THE RELEVANCE OF SOCIAL GROUP WORK METHOD IN YOUTH GROUP LIVELIHOOD INTERVENTIONS: THE CASE OF GEDEO ZONE, DILLA ZURIYA WEREDA YOUTH GROUP LIVELIHOOD

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November, 2018

Addis Ababa, Ethiopia

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A Thesis Submitted to Indira Gandhi National Open University, School of Social Work for Partial Fulfillment of the Requirements for Master of Arts in Social Work

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November, 2018

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DECLARATION

I hereby declare that the Dissertation entitled THE RELEVANCE OF SOCIAL GROUP WORK METHOD IN YOUTH GROUP LIVELIHOOD INTERVENTIONS, THE CASE OF GEDEO ZONE, DILLA ZURIYA WEREDA YOUTH GROUP LIVELIHOOD submitted by me to Indira Gandhi National Open University, (IGNOU) New Delhi for the partial fulfillment of the requirements for Master of Arts in Social Work is my own original work and has not been submitted earlier in whole nor in part for any degree to IGNOU or elsewhere for the fulfillment for the requirement of any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted except for the references duly acknowledged and incorporated in this report from any earlier work done by me or others.

Place: Dilla, Ethiopia

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ACKNOWLEDGMENT

ACRONOMY

AU	African Union
BDS	Business Development Service
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
GDP	Gross Domestic Product
IGA	Income Generation Activities
IGNOU	Indira Gandhi National Open University
ILO	International Labor Organization
MDG	Millennium Development Goal
SNNPR	Southern Nations Nationalities Peoples Representatives
WHO	World Health Organization
YMCA	Young Men's Christian Association

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ABSTRACT

This study investigates the relevance of social group work method in youth group livelihood interventions. It was carried out at Gedeo Zone, Dilla Zuriya woreda in five kebeles. In order to get a cost and time effective result, the study was limited into a single woreda's of five rural kebeles, whereby the youth unemployment is high. The main objective of the study was to assess the application and relevance of social group work method in youth group livelihood interventions. Its aim was to solve factors affecting the effectiveness and sustainability of group youth livelihood interventions in the study area. The study was employed mixed research approaches of qualitative and quantitative. The study was used focus group discussion, observation and interview tools of data collection from diverse respondents such as youth group, social workers and group workers. This research is an exploratory. Likert scale and close ended questionnaires were used for to identify application of social group work in group youth livelihood. The finding of this research indicates that, social group work method was not applied at the group youth livelihood interventions. In order to effectively intervene in the group youth livelihood, concerned bodies didn't give sufficient attention for the relevance of social group work method. The study revealed that, since the current government economic policy is in favor of group intervention, there are vast opportunities to apply social group work method in different levels. Even though, social group work method propose different values and principles which are essential for the success of group interventions, there is no satisfactory level of response from respondents for the application of all these values and principles in the group youth livelihood intervention. The finding also indicates that, there was no organized application of social group work method in youth livelihood interventions. Therefore, it can be understood that this is the primary factor for the in-effectiveness of the group youth livelihood interventions in the study area.

Key Words: *Social Group work, Youth livelihood interventions, relevance of social group work method*

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Youth definitions are contextual, depending on the social, cultural, political and economic environment. According to Durham, Deborah (2000), the concept "youth" is a "social shifter", it is a relational concept situated in a dynamic context, a social landscape of power, knowledge, rights, and cultural notions of agency and personhood. The United Nations defines youth as persons between 15 and 24 years. The World Health Organization (WHO) identifies three categories of youth adolescents (10-19), youth (15-24 years), and young people (10-24 years). The African Union (AU) considers youth as persons between 15 and 34 years. The Ethiopian government defines youth as those between the ages of 15-29. In accordance with the Ethiopian government the study also uses the 29 year old cut-off for youth. This definition is universally accepted and applied by international agencies involved in youth programmes and activities in Ethiopia. (Ministry Of Youth, Sport and Culture of Ethiopia, MYSC), page 3, www. Chilot.me).

The ability of youth to engage in productive activities has both social and economic consequences for an economy. However, the intensity of youth unemployment is quite prevalent and widespread in developing countries. ILO (2010) indicates that 13 youths out of 100 youth were unemployed globally. The situation is not different for youth of Ethiopia who make up approximately 28.3% of the total population. As a result, the problem of youth unemployment is a central issue of public discourse in Ethiopia.

In line with this, Berhanu et al. (2005) stated that youth unemployment rate is consistently higher than any other age group of the population in the country. Similarly, studies by Guarcello and Rosati (2007) indicates that the high rate youth unemployment is among the critical development

challenges facing the country, and a key barrier to national efforts toward achieving the MDGs. The reasons and causes for youth unemployment have remained subject to different interpretations depending upon the specifications, demographics, and regional profiles of different countries, thus the perceptions regarding having a plausible solution lacks concurrency (Guarcello & Rosati, 2007). Therefore, there is limited empirical basis for formulating policies and programs in reducing urban youth unemployment in Ethiopia.

Asmare and Mulatie (2014) stated the major factors supposed to be affecting youth unemployment programs, particularly graduates from higher institutions. These were: lack of good governance (nepotism, corruption, bias and discrimination), lack of social networks, divergence between skills and the labor market and low quality educational policy and system. As of Gebeyaw (2011) women and the youth are the primary victims of unemployment.

Different development strategies, such as cooperatives, micro-finance and safety net initiatives, self-help groups/associations etc. have been employed by different development actors including the government to mitigate the effect of unemployment/poverty in many parts of the world including Ethiopia. Youth Self-Help Approach has been introduced as one of the strategies to empower the poorest of the poor by unleashing their potential in order to deal with their challenges (Kindernothilfe, 2007: 4). The approach is predicated on the belief in the inherent potential of human beings to cope with situations and manage their lives. (Sambangi. 2009: 11).

Most of the started interventions in group or in associations are less likely to succeed. However different researches have conducted to understand the factors for this but, no one has given a due attention for how social groups work method helps the groups to attain their common goal in group intervention. The contributions that the social work professionals have for the success of

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group interventions or for achieving group goals are undermined as well. No professional social group work interventions are observed so far at different areas in group livelihood interventions.

In Gedeo zone at Dilla Zuriya Woreda / District, where the research is planned to conducted, 85% of the total population of the community lives in the rural area and 95% of this community participated in agricultural system. The average young population dependency ratio in the woreda is 87.2% which is slightly larger than the national average 83.5%. Un-employment rate increase dramatically from 18.7% in 2009 to 24.5% in 2014, female unemployed 29.4% are larger than male 19.5% (Gedeo Zone Finance & Economy Annual Report, 2014).

Considering this high level of youth unemployment and resulting youth related social problems in the zone, different concerning bodies including government, private sectors and civil societies are implementing different employment and livelihood interventions to reduce the resulting problems of youth unemployment. All most all of the interventions in the woreda are being implemented through group intervention methods. Especially for the youths, it is must to organize themselves in group to receive any help support the concerned bodies for their livelihood plans.

Different researchers have conducted to learn the factors that hinder the success of these youth group livelihood interventions. Most of the research findings identified the challenges as lack of appropriate and effective implementation methods and lack of different types of resource. Through time, different efforts are tried to resolve these problems in different strategies but still most of them are concerned on resource allocation and professional social group work implementation is still undermined.

1.2. Statement of the Problem

As admitted by the Ethiopian Government, the massive rate of youth unemployment has sprouted social unrest in some of the regions of the country. Thereby, to challenge the outlandish social unrest, the federal government has attempted to target urban and rural safety nets and tentatively allocated financial support to unemployed youth to empower youth job opportunity. A study by the Institute of studies (2016) revealed that in Gedio zone, only 28% of the group businesses are expanding while 58% have not added workers. According to the survey, more enterprises are likely to close in their first year of their establishment. The report on 2016 from Gedeo Zone Youth and Sport Office revealed that, 47% of group small businesses are in stagnation with only 15% of them showing some level of growth.

According to the Market assessment report conducted at Dilla Zuriya on youth livelihood by Balaya Children's and Family Charity Organization in collaboration with Jnun consultant, in 2016, the possible factors for this problem are; lack of startup and business running capitals including financial, working place and kits, Lack of competent marketable technical skill for sustaining their IGA, weak effort has been done in value/supply chain for existing micro enterprises, lack of entrepreneurship skill to manage their business for long time and lack of teamwork skills while operating their business.

At the study area, even though there is high youth unemployment and also plenty of youth livelihood interventions, Gedeo Zone Finance & Economy Annual Report, 2017 revealed that all most all (72%) of the group interventions are not effective and sustainable. None of the previous researches/studies have examined the relevance of professional group work intervention or social group work method has on the effectiveness of youth livelihood intervention in the study area.

Thus, unless some professional measures are taken on the appropriateness of group youth livelihood intervention methodologies, the intended impacts cannot be achieved on the mitigation of youth un-employment problem through group livelihood approaches. In response to this problem, this study is conducted to understand the application of social group work method in the group livelihood activities and to understand its relevance to solve the factors that have negative impact on group youth livelihood intervention effectiveness and sustainability.

After conducting the research, application of social group method in group livelihood and the relevance of social group work method for the effectiveness and sustainability of group youth livelihood intervention is explained and appropriate procedures and solution for the problems is proposed from social group work professional perspectives. Youth livelihood interventions, for this research are thus, microenterprise (group petty trades, youth self-help and saving groups, small income generation groups) and macro enterprises (youth unions and cooperatives) implemented with more than five youths in one group.

1.3. Objectives of the Study

1.3.1. General Objective

To assess the relevance of social group work method in youth livelihood interventions and the factors affecting the effectiveness and sustainability of youth group livelihood interventions in Gedeo Zone, Dilla Zuriya Woreda.

1.3.2. Specific Objectives

❖ To examine to what extent the social group work method is employed in youth group livelihood interventions at the selected study area.

❖ To assess the knowladge and skills onsocial group work method applicationof the groups workers in group youth livelihood interventions.

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❖ To identify the opportunities and challenges in promoting /application of social group work method in youth group livelihod interventions.

❖ To draw sound solution for the challenges on the effectiveness of youth livelihood interventions from social groups work method perspective.

❖ To explore sound methods for application and intigration ofsocial group work method's principles with youth livelihood interventions procidures.

1.4. Research Questions

The overall aim of this study is to assess the application of social group work methods principles in youth group livelihood and the role of social group method for the effectiveness and success of group livelihood interventions at Gedeo Zone, Dilla Zuriya woreda. In addition, this research intended to identify more determinant factors for the application of social group work principle in youth group livelihood interventions at the study areas. More specifically, the study sought to answer the following key questions:

❖ To what extent the social group work method is employed in youth group livelihood interventions at the selected study area?

❖ What is the knowladge and skills gap of the groups workers have onsocial group work methodapplicationin group youth livelihood interventions?

❖ What are the opportunities and challenges in promoting/applying social group work method in youth group livelihood interventions?

❖ What are the sound solution for the challenges on the effectiveness and success of youth livelihood intervention from social groups work method principles?

❖ What is thesound methods for application and intigration of social group work method's principles in to youth livelihood interventions procidures?

1.5. Significance of the Study

The finding of this study explains the application of the social group work method and suggested possible locally appropriate, acceptable and feasible strategies to minimize the challenges of group youth livelihood interventions through social group work methods and also helps to provide the relevance of the method for group youth livelihood intervention sustainability and effectiveness. In this regard, the study contributes in filling the gap in knowledge of rural youth group livelihood strategies.

In addition, it is also believed that this study could be a plus to the existing literatures which focus in the area of relationship between social group work approach and group youth livelihood intervention. The research is expected to benefit policy makers and implementers in the study area by considering the benefit associated with application of social group work approach in youth livelihood interventions sustainability and effectiveness.

1.6. Scope and Limitation of the Study

1.6.1. Scope of the Study

Physically the research is conducted at Dilla Zuriya Woredea of Gedeo zone of Southern Nation Nationalities Representatives' Regional State in Ethiopia. Due to time and budget limitations the research is limited to only five Kebeles namely Chichu, Gola, Andida, Sisota and Tumticha kebeles at which there is high group youth livelihood interventions have implemented and also being implemented by the different concerned bodies. Intervention by the government and through support of any civil societies is included under the study as a reference/comparison.

Youth livelihood activities that are being implemented by youth in a group are the direct target of the research. For the sake of quality data management, this study has taken to consider the interventions in the past five (2013 – 2018) years. While data collections, both youths those have

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engaged in youth livelihood and those youth who have engaged in youth group livelihood but not currently running group business are given equal consideration.

1.6.2 Limitations of the Study

One of the limitations of the research is that, because one of the objectives is to assess the knowledge and the skills of the social workers and most of social workers are from government sectors, they are not fully willing to express their weakness that they have low knowledge in the area. There were also tendencies to give subjective response for the sake of political benefit by the government official. As a solution, the data have cross checked by interviewing more workers in different positions and the prepared questionnaire is an open ended question that asked them to clearly show their understanding and knowledge and the researcher practically collected the data from the officials. The focus group discussion with the group workers also one good remedial method to understand the concept they have on social group work.

1.7.   Organization of the Study

This study is organized into five chapters. The first chapter deals with introduction, statement of the problem, objectives of the study, research questions, significance of the study, scope and limitations of the study. The second chapter focuses on literature review in which it sights outcomes related to the study. Chapter three presents the research design and the methodology used to conduct the research. The fourth chapter discusses the data analysis and interpretations. The final chapter of the study shows conclusions and recommendations that are based on the research findings of the study.

CHAPTER TWO

2.   LITERATURE REVIEW

2.1.   Definition and Characteristics of Groups

The Oxford English Dictionary defines group as "a number of persons or things regarded as forming a unit, on account of any kind of mutual or common relation, or classified together on account of a common degree of similarity." From the sociological perspective, a group can be defined as two or more humans that interact with one another, accept expectations and obligations as members of the group, as well as share a common identity.

Muzafer Sherif (1916-1982) formulated a more technical definition. According to Sherif, a group has to be 'social unit consisting of a number of individuals interacting with each other based on certain elements: 1) common motives and goals, 2) an accepted division of labour, i.e. roles, 3) established status (social rank, dominance) relationships, 4) accepted norms and values with reference to matters relevant to the group, 5) development of accepted sanctions (praise and punishment) if and when norms were respected or violated. (IGNOU Social group work module, page 2-20)

2.2.   Types of Groups

All of us are simultaneously members of various types of groups. We are members of a family, members of friendship groups, members of work organizations and members of fan club or a even a religious group. Sociologists have attempted to classify is various types of groups as follows:

Voluntary vs. Involuntary Groups: Such groups we join through our own choice and effort are voluntary groups. In contrast we are forced to join or are automatically incorporated as members

of certain groups without choice; e.g. we are automatically classified in groups as members based on sex, age, nationality, religion and ethnicity.

Open vs. Closed Groups: Open groups are those groups characterized by changing membership. Here, virtually anyone can become a member. As certain members leave, new members are admitted, and the group continues. On the other hand, there are some groups that maintain exclusiveness by restricting the membership and make it much more difficult to join. Only a few qualify to become members in such clubs. Such groups with restrictive membership criteria are closed groups. Generally, members are expected to remain in the group until it ends, and new members are not added.

Vertical vs. Horizontal Groups: There are certain groups, whose membership consists of individuals from all walks of life; e.g. religious groups may have members from all classes. Such a group may be regarded as a vertical group. On the other hand, a horizontal group consists predominantly of members from one social class.

Primary vs. Secondary Groups: Cooley described primary group as group in which members develop close, personal, intimate and enduring relationships; e.g. family, neighbors, work associates, etc. Here, the members know each other very well, are greatly influenced by one another and feel closely related. On the other hand, secondary groups are characterized by contractual relationships and 'communication on indirect media' (Faris, 1937).

Natural vs. Formed Groups: Natural groups consist of members coming together in a spontaneous manner, on the basis of naturally occurring events, interpersonal attraction or the mutually perceived needs of members. Family, peer groups and street gangs are examples of natural groups (Whyte, 1993). On the other hand, formed group are those groups constituted by any influence or intervention external to the group. Such groups are usually formed for a

particular purpose. Therapy groups, encounter groups, committees and teams are examples of formed groups.

Formal vs. Informal Groups: Formal groups are those groups that require someone to determine a task that needs to be accomplished, which requires some kind of organizational system, made up of various job roles, for which individuals are recruited (Artherton, 2003). Informal groups work the other way round. A group of individuals meet, if they form a group, then they will informally allocate roles depending on individual preferences and talents.

Treatment vs. Task Groups: Treatment groups signify groups whose major purpose is to meet the socio-emotional needs of the group members. In contrast, task groups come in existence with the purpose of accomplishing a goal that is neither intrinsically nor immediately linked to the needs of the group members, but rather, of broader constituency. Treatment conferences convened to monitor treatment as well as Staff Development (Programs).

2.3. Benefits of Groups

In most circumstances, the productivity of groups is higher than that of the individuals. This synergy is best demonstrated in the form of team work whether it be in cricket, football or at work. Groups are likely to make effective decisions and solve the problems better than individuals working alone. When problems are discussed in groups, there is a better probability for clarification out of which a variety of solutions emerge. It is for this very reason that we constitute committees. (IGNOU Social group work module, page 2-20)

The quality of emotional life in terms of friendship, love, excitement, joy, fulfillment and achievement is richer in groups and helps in personal growth. A person who does not have any relationship with others will not be able to experience most of the emotions. The quality of everyday life is better in groups because of the advantages of specialization and division of

labour. Conflicts are absorbed better considering the possibility of sharing. Similarly, conflicts are managed more productively in groups owing to the peer support and a variety of ideas to problem solving. (IGNOU Social group work module, page 2-20)

2.4.   Concept of Social Group Work

In years the term "group work" has been increasingly used to designate the agencies in one of the major divisions of the field of social work. This tendency is best illustrated by its use as one of the four newly organized sections of this venerable conference. It is obvious that the use of the term in this instance is for the purpose of describing a particular field within the general field. But there are two other uses of the term which more specifically define what is meant by group work. One of these is, in connection with describing a certain process; the other is in connection with describing certain techniques or conscious efforts

Group work may be defined as an educational process emphasizing (1) the development and social adjustment of an individual through voluntary group association; and (2) the use of this association as a means of furthering other socially desirable ends. It is concerned therefore with both individual growth and social results. Moreover, it is the combined and consistent pursuit of both these objectives, not merely one of them, that distinguishes group work as a process. But what do we mean by a process?

2.5.   Historical Development of Group Work

Group work was seen as a movement before it became a field. From a field, it became a method, and back to a field (Papell in Middleman and Goldberg, 1988). Group work played an important role in dealing with a number of shifts happening in the U.S. in the late-19th century and early-20th century: the industrialization of the U.S.; large population shifts from rural to urban centers,

and; the enormous wave of immigration, mainly to U.S. urban areas (Konopka, 1972; Garvin, 1997).

The history of social work may be considered in particular focus is on three major phases: (1) the formation of a group work association, 1930s; (2) the merger into the National Association of Social Workers, 1950s; and (3) the rebirth of group work, 1970s. All the same one may consider some developments occurring between 1910 and 1920; those who were concerned with adult education, recreation, and community work began to realize the full potential of group work.

Mary P Follett, a political scientist in 1926 wrote in the book "The New State", that solutions to social problems would 'emerge from the creation of groups in neighborhood and around social interest'. Follett strongly believed in the power of the small groups formed in communities to solve social problems that neighbors had in common. John Dewey, who proposed and developed the idea of progressive education also found the usefulness of small groups as early as 1933. Dewey perceived social group work method as an application of the principles of progressive education to small informal groups in leisure time settings. Dewey, through his progressive education movement, advocated working with small leisure-time groups (Fatout, M., 1992). The influences of Follett and Dewey leading thinkers in group work reinforced an individualist perspective that became engrained in group work (Falck interview, 1998).

The first form of group setting could be traced back to Sir George Williams, who organized the hard working laborers of Bridgewater draper shops, towards the Christian way of living. The success of such groups inspired the extension of such group setting to other draper shops or other young men, thereby giving birth to London's Young Men's Christian Association in 1844. Soon the ripples of YMCA reached the women and girls of Germany and England, encouraging them for Christian companionship.

In England, similar movements having less association with the church originated in 1855 simultaneously in two places. These were directly led by women - Emma Roberts, who started a prayer union among her friends, and Mrs. Arthur Kennard, who started the General Female Training Institute in London for the nurses returning from Crimean war. The successful working of these two organizations motivated Mrs.

Thus, the YWCA came into existence in 1877. Giving due consideration to the less fortunate woman, the privileged women in United States initiated many programmes over the years. One such notable movement was the formation of Union Prayer Circle by Mrs. Marshal O in 1858. This was transformed as boarding home in 1860, and later renamed as the Ladies Christian Union in 1866. Rooms were rented on top floor of the warehouses and equipped to meet the needs of the wage earners in New York.

In America, the Boston YWCA began as an effort of thirty women in 1866 focusing on temporal, moral and religious welfare of their fellow beings. Now both YMCA and YWCA have established themselves as pioneering organizations with active involvement in educational, recreational and religious activities for young men and women. It remains a fact that the publications from these associations that have significantly contributed towards literature of social group work.

2.6.   Factors Affecting Group Formation

Many factors come into play in the creation of groups. According to Tosi, Rizzo and Carroll (1986) important variables which influence group formation include:

- Personal characteristics, which include shared beliefs, values, attitudes, security needs and affiliation needs.
- Interests and goals in common.

- Influence, since a group can exert more power and influence to get proper attention and action.

- Opportunity for interaction, which helps in developing affinities and relationships.

Other factors are similar functional departments, cooperative physical activities, intellectual pursuits, emotional needs or protection, and attention and friendship Wilson and Ryland (1949), highlighting factors which needed to be kept in mind while forming groups said, "Every social worker who works with groups need to be aware of such factors such as – the size of the group; the setting both agency and community, in which the group is meeting; the personality and health of the members, their cultural, social, and economic backgrounds; and the relationship of this group to other groups in the agency and the community.

In nutshell, three main factors which influence group formation and subsequent group development and performance are individual- group – society, that is, individual and group goals; resources, expectations and motivations of individual members; group structure including composition and size (internal factors); environment and resources of agency, socio-economic conditions, social context of groups (external factors). External and internal forces, planned assembly, and emergent processes play a part in the formation of all groups. However, the balance of forces that shape their formation differs markedly across groups.

2.7. Process of Group Formation

First, once the use of group has been accepted as the best possible option (after considering different alternatives) for helping the designated population group, the group worker has to formulate a **tentative purpose** for the group. The worker identifies a common need or concern of the target group and translates that need into a tentative purpose of the prospective group.

Second, if the worker is required to work with an already existing group, s/he needs to comprehend its purpose before s/he begins work with the group.

The third, Achieving optimally effective composition of the group is a crucial task during the formation process. Will the group constitute only of women or young girls, only of men or male youth, of children, of able-bodied or differently able persons; will it be a mix of persons belonging to different regions, religions, languages and cultural background, with different educational and socio-economic status?

The fourth, the worker identifies potential members from the designated population group on the basis of different criteria mentioned earlier. The worker may select members from students of a class; from a list prepared on the basis of a survey of the families below poverty line or of children afflicted with some specified disability; from the census report; from membership of previous groups; from the list of persons who may have applied for a particular course or training; or the official records of courts, hospitals, therapists, psychiatric clinics etc.

The fifth is, Pre-group contacts form a significant part of the worker's tasks during the group formation process. The aim of these contacts is to secure appropriate members for the group being planned and their preparation for participation in that group. (Northen & Kurland, 2001, p.155).

The sixth is in pre-group interview (one or more than one) with potential member helps clarify and alleviate member's anxiety about the group's structure, expectations of the group in terms of his role, response of other members towards his membership. In therapy groups, Intake interviews are held with individuals to arrive at an in-depth assessment of the nature and severity of the problem, difficulty or situation; on the basis of which their compatibility or incompatibility to group membership may be decided.

The Seventh is even when the potential members are convinced of the purpose of the group, they may be anxious to know as to what exactly is expected of them, how the group will work and what will the other members be like. Eight, pre-group contact also initiates worker – member relationship, whether conducted through an individual interview, a visit to the locality of the potential members, or in a meeting held in the community. The last, certain rules and norms that the members are expected to observe initially, the issues of confidentiality, democratic participation, antidiscrimination, and the manner of modifying the norms need to be shared with the potential members during pre-group contacts.

2.8.   Values and Principles in Social Group Work

'No man is an island unto himself' said John Donne and rightly so. Human beings were not meant to live alone. The process of growing up takes place in one or the other group; be it family, peers, neighborhood or community. Man is a social being and cannot survive alone. Group life is thus, basic to human life. Social Group Workers have an ethical obligation to function within the confines of a theoretical base comprising of tested interventions and principles of practice. The Social Group Work as a method of social work has embraced a set of values which have been translated into certain principles which seek to govern the conduct of practitioners. We shall now take a look at the values and the principles that define the Social Group Work practice.

2.8.1.   Values in Social Group Work

Professional values however do not exist separate and apart from societal values; rather professions espouse and champion selected societal values." (Hepworth and Larsen, 1992,) According to Northern (2007) values are abstract propositions about what is right, desirable or worthwhile. Values of group work refer to how the practitioner should view and treat people,

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their goals and how these goals should be reached during the process. In a profession, the values are translated into ethical principles of practice.

According to the National Association of Social worker's (NASW) code of ethics "broad ethical principles are based on social work's core values of service, social justice, dignity and worth of individual, importance of human relationships, integrity and competence. These principles set forth ideals to which all social workers should aspire." The basic values of group work deal with human relationships. These basic values as conceptualized by Northen (2007: 77) are given below:

Dignity and Worth; All persons should be accepted as they are and their special strengths recognized. They should be treated with respect irrespective of their differences and similarities and their integrity is of paramount importance.

Social Justice; Everybody has the right to civil liberties and equal opportunity without discrimination as to race, ethnicity religion, social class, gender, sexual orientation, and capacities. They have the right to self-determination and to participate in making group, family, or organizational decisions within the limits imposed by the individual's culture and status.

Mutual Responsibility; Neither the individual nor the society can be conceived without each other. As individuals interact, they influence and in turn are influenced by each other. They are capable of helping one another. Group work builds on this interdependence, which can become a potent force for development and change.

2.8.2. Principles of Social Group Work

Principles are the fundamental truths tested by observation and experiment which guide action. They provide a set of guidelines which help them achieve a certain level of competence by guiding practice. The principles of Social Group Work too will keep changing in tandem with

our progressive experience and discovery of new insights into social group work as a method of social work.

In 1948 Harleigh B. Trecker wrote at great length about the principles of Social Group Work in his famous book 'Social Group Work: Principles and Practice' which is still read widely. The ten principles of Social Group Work as conceptualized by Trecker are briefly discussed below outlining the main points:

The Principle of Planned Group Formation: Whether a group worker works with groups already functioning or forms her own group, s/he should be aware of certain factors while forming a group so that the group becomes a positive potential for individual growth. A group has to be formed in a planned way before initiating the group work process.

The Principle of Specific Group Objectives: The group worker should help the members achieve the overall objectives of social work through its own specific objectives, which are to assist individuals to grow and change; supplement emotional and social nourishment; promote democratic participation and remedy individual and social disorganization.

The Principle of Purposeful Worker Group Relationship: This principle is based on the premise that it is both possible and necessary to create an effective working relationship with a group before the worker can be of any help. The worker's relationship with the group is a major tool, and the quality and strength of this relationship determine the extent to which the group can be helped to the fullest realization of its potentialities.

The Principle of Continuous Individualization: When the group worker individualizes a group, she accepts the fact that human beings are naturally different. To work with groups in awareness of their differences as well as similarities is a reinforcement of the belief that people have a capacity to change, when given adequate opportunities for and help in changing.

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The Principle of Guided Group Interaction: Interaction is a process whereby two or more persons are in a meaningful contact, whereby their behaviour is modified. When people are in groups, the possibility of interaction and inter-stimulation are always present. The main source of energy which propels the group is the interaction of the members and the group worker influences this interaction by the quality of her/his participation.

The Principle of Democratic Group Self-Determination: This principle assumes that groups can develop only when they are given opportunity to behave responsibly but it is to be consciously judged as to how much responsibility a group can be asked to assume at any point in its development. The group worker must first help the group to develop a conscious group-self before it can become responsibly self-determining.

The Principle of Flexible Functional Organization: As the group is formed for specific objectives, it should also have a formal organization to help it achieve these objectives. This formal organization should meet a felt need, be flexible, adaptive and should change as the group changes. The principle does not imply that group worker should organize the group; rather she should help the group organize itself.

The Principle of Progressive Program Experiences: Program in Social Group Work does not only mean the activities or events but is a broad concept that includes the entire range of individual and group relationships, interactions and experiences deliberately planned and carried out with the help of the group worker to achieve the group goals. The group worker should not impose her/his program plan on the group but help the group to develop its own program by extending to the group a variety of choices.

The Principle of Resource Utilization: Social Group Worker should possess knowledge about the resources available in the group, agency and the community. S/he should use her/ his skill in

locating and then acquainting the group with the various resources which can be utilized by the group for different programs.

The Principle of Evaluation: Continuous evaluation of process and programs in terms of outcomes by the worker, agency and the members is not only desirable, albeit essential. Carefully maintained records can facilitate proper monitoring and evaluation. Evaluation of the outcomes is a carefully planned manner. Maintaining records in a systematic and orderly way aids the evaluation process.

2.9. Skills and Techniques of Group Work

Membership and leadership skills are viewed jointly due to the following rationale: For the group's efficient functioning, the leader and his members need to be dealt with skillfully. Similar concerns of individualistic communication emerge for leaders and members. A group worker has to perform various functions which are broadly grouped into (i) job oriented functions that facilitate the group to converge and concentrate towards fulfilling group's objectives (ii) individual oriented functions to cater to the personal needs of group members that ensure healthy group cohesiveness and (iii) maintenance oriented functions that ensure the consistency of group members' contribution. Below, some of basic skills expected from group social workers are listed.

Facilitation Skills: This involves the group worker helping the group to stay focused on the goals to be achieved, to ensure that the group members work towards a common direction. Facilitating skill, also sometimes called the "here-and-now" of group interaction is often missed by the group workers. This is because group processes take a back seat when group interactions are intense.

Skills of Information Collection and Evaluation: Information is power and this is true in working with groups too. Through information gathering and evaluation skills, the group worker bridges the gap between the process-oriented approach of facilitating group processes and the task oriented approach of using action skills to achieve goals and satisfy members' needs.

Requesting Information, Questioning and Probing skills: By skillfully questioning and probing the group worker may gather data effectively. A broad outlook to the task in question and to the pursuits of the group could be added (with this supplementary information) that could benefit the group immensely. Skills are needed in properly wording the questions – leading questions; double questions etc should be avoided.

Analyzing Skills: Once the data have been gathered and organized, the worker can use analyzing skills to synthesize the information and assess how to proceed. Analyzing skills include: pointing out patterns in the data, identifying gaps in the data, and establishing mechanisms or plans for obtaining data to complete an assessment.

Synthesizing Skills: Another useful data gathering and assessment skill is blending verbal and nonverbal communications. Examples of synthesizing skills include: Making connections among the meanings behind a member's actions or words, expressing hidden agendas, Making implicit feelings or thoughts explicit and making connections between communications.

Listening Skills: By appropriate feedback and playback the group worker conveys verbally whereas through his eye contact, gestures and body language he conveys it none verbally. Egan (2002) suggests that, in addition to body position and eye contact, skills that indicate that a worker has heard and understood a member are part of effective listening. Research has shown that effective listening skills are an important characteristic of successful leaders (Johnson & Bechler, 1998)..

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Reframing and Redefining skills: Redefining and reframing the problem can help members examine the problem from a new perspective. Thus, a worker may want to reframe or redefine an issue or concern facing the group (Clark, 1998).

Action Skills: This includes modeling, role playing and rehearsing situations in the group. Action skills can be helpful in both task and treatment groups. Modeling refers to the worker or a member demonstrating behaviors in a particular situation so that others in the group can observe what to do and how to do it. Role playing refers to having group members act out a situation with each other's help. (Etcheverry, Siporin, &Toseland, 1987).

Confrontation Skills: Confrontation is the ability to clarify, examine, and challenge behaviors to help members overcome distortions and discrepancies among behaviors, thoughts, and feelings (Egan, 2002; Toseland & Spielberg, 1982). However, one has to vigilantly judge the state of affairs and about the acceptability of his interventions during confronting situations.

Skills of Conflict Resolution: Conflict resolution skills are needed to smoothen out frictions within the group and also with those outside the group – inclusive of social systems. There could be several grounds for conflicts among the members. The group worker should facilitate the group to consider conflicts as a factor nourishing the group's development. Conflicts, if constructive and issue based, help the group to get a clearer vision of its goals and discover individual strengths and weaknesses.

Critiquing Skills: Constructive criticism is an important skill for the worker, for lots of learning happens while critiquing the group's progression and activities. It enables retaining the focus on the group's primary purpose. It also means appropriate questioning of the leader's inputs and interventions, contribution of members and patterns of group's functioning.

Leadership Skills: Group leaders have to constantly remind themselves that they are working with human beings each with different viewpoints, personalities and ways of functioning. The key skill of the leader is communicating and keeping communication channels open within the group at all times. This means the leader has to involve all members in discussions.

2.10.   Roles of a social worker working with Groups

Widely quoted authors Compton and Galaway (1984) focused on social worker's, interceptive roles whose enactment meant the translation of expectations (of the profession) into behaviour. These roles refer to the behaviours through which the client – an individual, a family, a group or a community – expects the worker to help accomplish goals, agreed upon mutually by the client and the worker. The roles conceptualized by the authors include the following:

Social Broker: Connecting the client system with the community resources based on broad knowledge of community resources and the operating procedures of the agencies; the worker may bring the specialized resources to the group; referral is a basic part of enactment of the broker's role.

Enabler: Assisting clients to find coping strengths and resources within themselves to produce changes necessary for accomplishing the stated objectives with the supporting and enabling function for the client.

Teacher: Providing groups with new information is necessary for coping with difficult situations, assisting group members in practicing new behaviour or skills. Teacher's role helps group members make informed choices and cope better with social reality.

Mediator: Mediation is the efforts to resolve conflicts that may exist between the client system and external systems like other persons or organizations by finding a common ground on which

they might reach a resolution of the conflict (utilizing techniques of constructive conflict resolution).

Advocate: Advocacy is speaking for the client (individual, family, group or community) by presenting and arguing the clients' cause. It becomes essential when working with client-systems who belong to disadvantaged and marginalized groups in society, are oppressed due to structural social inequalities, or are invisible and voiceless.

2.11. Theories in Social Group Work

'Theory' is a plausible or scientifically acceptable general principle or body of facts offered to explain phenomena. For example, Social Learning Theory describes how human behaviour is a product of environmental, social and personal factors. In the context of group work, theories are on the whole scientifically accepted facts or statements for understanding individuals and their relationships with others. Therefore, group work is based on eclectic theory of individuals and groups.

2.11.1. Theory of Individual Dynamics

An individual is understood, in social group work, on the basis of psychoanalytic theory and cultural components as well as knowledge of social psychology and sociology.

Importance of early childhood experiences: A child initially engages in one-to-one relationship i.e. interacts only with the mother. Later on, he/she begins to interact with others outside the mother. The earliest experience of interaction within the family or outside provides the child a valuable mental and emotional learning experience which he/she begins to apply as he/she grows and begins to reach out beyond the intimate family group to peers (Konopka, 1963).

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Man's actions are influenced by unconscious motivation as well as by his capacity to act consciously and rationally: This concept is directly related to group work practice. The group worker guides the individual members in a group to participate in the programme activities and to relate to other members in the group in order to fulfill certain personal and social needs. In other words, the capacity to control difficult inner forces can be achieved and the insight of the individual can be strengthened through constant interaction with others through group work.

The concept of ambivalence: the human being can experience two opposing emotions at the same time towards the same person or situation. In case of change, they wish to involve in the change process, but at the same time they resist change and desire to keep their identity as it is.

Development theory of human being: Human beings pass through various stages in their life. In the first year, when child is under the loving adult, a sense of trust is established. In the next stage a sense of autonomy, is felt when the child can understand the boundaries of his/her self-determination. The third, fourth and fifth stages are sense of initiative, sense of industry and a sense of identity respectively. The last stage is the sense of integrity when a well-integrated adult can accept himself as different from others and yet able to have and accept others (Friedlander, 1976).

Group association changes as per the need and focus in the group, depends on group goals: Every person in his/her lifespan belongs to three types of groups' i.e. primary group (the family) where he is born, friendship groups, and the vital-interest groups. The primary group or family plays a fundamental role during childhood, the friendship group is most important in adolescence, and adulthood seeks vital interest groups. A social group worker may apply the same logic for fulfilling group member's needs (Friedlander, 1976).

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2.11.2. Theory of Group Dynamics

When an individual belongs to a group, his behaviour is determined not only by his inner forces but also by the people around him. Hence, apart from the individual dynamics, a social group worker must know the group dynamics or various concepts of the group process. These concepts include: acceptance or rejection, isolation (neglected and rejected) sub groups, group bond, group hostility and group contagion, group support, and group conflict.

Acceptance or rejection: A group worker must know every individual group member's relationship with other group members or how much power each one has over the other i.e. whether he is accepted by others or isolated. If a member is isolated, the group worker must know the meaning and causes of isolation. Thus the questions of isolation or rejection need to be addressed by the group worker by handling interpersonal and intrapersonal issues in the group.

Sub groups: The group worker has to observe whether these sub groups threaten the unity of the group or are friendly formations. He has to act accordingly. It should be known that emotional acceptance of the inevitability and legitimacy of sub groups is a pre requisite for good and skillful group work. A worker, who works against the sub groups, loses the whole group (Konopka, 1963).

Group bond: It refers to 'group cohesiveness' or 'sense of belonging'. It is the force bringing group members closer. Group bond may be emotional or task-related. 'Emotional bond' derives from the connection that members feel to other group members and 'task-related bond' refers to the degree to which group members share group goals and work together to meet these goals.

Group hostility and group contagion: Group hostility, in most of the cases, is found among the exploited or depressed or minority groups. Hostility means aggression or resentment or unfriendliness. In this regard, Barsade (2002) comments: 'It is a process in which a person or

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group influences the emotions or behaviour of another person or group through the conscious or unconscious induction of emotion states and behavioural attitudes'. Group contagion may occur during examination or when two children are upset in a camp or when some external threats come.

Group support: Any work becomes easy in a group when support and courage come from other members. A child having good behaviour does not have any motive towards stealing but he/she may do it while interacting in a group. We find in group therapy that each individual shares experiences with others 'who are in the same boat' and accumulate moral support, information as well as advice on the problems and experience growth opportunities.

Group conflict: There exists no group without any conflict. Maturity of a group can be understood by observing how a group resolves conflict. Normally conflict can be solved or mitigated through withdrawal of one part of the group (giving up or running away or starting another group), subjugation (powerful part forces others to follow their wish), majority rule (major people decide action), minority consent (minority agrees with any option), compromise (each party agrees to the limit set by them), and integration (conflicting opinions are discussed and reworked for solution) [Konopka, 1963]. Integration is the most mature way of conflict resolution (Friedlander, 1976).

2.12. Theoretical Frame Work

A study by the Institute of studies (2016) revealed that in the zone, only 28% of the group businesses are expanding while 58% have not added workers. According to the survey, more enterprises are likely to close in their first year of their establishment. The report on 2016 from Gedeo Zone Youth and Sport Office revealed that 47% of group small businesses are in stagnation with only 15% of them showing some level of growth.

According to the Market assessment report conducted at Dilla Zuriya and Wenago woreda on youth livelihood by Balaya Children's and Family Charity Organization in collaboration with Jnun consultant in 2016, the possible factors for this problem are; lack of competent marketable technical skill for sustaining their IGA, lack of enough startup capital (financial and kits) and loan services from government, limited access to marketable working space, weak effort has been done in value/supply chain for existing micro enterprises, lack of entrepreneurship skill to manage their business for long time, Irregular and ineffective business couching (BDS) from concerned bodies, lack of role models in their area (business & education), limited motivation for some jobs that have smaller return of investment, and lack of teamwork skill while operating their business.

Irrespective of the access to the above listed issues, it is observed that youth livelihood group interventions are less likely to sustain and make the intended impacts. The application of social group work methods from both the group workers and the group member are too undermined and the programme is undergone by layman person to group social work approach.

As a primary social work method, social group work method has brief procedures and principle that helps the group livelihood intervention but, in most of the places these youth group livelihood interventions are considered as to be limited in the application social group work method. This method is under emphasized by different actors and no due consideration is being given for the relevance of social group work method has for the effectiveness of the youth group livelihood intervention including the study area. Therefore, it can be understood that this is the primary factor for the in-effectiveness of the group youth livelihood interventions in the study area.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of Study Area

This research is conducted in Dilla Zuria Woreda, which is one of the six woreda of Gedeo Zone in the Southern Nations, Nationalities and Peoples' Region of Ethiopia. As part of Gedeo Zone, Dilla Zuria is bordered on the southwest by Wenago, on the west by Oromia Region, on the north by Sidama Zone, and on the southeast by Bule. Dilla town is surrounded by Dilla Zuria. Dilla Zuria was part of Wenago woreda. Based on the 2007 Census conducted by the CSA, this woreda has a total population of 98,439, of whom 49,413 are men and 49,026 women. None of its population are urban dwellers. The majority of the inhabitants were Protestants, with 83.13% of the population reporting that belief, 7.81% observed traditional religions, 5.31% practiced Ethiopian Orthodox Christianity, 1.16% were Catholic, and 1.02% were Muslim.
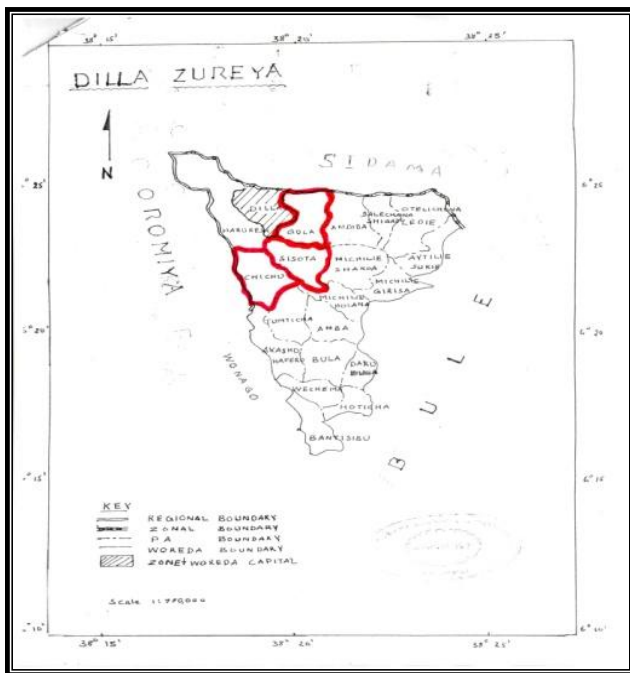
Figure 1. Map of Dilla Zuriya

Chichu, capital of Dilla Zuria woreda is semi-urban. The total area of the districts is 122Km^2. (Source: Gedeo Zone Finance and Economy Development Administration). The districts fall within three major agro-climatic zones namely, Dega (High land) that accounts for 39.5%, Woyina Dega (Mid-land) covering 54.5 and Kolla (low land) accounts for 6% while the operational kebeles fall in moist Woyina Dega (mid land) agro-ecological zone.

3.2. Research Design

This researched is an exploratory research design. An exploratory research design is conducted for a more precise investigation. The focus is on gaining insights and familiarity for later investigation or undertaken when research problems are in a preliminary stage of investigation. The goals of this exploratory type of research is thus, intended to familiarize with basic details, settings, and concerns in social group work method in youth group work intervention and to develop well-grounded picture of the application of social group work in youth group livelihood interventions at the study area.

3.3. Universe of the Study

This study was based on the assessment of the relevance and application of social group work method in youth group livelihood interventions. The target population of this research is rural youth from 18-30 years old those who have engaged in group livelihood and the government workers those who have directly concerned in implementation of the interventions with these youths. The population of the study is comprised of 420 youth those who have currently operating in group business in the past five years that have recoded and clearly documented in group business at woreda in five kebeles and 475 youth from those who have engaged in unsuccessful group business supported with office clear record and document. There are 84 social workers from zonal and woreda government sector offices. Thus, the entire population of the study is 979.

3.4. Sampling

The sampling determination of this study was based on Krejcie and Morgan (1970) table in which no calculations are needed to determine the size of the sample. Accordingly, the sample size for this research was driven from the entire universe of the study 979 that consisted of 420

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successful youth in their business, 475 unsuccessful youth in their business and 84 social workers. The researcher used 269 respondents out of 895 group youth livelihood members and 66 respondents for 84 social workers that are 335 respondents through Krejcie Morgan (1970) table of sample determination.

3.5. Sampling Methods

The data were collected from youth group livelihood interventions through purposive sampling method. The sectors those who have direct contact with youth group livelihood intervention have purposefully selected and included in the study. The sampling was equal given weight to youth groups those who are still in business and out of the business in the study. Due to the difficulty to locate the groups those who are out of the business, snowball sampling method was used to identify the group members. Snowball sampling is externally helpful in studying some special sampling situation like getting a sample of population with no defined location, circumstance and conditions.

The study respondents those who agreed to participate in the study were included. In contrast, respondents those who were not willingly to participate on the data collection were excluded from data collection. The technical staffs of government concerned sectors those who have direct contact with youth group interventions in establishing, monitoring and evaluating the group have included while the rest, upper management and support staffs who have indirect contact were excluded from the data collection process.

 Primary and secondary data sources were used for the study. The primary data were collected from successful, unsuccessful youth groups and government employees involved in the study. Secondary data were also collected from sector office available documents.

3.6. Tools for Data Collection

Likert scale questionnaires were developed and used for collecting data from youth livelihood interventions of the study. More of the questions were closed ended questions. Open ended questionnaires have also used for collecting data from group workers to let the respondents have freedom of expression. The following tools of data collection were used in this study.

3.6.1 Interview Schedule

The opened question ire was used to collect the data from youth respondents of the study. The interview schedule was prepared keeping in mind the objectives of the study. Specific questions were pre –coded, adequate number of questions included in the questionnaire to address the objectives of the study.

3.6.2 Focus Group Discussion

The focus group discussion was conducted with different group youth livelihood concerned government sectors and youth livelihood groups members. The first focus group session was organized with six (from each level) zonal and woreda level youth livelihood intervention government sectors representatives. The six zone and woreda level government sectors targeted for this focus group discussion are; Youth and Sport, OMO Micro Finance, Administrative, Trade and Industry, Cooperative and Finance and Economic Development. The third and fourth focus group discussions were conducted with youth livelihood members those actively operating and the unsuccessful business group members organized independently.

3.6.3   Interview Guide

Interview guide was used to gather additional information from key informants. Key informant for the research are both woreda and zone level youth livelihood intervention related to six sectors' those who are in charge of planning, implementing and evaluating youth livelihood

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intervention and the group leaders of both effective and non-effective group businesses. The following the interview guide for key informants; Reason for non-effectiveness for group livelihood intervention in the Woreda, know how about process of groups establishing, know how on the role of group worker in group work, know how about inherent values of group work as a group worker, understanding of principles of group formation for you, know how on the stage of group formation, understand on professional relationship with the clients, understanding about group development, know how on stages of group development, now how on basic skills and techniques needed for group workers and possession of these basic skills and techniques

3.6.4 Observation Guide

Observation is also used as another way of data collection for this study. The researcher practically observed group intervention at their business areas. A total of seven group business groups implementing their business activity on bee hive, fruit petty trade, fattening, wood work/furniture work, girls' hair dressing and poultry were visited and practical observation was made.

3.6.5 Document Analysis

Relevant documents found at the group business intervention area were taken as good source and observed for obtaining relevant data. The researcher also reviewed different documents that are available at woreda level youth group livelihood intervention concerned sectors to have better data about youth group livelihood intervention in the woreda.

3.7. Analysis and Interpretation of Data

In the study, both the quantitative and qualitative methods of data analysis methods were used. Descriptive analytical tools such as frequency distribution and percentages were employed to

analyses the collected data. Accordingly, frequency distribution tables and Histogram have used to summarize both the group workers and youth group members

In order to control the quality of data under the study, the researcher has given an ultimate emphasis to the quality of the questions while preparing the questions. The questions were prepared in line with specific objectives .Data collections were carried out by data collectors who have knowledge and experience of working with rural community. The researcher provided two days training for data collectors on data collection methods and discussion was made on questionnaires developed to collect reliable data and questionnaire was properly designed and pre-tested, reviewed the completed questionnaire and to ensure its completeness. The questionnaire was properly coded by the researcher. Prior to actual survey, based on pre-test the researcher has taken the necessary modifications and adjustment.

3.8 Ethical Considerations of the study

The researcher did not tolerated choices and actions that violate the rules and norms of a both the studied population and institutions. Similarly, the researcher has given a great respect for study participants, consider the issue of beneficence (psychological and social risk minimization) through keeping of participants' confidentiality, obtain the informed consent of both research participants and responsible institutions, and encouraged the equal participation of the subjects under the study.

Additionally, both Gedeuffa and Amharic languages have been used to communicate easily with study participants. Briefly, the researcher has given obligations to self, society, organization, and subjects to ensure the ethics of the study by keeping the confidentiality of the respondents

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

In this section, the collected data through various tools from diverse respondents are analyzed and interpreted. The respondents of this research are mainly two types namely, the youths those who have experienced youth group livelihood interventions and the group workers those who have worked with youth group livelihood interventions.

4.1. Analysis and Result of Youth group livelihood Members

4.1.1. Demographic and Socio-Economic Characteristics of the Respondents

In this the first section of the discussion, it is tried to discuss about the demographic characteristics of the sample respondents of youths group livelihood intervention participants. Thus, the main respondents' demographic characteristics focused here are sex, age, educational background, physical status, marital status and religion of the sample youth group livelihood intervention participants.

Table 4.1 Demographic and Socio-Economic Characteristics of the Respondents

Sex of Respondents	` Frequency	Valid Percent
Male	167	62.08
Female	102	37.92
Total	269	100
Age of Respondents	**Frequency**	**Valid Percent**
Less than 18 years	30	11.15
Between 18 – 24 years	191	71.00
Above 24 years	48	17.84
Total	269	100
Educational background of Respondents	**Frequency**	**Valid Percent**

Less than grade 8	48	17.84
Between Grade 9 – 10	191	71.00
Above Grade 10	30	11.15
Total	269	100
Physical status of Respondents	**Frequency**	**Valid Percent**
Normal	268	99.63
Differently able	1	00.37
Total	269	100
Marital Status of Respondents	**Frequency**	**Valid Percent**
Never married/single	179	66.54
Currently married	84	31.23
Widowed	6	2.23
Divorced	-	-
Others	-	-
Total	269	100
Religion of Respondents	**Frequency**	**Valid Percent**
Orthodox	96	35.69
Catholic	--	--
Protestant	155	57.62
Muslim	18	6.69
Others,	---	--
Total	269	100

Source; Own survey 2018

The above table 4.1 shows that, 167 respondents out of 269 total samples respondents or 62.08% of them are male respondents and the rest 102 or 37.02% of them are female respondents. This indicates that, male respondents have more likely to participate in outdoor activities compare to female youth group members. According the observation made in the area, the tradition of the community is in favor of men for outdoor activities.

The above table 4.1 shows the age categories of the respondents, out of a total of 269 respondents 30 (11.15%) of the respondents are less than 18 years of age, 191 (71.00%) of them are between 18 – 24 years of age and the rest 48 (17.84%) of them are above 24 years of age. The national youth social policy reflects the youth age bracket of 18 and 24 years. However, during the data collection, few respondents, about 11.15% are found below 18 years of age. This indicates that, during the establishment of youth livelihood groups, due attention is not given for establishing youth group with working age group, according to the national policy.

Regarding educational background of the respondents, out of the total 269 samples respondents, 48 (17.84) of the respondents who were below grade 8, 191 (71.00%) respondents who are from grade 8 to grade 10 and 30 (11.05%) respondents are above grade 10. The responses of the respondents indicate that majority of the members are found members from grade 8 and grade 10, most of the group members are who have completed grade ten and could not have opportunity to continue their education due to unsatisfactory national exam score, less economic capacity for further education and skills training etc. Few respondents or 30 (11.05%) of the respondents are above grade 10 and these are youths those who have participated in different short term skills trainings and certificate trainings after completing the same.

As table 3.1 indicates except one respondent, all of the respondents that means 268 (99.63%) of the respondents have no any physical disability. The selection of members was indicative for non inclusive of disabled youth in the interventions that leads to unequal opportunity among the youth,

The marital status of the respondents indicates that out of 269 total respondents, 179 (66.54%) of the respondents were single, 84 (31.23%) of the respondents were married and the rest 6 (2.23%)

of the respondents were widowed. The data collected shows as most of the youth group were unmarried and the youth group members   need economic security before getting married in the study area.

 Regarding religious background of the respondents, out of 269 entire respondents, 96 (35.69%) of them are orthodox, 155 (57.62%) of them are protestant and the rest 18 (6.69%) of the respondents are Muslims. Protestant is the dominant religion in the study area

4.1.2. Social Group Work Method Values and Principles Application in Youth Group

The main purpose of the research is to know how social group work method is being applied in the youth group livelihood intervention at the study area. Accordingly, here it is tried to briefly analyze and discuss how social group work values and principles are being applied in youth group livelihood activities at the study area. As indicated below, comprehensive questions are prepared asking about the application of social group work values and principles for youth group livelihood members through Likert scale method or rating.

Table 4.2 Social Group Work Method Values and Principles Application Test in the Group

Descriptions/Questions	Response		
	Rating	**Count**	**Valid Percent**
The group members are homogeneous (age, educational status, socio-economic background, geographic location, experience, skills and knowledge)?	Strongly Agree	--	--
	Agree	12	4.48
	Don't know	77	28.66
	Disagree	114	42.39
	Strongly disagree	66	24.48
	Total	**269**	**100**

Source; Own survey 2018

The first important social group work method's principle is to organize the members of the group from homogenous socio-economic background. Accordingly, it is tried to understand how this value and principles are being applied in the group youth livelihood activities in the study area. As indicated in the above table, 144 (42.39%) replied disagree with the application of this principle and this indicates that one of the major principles of social group work approach is missed in implementing group youth livelihood interventions. In the group, it is observed that there are members from diverse socio-economic background in a single group. From this, we can conclude that members have no such homogenous background and the principle is totally missed.

Table 4.3 Determined/specific meeting place for the group members

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group has specific meeting place?	Strongly Agree	--	--
	Agree	--	--
	Don't know	19	6.87
	Disagree	83	31.04
	Strongly disagree	167	62.09
	Total	**269**	**100**

Source; Own survey 2018

The other social group work principle is having regular meeting place for the group members. In the table, it is indicated that from the total of 269 respondents, as indicated in the above table 4.3, most of the group members or 167 (62.09%) of them expressed that they have no regular and determined meeting place and we can understand that one more social group work method value and principle is missed.

Table 4.4 Determined/specific meeting time for the group members

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group has a regular meeting time/period	Strongly Agree	--	--
	Agree	8	2.39
	Don't know	6	2.39
	Disagree	83	31.04
	Strongly disagree	172	64.18
	Total	**269**	**100**

Source; Own survey 2018

As indicated in the above 4.4, only 8 (2.39%) have agreed with having regular meeting time for the group members included in the samples. For both of these social group work principles, all most all of the respondents or 167 (62.09%) of the respondents strongly disagree on having regular meeting place and 172 (64.18%) of them strongly disagree with having regular meeting time in the groups. Still it is a good indicative for the missing of another important social group work values and principles in group youth livelihood interventions in the study area.

Table 4.5 Determined/specific pre-determined termination date for the groups

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group has a pre-determined termination date	Strongly Agree	--	--
	Agree	7	2.39
	Don't know	125	46.57
	Disagree	83	31.04
	Strongly disagree	54	20
	Total	**269**	**100**

Source; Own survey 2018

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The above table 4.5 indicated if the groups included under the sample have pre-determined termination period/date. Even though it is one important values and principle of social group work interventions, it is not being applicable in the program interventions on the ground as indicated on the table. As indicated on the table, from the total 269 of respondents, most of the respondents or 125 (46.57%) of the respondents replied don't know. This indicates that the groups have established without having any pre-determined termination time/date and missed one major social group work values and principle.

Table 4.6 Formulation of round rule which is obeyed by all group members equally

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group has a ground rule which is obeyed by all group members equally	Strongly Agree	--	--
	Agree	--	--
	Don't know	--	--
	Disagree	107	40
	Strongly disagree	162	60
	Total	**269**	**100**

Source; Own survey 2018

The other important values and principle is having ground rule for the group which is developed by the group members to be equally obeyed by all members. As indicated in the above table 4.6, concerning this ground rule for group, from the total 269 of respondents, 107 (40%) of them replied disagree and the rest 162 (60%) of the respondents replied strongly disagree. That means, all of the groups have no such well-organized ground rule which is obeyed by the group members. Still we can observe that there also no application of one more principle in group youth livelihood interventions.

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Table 4.7 Group members treated in the group

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Group members treated with respect irrespective of any differences and similarities in your group.	Strongly Agree	8	2.69
	Agree	0	--
	Don't know	35	13.13
	Disagree	113	42.09
	Strongly disagree	113	42.09
	Total	269	100

Source; Own survey 2018

The above table 4.7 indicated if there is fair treatment of the members in the groups. As indicted in the table, for the question concerning the application of fair treatment of members in the groups, from the total of 269 respondents, most of the respondents or 113 (42.09%) have replied that there is no fair treatment among the members of the group. Fair treatment among the group members is one important values and principle social group work method but still not being applied in the implementation of group youth livelihood in the study area.

Table 4.8 Group members' have equal access to resources and opportunities in the groups

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
All group members have equal access to resources and opportunities in your group without discrimination as to race, ethnicity religion, social class, gender, sexual orientation, and capacities	Strongly Agree	--	--
	Agree	42	15.82
	Don't know	17	6.57
	Disagree	95	35.52
	Strongly disagree	115	42.09
	Total	269	100

Source; Own survey 2018

The other important values and principle is about group members' equal access to resources and opportunities in the group without discrimination as to race, ethnicity religion, social class, gender, sexual orientation, and capacities. In the group, access to resource means like access to loan, group working capitals, group materials, etc. Accordingly, for these determinant, as indicated in the above table, from the total of 269 respondents, most of the respondents or 95 (35.52%) of the respondents replied disagree and the rest 115 (42.09%) of the respondents replied strongly disagree which strongly indicates that there is no equal access to resource in the group for the members while group youth livelihood implementations.

Table 4.9 patterns of communication and norms of behavior in the groups

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
There is patterns of communication and norms of behavior that foster mutual aid in the group	Strongly Agree	--	--
	Agree	24	8.96
	Don't know	65	24.18
	Disagree	90	33.43
	Strongly disagree	90	33.43
	Total	269	100

Source; Own survey 2018

Patterns of communication and norms of behavior are the other important values and principles of social group. The above table 4.9, from the total of 269 respondents, most of the respondents or 90 (33.43%) of the respondents replied disagree and the rest 90 (33.43%) of the respondents replied strongly disagree. This indicates that they are not still in line with the values and principle of social group method as far concerning communication and norms of behaviors in the group youth livelihood programme implementations at the study area.

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Table 4.10 Group possesses for elements of conscious design and plan

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group possesses elements of conscious design and plan.	Strongly Agree	--	--
	Agree	24	8.96
	Don't know	78	28.96
	Disagree	107	40
	Strongly disagree	60	22.09
	Total	**269**	**100**

Source; Own survey 2018

The other social group work values and principle is possession of conscious design and plan in the groups. Concerning this values and principle, in the above table, Based on the above data, from the total of 269 respondents, most of the respondents or 107 (40%) of the respondents replied disagree and the rest 60 (22.09%) of the respondents replied strongly disagree and this indicates that there is no good tendency for possession of conscious design and plan in the groups while implementing group youth livelihood intervention in the study area.

Table 4.11 Group members understand and accept their role and responsibilities in the group

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group members understand and accept their role and responsibilities in the group.	Strongly Agree	--	--
	Agree	--	--
	Don't know	--	--
	Disagree	138	51.34
	Strongly disagree	131	48.66
	Total	**269**	**100**

Source; Own survey 2018

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The above table 4.11 indicated group members' understanding and acceptance of their role and responsibilities in the group as one important social group work values and principle. As indicated in the table, from the total of 269 respondents, 138 (51.34%) of them replied disagree and the rest 131 (48.66%) of them replied strongly disagree. This indicates that the group members are not well aware of their role and responsibilities in the group and not willing to perform and from this we can conclude that one more important social group work values and principle are missed.

Table 4.12 Groups' flexibility and variety to satisfy a variety of needs and interests

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group is flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation for the group members.	Strongly Agree	--	--
	Agree	60	22.39
	Don't know	54	20
	Disagree	95	35.52
	Strongly disagree	60	22.09
	Total	**269**	**100**

Source; Own survey 2018

Concerned on the groups' flexibility to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation for the group members, the above table 4.12 indicated, from the total of 269 respondents, most of the respondents or 95 (51.34%) and the rest 131 (48.66%) of the respondents replied strongly disagree and from this we can conclude that the groups are not as flexible as expected from the values and principles of social group work method.

In general, there is no satisfactory level of response for the application of all values and principle in the group youth livelihood intervention in the study area as indicated and discussed above. Values and principle have importance in the effectiveness and sustainability of the group intervention but it is totally undermined in the implementation. No such organized application of social group work method is observed and it can totally be understood that this is the primary factor for the in-effectiveness of the youth group livelihood interventions. No any other value that can replace or compensate these values are also applicable in the interventions based on the data gathered through interview and focus group discussion with the group members.

4.1.3. Social Group Work Method Application in Group Formation Process

Social group work method has its own criteria and preconditions to establish groups. The research is also intended to know the application of these preconditions during the establishment of group for livelihood intervention in the study area. Under here, the application of social group work method during the formation of group youth livelihood intervention is briefly discussed.

Table 4.13 Professional guidance during Group Formation Process

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Your group established with active professional guidance by group workers	Strongly Agree	17	6.32
	Agree	9	3.35
	Don't know	11	4.09
	Disagree	71	26.39
	Strongly disagree	161	59.85
	Total	**269**	**100.00**

Source; Own survey 2018

While establishing the groups, the first criterion is to have guidance and professional support from group work professional. Accordingly, as indicated in the above table, some of the groups have established with the support of groups workers, but 161 (59.85%) of the respondents indicated that the groups are established with no professional support. Thus, many of the groups have established by the members themselves with no any professional knowledge and experience.

Table 4.14 Membership in youth livelihood groups

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Membership is voluntary in your group	Strongly Agree	7	2.60
	Agree	18	6.69
	Don't know	30	11.15
	Disagree	101	37.55
	Strongly disagree	113	42.01
	Total	**269**	**100.00**

Source; Own survey 2018

Voluntary membership is the second major criteria in the social group work during the formation of any group. As this indicated in the above table 4.14, from the total of 269 respondents, few of the respondents or for 7 (2.60) of them and for 18 (6.69%) of them, membership was voluntary. But for the majority of the respondents or 101 (37.55%) of them and for 113 (42%) of the respondents membership was not voluntary. This indicates that majority of the group members are forced by some groups or some organization in one way or another to be member of youth livelihood groups. This can understood as the prominent factor for the un-sustainability of the

established youth livelihood groups in the study area. From this we can also understand that social group work is not well applied in the formation of youth livelihood groups.

Table 4.15 Voluntary selection of group activities in youth livelihood groups

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group activities are selected voluntarily by the group members	Strongly Agree	--	--
	Agree	12	4.46
	Don't know	12	4.46
	Disagree	120	44.61
	Strongly disagree	125	46.47
	Total	**269**	**100.00**

Source; Own survey 2018

The other indicator for the application of group work method during the group formation process is voluntary selection of the group activities. According to the principle of social group work method, selections of the group activities are to be performed by the group members voluntary. As indicated on the above table, most of the respondents or 120 (44.61%) of the respondents replied disagree and the rest 125 (46.47%) of the respondents replied strongly disagree. This indicates that most of the group activities are not selected voluntarily by the group members. According to different interview and focus group discussion with concerned bodies, it is revealed that the youth groups are forced to select their group activities in line with the government priorities and based on the market assessment report if any, even though they are not happy with it.

Table 4.16 Clearly understood and familiar goal among youth livelihood group

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Your goal is clearly understood and familiar with all the group members	Strongly Agree	--	--
	Agree	--	--
	Don't know	--	--
	Disagree	156	57.99
	Strongly disagree	113	42.01
	Total	**269**	**100.00**

Source; Own survey 2018

The goal of the group must be clearly understood and familiar with all the group members according to social group work method. The above table 4.16 indicated the attitude of the youth group members towards their goal. As indicated in the table, from the total of 269 respondents, all of the respondents or 156 (57.99%) of them replied disagree and the rest 113 (42.01) of them replied strongly disagree. According to different discussion and information, no such long term goal planning and commitment is familiar in group youth livelihood interventions.

Table 4.17 Additional social benefit for the members other than ultimate economic goal

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
The group provide you additional social benefit other than your ultimate economic goal	Strongly Agree	--	--
	Agree	7	2.60
	Don't know	36	13.38
	Disagree	125	46.47
	Strongly disagree	101	37.55
	Total	**269**	**100.00**

Source; Own survey 2018

The above table 4.17 indicated about the provision of additional social benefit other than the ultimate economic goal. As indicated in the table, from the total of 269 respondents, most of the respondents or 125 (46.47%) of them replied disagree and the rest 101 (37.55%) of the respondents replied strongly disagree. The above data indicate that there is no any satisfactory additional social benefit other than the ultimate economic goal in the youth group livelihood interventions and this can be the reason why group members are not proud of being the member of the group.

In the above discussion it is tried to understand if social group work method is being applied in group formation process in youth group livelihood intervention at the study area. As discussed above, it is clear that there no any satisfactory response for the application the social group work method in group formation process in youth group livelihood intervention at the study area. The components of group formation process in social group work method discussed above are vital for the effectiveness of group intervention but it is totally undermined for youth group livelihood intervention at the study area and this can one of the important factor the in-effectiveness of the interventions in the study area.

4.1.4. Social group work methods Application in Group Operation and leadership

In the above discussions, we have discussed how social group work values and principles are applied in the group youth livelihood interventions in the study area. We have also discussed about how social group work method is being applied in group formation process in youth livelihood interventions at the study area. Under here, it is tried to discuss how social group work method is applied during the operation of the groups after establishment. It is also tried to discuss how the leadership matters are in line with the social group work method.

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Table 4.18 Acknowledgement of leadership role by the members in youth livelihood group

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Your group leaders and the group members acknowledge the importance of the Leadership Role.	Strongly Agree	6	2.23
	Agree	12	4.46
	Don't know	12	4.46
	Disagree	161	59.85
	Strongly disagree	78	29.00
	Total	**269**	**100.00**

Source; Own survey 2018

In the table 4.18 above, how group leaders and the group members acknowledge the importance of the leadership role is tried to understand. As indicated in the table, most of the members or 161 (59.85%) of the respondents replied disagree and the rest 78 (29%) of the respondents replied strongly disagree. This indicates that the group members view towards leadership role is not this much relevant in the group according to them.

Table 4.19 Leaders' possess good knowledge of their group in youth livelihood groups

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Your group leaders possess good knowledge of the group – its purpose, composition, size, history, past and current activities.	Strongly Agree	6	2.23
	Agree	12	4.46
	Don't know	6	2.23
	Disagree	143	53.16
	Strongly disagree	102	37.92
	Total	**269**	**100.00**

Source; Own survey 2018

As indicated in the table 4.22, from the total of 269 respondents, for some of the group members or for 6 (2.23%) and for 12 (4.46%) their leaders are well aware of the group. But most of them or 143 (53.16%) of the respondents replied disagree and the rest 102 (37.92%) of the respondents replied strongly disagree the leaders are understood by the members that they are not well aware of their group. This indicates that there is a problem in group leadership style of the group youth livelihood interventions from the social group work point of view in the study areas.

Table 4.20 Leaders' Friendliness in Youth Livelihood Groups

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Your group leaders are friendly within the prescribed limits of the societal norms.	Strongly Agree	6	2.23
	Agree	36	13.38
	Don't know	60	22.30
	Disagree	137	50.93
	Strongly disagree	30	11.15
	Total	**269**	**100.00**

Source; Own survey 2018

The other qualities of the group leaders are to be friendly within the prescribed limits of the societal norms. In the above table the view of the member concerning this quality is indicated. As indicated on the table, from the total of 269 respondents, Most of the respondents or 137 (50.93%) of the respondents replied disagree and 30 (11.15%) of the respondents replied strongly disagree. This indicates that, the leadership is not in line with social group work method since the leaders are not friendly enough within the prescribed limits of the societal norms in the group intervention.

Table 4.21 Leaders' ability to control her/his emotion, temper and extra cautious

Descriptions/Questions	Response		
	Rating	**Count**	**Valid Percent**
Your group leaders can control her/his emotion, temper and extra cautious of imposing her feelings on the group.	Strongly Agree	--	--
	Agree	6	2.23
	Don't know	6	2.23
	Disagree	156	57.99
	Strongly disagree	101	37.55
	Total	**269**	**100.00**

Source; Own survey 2018

In group leadership, the group leader must control her/his emotion, temper and extra cautious of imposing her feelings on the group if the social group work is being applied in the operation of the group. As indicated in the above table 4.21, from the total of 269 respondents, most of the respondents or for 156 (57.99%) of them and for 101 (37.55%) of the respondents, their leaders lack this important leadership quality. This also indicates that, social group work is not being applied.

Table 4.22 Leaders' ability to effectively communicate with everybody

Descriptions/Questions	Response		
	Rating	**Count**	**Valid Percent**
Your group leaders can communicate effectively with everybody within and without your group.	Strongly Agree	--	--
	Agree	12	4.46
	Don't know	6	2.23
	Disagree	156	57.99
	Strongly disagree	95	35.32
	Total	**269**	**100.00**

Source; Own survey 2018

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Group leaders' effective communication skill with everybody within and without the group is another group leadership criterion according to social group work method. From above table, we can also understand that social group work method is not being applied since such leadership qualities are not taken into consider as indicated above since most of the respondents or 156 (57.99%) of the respondents replied disagree and the rest 95 (35.32%) of the respondents replied strongly disagree.

Table 4.23 Leaders' ability to focus on the positive aspects of the group members

Descriptions/Questions	Response		
	Rating	Count	Valid Percent
Your group leaders focus on the positive aspects of the group members and also the situation instead of spreading despair through looking at the negative face of issues.	Strongly Agree	-	-
	Agree	6	2.23
	Don't know	-	-
	Disagree	191	71.00
	Strongly disagree	72	26.77
	Total	**269**	**100.00**

Source; Own survey 2018

It is also asked what the group members understand about their group leaders concerning the possession of this important group leadership quality. Accordingly, as indicated in the table 4.23 above, Here also the response indicates that, still the group leaders have lack these important group leadership quality since most of the respondents or 191 (71.00%) of the respondents, from the total of 269 respondents replied disagree and 72 (26.77%) of the respondents replied strongly disagree for the question.

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Table 4.24 Leaders' ability to handle problems of individual behavior and personal relationships

Descriptions/Questions	Response		
	Rating	**Count**	**Valid Percent**
Your group leaders can handle problems of individual behavior and personal relationships without letting it hamper the groups' functioning.	Strongly Agree	--	--
	Agree	6	2.23
	Don't know	18	6.69
	Disagree	179	66.54
	Strongly disagree	66	24.54
	Total	**269**	**100.00**

Source; Own survey 2018

Group leaders must handle problems of individual behavior and personal relationships without letting it hamper the groups' functioning while leading their group. The above table 4.24 indicated how this holds true in the group youth livelihood intervention at the study area. The data indicated that the group leaders still lack this important group leadership skills according to social group work method since most of the respondents, 179 (66.54%) of them replied disagree and the rest 66 (24.54%) of them replied strongly disagree on the issue.

Table 4.25 Leaders' ability to shape a comfortable work atmosphere

Descriptions/Questions	Response		
	Rating	**Count**	**Valid Percent**
Your group leaders can shape a comfortable work atmosphere, both psychologically and physically for the members.	Strongly Agree	--	--
	Agree	6	2.23
	Don't know	6	2.23
	Disagree	167	62.08
	Strongly disagree	90	33.46
	Total	**269**	**100.00**

Source; Own survey 2018

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The other important leadership skills indicated in the above table 4.25 also indicated that the group leaders still have not applied this important group leaders skills since 167 (62.08%) of the respondents replied disagree and 90 (33.46%) of the respondents replied strongly disagree. From this we can conclude that there is no application of social group method in group operation and leadership in group youth livelihood activities at the study area.

4.2.   Result and Discussion with Group Social Worker Respondents

4.2.1.   Demographic Data /Information of the Respondents

This is the second section of the discussion. Under here, it is tried to discuss about the demographic characteristics of the sample respondents of group workers. The main respondents' demographic characteristics focused under here are sex, educational background, and religion of the sample youth group livelihood intervention group workers those who have either directly or indirectly worked with group livelihood interventions.

Table 4.26 Demographic Data/Information of the Respondents

Description	Response	Count	Valid %age
Sex	Male	50.00	75.76
	Female	16.00	24.24
	Total	**66.00**	**100.00**
Education	Certificates	40.00	60.61
	Diploma	-	-
	BA/BSc	15.00	22.73
	MA/MSc	11.00	16.67
	Others	-	-
	Total	**66.00**	**100.00**
Sector	Government	31.00	46.97
	Private	15.00	22.73

	civil society	20.00	30.30
	Groups	-	-
	Others	-	-
	Total	**66.00**	**100.00**
Religion	Ort	20.00	30.30
	Catholic	-	-
	Protestant	46.00	69.70
	Muslim	-	-
	other	-	-
	Total	**66.00**	**100.00**

Source; Own survey 2018

The above table indicated that, 50 respondents out of 66 total samples respondents or 75.76% of them are male. This indicates that, male have more likely to be hired in formal and in non-formal jab opportunity in all most all of the sector in the study area. The other is, for this study, the respondents are group workers from different sectors which are thus technical staffs and the few hired women staffs have participate on support staffs positions in different sectors. As discussed above, this is because male are most likely to participate in outdoor activities, were as, female are less likely to participate in outdoor activities including formal and non-formal sector at the study area. This holds true in the study area due to many reason specially the traditions and social stratification which is in favor of men for outdoor activities in the study area.

The other demographic information indicated in the above table is, educational background of the respondents. Accordingly, as indicated on the table, most of them or 40 (60.61%) of the respondents, from the total 66 samples respondents are certificate holders and from this it is clearly understood that youth livelihood group work is not mostly and technically being

implemented by well qualified professional with good or appropriate educational background holders.

As indicated in the table, of all 66 total respondents, 31 (46.97%) of them are from different government sectors those either directly or indirectly working with youth group livelihood interventions, 15 (22.73%) of the respondents are private workers or not permanently hired for any sector but temporarily working with the youths in temporary appointment by either government or another sector like civil societies as volunteers and 20 (30.30%) of the respondents are from some civil society organization in the study area working with youth livelihood in group in collaboration with the local youth concerned government sectors.

The last demographic data of respondents which is included in the above table is religious background of the respondents. As indicated in the table, of all 66 total respondents, 20 (30.30%) of them are Orthodox religion followers, and the rest 46 (69.70%) of the respondents are Protestants. This is because protestant religion is the mostly followed religion in the study area.

4.2.2. Social Workers on Social Group Work Methods Understanding

The other important part of the study is to understanding the application of social group work method from the group workers side. Above, a detail discussion is provided about the application of group work method from the group members' side. This part is prepared to understand how the social group work method is being applied in group livelihood intervention by the group workers those who are working with group youth livelihood program. At the same time, it is important part of the study to understand the gap the group workers have concerning their social group work as method in group interventions.

Thus, under here, it is tried to understand how far group workers are familiar with social group work method while implementing groups activities specially by focusing on group youth livelihood interventions and this is done through interview, focus group discussion and by preparing open ended questionnaire. The group workers included here are those staffs from six youth concerned government sectors and also from other bodies implementing group youth livelihood programme at the study woreda like civil societies.

Table 4.27 General understanding of social workers on social group work methods

Description	Choice	Frequency	%
Do you have good understanding about Group work?	Yes	41	62.12
	No	25	37.88
	Total	**66**	**100.00**
Do you have good understanding about types of groups?	Yes	41	62.12
	No	25	37.88
	Total	**66**	**100.00**
Do you have good understanding about purpose of group and Group work?	Yes	36	54.55
	No	30	45.45
	Total	**66**	**100.00**
Do you have good understanding about inherent **values of group work** as a group worker?	Yes	36	54.55
	No	30	45.45
	Total	**66**	**100.00**

Source; Own survey 2018

In the above table, the general understanding of the group workers of those who have included in the sample on group work method is indicated. To do this, four important questions have raised for these group workers to respond "yes" if they have an insight about the question and write the detail on what they know about the question or to say "no" if they are not familiar with the concept prepared in the questions. As indicated on the table, from the total of 66 respondents,

most of the respondents that means or 41 (62.12%) of the respondents have provided good discussion on the space provided in the questionnaire. From these we can conclude that more than have of the group workers have good understanding on what group work is.

The second question in the above table is about either the group workers have good understanding on the types of groups. As indicated in the table, it is understood that the group workers have well provided different types of group which are totally in line with group work method. So, from this it is understandable that still the group workers have good understanding on different types of groups.

The above table also indicated if the group workers have good understanding about purpose of group and group work. Accordingly, from the total of 66 respondents, 36 (54.55%) of the respondents replied "yes" and the rest 30 (45.45%) of the respondents replied "no". As indicated on the table all most half the group workers provided good answer for is the purpose of group and group work. Since it is almost half, it is not satisfactory for this study to say the group workers have good understanding about purpose of group and group work.

In the above table, the understanding of the group workers about the inherent values of group work as a group worker is also indicated. Accordingly, from the total of 66 respondents, 36 (54.55%) of the respondents replied "yes" and the rest 30 (45.45%) of the respondents replied "no". as indicated in the table still it is not satisfactory for this study to say the group workers have good understanding inherent values of group work.

Generally, the above discussion can tell us more about that the social group workers those who are working with group youth livelihood have no such satisfactory general understanding on social group work method. The information gathered from the youth livelihood group members

also strengthens this conclusion. This indicate that, the staffs those who are working with group youth livelihood are not the appropriate staffs for the interventions. Since they have no good understanding on the group work method, they can no longer help the group members to operate as a group according to the objective establishing any group. This can be one important findings of this study that can provide good additional knowledge for the concerned bodies on the group interventions.

On their discussion in the questionnaire, most of the respondents replied that they have some limited knowledge related to group youth livelihood only concerning the financial parts that is, about group contribution, group saving, group investment, group loans, group business that helps them to probe youth to start youth group livelihood interventions but they dearth the most important group intervention skills when it is evaluated from social group work method and which is also important for the group to operate long and being effective.

4.2.3. Understanding of Social Workers on Group Formation

Here we are going to discuss how social group workers are familiar in applying the social group work method during establishing youth group livelihood in the study area. The most important things to know for the group workers from group work method is primary the process of group establishment, principle of group formation and good understanding they have about stage of group formation. Different open ended question have prepared for the respondents to write the detail on what they know about the group formation process and the discussion for their response is provided bellow.

Table 4.28 Understanding of Social Workers on Group Formation

Description	Choice	Frequency	%
Do you have good understanding about the **process of establishing** groups?	Yes	51	77.27
	No	15	22.73
	Total	**66**	**100.00**
Do you have good understanding about **principle of group formation**?	Yes	36	54.55
	No	30	45.45
	Total	**66**	**100.00**
Do you have good understanding about **stage of group formation**?	Yes	36	54.55
	No	30	45.45
	Total	**66**	**100.00**

Source; Own survey 2018

In the above table, how far group workers have good understanding on process of establishing youth livelihood group in the study area of those who are working with group livelihood is discussed. As indicated on the table, most of the respondents, 51 (77.27%) of the respondents replied "yes". From this we can understand that the group workers have good understanding how to establish group from the group work method perspective. However, since it is understood from the group members that all most all of the values and principles must be taken in to consideration during establishment have undermined, we can conclude that the group worker know the process of establishing group which is in line with the social group work method but they are not applying it on the ground.

The second question is about good understanding of the principle of group formation by the group workers those who are working with youth group livelihood. The above table indicated that all most half of the respondents or 36 (54.55%) of the respondents replied "yes" or have tried to discuss the principle of group formation during data collection. However for this research, it is not satisfactory to say the group workers have good understanding on the principle of group

formation. From this, we can conclude that this is the first reason for non-sustainability of the established livelihood group at the study area. Since the principle of group formation indicated in social group work method is not being applied, it is clear that the established groups can longer stay as group and attain their group needs.

As indicated in the table, concerning the question about understanding of stage of group formation, from the total of 66 respondents, all most half of the respondents, 36 (54.55%) of the respondents replied "yes" or have tried to discuss the principle of stage of group formation during data collection. However for this research, it is not still satisfactory to say the group workers have good understanding on the stage of group formation.

Generally, as indicated above, as far as concerning the most important three components of group formation according to social group work method that means, the process of group establishment, principle of group formation and stage of group formation, no satisfactory response have been given from the respondents or group workers. This is the most important factor for not applying social group work method in to the group formation process on the ground during the youth group livelihood intervention and at the same time it is also one important factor for poor quality of youth group livelihood intervention at the study area. The information and the realities found at the group member discussion part is also one additional indicator of this conclusion. This can be because of the group workers are not the appropriate professionals for implementing group intervention and have no related background and from this we can understand that there is huge knowledge gap in this regards from the group workers side to implement effective group work intervention and social group work is not being implemented in youth group livelihood intervention at the study area.

4.2.4. Understanding of Social Workers on Group Operation

On the above section, we have seen the understanding of the social group workers have on the group formation process and principles. Here, we are going to see the understanding of these social workers have on the group operation after the groups are being established. On the below table, about five question have prepared for the respondents that are directly asks about group workers' knowledge and familiarity on group operation from the social group work method. For each of the response, detail analysis and discussion is given bellow the table.

Table 4.29 Understanding of Social Workers on Group Operation

Description	Choice	Frequency	%
Do you have good understanding about the **role of group worker** in group work?	Yes	60	90.91
	No	6	9.09
	Total	66	100.00
Do your group work intervention methods are deliberately and purposefully designed by group work professionals?	Yes	50	75.76
	No	16	24.24
	Total	66	100.00
Do your group work method is updated and researched recently?	Yes	16	24.24
	No	50	75.76
	Total	66	100.00
Do you have good understanding about **stages of group development**?	Yes	46	69.70
	No	20	30.30
	Total	66	100.00
Do you have good understanding about **group development**?	Yes	36	54.55
	No	30	45.45
	Total	66	100.00

Source; Own survey 2018

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In the operation of any group, the group workers have to understand their role in the group. Social group work method discusses what the role of the social workers should be in the group operation. This research also tried to understand if the group youth livelihood group workers know their role in the operation of the group from the social group method. Accordingly, for the question related to this, as indicated in the above table, from the total of 66 respondents, most of them, 60 (90.91%) of the respondents replied yes and that means the group workers are well aware of their role in the group operation.

The above table also indicated if the group work intervention methods are deliberately and purposefully designed by group work professionals. As indicated in the table, the intervention method are deliberately and purposefully designed by group work professionals since most of the respondents, 50 (75.76%) of the respondents from the total of 66 respondents, replied yes.

The other test is to know if the group work method is updated and researched recently. The above table also indicates the response of the group workers on this question. As indicated on the tables, from the total of 66 respondents, most of that means or 50 (75.74%) of the respondents replied no and so that we can understand that their intervention method is not researched and updated. When we compare with the last question about group work intervention methods are deliberately and purposefully designed by group work professionals, it indicated that the method once updated it is not being researched and updated for many years.

According to social group work method, the group workers must have good understanding about the stages of group development which is indicated in the social group work method. The above table indicates if the social group workers working with group youth livelihood are well familiar with the stage of group development. Thus from this, we understand that more than half of the respondents that means, 46 (69.70%) of the respondents, from the total of 66 respondents, replied

they know the stages of group development but is important things is as indicated on different parts of the discussion above it is not yet implemented on the ground while intervention on youth group livelihood.

Understanding group development is one of the important expectations of social group workers from the social group work method point of view. It is tried to understand if group workers working with youth group livelihood are well aware of this requirement. Accordingly, as indicated in the above table, from the total of 66 respondents, all most half of the group workers or 36 (54.55%) of the respondents replied "yes" means that they are familiar with group development while the other half is not familiar with group development.

Generally, speaking about the understanding of these group workers on the group operation and development of those group workers working with group youth livelihood, it is no satisfactory to say they have good insight form the social work method. Very few of the respondents wrote that they know their role and all aspect of stage of group development and group development, but most of them are not good in having the understanding. Even these few of the insight is not being implemented while the intervention on the ground with group youth livelihood at the study area.

4.2.5. Understanding of Group Workers on Basic Group Work Skills and Techniques

The other important part and objective of the research is to know how far the social group workers those who are working with group youth livelihood interventions at the study area possess basic social group work skills and techniques. To know this, the researches uses different methods, these are interview, focus group discussion and questionnaires to assess their level of knowing the basic social group work skills and techniques. Here below, the response of the group workers for these questions is discussed.

Table 4.30 Knowledge of Basic Group Work Skills and Techniques by the Group Workers

Description	Choice	Frequency	%
Do you have got different formal training about group work methods?	Yes	30	45.45
	No	36	54.55
	Total	66	100.00
Do you have good understanding about **professional relationship** with the clients?	Yes	46	69.70
	No	20	30.30
	Total	66	100.00
Do you have good understanding about **basic skills and techniques** needed for group workers?	Yes	35	53.03
	No	31	46.97
	Total	66	100.00
Do you have these **basic skills and techniques** needed for group workers?	Yes	35	53.03
	No	31	46.97
	Total	66	100.00
Do you have good group leadership skills needed for group workers?	Yes	35	53.03
	No	31	46.97
	Total	66	100.00
Do you have problem solving skills needed for group workers?	Yes	50	75.76
	No	16	24.24
	Total	66	100.00
Do you have conflict resolution skills needed for group workers?	Yes	25	37.88
	No	41	62.12
	Total	66	100.00
Do you have participation and empowerment skills needed for group workers?	Yes	35	53.03
	No	31	46.97
	Total	66	100.00
Do you have good understanding about **life skills**?	Yes	15	22.73
	No	51	77.27
	Total	66	100.0

Source; Own survey 2018

As indicated in the above discussions, in most of the group work interventions, a social group work method is not being applied. At the same time frequent discussion shows that, the group workers are not even the appropriate staffs for the interventions. In the above table, the first row indicates if these group workers those who are working with group youth livelihood have any professional background or formal training as far concerning social group work method applications. As indicated in the table, from the total of 66 respondents, 30 (45.45%) of the respondents replied yes and the rest 36 (54.55%) of the respondents replied no. This indicated that, more than half of the group workers have no any social group work related professional background. This can be one of the most important factors why the group interventions are not effective at the study area. Since the group workers have no social group work related background or have no any group work related formal training, they can no longer have the capacity to apply social group work method and support the group members attain their group goal.

Professional relationship is the other basic skills expected from the group worker which is also indicate in the above table. As indicated in the above table, from the total of 66 respondents, most of the respondents that means, 46 (69.70%) of the respondents replied yes and that means the group workers are familiar with the professional relationship with the group members.

The other thing is to know if group workers have understanding on social group work method's basic skills and techniques. As indicated on the above table, the group workers are asked to list these basic social group work skills and techniques and from the total of 66 respondents, 35 (53.03%) of the respondents replied yes or listed these social group work skills and techniques. Thus, from this we can understand all most half of the group workers are not even able to list

these social group work skills and techniques. This can be taken as one important factor for not applying social group work method in the group youth livelihood interventions at the study area.

The above table also indicated if the group workers have good group leadership skills needed for group workers. Accordingly, as indicated in the table, all most half of the respondents or 35 (53.03%) of the respondents, from the total of 66 respondents, replied that they have good group leadership skills needed for group workers. However this not satisfactory to say that the group workers have good group leadership skills needed for group workers.

The above table also indicate the problem solving skills of the group workers those who are working with group youth livelihood programme. Accordingly, as indicated in the table, most of the respondents have or 50 (75.76%) of the respondents replied that they have good problem solving skills but the frequent observation and discussion is not supporting this fact is being on the ground during intervention.

A conflict resolution skill is also another basic social group work skills needed for the social group workers to have. The above table also indicated the level of conflict resolution skills by the group workers included in the sample. As indicated on the table, most of them or 41 (62.12) of the respondents, from the total of 66 respondents, replied they have no conflict resolution skills. This is the first reason why social group work is not being implemented on the ground during youth group livelihood interventions.

Participation and empowerment skills are important skills among basic social group work skills and techniques needed for social group workers to have. The above table indicated how the respondents are capable of participating and empowering the group members. As indicated in the table all most half of them or 35 (53.03%) of the respondents, from the total of 66 respondents, replied they have participation and empowerment skills needed for group workers but is not still

enough to say the group workers those who are working with the group youth livelihood intervention have participation and empowerment skills needed for group workers.

The last basic social group work skills and techniques that the social group workers should possess is life skills. While data collection, it is asked if these group workers have good understanding about life skills and its relevance for the group intervention. Accordingly, Since most of the respondents that means or 51 (77.27%) of the respondents, from the total of 66 respondents replied they have no any understanding on life skills and its relevance for the group intervention, we can understand still social group work is not being applied in the group youth livelihood interventions because the group workers lack this basic skills for group intervention.

Thus, as far as concerning the general understanding of having basic social group work skills and techniques by the group workers those who are working with group youth livelihood, from the above information and discussion, we can understand the group worker have no good understanding. Without having these basic social group work skills and techniques it is impossible to apply social group work method on the intervention. So, the conclusion can be, social group work method is not well applied in the youth livelihood intervention programme because the group workers lack the basic social group work skills and techniques that are relevant to apply social group method in the intervention at the study area.

4.3. Focus Group Discussion and Key Informants Interview Data Result Discussion

The targets group of this research are both group members (group youth livelihood members) and group workers those who are directly and indirectly working with youth group livelihood workers at the study area. So, the data is collected from both these target groups and Focus group discussion and key informant interview is the method used to gather data from these target groups.

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The focus group discussion is conducted with different group youth livelihood concerned government sectors and youth livelihood groups members too. The first focus group discussion session is organized with six zonal level government sectors representatives those who concerned with youth livelihood interventions. The other focus group discussion is organized with six woreda level government sectors representatives those who concerned with youth livelihood interventions.

The six zone and woreda level government sectors targeted for this focus group discussion are; Youth and Sport, OMO Micro Finance, Administrative, Trade and Industry, Cooperative and Finance and Economic Development. The other target of the focus group discussion is conducted with group youth livelihood members and both the operating and the unsuccessful business group members committees or leaders and one session with each of them have organized. The total of four focus group discussion is organized and for each of the sessions the total participants were 6 (six).

The other way of data gathering used in this research is key informant interview method. Key informant for the research are, the head six both woreda and zone level youth livelihood intervention related sectors' those who are in charge of planning, implementing and evaluating youth livelihood interventions as well as 6 group leaders (chair person) of both effective and non-effective group businesses. The data obtained from this group through focus group discussion and key informant interview are briefly discussed as bellow while the demographic data of these participants are listed at the end of this documents.

4.3.1. Reason for Non-Effectiveness for Group Livelihood Intervention in the Woreda

As the information obtained from FGD with government sectors, according to their knowledge and perception, they linked the major problem to the youths in the areas are not such committed

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for the challenges they faced in group business management and interventions. From the discussions, it observed that the participants believe that the youths those who are operating group business have no enough knowledge and skills to run their business independently. The most important point is that, as they revealed, the group workers working with these group members themselves are not well experienced in group interventions and the frequent turn over and movement of the group workers or government staffs forced them to simply assign someone around without taking his educational background and experience in to consider.

The second FGD is conducted with the youth group livelihood members and the group leaders also used as key informants for this study. According to them, the reasons why youth group livelihood interventions are not effective are because there are no concerned bodies working towards achieving this success rather things are all being implemented for political gain only. There are also very discouraging bureaucracy during the first establishment process and even after establishment, there is no any well-organized services like loan, working place, short term and long term trainings, regular follow up, operation training etc. from the concerned bodies. The group workers are not frequently following them and even if so, they are not providing them any input that helps them succeed on their business according to their expression. From this, we can understand that the social group work method is not being applied and this is the most important finding that the group interventions are not effective at the study area.

4.3.2. Knowhow about Process of Groups Establishing by Group Workers

According to the result obtained from the focus group discussion, most of the activities including group establishment are implemented by the order and the commands of the upper political leaders in the concerned governemnt sectors. According to the discussion, there is no any unique method that they apply to establish any group at their grass root level. It is the youths or the

group who already form the group and come to the office or government sectors for further support. The only thing the group worker does during the establishment is, simply briefing the criteria expected from the group members to get any support from the office after they established as group and simply helping them develop business plan according to the prepared templete.

From this, we can understand that, except implementing the official political mission, the group worker know nothing about the process of group formation which is clearly emphasized on the group work method. This can be concluded that, since the group formation procedures and standards are not being applied, it is clear that the groups can no longer achieve its group goal and not even get involved long-lasting operations.

The other respondents of this question are the group youth livelihood members. According to them, they have established the groups simply by the good will of the member those who are willing to be a member of the youth group livelihood intervention. They revealed that there is no any professional guidance during the establishment and intervention time. Thus, from this, we can understand that both the group workers and the group members have no any insight about process of group formation comparing with social group method's group formation process standard and this additional factor for non-effectiveness of group youth livelihood interventions.

4.3.3. Know How on the Role of Group Worker in Group Work

The other important finding of this research is understanding if the group workers know their role in the group intervention and if they are able to play that role in the groups. Accordingly, the focus group participants revealed that for most of them their role as group work is to have updated information about the group progress. The group workers rarely go to the group members to have the progress information however even most of the information that are

prepared periodically as far as concerning these youth group business are cooked information. The only role the group workers beleves/play is, to simply guide the group members develop their business plan according to the prepared government template/format and explaining the criteria to be established as group. After the establishment, the participant said, there is no any role being regularly played by the group workers.

The result obtained from the FGD and key informant interview explained that, the group workers seems that their role in the group intervention is simply to report and assist the group to be establish as group. From this, we can understand that the most important role of the group workers like; social broker, enabler, teacher, mediator and advocating roles are missed. This clearly indicates their knowledge gap and also as they are not being implementing social group work method on the ground for group livelihood interventions at the study area.

4.3.4. Understanding of Principles of Group Formation

Social group work method explains certain principles for group formation according to group work method. On the focus group discussion and key informat interview, understanding if the group workers have good understanding of this principles and their application is another concern. As discussed above, the establishment process is accomplished by the group members them themselves and the only guidance is about expalining the criteria which are expected from the group to follow during the establishment. Social group work method express at least 16 principle of group formation principle however none of the group workers or the FGD participants and key informants are familiar with these principles.

5 CONCLUSION AND RECOMMENDATIONS

5.3. Conclusion

In Ethiopia, there is high youth unemployment like other African and some other global countries and suffering from the resulting effects of youth unemployment. In different parts of the country, there are different interventions being implemented to overcome this problem by different concerned bodies. The most popular strategy for implementing the programme is group intervention and the same is true for this research area. It is obvious that group interventions are more productive than individual interventions in principle. However, at the study area, it is observed that most of the group interventions are not effective and sustainable due to many factors and this research has come up with some of these contributing factors from social group work method point of views.

➢ Based on the obtained result, there is no satisfactory level of response from respondents for the application of this method in group youth livelihood interventions during group formation and operation in the study area. The values and principles of SGW method are totally undermined and most of the interventions are being implemented by having no concrete skills and knowledge of group work method's values and principle on the ground. This can be understood as the primary factor for the in-effectiveness of the youth group livelihood interventions. No any other value that can replace or compensate these values are also being applicable in the interventions based on the data gathered through interview and focus group discussion with the group members.

➢ The leadership styles in group youth livelihood intervention is not in line with social group work method in the study areas and since leadership is the most important thing for the

success of group intervention, this can be understood as one important factor for the ineffectiveness of the group livelihood interventions in the study areas.

➢ In this study, it is shown that, social group workers working with group youth livelihood have no such satisfactory general understanding on social group work method. This indicates that, the staffs or group workers those who are working with group youth livelihood interventions are not the appropriate professionals and this is the major challenges in promoting/applying social group work method in youth group livelihood interventions in the study area.

➢ Very few of the respondents wrote that they know their role in group interventions and familiar with the five social group work method stages while most of them are not good in having this understanding. But, these few of the insights by group workers are not being implemented while interventions on the ground with group youth livelihood at the study area.

➢ The study found that group workers have no good understanding on basic social group work skills and techniques. So, the conclusion can be, social group work method is not well applied in the youth livelihood intervention programme because the group workers lacks the basic social group work skills and techniques that are relevant to apply social group method in the group youth livelihood interventions at the study area.

➢ Generally, from the finding of the research, it is well understood that social group work method is not being applied in group youth livelihood interventios in the study area, and at the same time the group youth liveliood interventions are not effective and sustainable. From this, with out any hesitation, we can understand that social group method application in group youth livelihood interventions is highly relevant for the success and effectiveness of group youth livelihood interventions.

5.4. Recommendation

Different researches have conducted to understand why youth group livelihood interventions are not effective and successful. While most of the researches have recommended different approaches, no any research has considered application and relevance of social group work method for the success and effectiveness of the interventions. All most all of the researches have linked the problems with shortage of working capital, skills, knowledge, finance, working place, youths' commitment etc. and they have undermined the application of social group work method which has still solution for all these. Therefore, to have effective group youth livelihood strategies and to overcome problems on the effectiveness of the interventions, this research would like to forward all the following recommendations based on the conclusions drown from the research finding.

➢ The first recommendation is to have the right professionals at the right interventions positions. Currently, most of Ethiopian universities are producing vast amount of professionals every year like cooperatives, sociology, social work etc. which have direct professional background of group work interventions. So, it is highly recommended to have/hire these professionals for group interventions and this helps to implement social group work method on the ground and to have effective group interventions and obtain the group goal. This is a good opportunity to have relevant group workers to implement group interventions on the ground including group youth livelihood interventions

➢ Policy makers, programs and development plan designers expected to consider the social group work method for the intervention of group programme including youth group interventions. Group livelihood intervention strategies have to be designed and updated by the concerned professionals including social workers and this helps to consider the relevance

of the method. Since social group work method provides important values, principles, skills, techniques and components for group formation, stages group development, group leadership and group interventions effectiveness, it highly recommended to provide due consideration for social group work method while making policies and designing related to group interventions including youth group interventions.

➢ The skills and knowledge of group workers those who are working with youth group livelihood interventions must be taken in to consideration and youth friendly personal and professional skills must be considered during the assignement. Social group work recommends different skills that social group workers must have and the intervention must take in to consideration for group workers to develop these skills and techniques through training and experience sharing sessions.

➢ Updated and youth friendly group implementation methods must be formulated and implemented by the concerned professionals. Group intervention methods must be separately and purposely formulated and it is recommendable to update on time according to the context..

➢ The current government economic policy and strategies are in favor of group interventions. There are many government structures like cooperatives, OMO microfinance, youth and sport office, women and children affairs, trade and industry and micro institutions at different level that are said to be concerned with group interventions and this the most important opportunity for the application of social group work method through providing regular short term and long term skills training on the method and this must be taken in to consideration during designing the intervention methodologies.

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Annex 1: Survey Questionnaire

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QUESTIONNAIRE FOR YOUTH LIVELIHOOD GROUP MEMBERS

Introduction/General Information

This is Researcher administered questionnaire prepared to gather data for the research conducted with title of **"The Relevance of Social Group Work Method in Youth Group Livelihood Interventions"** The Case of Gedeo Zone, Dilla Zuriya Wereda for Partial Fulfillment of Master of Arts in Social Work. The data gathered through this questionnaire is used only to get data for the above indicated research which is submitted to Indira Gandhi National Open University, School of Social Work. Data gathering is based on the Willingness or consent of the informants and all your information will be kept confidential. For this specific questionnaire, only youths those who have experience of group youth livelihood at the study area are legible. Under answer choice, the abbreviation **DK** stands for **"Don't Know"**

I. Demographic Data/Information of the Respondents

1. Sex

   A) Male   B) Female

2. Age

   A) Less than 18 years   B) Between 18 – 24 years   C) Above 24 years

3. Educational background

A) Less than grade 8   B) Between Grade 9 – 10   C) Above Grade 10

4. Physical status

   A) Normal   B) Differently able/specify _____

5. Marital Status

   A) Never married/single   B) Currently married   C) Widowed

   D) Divorced   E) Others

6.   Religion

A) Orthodox   B) Catholic   C) Protestant   D) Muslim   E) Others, specify _____

II.   General Information of the Youth Livelihood Group

1. Name of thebusiness group   _____

2. Year of establishment   _____

3. Initial Number of group members_____

   A) Male _____ B) Female _____

4. Current Number of group members   _____

   B) Male _____ B) Female _____

5. Group location (Kebele)   _____

6. Type of group Business   _____

7. Current status of the group

   A) Functional   B) Not Functional   C) Other _____

8. Other relevant information about the group

_____

_____

Social Group Work Method Values and Principles Application Test in the Group

1. The group members are homogeneous (age, educational status, socio-economic background, geographic location, experience, skills and knowledge)?

   A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

2. The group has specific meeting place?

   A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

3. The group has aregular meeting time/period?

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

4. Thegroup has a pre-determined termination date?

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

5. The group hasa ground rulewhich is obeyed by all group members equally?

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

6. Group members treated with respect irrespective of any differences and similarities in your group.

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

7. Every individual is unique and has an inherent worth in your groups

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

8. All group members have equal access to resources and opportunities in your group without discrimination as to race, ethnicity religion, social class, gender, sexual orientation, and capacities

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

9. There is patterns of communication and norms of behavior that foster mutual aid in the group

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

10. The group possesses elements of conscious design and plan.

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

11. The group members understand and accept their role and responsibilities in the group.

A) Strongly agree   B) agree   C) DK   D) Disagree   E)   Strongly disagree

12. The group is flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation for the group members.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

III. Social Group Work Method Application in Group Formation Process

1. Your group established with active professional guidance by group workers

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

2. Membership is voluntary in your group

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

3. The group activities are selected voluntarily by the group members

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

4. The activities you implemented as groups are youth friendly

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

5. Your goal is clearly understood and familiar with all the group members

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

6. The task in the group are what you are happy to perform

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

7. You are proud of being the member of the group

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

8. The group provide you additional social benefit other than your ultimate economic goal

   A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

IV. Social group work methods Application in Group Operation and leadership

1. Your group leaders and the group members acknowledge the importance of the Leadership Role.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

2. Your group leaders serve as spokesperson for the group both within and outside of the group

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

3. Your group leaders possess good knowledge of the group – its purpose, composition, size, history, past and current activities.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

4. Your group leaders are optimistic, unruffled and capable of handling difficult situations deftly.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

5. Your group leaders are friendly within the prescribed limits of the societal norms.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

6. Your group leaders are broad minded, relaxed and open to criticisms

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

7. Your group leaders can control her/his emotion, temper and extra cautious of imposing her feelings on the group.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

8. Your group leaders are well groomed physically.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

9. Your group leaders can communicate effectively with everybody within and without your group.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

10. Your group leaders can persuade the not so vocal members to converse freely.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

11. Your group leaders focus on the positive aspects of the group members and also the situation instead of spreading despair through looking at the negative face of issues.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

12. Your group leaders learn from other people and amending her ways of thinking on the basis of combined experience and thinking of the group members.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

13. Your group leaders can handle problems of individual behavior and personal relationships without letting it hamper the groups' functioning.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

14. Your group leaders can shape a comfortable work atmosphere, both psychologically and physically for the members.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

15. Your group leaders do not permit scapegoating of any member by the other members during crisis situations or during hostile encounters.

A) Strongly agree   B) agree   C) DK   D) Disagree E)   Strongly disagree

Thank You for the Time you have taken to answer the Questions!

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QUESTIONNAIRE FOR YOUTH LIVELIHOOD GROUP WORKERS

Introduction/General Information

This is a questionnaire prepared to gather data for the research conducted with title of "**The Relevance of Social Group Work Method in Youth Group Livelihood Interventions**" The Case of Gedeo Zone, Dilla Zuriya Wereda for Partial Fulfillment of Master of Arts in Social Work. The data gathered through this questionnaire is used only to get data for the above indicated research which is submitted to Indira Gandhi National Open University, School of Social Work. for this specific questionnaire, only staffs those who have experience of group youth livelihood at the study area are legible. Data gathering is based on the Willingness or consent of the informants and all your information will be kept confidential. Your level of agreement must be align with your discussion you give since it is compared to and evaluated by professional based on the social group work approach. If your answer is C (DK), you are not expected to give explanation. Under answer choice, the abbreviation **DK** stands for **"Don't Know"**

QUESTIONNAIRE FOR GROUP SOCIAL WORKER

I.   **Demographic Data/Information of the Respondents**

1. Sex

B) Male   B) Female

2. Educational status

B) Certificates   B) Diploma   C) BA/BSc   D) MA/MSc   E) Others

3. Office/sectors

A) Government   B) Private   C) Civil Society   D) Groups   E) Others

4. Religion

A) Orthodox   B) Catholic   C) Protestant   D) Muslim   E) Others, specify _____

II.   General understanding of social workers on social group work methods

1. Do you have good understanding about Group work?

A) Yes   B) No

If yes, Please discuss bellow.

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2. Do you have good understanding about types of groups?

A) Yes   B) No

If yes, Please discuss bellow.

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3. Do you have good understanding about purpose of group and Group work?

A) Yes   B) No

If yes, Please discuss bellow.

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4. Do you have good understanding about inherent **values of group work** as a group worker?

A) Yes   B) No

If yes, Please discuss bellow.

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III. Understanding of social workers on Group formation

5. Do you have good understanding about the **process of establishing** groups?

   A) Yes   B) No

   If yes, Please discuss bellow.

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6. Do you have good understanding about **principle of group formation**?

   A) Yes   B) No

   If yes, Please discuss bellow.

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7. Do you have good understanding about **stage of group formation**?

   A) Yes   B) No

   If yes, Please discuss bellow.

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IV. Understanding of social workers on Group Operation

8. Do you have good understanding about the **role of group worker** in group work?

   A) Yes   B) No

   If yes, Please discuss bellow.

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9. Do your group work intervention methods are deliberately and purposefully designed by group work professionals?

   A) Yes   B) No

xx

If yes, Please discuss bellow.

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10. Do you group work method are updated and researched recently?

A) Yes   B) No

If yes, Please discuss bellow.

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11. Do you have good understanding about **stages of group development**?

A) Yes   B) No

If yes, Please discuss bellow.

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12. Do you have good understanding about **group development**?

A) Yes   B) No

If yes, Please discuss bellow.

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V. Knowledge of Basic Skills and Techniques of the Group Workers

13. Do you have got different formal training about group work methods?

A) Yes   B) No

If yes, Please discuss bellow.

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14. Do you have good understanding about **professional relationship** with the clients?

A) Yes   B) No

If yes, Please discuss bellow.

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15. Do you have good understanding about **basic skills and techniques** needed for group workers?

A) Yes   B) No

If yes, Please discuss bellow.

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16. Do you have these **basic skills and techniques** needed for group workers?

A) Yes   B) No

If yes, Please discuss bellow.

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17. Do you have good group leadership skills needed for group workers?

A) Yes   B) No

If yes, Please discuss bellow.

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18. Do you have problem solving skills needed for group workers?

A) Yes   B) No

If yes, Please discuss bellow.

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19. Do you have conflict resolution skills needed for group workers?

A) Yes B) No

If yes, Please discuss bellow.

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20. Do you have participation and empowerment skills needed for group workers?

A) Yes B) No

If yes, Please discuss bellow.

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21. Do you know how to develop group work skills?

A) Yes B) No

If yes, Please discuss bellow.

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22. Do you have good understanding about **life skills**?

A) Yes B) No

If yes, Please discuss bellow.

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Thank You for the Time you have taken to answer the Questions!

Annex II: FGD and Key Informant Interview Check List

Indira Gandhi National Open University

School of Social Work

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FOCUS GROUPS DISCUSSION AND KEY INFORMANT INTERVIEW CHECK LIST

FOR KEY INFORMANTS

Introduction/General Information

This is FGD checklist is prepared to gather data for the research conducted with title of "The Relevance of Social Group Work Method in Youth Group Livelihood Interventions, " The Case of Gedeo Zone, Dilla Zuriya Wereda for Partial Fulfillment of Master of Arts in Social Work. The data gathered through this checklist is used only to get data for the above indicated research which is submitted to Indira Gandhi National Open University, School of Social Work. Participation in FGD is based on the Willingness or consent of the informants and all your information will be kept confidential.

QUESTIONNAIRE FOR GROUP SOCIAL WORKER

1. What do you think the reason for non effectiveness for group livelihood intervention in the Woreda?
2. What do you know about **process of groups establishing**?
3. What do you think in the **role of group worker** in group work?
4. What do you know about inherent **values of group work** as a group worker?
5. What are the **principles of group formation** for you**?**
6. Do you know the **stage of group formation?** What are they?
7. What do you understand by **professional relationship** with the clients?

8. Do you have good understanding about **group development**?

9. What are the **stages of group development**?

10. What are the **basic skills and techniques** needed for group workers and do you have these **basic skills and techniques** needed for group workers?

11. If you have something to add more about group livelihood intervention effectiveness

Thank You for the Time you have taken to answer the Questions!

Annex III:

Socio Demographic Profile of Respondents FGD Participants and Key Informant from Group Members

s/n	Sex	Age	Marital status	Educational status	Religion	Position	Current status of the group
1	M	22	Single	Certificate	Protestant	Group chair person	Functional/operating
2	M	30	widowed	Grade 10	Orthodox	Group chair person	Functional/operating
3	M	23	Single	Grade 10	Protestant	Group chair person	Functional/operating
4	F	29	Married	Diploma	Protestant	Group chair person	Functional/operating
5	F	25	Single	Grade 9	Protestant	Group chair person	Functional/operating
6	M	28	Widowed	Grade 10	orthodox	Group chair person	Functional/operating
7	F	19	Single	Grade 9	Orthodox	Group chair person	Collapsed
8	F	25	Single	Grade 10	Protestant	Group chair person	Collapsed
9	M	27	Single	Certificate	Protestant	Group chair person	Collapsed
10	F	28	Married	Grade 10	Orthodox	Group chair person	Collapsed
11	F	25	Single	Grade 10	Protestant	Group chair person	Collapsed
12	M	23	Single	Grade 10	Protestant	Group chair person	Collapsed

Socio Demographic Profile of Respondents FGD Participants and Key Informant from Group Workers/staffs

s/n	Sex	Age	Marital status	Religion	Educational status	Sector	Position	Level
1	M	42	Married	Protestant	BA degree	Youth and Sport	Head	Zone
2	M	39	Married	Orthodox	BA degree	OMO Micro Finance,	Head	Zone
3	M	36	Married	Protestant	BA degree	Administrative,	Head	Zone
4	M	57	Married	Protestant	BA degree	Trade and Industry	Head	Zone
5	F	30	Married	Protestant	BA degree	Cooperative	Head	Zone
6	M	41	Married	Protestant	BA degree	Finance and Economic Development	Head	Zone
7	M	36	Married	Orthodox	BA degree	Youth and Sport	Head	Woreda
8	M	53	Married	Protestant	BA degree	OMO Micro Finance,	Head	Woreda
9	M	49	Married	Protestant	BA degree	Administrative,	Head	Woreda
10	M	39	Married	Protestant	BA degree	Trade and Industry	Head	Woreda
11	F	32	Married	Orthodox	Diploma	Cooperative	Head	Woreda
12	M	36	Married	Protestant	BA degree	Finance and Economic Development	Head	Woreda