowerment Dire Teyara woreda of Harari Regional State. Even though there are visible challenge and opportunity to improve rural youth economy, therefore further researcher should undertake the cause of hindering effectiveness of rural youth economic empowerment.

5.5 Summary

Under chapter five above, the preceding results and findings of the study were summarized and concluded by keeping in mind the sequence of research objectives. Appropriate recommendations also forwarded by considering major challenge of rural youth economic empowerment were encountered. The whole thesis work is completed and necessary attachments are followed hereafter.

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Appendix I

Questionnaire

Ethiopia Civil Service University
College of Finance, Management and Development
Department of Public and Social Security Management

Questionnaires to be filled by beneficiary youth group through job opportunity creation program

Dear respondents,

First of all I, Barudin Abdi Dawid graduate student at Ethiopia Civil Service University, would like to thank you for your valuable time and willingness to participate in my study by providing information on your opinions and experiences in the youth economic empowerment. This questionnaire is designed to collect information for the study I am conducting on assessments of the challenges and prospects of rural youth economic empowerment in Dire Teyara woreda, Harari Regional state, for the partially fulfillment of the requirement of Master's Degree for Public Management. Thus, for the realization of this research your genuine response to the following questionnaires is highly appreciated and I would like to assure you that the information you provide will be kept confidential and used only for the academic purpose mentioned. Again, your cooperation and honest response is very much appreciated.

For further clarification and information please contact the researcher: - Barudin Abdi.

General Direction

- ▶ Please, don't write your name.
- ▶ Answer *Rating* (Likert) scale questions and multiple choices by putting a tick “x” marks in the box provided.

- ▶ Please, give brief and concise response or opinion, if any, for open ended questions on the space provided.
- ▶ If you want to change any of your response, make sure that you have cancelled the unwanted ones. Please, follow the instruction provided for each part.

Thank you in advance for your cooperation!

Section I: Demographic and Socio economic characteristics of respondents

1. Sex: A. Male ☐ B. Female ☐
2. Marital status
 - a. Married ☐
 - b. Unmarried ☐
 - c. Divorced ☐
 - d. Widowed ☐
3. Age of respondent (in year) 15 – 20 ☐ 21 – 25 ☐ 26 – 29 ☐
4. Educational status:

a. Illiterate <input type="checkbox"/>	c. High school <input type="checkbox"/>
b. Primary school <input type="checkbox"/>	d. Diploma <input type="checkbox"/>
e. Degree and above <input type="checkbox"/>	

Section II: - Issues related to the existing practice of youth economic empowerment.

1. How much income you earn per year from your job under the job creation program?

A. Below 1000 <input type="checkbox"/>	c. 2001 – 3000 <input type="checkbox"/>	e. 5001-10,000 <input type="checkbox"/>
b. 1001 – 2000 <input type="checkbox"/>	d. 3001 – 5000 <input type="checkbox"/>	f. Above 10,000 <input type="checkbox"/>

2. For how long you have been a member of beneficiary youth group of job creation program?

a. below 1 year ☐ b. 1 - 2 years ☐

c. 3 years and above ☐

Section III: How do you rate the practice of rural youth economic empowerment? Indicate your response by putting “x” sign in the column of your choice under rating scales. Rating scales: **1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree**

No	Description of the question	Rating scale				
I	the current practices of rural youth economic empowerment	1	2	3	4	5
1	How do you see youth to organize in to the economic engagement based on their preference?					
2	How do you evaluate access of relevant training and technical support for youth					
3	How do you evaluate access of credit service for youth?					
4	How do you evaluate the access of market information and linkage?					
5	How do you evaluate support from local leaders, expert, and stakeholders for youth in implementation of job creation in youth economic activity?					
If any other please specify _____						

Section IV: Respondents opinion on challenges that are facing in implementing rural youth economic development package

What is your opinion on the challenges that are facing in implementation of rural youth economic development package of? Please rate your opinion by putting an “x” sign in the column of your choice: - **1= strongly Disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= strongly Agree**

No	Description of the question	Rating scale				
II	the challenges in implementing rural youth economic development package	1	2	3	4	5
6	Limited knowledge, skill, and attitude in leaders, experts to mobilize youth regarding youth economic development					
7	Lack of stakeholder integration					
8	Lack of monitoring and evaluating practice to implement package					
9	Inadequate training and technical support for youth					
10	In sufficient credit service for youth					
11	Lack of market information and linkage to the youth					
12	Lack of local community support towards the rural youth economic empowerment particularly in job creation economic activity					

If any other please
specify _____

Section V:- Respondents opinion on prospect of rural youth economic empowerment.

What is your opinion on the prospect that are facing in implementation of rural youth economic development package of? Please rate your opinion by putting an “x” sign in the column of your choice: - **1= strongly Disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= strongly Agree**

No	Description of the question	Rating scale				
III	the prospects of rural youth economic empowerment	1	2	3	4	5
13	Availability of policy and development package to ensure youth economic empowerment					
14	Availability of short and long term plans to maintain rural youth economic empowerment					
15	Availability of youth development group					

If any other please

specify_____

Section VI:-Issues related to the challenges to be addressed and appropriately to use opportunities to empower youth economy. Please rate your opinion by putting an “x” sign in the column of your choice: - **1= strongly Disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= strongly Agree**

No	Description of the question	Rating scale				
IV	the challenges be addressed and appropriately to use opportunities to empower youth economy	1	2	3	4	5
16	How you evaluate the government in introducing different policies and strategies to empower rural youth?					
17	How you evaluate the government through monitoring and evaluation the job creation package?					
18	How you see the education and training focus on empowering rural youth					
19	How do you see the arrangement of youth bureaus within your woreda?					

If any other please

specify_____

Thank you for your committed cooperation participation, time and consideration!!!

Appendix II
Interview Questions for regional, woreda leader and expert
Ethiopian Civil Service University
College of Finance, Management and Development
Department of Public Management

I am a post graduate student of Public Management (Masters Program) at Ethiopian Civil Service University. Currently, I am doing a research on the title “**challenges and prospects of rural youth economic empowerment in Dire Teyara woreda**”.

I therefore, kindly request your willingness to provide genuine and reliable information with respect to the challenges and prospects of rural youth economic empowerment. Dear respondents, participation with this research is purely voluntary and your response to each question is very essential for the success of this research. In doing so, any of your personal profile will not be indicated rather it will remain very confidential and your response is used for only academic purpose.

Thank you!!

I. Background Information.

1. Sex. _____
2. Position. _____

II. Interview Related to current practice of rural youth economic empowerment

- a. How do you see the support given by the local leader, expert and stakeholders’ in the implementation of rural youth economic empowerment particularly in job creation economic activities?
- b. What type of activities under take by woreda/ Bureau to empower rural youth particularly in encouraging their participation in job creation activity to increase productivity and to raise economic development.
- c. What change is recorded in rural youth economic status from job creation program economic activities?
- d. What do you think about the current trend of practice of rural youth economic empowerment in Dire Teyara woreda.

III. Interview Related to Major Challenges in implementation youth economic empowerment package

- a. What challenge faced in local leaders, experts, and stakeholders in the implementation of the rural youth economic empowerment particularly in job creation program activities?
- b. What challenge faced youth themselves in the implementation in the rural youth economic empowerment particularly in job creation program activities?
- c. What challenge faced in local community in the implementation in the rural youth economic empowerment particularly in job creation program activities?
- d. What are the other challenges facing in the implementation in the rural youth economic empowerment particularly in job creation program activities?
- e. In your opinion, how you evaluate monitoring and evaluation rural youth economic empowerment package?

IV. Interview Related to The prospect in implementation youth economic empowerment package

- a. What are the prospect provided by the government and stakeholders to implementation in the rural youth economic empowerment particularly in job creation program activities?
- b. What are the prospect youth themselves in implementing in the rural youth economic empowerment particularly in job creation program activities?
- c. Are there organization and financial institutions which support and provide credit to rural youth to encourage them participate in different income generating activities?
A. Yes ☐ B. No ☐
- d. What are the other opportunities in implementing in the rural youth economic empowerment particularly in job creation program activities?

V. The possible solution for the better achievement of the rural youth economic development package

- a. What is the possible solution do you recommend to overcome the challenge faced in implementing of rural youth economic empowerment particularly in job creation program?

Thank you very much!

Appendix III

Observation checklist

The observation focused on the following service areas of the organized youth group under job opportunity creation.

1. Types of activities they are conducted under beneficiary youth group.
2. Current stages of beneficiary rural youth through job creation program in Dire Teyara woreda.
3. Current situations of rural youth economic empowerment. To observe as their activities are increasing, decreasing, stagnant.

Appendix I V

Gaafiwwan (Afaan Oromo Version)

**Gaafilee Qorannoo Hudhaalee fi Carraa gaarii paakeejiin fooyya'iinsa
dinagdee dargaggoota baadiyyaa qabu kan aanaa Dirree Xayyaara irratti
xiyyeeffate.**

Kabajamoo gaaffii deebistootaa,

Duraan dursee Ani Barudiin Abdi kanan jedhamu univarsiitii Siivil Sarvisii Itiyoophiyaatti barataa digirii 2^{ffaa} muummee /department/ Hoggansa Ummataa / public management/ti.yeroo ammaa kana mata duree “**Qoroannaa Hudhawwani fi carraa gaarii paakeejiin fooyya'insa diinagdee dargaggoota baadiyyaa kan aanaa Dirree Xayyaara irratti xiyyeeffate /** Challenges and prospects of rural youth economic empowerment: the case of Direteyara” irratti qorannoo gaggeessaan jira.

Kaayyoon gaafannoo kanaas, ulaagaa ittiin digiriin kun kennamu keessaa gar-tokkeen isaa kan ittiin guutamu qo'annoo fi qorannoo kana geggeessuun waan ta'eef, odeeffannoo sadarkaa jalqabaaf funaanuun qindeessuun milkaa'ina qorannoo kanaaf oolchuudha.

Kanaafuu, kabajamoo gaaffii deebistootaa, hirmaannaan fedhii keessaniin akka ta'ee fi deebiin isin kennitan milkaa'ina qo'annoo kanaa keessatti iddoo ol'aanaa qaba. Kana yommuun jedhu profilli dhuunfaa keessanii icciitii cimaan kan eegamuu fi deebiin isin kennitan dhimma barnootaaf qofa oola.

Kabajamoo gaaffii deebistootaa, gaafannoon dhiyaate kun guyyoota 14 keessatti xumuramee kan qo'ataa kanaaf deebi'u ta'ee, waan ifa isiniif hin taane yoo jiraate karaa bilbila qorataa kanaa - argachuu ni dandeessu.

Kallattiwwa waligalaa

- Maqaa keessan hin barreessina
- Deebisa keessan iddoo qopha'e keessatti mallattoo “x” godhuu dandeessu
- Yaada dabalataa yoo qabaattan dhuma irratti yaada keessan kennachuu dandeessu

Hirmaannaa keessaniif galannikoo guddaadha!

Kutaa 1ffaa: Odeeffannoo waliigala gaaffii deebistootaa

Qajeelfama: bakka duwwaa/ box/ kenname keessa mallattoo ‘x’ kaa’aa.

1. Saala: Dhiira ☐ Dhalaa☐

2. Haala gaa'elaa: kan hin fuune / heerumne ☐ kan fuudhe/ heerumte ☐
kan hiike /te☐

3. Umurii: 15 – 20 ☐ 21 – 25 ☐ 26 – 29☐

4. Sadarkaa barnootaa: hin baranne☐ sadarkaa 1ffaa ☐ sadarkaa 2ffaa☐ Diplooma ☐
digrii ☐

Kutaa 2ffaa: **Gaafannoo haala qabatama foyya'iinsa diinagdee dargaggoota**

1. Erga paakeejii kana jalatti hammatamtee wagga meeqa taatan 0-1 ☐ 2-3☐ 4-5☐
waggaa 6 ol ☐
2. Waggaan galii meeqa argattu?

a. ≤ 1000 ☐ B. 1001-2000☐

C. 2001-3000☐ D. 3001-5000☐

E. 5001-10,000 ☐ f. 10,001 \geq ☐

Kutaa 3ffaa: haala sochii fooyya'insa diinagdee dargaaggoota baadiyyaa akkamiin madaalta?
Filannoo kee mallattoo "x" kanaan ka'i.

1= sirritti itti walii hin galu, 2= walii hin galu, 3 = yaada hin qabu, 4= walii gala,
5= sirritti itti walii gala

Lak.	Ibsa gaaffilee	ISkeelii Filannoo				
I	foyya'iinsa diinagdee dargaggoota ilaalchise haala qabatama lafa irra jiru	1	2	3	4	5
1	Dargaggoonni hojii of barbaadan irratti gurma'uu danda'uu isaani					
2	Leenjii fi deeggarsa barbaachisu haala gaariin argachuu isaanii					
3	Tajajila dhiheessa liqii gahaa tahe jiraachuu isaa					
4	Odeeffannoo haala gabaa fi walitti hidhamiinsa hojii keessani fi gabaa jiraachuu isaa					
5	paakeejii kana hojii irra oolchuu keessatti deeggarsa hoggantoota araddaa, aanaa, fi naannoo irraa argachuu					
Yaada biro yoo qabaatte _____						

Kutaa 4ffaa : hudhaalee pakeejii carraa hojii uumuu dargaggoota baadiyyaa qunnaman.

hudhaalee pakeejii carra hojii uumu dargaggoota baadiyyaa qunnaman irratti gabatee armaan gadii keessatti argamu “x” ka’uun nuuf ibsa.

1= sirritti itti walii hin galu, 2= walii hin galu, 3 = yaada hin qabu, 4= walii gala, 5= sirritti itti walii gala

Lakk.	Ibsa gaaffilee	ISkeelii Filannoo				
		1	2	3	4	5
II	hudhaalee paakeejii carraa hojii uumuu dargaggoota baadiyyaa qunnaman					
6	Paakeejii kana hojii irra oolchuuf Hanqina beekkumsaa, hubannoo fi ilaalcha hoggantoota fi ogeessoota jiraachuu isaa					
7	Qooda fudhattoonni hirmaachuu dhabuu					
8	Hanqina hoggansa fi madaallii raawwii hojii laafa ta’e					
9	Leenjii barbaachisuu fi deeggarsa teknoloojii dhabuu					
10	Tajaajilli dhiheessi liqii jiraachuu dhabuu					
11	Odeeffannoon sirna gabaa fi walitti hidhamiinsi gabaa jiraachuu dhabuu					
12	Hawaasni naannoo paakeejii carraa hojii uumuu kana irratti dargaggoota deeggaruu dhabuu					

Yaada

dabalataa

Kutaa 5ffaa:- carraa gaarii paakeejii carra hojii uumu fooyya’iinsa dinagdee dargaggoota kana irratti yaada deebiftoota.

carraa gaarii paakeejii carra hojii nuumu fooyya’iinsa dinagdee dargaggoota kana irratti yaada keessan gabatee armaan gadii keessatti nuuf laadha. Filannoo keessan jalatti mallattoo “x” ka’a.

1= sirritti itti walii hin galu, 2= walii hin galu, 3 = yaada hin qabu, 4= walii gala, 5= sirritti itti walii gala

lak	Ibsa gaaffilee	ISkeelii Filannoo				
III	dinagdee dargaggoota fooyyeessuuf carraa gaarii paakeejii carraa hojii uumuu qabu	1	2	3	4	5
13	Poolisii fi paakeejii diinadgee daargaggoota guuddisuu irratti xiyyeeffate jiraachu isaa					
14	Dinagdee dargaggoota fooyyeessuuf Karoora yeroo gabaabaa fi yeroo dheeraa jiraachuu isaa					
15	Dargaggoota gareen ijaaruun jiraachuu isii					

Yaada dabalataa

Kutaa 6ffaa:- gaaffilee hudhaalee maqsuun carraa gaarii jiru itti fayyadamuu waliin wal qabate qopha'e. Deebisa keessan mallattoo "X" tiin ka'a.

1= sirritti itti walii hin galu, 2= walii hin galu, 3 = yaada hin qabu, 4= walii gala,
5= sirritti itti walii gala

lak	Ibsa gaaffilee	ISkeelii Filannoo				
IV	Diinagdee dargaggoota fooyyeessuuf hudhaalee maqsuun carraa gaarii jiru itti fayyadamuu waliin wal qabate	1	2	3	4	5
16	Poolisiilee fi tarsimoo diinagdee dargaggoota fooyyeessuuf qopha'an beeksisuu irratti akkamiin madaaltu?					
17	Pakeejii carraa hojii uumuu kana hojii irra oolchuuf hubannoo Hoggansaa cimsuu fi madaallii fi hordoffiin mootummaa jabaachuu					
18	Barnoota fi kenniinsa leenjii dinagdeen dargaggoota baadiyyaa fooyyeessuuf kennamu haala kamiin ilaalta?					
19	Caasefama biiroo dargaggoo hanga sadarka gadiitti diriirsuu akkamiin madaalta					

Yaada bira-

Hirmaannaa keessaniif Galatoomaa!

Appendix V:

Sample Photo that show researcher activities during data collection

Photo1: Beneficiary youth group workplace photo



Source Field survey April, 2019

Photo2: Ahmed and Jamal Dairy farming in sukul kebele



Source Field survey April, 2019

Photo3: Researcher during interview with Direteyara woreda leader



Source Field survey April, 2019

Photo3: Researcher during interview with expert of job opportunity creation with in Harari rural and Development Bureau.



Source Field survey April, 2019

Photo 4: Researcher while conducting Interview with aboker muxi kebele manager



Source Field survey April, 2019

Photo5: Researcher during interview with sukul kebele manager



Source Field survey April, 2019

Photo6: Researcher during interview with Hasengey kebele manager



Source Field survey April, 2019

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