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Empowering Positive Youth Development in Saudi Arabia: Youth Civic Engagement, Agenda Setting and Policy Formulation

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Setting and Policy Formulation

A dissertation submitted in partial fulfillment
of the requirements for the degree of
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by

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ABSTRACT

The purpose of this study was to investigate what issues youth are facing in the city of Jeddah, Saudi Arabia and to examine how these issues can be brought to the forefront for decision-makers' agendas. Additionally, the study determines whether the concept of youth civic engagement "*youth councils*" could help to address youth issues and identify the constraints to implementing such a policy proposal. This study utilizes Kingdon's Agenda Setting Theory as a theoretical framework. Additionally, this study used a qualitative methods approach. High school students and public officials from the government were participants in the study. The literature review confirmed strong relationships between youth civic engagement and positive youth development.

Five high schools were selected for focus group sessions and 15 in-depth interviews were conducted with government officials. All data were transcribed and coded by themes for data analysis. Both content analysis method and NVivo were used to determin emerging themes.

The study found that if youth civic engagement could be implemented, several constraints need to be overcome. The first issue is that youth are not encouraged to talk and discuss their opinions. This would have to be addressed in schools by enhancing the school environment and providing training for teachers. The second issue is the need to enhance youth image in the Saudi society, from being identified as troublemakers to being seen as a valuable asset. This may occur by allowing youth to be part of the city and neighborhood councils. The last issue is the importance of building trust between government and youth through public dialogues and direct connections between them.

ACKNOWLEDGMENTS

Third, I want to send my sincere appreciation to my true inspiration and to whom I owe so much to Dr. Tarek Ali Fadaak. You are an excellent example for a teacher who still believes that his job will never be done and always wants to see his students be the best. I thank you very much for making this dissertation possible through your guidance and communications.

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Finally, a very personal and special thank you to my best friend, my partner, my love, to my wife, Noha, thank you for being there when no one was there. I know it's been a bumpy ride, I am sorry, but the hope for a better future is what made this journey continue.

> "Marriage has the power to set the course of your life as a whole. If your marriage is strong, even if all the circumstances in your life around you are filled with trouble and weakness, it won't matter. You will be able to move out into the world in strength"
>
> (Keller, 2011).

DEDICATION

I dedicate this dissertation to my beloved country, Saudi Arabia and for all youth in my country including my children: Juri, Juwana and Mohammed.

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I.   INTRODUCTION

Positive youth development is a vital and growing issue in many social and policy studies (Lerner, Brentano, Dowling, & Anderson 2002; Stoneman 2002; Catalano, Berglund, Ryan, Lonczak, & Hawkins 2004; Balsano, 2005; Carlson, 2006; Sherrod, Torney-Purta, and Flanagan, 2010; Bruyere, 2010). The need to understand how issues can shape the youth development process is essential. Such understanding will help policymakers address issues that negatively affect youth development. Many studies suggest different programs for positive youth development and to reduce behavior problems. According to Eccles and Gootman (2002), many researchers have found that youth civic engagement has influenced youth development. As a result, policy and decision makers have focused on youth civic engagement. In addition, Carlson (2006) writes on that perspective:

> There is a growing movement across the country that engages young people as active contributors to their communities. Terms such as "community youth development" (Hughes and Curnan, 2000). "Youth Organizing" (Funders Collaborative on Youth Organizing, 2000), "youth civic engagement" (Skelton, Boyte, and Leonard, 2002). "Youth infusion" (Lesko, 2001) and youth participation have gained considerable currency. (p. 90).
>
> Furthermore, Stoneman (2002) states that "youth civic engagement is an important means

of overcoming disrespect and marginalization of young people that, when done right, can contribute to positive change for all of society" (p. 221). The general definition of youth civic engagement means that there is youth collaboration or involvement in the political body in order to address or improve issues affecting youth in their communities (Ekman and Amna, 2012). Another definition understands civic engagement as "how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community's future" (Adler and Goggin, 2005, p. 241).

Public policy-making is a very interesting process. Each stage defines how issues can be seen or addressed. However, not all public issues can be defined as problems or public problems, and not all public problems make it to the governmental agenda or any higher level of authority for a response (Anderson, 2006). What is most important here is how to make an issue be seen as a problem and get it moved to the governmental agenda for policy formulation. According to Anderson (2006), the issue is not considered a problem unless it is defined as a problem, articulated, and obtains the government attention and action for appropriate solutions. Moreover, problem definition is the most critical step in the policy-making process and the key aspect for decision makers (Morss, 2005). Many stakeholders play important roles in defining public issues as problems that need to be addressed. Stakeholders include special interest groups, academic researchers and media. However, government's attention is required to address these public issues.

In general, youth are the hope for a better and brighter future for every nation. Recently, the Saudi government has focused on youth development. A seven-year National Youth Strategy[1] study was recently published. The Ministry of Economic and Planning comments on that:

> The importance of the National Strategy for Youth in the Kingdom comes from the increasing growth of youth, determines to bring about a shift in the specification of quality and quantity of programs for young people, and what gives them the ability to keep up with the movement of change and the accelerated development and positive interaction with the requirements of the knowledge economy, which is formed around them. It is hoped that this strategy reflects the aspirations and hopes vested in the development of youth on the one hand, and that reflects the strategic vision for the development of the National five-year development plans (pp. 259-260).

> Unfortunately, when the strategy was discussed in the Shura Council in December 2013,

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[1] Note the National Youth Strategy discusses the current youth issues as the first phase. The next

the assigned committee noted that the strategy lacks many aspects such as recreation, positive leisure, and more attention to women – by providing accessible recreational facilities and programs for them. Moreover, the committee recommended creating Supreme Youth Council that oversees the implementation of the strategy and coordinates between the different governmental sectors and agencies (Shura Council, December 7, 2013, the 63rd Session).

Individuals in any society have issues and needs in their communities. However, youth is a very critical age group because it falls between childhood and adulthood. In addition, this age group is important in the personal development process. According to the United Nations, youth are those who are between the ages of 15 and 24 years (UNESCO, n.d.). Youth issues have become the focus for all developed countries around the globe. For instance, in the United States, several youth community engagement programs were created and successfully showed great influence on youth development (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). Public policymakers and legislators found that youth issues are challenging and need to be examined from different lenses and levels (Viadero, 2008). In addition, the involvement of different stakeholders to address youth issues is essential. In other words, the collaboration between government, parents and communities is always important (Viadero, 2008). Also, the need to allow youth to be part of the decision-making process is important. Several community youth programs were implemented in the United States in order to address youth issues and improve the youth development process. According to Catalano, Berglund, Ryan, Lonczak, and Hawkins (2004) state community engagement programs with youth show positive results on youth development.

In fact, the youth civic engagement in the public policy making process not only fulfills youth needs and improves their development process, but it also prepares them to take responsibility and enhances their leadership skills. This study investigates the need for youth civic engagement in Saudi Arabia as a concept to allow youth to be part of the policymaking process in the Kingdom. The concept of youth civic engagement can serve as a venue for young people in the Saudi society to address and improve their situations. First, the study tries to understand the type of community issues facing the young population in the city of Jeddah. Second, the study examines how these issues can be raised to decision-makers so they can be addressed. Finally, the study determines the possibility of adopting youth civic engagement as a policy proposal for change in the city of Jeddah[2].

Agenda-Setting Theory

The agenda-setting theory "*Policy Window*" by Kingdon is utilized as a theoretical framework for the study. Agenda-setting theory is well-known in the field of public policy that deals with three independent streams of activity: problem, policy and politics (Anderson, 2006). The theory[3] was developed by John Kingdon in the 1970s and has been used in several policy research studies related to health, education and urban studies. Kingdon identifies in his theory different aspects that affect the agenda setting process. He notes that agenda setting is one of the stages in the public policymaking process. Kingdon (1995) states, "An agenda setting process narrows the set of subjects that could conceivably occupy their [policy makers'] attention to the

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[2] Jeddah is located in the western region of Saudi Arabia, on the coast of the Red sea. It is the second largest city in the Kingdom, size and population, after the capital Riyadh. Jeddah has the largest seaport on the Red sea and it is considered the main gate for pilgrims around the world, including the airport. The population of Jeddah currently is 4 million. Jeddah is an important commercial city in Saudi Arabia with many industries, businesses and trades activities.

[3] Many scholars believe that Kingdon's work is a model or a framework. This is because Kingdon does not give a clear explanation of how the three streams come together.

list on which they actually do focus" (p.196). Additionally, Kingdon introduces four different case studies that give a clear understanding of the agenda setting process. These case studies were supported by examples to clarify reasons that make an issue reach the agenda. He also conducted 247 interviews within four years to identify the most important aspects of how an issue rises to the agenda.

Kingdon expresses his interests in the agenda setting process by saying, "We are interested in the processes by which agendas are set and alternatives are specified," and he continues "there are three kinds of processes: problems, policies, and politics" (Kingdon, 1995, p.16). First, problems consist of issues about which policymakers would like to take action. Second, policies consist of possible solutions. Third, politics consist of the current political environment such as change in administration and public interests in which the solutions take place. These three types of processes, which Kingdon calls "the process streams", come together at crucial times. This happens when "a problem is recognized, a solution is available, the political climate makes the time right for change and the constraints do not prohibit action" (p. 88). When these aspects meet, a "policy window" opens to allow the issue to get onto the agenda. However, when the window opens, it only opens for a short period of time. Therefore, supporters must develop solutions or proposals and wait until the problems become visible, or a political change happens in which their proposal most likely will be accepted (Kingdon, 1995). On the other hand, Kingdon indicates once the window closes without any action, it will remain closed for a long time (p. 170). Furthermore, Kingdon notes that issues get the government's attention through "systematic indicators" that shows that there are problems.

Youth Issues in Saudi Arabia

Youth in Saudi Arabia, as in any society, are facing a number of issues and challenges in their communities. However, issues and needs differ within youth themselves. Abu Orad (2008) defines needs of youth by three categories: psychological needs, physiological needs, and social needs. Alsaqeer (2010) adds cultural and economic needs. In general, full understanding of these needs will help to find the best practices to address them, which will promote positive youth development. The fast growth of the youth population in Saudi Arabia and limited solutions and studies for their problems call for establishing a better understanding for developing new policies and programs to address their issues[4].

Statement of the Problem

Researchers and professionals studying youth civic engagement agree that civic engagement has benefits for youth development and for community (Balsano, 2005). Youth in Saudi Arabia are facing a number of issues that are affecting the youth development process. In addition, youth issues are not getting to the public agenda for government intervention. The voices of youth or their stakeholders do not reach the public agenda.

Purpose of the Study

The purpose of this study is to investigate issues facing youth in the city of Jeddah, Saudi Arabia and to examine how these issues can be brought to the forefront for decision-makers. Finally, the study determines whether the concept of youth civic engagement "youth councils" could help to address youth issues and identify the challenges for such a policy proposal. The research findings will help policy-makers develop a clear understanding of youth issues and how

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[4] Further insights of youth issues in Saudi Arabia are provided in section II.

youth civic engagement can contribute to solutions and consequent positive youth development.

The study objective is to help empower positive youth development through civic engagement of youth by creating active youth community councils in Jeddah. This can be achieved by studying the factors and issues that support and hinder such action. It starts with understanding what youth issues are and where these issues stand on the government agenda (see Figure 1.A). Not only are they not on the agenda, they are outside the day-to-day status. To make the youth issues more significant, they must be identified by those most affected by them be recognized in the day-to-day status (see Figure 1.B). To develop effective youth civic engagement "youth council" one must consider the constraints and methods to overcome those constraints, to find the balance. Once the constraints are overcome, the council can begin the work of finding solutions, setting policy and working through them with the elected youth, government leaders and stakeholders (see Figure 1.C). The purpose of the study is to identify youth problems, to find possible ways to get government's attention so the issues get added to the agenda and finally, and to introduce a possible solution of an active youth community council in Jeddah.

Figure 1. The Construct for the Research[5]
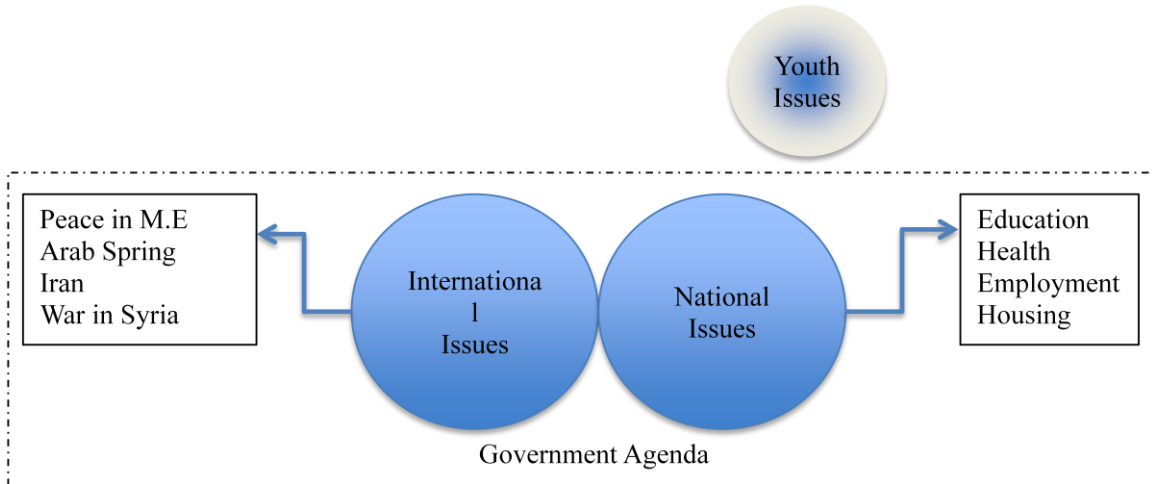
Figure 1.A
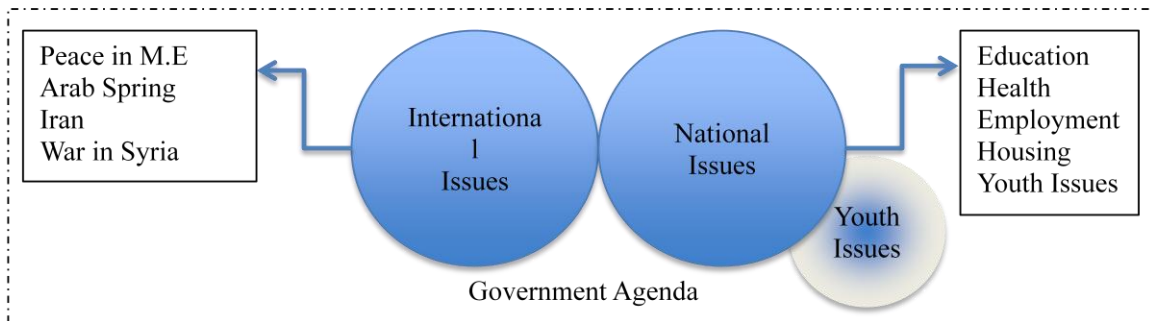
Figure 1.B

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[5] Issues were identified as on the government agendas from the current Shura Council's agenda and the Saudi Arabian Ministry of Foreign Affairs.

Youth Civic Engagement Concept
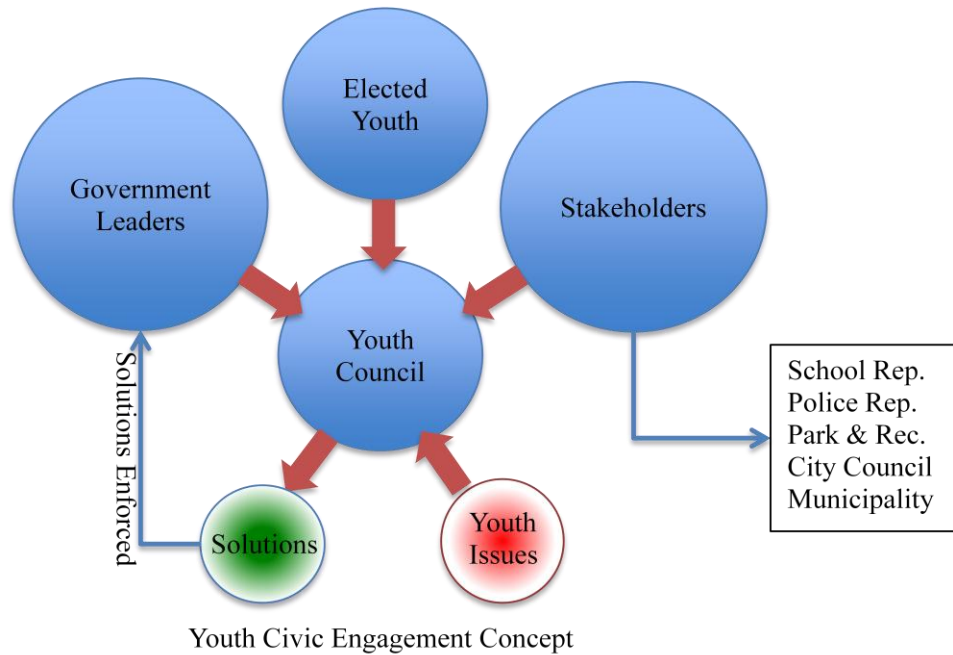
Figure 1.C

Research Questions

To understand the importance of the youth civic engagement as a suggested concept to address youth issues in Saudi Arabia the study aims to answer the following questions:

1. What are the issues facing youth in Jeddah?

2. How can these issues be placed on the government agenda?

3. What can make the concept of youth civic engagement practical?

4. What are the challenges facing the creation of "*youth councils*"?

Operational Definitions

To facilitate the understanding of this study, the following terms are defined:

1. Youth in the study are individuals between the ages 15 to 18 for both genders.

2. Alamarah is the principality of the Province and is equivalent to the local government in the United States.

3. Al-Ameer is the prince of the Province and its equivalent is the governor in a state.

4. Shura Council is the Consultative Assembly of Saudi Arabia.

5. Public Officials are the government individuals who are associated to city planning and the decision-making processes in the municipalities. Also, they include members of the City Council and Shura Council.

6. Youth Development is all factors surrounding youth growth that positively affect their lives and environment, physically and emotionally.

7. Civic Engagement is all voluntary and involuntary public participation in communities, schools, and governmental agencies that are related to planning, discussing, developing and providing solutions for issues of public concern.

8. Empowerment is all factors and actions to authorize and allocate an individual or individuals to become active members in the city development process.

9. Agenda setting is the process in which a public issue is defined as a problem and articulated to reach the government agenda for discussion and ultimately solutions. Those problems receive the serious attention of policymakers (Anderson, 2006).

10. Policy formulation is the proposal to address an issue or problem through policies or programs (Anderson, 2006).

11. Public dialogue is the government's intention to allow the citizens to express their feelings to discuss the issues affecting them in the society.

Delimitations

The study had a few boundaries in order to focus on the need for objectivity and limited time frame. First, the study's geographical location is the city of Jeddah. The main reason was to focus on one location in order to effectively apply and successfully complete the study objectives during the time frame. Second, the study selected only one female high school due to access difficulty to female students in Saudi Arabia by a male researcher.

Limitations

One limitation of the study is that high school students have never dealt with focus group discussions before. The general nature of public schools does not include students in positive, constructive discussions. Therefore, it was very hard for them to focus and discuss the questions. Instead, they would answer yes or no to everyone's comments, providing no further information. However, the researcher insisted on further explanation other than "I agree" or "I disagree."

Significance of the Study

Several studies have shown strong relationships between youth civic engagement and positive youth development (Stoneman, 2002; Lerner, 2004; Balsano, 2005; Lerner, Almerigi, Theokas, Lerner, 2005; Sherrod, Torney-Purta & Flanagan, 2010). Youth issues have become significantly important in Saudi Arabia. In addition, there have been several events that require more focus on youth issues. The study will help governmental agencies and youth work together for their best interests. Such events like the Arab Spring, the wars in Syria and Iraq[6], and social media and drug abuse have dramatically changed the social lifestyle for youth. However, limited

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[6] Many young Saudis got involved in fights in Syria and Iraq; some have returned, but many got killed or are in jail. The Saudi government is against any Saudi participation in wars in Syria or Iraq.

studies have been conducted on how to get youth issues solved. The goal is to explore possible official venues for youth to meet their needs and make their voices heard. It is important for everyone in Saudi Arabia to pay attention to youth issues.

There are several groups this study will help. The most important one is youth because the study will help policy makers understand youth issues and their needs for policy change. The outcomes of the study will encourage the city council and policy makers to develop new relationships between governmental institutions and youth. The study will identify a common ground between youth expectations and policy makers' constraints, which could influence the development process and policy change in the Saudi government. The study may empower social capital by increasing the values of social networking and engagement to gain economic goals. In other words, social capital enhances several aspects such as "health and happiness, safe and productive neighborhoods, education, and children's welfare" (Green & Haines, 2008, p. 109). Moreover, the study may increase the development of human capital by increasing understanding of individual values in Saudi Arabia.

Finally, the study will help government decision makers understand the importance of youth civic engagement in community development so that they may be motivated to make the necessary policy changes. Such policy changes may affect how quickly youth issues can be heard, understood, and addressed.

II.   REVIEW OF RESEARCH LITERATURE

The purpose of this study was to investigate issues facing youth in the city of Jeddah, Saudi Arabia and to examine how these issues can be placed on decision-makers' agendas. Moreover, the study investigated whether the concept of youth civic engagement could help to address youth issues in Jeddah and what the challenges for such policy proposal are.

This chapter reviews relevant research literature on positive youth development and youth civic engagement. The review of literature is an important element in this study because it helps to clarify and explain related topics in the study. According to Marshall and Rossman (2011) "a thoughtful and insightful discussion of related literature builds a logical framework for the research and locates it within a tradition of inquiry and a context of related studies" (p. 77).

First, the chapter will focus on youth in Saudi Arabia and present an overview of the Saudi governmental structure. This will help create understanding of current youth status and who the policymakers are in the Kingdom. Moreover, understanding the governmental structure will help to identify major political venues and stakeholders who play roles in the policy formulation process. Second, agenda setting theory by John Kingdon will be discussed, including similar theories of policy change. The third section will focus on youth civic engagement and positive youth development. This section will introduce a historical overview of the youth civic engagement. Moreover, the section will include related evidence and examples from scholars that will help the reader to appreciate the importance and benefits of youth civic engagement. Furthermore, the section will help to draw together any strong relationships between youth civic engagement and positive youth development. Finally, the literature review will conclude with a brief summary of the chapter.

Youth in Saudi Arabia

During the 1980s and 1990s, Saudi Arabia had one of the highest population growth rates in the world with 7.2 percent (Ministry of Economy and Planning S.A, n.d). Today, as a result, a high percentage of the Saudi population is under 30. It is expected to reach 15 million youth under 20 in 2020 and 30 million youth in 2050 (Alkhoshiban, 2010). In other words, the population in Saudi Arabia has grown tremendously in the past 35 years. According to the 2010 census, the Saudi population had increased from seven million people in 1975 to more than 28 million people in 2010; an increase of 400 percent within only 35 years. Abdul Salam (2013) relates this to "pronatalist policies and declaration of birth control in any form and under any circumstance as contrary to the faith of Islam lead to high fertility in this low mortality set up; creating wider growth" (p. 147). The youth population has also increased from 2.4 million in 1992 to 3.9 million in 2010; and with this rapid growth it is expected to reach five million in 2020 (Ministry of Economy and Planning S.A, 2012). According to the 2010 Census, 51 percent of the total population is under 25; and 37 percent are under 14 (Central Department of Statistics and Information in Saudi Arabia, 2010). It is also important to mention that 51 percent of the youth population is female.

Another issue for youth is unemployment, which is considered very high compared to the national unemployment rate. The youth[7] unemployment rate falls between 31 percent for males and 71 percent for females, whereas the national unemployment rate is 10 percent (Ministry of Economy and Planning, 2012). A survey conducted in 2012 by the Ministry of Economy and Planning showed that 96 percent of youth believe that job availability for them is the most important issue. In addition, youth believe that jobs do not only mean getting employed, it also

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[7] Youth here are individuals between the ages of 18 to 25 according to the Ministry of Economic and Planning (2012).

means getting married, making a family and being independent from parents, which leads to psychological and social stability (Ministry of Economy and Planning, 2012). Job seeking is considered to be the top priority for college students after graduation.

There are also health issues for youth; obesity among youth is 27.5 percent for males and 28 percent for females (Ministry of Economy and Planning, 2012). According to Vivo's article (n.d.) "The Current State of Childhood Obesity" is one in every six children between the ages 6 to 18 in Saudi Arabia. Another study conducted between 1994 and 2000 shows that boys who are between the ages 10 to 16 have the highest increase in their weight; whereas, the girls who are between the ages 14 to 16 have the lowest increase in their weight (Abalkhail, 2002). Additionally, smoking statistics show that 20.3 percent of males smoke, whereas, only 3.9 percent of females smoke (Ministry of Economy and Planning, 2012). Moreover, statistics show that 71.8 percent of females and 64.5 percent of males suffer from mental disorders, depression and sadness, and 7.6 percent of females and 3.2 percent of males have tried to commit suicide (the Ministry of Economy and Planning, 2012). Seventy-five percent indicated that they speed when driving. Every day 20 youth die in car accidents[8] (the Ministry of Interior, 2012). In 2011, the Ministry of Interior announced that 7,623 youth died in traffic accidents. This number exceeds the number of victims of violence in Iraq for the same year, which amounted to about 4,200 people (Algihani, 2013). In addition, More than 80 percent of disability cases of young people in Saudi Arabia are a result of traffic accidents (Ministry of Interior, Saudi Arabia, 2014).

Recreation activities still do not reach youth expectations in Saudi Arabia. Seventy-two percent of males and 56 percent of females indicated the importance of recreation in their lives,

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[8] This does not include people who died in the hospital after traffic collisions. In general, 45 percent of deaths in Saudi Arabia come from traffic collisions (the Ministry of Interior S.A, 2012).

yet they also indicated that there are not enough recreation programs and facilities for them (the Ministry of Economy and Planning, 2012). According to Cho (2004), "physical activity is known to provide important physical, emotional, and social benefits for all age groups, and physical inactivity has been a public health problem since the late 20th century" (p. 481). Moreover, Bucher, Shivers, and Bucher (1984), indicated that recreational activities provide both logical and physical growth for children. Additionally, 80 percent of both genders indicated that they have problems in spending their leisure time. Moreover, 43 percent of males and 24 percent of females have from 4 to 6 hours of free time a day. An additional 15 percent of the females have from 7 to 15 hours of free time a day (the Ministry of Economy and Planning, 2012). Youth indicated that they spend 55 percent of their time watching television, 37 percent in reading, 33 percent on the Internet, and 18 percent in religious activities.

These statistics show the importance of planning for a better future for the younger generation. First, the fast growth of the youth population requires an immediate action to prevent future problems concerning youth. Second, the need to create a good environment for them to increase their self-confidence and self-realization is highly important.

The Saudi government takes youth issues seriously and attempted to include them in their strategic planning for the Kingdom. Recently, the former Prince of Makkah, Prince Khalid Al-Faisal, called for the establishment of youth councils in Makkah Province (Alzahrani, 2012). Al-Faisal believes that youth councils can work side-by-side city councils and other public agencies to provide ideas and solutions for the problems facing youth and develop programs and activities for them (Alzahrani, 2012). In fact, the concept of youth council is newly introduced into Saudi Arabia. Saudi Arabia consists of 13 Provinces (see Figure 2). Only two Provinces, the Eastern

Province and Makkah Province, created youth councils in 2012 and 2013, respectively.[9]

Figure 2. Provinces of Saudi Arabia[10]

On November 25, 2009 a massive flood hit the city of Jeddah, west Saudi Arabia, that

left more than 116 dead and 350 people missing. The city officials admitted that this was the

worst flood to hit Jeddah in 27 years. Over a year later, on January 26, 2011, another massive

flood hit Jeddah, leaving 100 dead and cost millions in property and utility losses. However, both

incidents allowed several policies to be reviewed and others to be formed. In other words, the

policy window was opened, which as Kingdon (1995) describes as "the opportunities for action

on given initiatives" (p. 166). One of the recognition events during the disaster was the role of

youth in helping communities to revive and stand. Many organizations, including the

government, recognized the huge role of youth in working with others through volunteerism.

Yet, the culture of volunteerism has not reached the level of expectation of youth (Murphy,

2011). Al Alami, a human rights activist, thinks that the younger generation needs to be more

motivated to help others. "The process should start at the grassroots level. Our youth is capable

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[9] Information was not available about the progress of these two councils.
[10] Wikipedia (2009).

of doing wonders. During Jeddah floods, young people helped save lives. They even cleaned streets and provided food and shelter to those in need" (*Saudi Gazette*, April 2, 2013, para 1).

On the other hand, social media became a release for many youth. Hadi (2011) states, "Young men and women in Saudi Arabia are launching their own talk shows and programs on YouTube and other video-sharing websites in which they are tackling issues such as unemployment, corruption, poverty and debate about social norms" (para 1). It is important to stress the need of a public dialogue because it will help the government and the citizens to understand and address their public issues.

In order to examine how youth can become more involved in government and in solving their own problems, an understanding of how the Saudi government is organized is necessary.

Overview of Saudi Government Structure

Saudi Arabia is an Islamic state founded in 1932 by the late King Abdul-Aziz Bin Abdurrahman Al Saud. Saudi Arabia is a traditional country consisting mostly of Arabian tribes. Traditions, cultures, regulations and principles play important roles in shaping many policies in the Kingdom. The Saudi law is taken from the holy Quran, "the Holy Book of God*"* and from Prophet Muhammad's tales. Thus, understanding the Saudi governmental structure and law is important to understanding the issues of youth.

The political environment in Saudi Arabia plays an important role in any policy issue in the Kingdom. However, the political environment in Saudi Arabia is different from that in the United States. Banks and O'Brien (2008) describe the political environment in Saudi Arabia as comprising of traditional religious laws that control policymaking. This concept "aims to reveal religious truths rather than to discover empirical facts" (Banks & O'Brien, 2008, p. 13). The Saudi government is structured in a monarchy model. The king, who is the head of the kingdom,

has full political power. Additionally, the king rules the kingdom until passing away, and on the same day the Allegiance Council appoints a new king.

Although the king has all the political power, he appoints and oversees more than 25 ministers, 20 consultants, 13 governors and the 150 members of the Shura Council. Those appointed officials have limited power to make decisions or take any necessary actions. None of them have the authority to make changes beyond their jurisdiction, especially when it comes to making religious or traditional changes. The King is the only one permitted to make these changes. For instance, in September, 2011, the Saudi King allowed women, for the first time, to vote in local city council elections to be held in 2015. Also for the first time the King allowed women to be a part of the Shura Council (Alshihri & Youssef, 2011). These two important decisions occurred abruptly during the king's annual speech before the Shura Council. Another example, on June 23, 2013 a royal order was issued to change the weekends from Thursdays and Fridays to Fridays and Saturdays for the first time since the Kingdom's creation. The main point here is to understand that important decisions always come from the highest authority in the Kingdom, and in this case it is the Royal Dewan (King's Council). On the other hand, the King believes in the importance of the religious leaders who rule the court system and have the judicial authority in the Kingdom. Therefore, he respects their opinions on sensitive issues.

In addition, the Shura Council, *Majles Alshura,* that has 150 distinguished members from different regions of the country, plays an important role in the Saudi political environment. The Shura Council has more than ten different committees, each one is concerned with specific public fields. For example, the economic committee deals with trading opportunities, and the community committee deals with developing and improving societal issues. The main objective of these committees is to review related reports and to analyze any proposals, projects, or studies

and make recommendations to the Shura Council president. When the recommendations are made, the president of the Shura Council sends them to the King's Council for any necessary actions. Once the issues, reports and studies reach the Shura Council with all required documents, they become public issues and everyone can see the status of each issue on the Assembly website and the national newspapers when discussed. However, not all the issues get on Shura's agenda. Many are blocked before getting there, and others are withdrawn. In order to get the Shura's agenda one or more members should introduce the issue to the Shura president.

To summarize the political power in the Kingdom, there are three types of authorities. The first authority is the judicial authority that is comprised of judges, who have religious background and education, and are appointed by the King. The second authority is the legislative authority, which consists of the King and the Ministers Council. The King issues the royal orders that become policies and laws in Saudi Arabia. Last is the implementation authority that enforces policies and laws in the Kingdom. It is important to mention that none of the previous authorities overlap one another.

In order for an issue to get the government's attention, it rises from bottom to top. Therefore, it is important to mention the important role of Shura Council on discussing some significant issues affecting the Saudi society. In addition, there are several agencies in the Kingdom that help to make issues public and so they reach the government's agenda. Such agencies include media, experts, researchers and public and private organizations. However, not all issues make it to the Shura Council or get in on the public officials' agenda.

Agenda Setting Theory

To start one needs to understand the agenda-setting process and why it is important in the policy change process. According to Anderson (2006), agenda setting includes different

structured approaches that help an issue find a place on the agenda and get the policymakers' attention. This process has two aspects; one is to make an issue heard by officials, and the other is to make the issue seen as a problem (Kingdon, 1995). Baumgartner and Jones (2009) state that agenda setting "has important policy consequences" (p. 4). It has a huge impact on an issue as it carries the issue from its unidentified status into the spotlight and makes officials pay attention to it. Cobb and Ross (1997) show that agenda setting is the process of taking an issue to be actively considered and tested from different viewpoints. In Saudi Arabia many factors play a role in the culture of agenda denial. First, religious opponents play a role in making conservative side on specific issues, mostly issues related to women. Second, the interests of public officials play another role in agenda denial. This occurs when some issues have public support for intervention whereas others do not.

Second, some issues reach the government's agenda for several reasons. Cobb and Ross express the need for an issue to have several aspects to reach the agenda and get attention. "Problems need to be identified, or organizations must be built or mobilized around particular issues and policies, and an issue has to be propelled through multiple layers of the policy process" (Cobb and Ross, 1997, p. 5). They also mention the role of the proponents and opponents. The first group tries to support the issue to get the attention, whereas the second group tries to hide and hinder the issue. Anderson (2006) states that agenda setting is "a competitive process, and a number of factors can determine whether an issue gets on an agenda, including how the problem at issue is defined" (p. 90). These factors include interest groups, political leadership, and statistical analysis. Moreover, media coverage has an important role in the agenda setting process. According to Cobb and Ross, "it is a truism to argue that the media play a crucial role in agenda setting in both the outside initiative and mobilization models"

(1997, p. 12). Kingdon (1995) notes that media have a powerful impact on agenda. Baumgartner and Jones (2009), however, express that the media has both negative and positive effects on the issue. In addition, the importance of language used to define, articulate and push issues is important. According to Rochefort and Cobb (1994) language plays an important role in public policymaking and problem definition under political analysis. They continue, "Language is essential to understanding, argument, and individual and group expression" (Rochefort and Cobb, 1994, p. 9).

Not only do issues need to be pushed up to get to the agenda, they also can be pushed down, not allowing them to become important. Anderson (2006) defines it as "*the Opposing Action*" in which he states, "those opposing actions and wanting to maintain the status quo tend to be advantaged in the agenda-status struggle" (p.95). Anderson (2006) defines many ways opponents attack the agenda status for a problem including denying that a problem exists, expressing that the problem does not need government action, or expressing fears of the consequences of the government action. Additionally, Cobb and Ross (1997) identify four levels of agenda denial. One is the "*low-cost strategy*" in which "if the pubic does not see a problem, eventually it will disappear" (p. 27). Another is the "*medium-cost strategy*" in which it avoids the issue in two ways; 1) discredit the issue stance of the group and the group itself, or 2) show symbolic concern. The second one is considered only if the first is not successful. The third is "*medium-cost strategy: symbolic placation*". Cobb and Ross (1997) describe this level as "opponents admit the existence of a problem but block any consideration of the initiator's proposed solution, citing reasons such as the cost or that the remedy is hopelessly naïve" (p. 34). The last one is the "high-cost strategies" which involves a lot of expenses of the opponent's resources to not allowing the issue to be raised. The conflict between the two groups "initiators

and opponents" continues in the political process. Each one of them has their own reason to stick with the case and reach the goal.

Kingdon (1995) identifies in his theory different aspects that affect the agenda setting process. He notes that agenda setting is one of the stages in the public policymaking process. Kingdon states "an agenda setting process narrows the set of subjects that could conceivably occupy their attention to the list on which they actually do focus" (p.196). Additionally, Kingdon introduces four different case studies which he believes give a clear understanding of the agenda setting process. These case studies were supported by examples to clarify some reasons that make an issue reach the agenda. He also conducted 247 interviews within four years to identify the most important aspects of how an issue rises.

Kingdon expresses his interests in the agenda setting process by saying "we are interested in the processes by which agendas are set and alternatives are specified" and he continues "there are *three kinds of processes: problems, policies, and politics*" (Kingdon, 1995, p.16). Figure 3 illustrates the three main streams that Kingdon suggested.

Figure 3. Kingdon's Policy Window[11]

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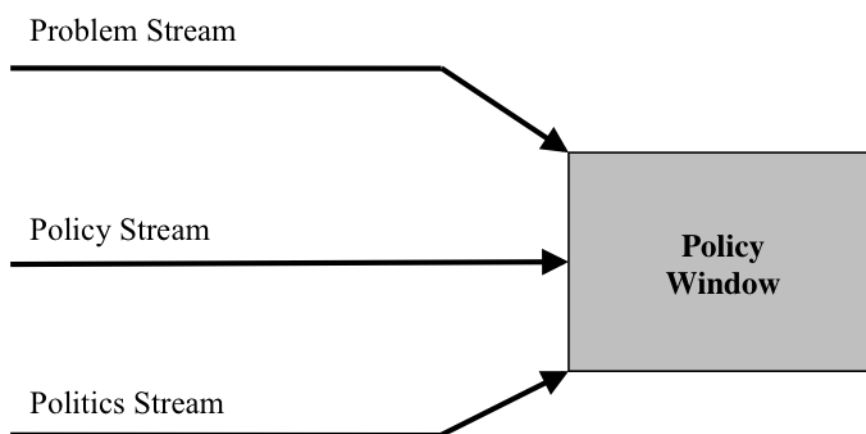
[11] (Anderson, 2006, p.90).

First, problems consist of issues in which those who are the policymakers want to take actions. Second, policies consist of possible solutions for the problems. Third, politics consist of the current political environment such as change in administration, or public interests. These three types of processes, which Kingdon (1995) calls "*the process streams",* come together in crucial times. This happens when "a problem is recognized, a solution is available, the political climate makes the time right for change and the constraints do not prohibit action" (p. 88). When these aspects meet a "*policy window*" opens to allow the issue to get onto the agenda. However, when the window opens, it opens only for a short period of time. Therefore, supporters must develop solutions or proposals and wait until the problems become visible or a political change happens in which their proposal will most likely be accepted (Kingdon, 1995). Kingdon indicates once the window closes without any action, it will remain closed for a long time (p. 170). Furthermore, Kingdon notes that issues get the government attention through "*systematic indicators*" that shows that there are problems. Stone (1989) calls it "image manipulation" which means more issues to be linked together. Stone (1989) expresses this as: "problem definition is the active manipulation of images of conditions by competing political actors. Conditions come to be defined as problems through the strategic portrayal of casual stories" (p. 299).

Baumgartner and Jones (2009) state that over time the agenda status changes. In other words, if an issue is highly important at one time, it does not necessarily remain important later. They also note that agenda-setting and issue definition are connected, so if the definition changes sometime it leads the issue to appear on the agenda. Moreover, they note that "new alternatives often reach the decision making stage through fresh definitions of old issues" (Baumgartner and Jones, 2009, p.11). In some the theory articulated by Baumgartner and Jones, 2009 is the policy change is a function of the interaction of image and venue. In Saudi Arabia, agenda status

changes as well by time. The Saudi government openness in the last 7 years made several issues reach the agenda. For example, one of the historical decisions was allowing women to be part of the Shura Council and the City councils for the first time.

It is important to note that some issues may not reach the agenda due to several aspects such as "the financial cost, the lack of acceptance by the public, the opposition of powerful interests, or simply because they are less pressing than other items in the competition for attention" (Kingdon, 1995, p. 18). Both, Kingdon (1995) and Baumgartner and Jones (2009) believe that issues become visible at times when the political climate is prepared. The two theories provide clear explanations on how the agenda setting process works. However, Kingdon tries, in his theory, to separate the three streams from each other and analyze them only when they come together. Moreover, he thought to analyze the problem and the solution separately, whereas, Baumgartner and Jones believe that "at the same level agenda-setting is part of the same process of policymaking that produces stability in other cases" (Baumgartner and Jones, 2009, p. 5).

Youth Civic Engagement

The need to understand the role of youth civic engagement in community development is important (McLaughlin, 2000; Brennan, Barnett and Baugh, 2007). According to the National League of Cities states "city officials make decisions that affect youth on a daily basis. Yet, young people often have no direct role in shaping or influencing local policies and programs" (p.3). However, many governmental agencies have become aware of the importance of youth civic engagement. Youth civic engagement has been around since the beginning of the last century. According to Funder's Collaborate on Youth Organizing (FCYO) (2000) stated, "The field of youth organizing is the outgrowth of three important elements: the legacy of traditional

organizing models, particularly those informed by Saul Alinsky; the progressive social movements of the 1960s and 1970s; and the rise of positive youth development" (p.4). First, the meaning of youth civic engagement is widely used around the world. Checkoway and Gutierrez (2006) defined it as "a process of involving young people in the institutions and decisions that affect their lives". They continue "It includes initiatives that emphasize educational reform, juvenile justice, environmental quality, and other issues; that involve populations distinguished by class, race, gender, and other characteristics; and that operate in rural areas, small towns, suburbs and neighborhoods of large cities in developing areas and industrial nations worldwide" (Checkoway and Gutierrez, 2006, p.1).

Youth have become aware of their society. Damon (1983) says that political studies have shown that youth develop their interest in political issues and feel responsible for their society and show interests in political issues. He adds, "people experience their first commitment to a political ideology and even engage in direct political action during adolescence" (Damon, 1983, p. 304). On the other hand, there are different levels and settings in which youth can be involved in their government and be a part of the community managing structure. According to Morton and Montgomery (2010) "Civic engagement can be expressed in many ways, including volunteering, membership in civil society clubs and organizations, beliefs concerning the importance of civic engagement, expectations of future community involvement, and voting and political participation" (p.8). Table 1 shows different levels of youth civic engagement and their characteristics.

Examples of Youth Civic Engagement

Many programs around the world promote youth civic engagement. In the United States, for example, youth councils though mayors' offices provide ways to allow youth to be effective

tools for solving local problems in their communities and to be part of the decision making

process (National League of Cities, n.d.). Youth councils are a popular example of youth civic

engagement on a local level. Other examples include Boys and Girls Clubs of America and

community based-programs. These programs and many more have provided an opportunity for

youth to reach their full potential. Lerner, Brittian and Fay (2006) write:

> Youth development programs offer young people the opportunity to
> capitalized on their potential for positive growth by providing the chance
> to gain life skills through having access to mentors who collaborate with
> young people and who enable them to participate in and lead valued
> community activities (p.5).

Table 1. Different Settings for Youth Civic Engagement Development

Setting	Key Characteristics
Local grassroots level	Local youth organizations can encourage a wide range of civic skills and motivations, many also seek to create opportunities for young people to become engaged in the management or governance of the organizations
Schools	Schools are important sites for the development of civic skills, values and behavior. Research suggests that young people are more likely to be civically engaged in adolescence than in early adulthood (Finlay, Wray-Lake & Flanagan, 2010) because there are more opportunities to engage young people in civic opportunities through school and related programs than there are after they leave school
Third-level institutions	Universities and colleges have increasingly come to see the importance of offering structured service learning and volunteering programs that enable students to make a civic contributions as part of their curricular or extra-curricular activities
Non-governmental Organizations	NGO's operating at local, regional, national and international levels are important vehicles through which young people can work with others to take action on social issues
Government / political institutions	In many countries, there are formalized structures for young people to engage with political process
Political Parties	Young people can become involved in political parties but local political parties are often not very active in recruiting young voters

Adopted from Brady, B., Dolan, P., Kearns, N., Kennan, D., McGrath, B., Shaw, A., & Brennan, M. (2012) Understanding Youth Civic Engagement: Debates, discourses and lessons from practice. UNESCO Child and Family Research Centre. National University of Ireland Galway.

The History of Boys and Girls Club of America

Boys and Girls Club of American (BGCA) is considered to be one of the most successful youth civic engagement organizations in the world. The history of (BGCA) goes back to 1860 and over 150 years, BGCA has provided resources for youth to reach their ultimate goals. The idea started in Hartford, Connecticut with three members who believed that "boys who roamed the streets should have a positive alternative" (BGCA, n.d., para 1). The movement began to spread nationwide in United Stated in 1906 when the 53 member organizations formed the Federate Boys Clubs in Boston. The name was changed to Boys Clubs of America in 1931. The boys Clubs of American received a U.S Congressional Charter in 1956. Just 24 years ago (in 1990) the name was changed to recognize girls as a part of the youth movement to become Boys and Girls Club of America. Since the establishment of the BGCA, it has developed characters for youth that states:

> Character development has been the cornerstone of the Boys & Girls Club experience since the first Club opened in 1860. The first Club professional, John Collins, devised a system of informal guidance to attract boys into the Club, capture their interest, improve their behavior and increase their personal expectations and goals (BGCA, n.d, para 7).

According to BGCA 2012 annual report "Clubs are community-based, building-centered and led by professional staff. They offer youth development programs, determined by local need and available resources, to meet the interests and needs of young people ages 6-18" (p. 3). BGCA has engaged young people in many governmental agencies to help public officials develop new policies and achieve their needs. Moreover, "This incredible opportunity engaged youth in civic affairs through hands-on educational experiences, including meeting members of Congress, discussing policies that impact military families, and creating community service

action plans for their own neighborhoods" (BGCA, 2012, p. 19). In 2012, 4 million youth have benefited from the clubs development programs, training and services (BGCA, 2012).

The Significance of BGCA

Several studies have shown a number of positive impacts on youth development through their engagement in the BGCA. Kreider and Raghupathy (2012) reported that children's engagement with their families through the BGCA has strengthened parent-child relationships and had a positive influence on children. One of the key issues they discuss was the child-parent ability to develop problem-solving discussions with each other (Kreider and Raghupathy, 2010).

BGCA provides a number of programs and activities for all youth ages. These programs have positively impacted youth's life. The programs focus on enhancing youth's health, leadership, sports, recreation, career building and arts (BGCA, n.d.).

It is important to mention that BGCA is supported by many governmental and private sector agencies. Both federal and state governments are providing financial support to BGCA to reach its goals. On the other hand, private sectors are funding many programs and activities as a way to give back to communities. Big companies such as Microsoft, Disney, Toyota, and AT&T have generously supported BGCA to achieve academic success, build good character and citizenship and encourage healthy lifestyles for youth (BGCA, 2012).

BGCA has provided many significant benefits for youth through time. Some of these benefits are[12]:

- Safe places to play, laugh, discover and learn during out-of-school time, including in the summer.
- Life-changing programs that help youth advance in three key outcome areas: Academic success, good character and citizenship, and healthy lifestyles.
- Opportunities to build new skills so that kids can succeed and receive recognition for personal accomplishments.

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[12] Adopted from 2012 BGCA annual report.

- Ongoing supportive relationships with caring adults and friends that foster a sense of belonging, responsibility, civility and civic engagement.

The BGCA has about 4,000 facilities. It is an example of a success story of positive youth involvement; where children get involved with discussions that help make a difference in their own development.

Importance and Benefits of Youth Civic Engagement

The benefits of youth civic engagement are vital for the development of society (World Movement Democracy, 2004). There are key elements behind youth civic participation. First, it promotes youth leadership development. One of the highly recommended youth leadership development principles is youth community engagement (Van Linden and Fertman, 1998). Van Linden and Fertman (1998) suggested that there are three stages for youth leadership development; awareness, interaction and mastery. Community engagement or interaction for youth allows them to become aware of community problems. Corsaro (2005) states:

> The best candidates for providing havens from violence in the inner city are youth organizations. We know from the research of Heath and McLaughlin (1993) that youth organizations like Boys and Girls Clubs, Police Athletic League (PAL) clubs, and YMCAs have been very successful in serving inner-city youth. These organizations often tailor program content and institutional processes to the interests of the youth in the community, and they incorporate young people into participatory roles of all sorts. Activities in the organizations provide youth with a sense of self-worth from being a member of a group or team; a sense of belonging from being needed within the organization; a sense of responsibility from being held accountable for contributing to the group and for adhering to set rules and expectations. Such organizations are also often administered by excellent role models who are committed to giving something back to the communities in which they grew up (p. 308).

Therefore, youth empowerment is essential for positive community development (Jennings, Parra-Medina, Messias, & McLoughlin, 2006). In addition to achieving youth empowerment, it is highly recommended that "programs that empower youth need to provide

opportunities for development at both individual and community levels" (Jennings et al., 2006, p. 49). Particularly, programs that promote civic engagement into the government structures have positive impacts on youth development (Jennings et. al., 2006). Kraemer (1974) believes that youth have problems in their society and we need to think of them, as they are part of our communities and society. Youth organizations have provided youth with self-identity (Fine and Mechling, 1993). According to Heath and McLaughlin (1993a), youth originations offer opportunities for youth development such as self-efficacy and self-confidence as well as successful interaction among youth despite gender, race, or ethnicity. In addition, youth civic engagement enhances the society's social capital. Social capital is defined by "forming groups, collaborating within and among groups, developing a united view of a shared future, forming or reinforcing collective identity, and engaging in collective action" (Flora & Flora, 2008, p.117). Therefore, promoting and empowering youth to be active members in their community is essential for enhancing the social capital.

Positive Youth Development

Many scholars suggest that promoting positive youth development is necessary for a healthy youth development (Lerner, Almerigi, Theokas and Lerner, 2005). Several programs can influence positive youth development starting from home, school and community. For example, community-based organizations have positively impacted the development of youth (Lerner, Almerigi, Theokas and Lerner, 2005).

Many studies examined youth civic engagement and show strong relationships of positive youth development. Skelton, Boyte, and Leonard (2002) argue that since the mid of 1990s there has been a growing awareness for youth civic engagement in the public and political environments as a way to empower positive youth development. Balsano (2005) stresses the

relationships between youth civic engagement and positive youth development. Balsano (2005) writes:

> Youth civic engagement contributes also to positive youth development by fostering in youth what Damon, Menon, and Bronk (2003) referred to as a sense of purpose. The authors defined purpose as "a stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self," (p. 121), with the sense of direction that the purpose provides representing a necessary characteristic in one's pro-social behavior (p.196).

Damon (1983), on the other hand, argues that political interaction among youth and community promotes healthy development for youth. Damon (1983) states:

> Researchers have cited the development of formal operations, especially with regard to sophisticated forms of casual and hypothetical reasoning, as well as the development of higher-stage moral judgment. Such advances enable adolescents to understand the causes of social ills, to imagine a better society, and to see how their own activity could contribute to the construction of such a society" he continues "the adolescent's own personality characteristics determine, in a large degree, the nature and extent of the adolescent's dramatic increase in political awareness (p. 305).

Summary

Youth in Saudi Arabia, as in many societies, are facing different issues. The importance of understanding these issues is essential in order to help address them. This review of literature has provided an overview of some of the youth issues in Saudi Arabia and how the government is structured. However, the amount of research on youth civic engagement in Saudi Arabia does not exist, especially when compared to research on problems of youth. More studies are recommended on empowering youth and providing sustainable solutions for them.

Many issues make it to the government's agenda, whereas, others do not. Kingdon (1995) explains why and how issues make it to the agenda and what other factors help to push them even further. The theory should act as a guideline for this study in order to understand how youth

issues can make it to the decision makers' agendas in Saudi Arabia.

Youth civic engagement has a huge influence on positive youth development. Many studies have shown strong relationships between them. In addition, many governments have created programs that support youth civic engagement in their communities. As a result, huge positive impacts on youth development and the society occur (Morton and Montgomery, 2010). Funder's Collaborative on Youth Organizing (2001) summarizes the positive youth development with youth civic engagement as:

> The field of positive youth development yielded several important contributions. First, it pushed the field to develop new strategies and techniques for addressing young people's needs for civic engagement. Second, in seeking to do more than treat young people's individual "problems," youth development created a host of collective empowerment techniques that led to youth leadership development, youth civic engagement, and youth organizing. Third, and perhaps most important, once practitioners and thinkers broke away from the youth-as-problems-to-be-solved mold, a proliferation of new strategies and overlapping approaches emerged in the field of youth development (p. 7).

In conclusion, more studies on youth issues in Saudi Arabia should help inform policy decision makers on how youth issues can be overcome. According to Hijazi (2008), dealing with youth issues starts with knowing their problems and then helping to address them by finding the best alternatives in order to empower youth.

III.   METHODS

The purpose of this study is to investigate issues facing youth in the city of Jeddah, Saudi Arabia and to examine how these issues can be placed on the decision-makers agenda. Finally, the study determines whether the proposed concept of youth civic engagement "*youth councils*" can be practical to address youth issues and identify the challenges for such a policy proposal. This chapter describes the research procedures that were utilized to address the research questions. The chapter falls under six major sections: the study framework, subjects of the study, treatment of subjects, instrumentation for collecting data, data collection, and data analysis procedures.

The Study Framework

The study utilized a qualitative method to fully understand issues facing youth in Jeddah and to examine the need for youth civic engagement through a youth council as a policy proposal. Moreover, the results will help policy-makers understand the importance of youth civic engagement as a venue to address youth issues.

A qualitative approach is used to explain and give meaning to social phenomena (Hesse-Biber, 2010). A qualitative approach was utilized in this study to get in-depth information to answer the study's questions. According to Marshall and Rossman (1999), "qualitative research genres have become increasingly important modes of inquiry for the social sciences and applied fields such as education, regional planning, nursing, social work, community development, and management" (p.1). Rossman and Rallis (1998) describe the characteristics of qualitative research as: it takes place in the natural world, it uses multiple methods that are interactive and humanistic, it is emergent rather than tightly prefigured, and is fundamentally interpretive. Qualitative data examine the inside rather than the outside. Gaber and Gaber (2007) state, "a

qualitative approach will ask less precise research questions, and more accurate questions that focus on process and how things work on the inside" (p.6). For example, how does each child interact with other children? Does race affect the way children play? These kinds of questions allow the researcher to examine, in-depth, a specific phenomenon rather than using a theory to test a hypothesis. However, the study utilized Kingdon's agenda setting theory in order "to help design a research question, guide the selection of relevant data, interpret the data, and propose explanations of causes or influences" (Reeves, Albert, Kuper and Hodges, 2008). Moreover, "qualitative data in the words and categories of participants lend themselves to exploring how and why a phenomena occurs" (Johnson, and Christensen, 2012, Ch. 14). In other words, qualitative method allows participants to express, in rich detail, what they feel or think about any issue rather than selecting or ranking from a list of "close-ended questions".

Another advantage of qualitative method is the ability to understand a specific phenomenon or case study. This is very important, especially when examining an historical case or an individual's experience. Johnson and Christensen (2012) state that qualitative method is the best for examining specific cases in detail. For example, to understand park users' feedback regarding their experience of visiting the park, qualitative method would be suitable to get detailed information that will help to understand this situation. Moreover, going back through history, it would be more appropriate to apply qualitative research to examine historical events and stories. Thus, qualitative method is more beneficial to understand detailed information than just statistical data.

Subjects of the Study

The first step is to identify all the stakeholders who could play roles in the youth councils in the city. The researcher requested help from a panel of experts to identify major stakeholders

in the city. The experts were university professors in the fields of urban planning, community development, and industrial engineering. The experts suggested two major groups. The first group was high school students, males and females, 15-18 years of age. The second major group of subjects was the public officials or policy makers for the city of Jeddah.

The sample frame for the first group was all high schools in Jeddah. The director of Planning Affairs in Jeddah Department of Education was invited to point out five high schools in Jeddah. As a result, the director pointed out that there are five Education Offices in Jeddah, South Office, North Office, Alsafa Office, West Office, and Alnaseem Office. Each Education Office is located in a different part of the city and oversees a number of schools. A letter was obtained from the director addressed to the five Education Offices in Jeddah. Each Education Office was requested to select one high school in its area; four male high schools and one female high school were selected. Each high school had one focus group. The principal of the selected high school randomly selected ten students from all three high school grades, first, second, and third equivalent to U.S high school grades tenth, eleventh and twelve respectively. The total number of high school students selected from the five different high schools was 50 students, 40 male students and 10 female students.

The second group of subjects was public officials. The panel of experts suggested potential subjects to be included in the study. Those subjects were Jeddah City Council chair, Jeddah Mayor, Secretary General of the Neighborhood Councils in Jeddah, members from Shura Council, and public officials from Alamarah "*principality*". Moreover, the panel of experts suggested several other individuals for further investigation including religious figures, police officers, and members from Jeddah Chamber of Commerce, parks director and youth activists. The method of selecting those individuals was by two factors: strong relationship with decision-

makers and strong knowledge of youth issues in the city of Jeddah. After identifying those individuals, participation requests were emailed to them. Most communications with this group of participants were via emails. An email was sent separately to each individual. The email provided brief information of the study and requested the public official to participate in the study. Three other individuals were asked to participate through phone calls due to lack of their email addresses. And an addition two individuals were asked to participate through personal communication of one of the other participants. The total number of individuals who agreed to participate was 15, two individuals refused to participate and one did not respond.

Treatment of the Subjects

It is important to mention that before the data collection process started; the researcher sent a request to the Institutional Review Board (IRB) at the University of Arkansas to review the research proposal and instruments. Two weeks later, the IRB approval was obtained before the study began (see Appendix A). The researcher sent another request to the Department of Education in Saudi Arabia, Jeddah Office, to obtain a study conduct approval. The letter of approval from Department of Education in Jeddah was also obtained before the study started (see Appendix F). In addition, other required letters and notes from all of Jeddah Education Offices were obtained before the researcher contacted the school. These letters helped the research gain easy access to conduct his research.

High School Students

The first group of subjects was the high school students. The ten students selected at each high school were asked to come to a meeting room in their school. When all 10 students arrived the researcher briefly described the study and asked the students if they were willing to

participate in the study. Those individuals who were not interested left the meeting room and the principal was asked to replace them with other students. The researcher handed consent forms to each of the ten students to take home to be read and signed by their parents (See Appendix B). Moreover, the researcher and the ten students agreed on a future time the researcher would return for the signed forms and conduct the focus group session. Lists of students' names were obtained for easy access to participants. The lists were only obtained to identify the participants for their principals on the day of focus group sessions.

At the scheduled time, the researcher returned to each high school to obtain the consent forms and perform focus group sessions. The principal was asked to re-call the same ten students. The principals let them know where to meet in their school. Before the focus group session began, the researcher requested the signed consent forms. The return percentage of the signed forms was 96 percent. One student was absent and another student did not get his father to sign the form. That student was kindly asked to leave the session. The researcher handed another consent form to the student participants to read and sign (see Appendix B). The students were told that all information would be kept confidential and no names would be revealed or published in the study. It is important to mention that the same action was done for the female students. However, the researcher assigned his wife, a master's degree holder in Operations Management, to perform the female focus group process. The researcher provided the needed instructions to her for conducting the process. Each focus group session lasted between 35 to 55 minutes and was recorded. The focus group was performed one time in each high school and each high school was assigned a code for data analysis process. Table 2 presents high school codes, number of participants, and duration of the focus group session.

Table 2. High School Codes, Participants and Focus Groups Duration (*n. 48*)

High School Codes	Number of Participants	Duration of Focus Group Sessions
HS01	10 Students	47 minutes
HS02	9 Students	35 minutes
HS03	9 Students	52 minutes
HS04	10 Students	39 minutes
HS05	10 Students	55 minutes

Public Officials

The second group of participants was the public officials. . Once the participants agreed to participate, appointments were scheduled for the interview. Before the interview began, the researcher handed consent forms to each participant to read, agree and sign (See Appendix C). The length of the interviews was between 20 to 30 minutes. One interview lasted about an hour due to interviewee request. All participants had the right to select the time and location of the interview. Moreover, all participants were interviewed face-to-face, except one who was abroad and requested to be interviewed via the telephone. Before each interview began, the researcher requested to record the interview. All participants agreed to be recorded. The records were kept secured and only used for data transcription. Each interview was assigned a code for data analysis process. The assigned code for this group of participants was PO01, PO02, PO03, ….. , PO15.

Instrumentation for Collecting Data

The development process for the data collection falls under three main sections. The first section describes what the researcher wanted to know from all subjects. The second section describes the rationale of using specific methods for data collection. The last section explains the procedures of data collection.

First, it is important during the instrument development process to write down what information is needed from the collected data (van der Smissen, 2008). This ensures that the data collecting method is appropriate for the needed information and that the collected information will answer the research questions. The purpose of this study was to investigate issues facing youth in the city of Jeddah, Saudi Arabia and to examine how these issues could be raised to the decision-makers. Finally, the study was to determine whether the concept of youth civic engagement "*youth councils*" could help to address youth issues and what the challenges for such policy proposal might be.

As a result, the researcher established a table of specifications. The purpose of the table was to help determine how many and what questions were related to which information the researcher needed (van der Smissen, 2008). After the table of specification was generated, it was clear what kind of statements and questions needed to be asked to get the information. Furthermore, the researcher requested help from a panel of experts to review the list of questions. The experts were university professors in the fields of urban planning, political science, community development and recreation. After experts reviewed the questions, a final set of questions was selected for the data collection. The main goal was to generate questions that would successfully answer the research questions.

Second, this section explains the rationale for selecting the collecting methods in the

study. The researcher applied two different tools for collecting data. Each tool was assigned to each target group. The first targeted group of subjects was high school students. The data collecting method selected for this group was a focus group method. According to Krueger (1994) a focus group is a widely known tool for collecting data in marketing and political studies to measure the responses to new products or political positions. There are several reasons for that selection; 1) focus groups help to generate intense discussion, 2) they allow everyone to participate in the discussion, 3) they help the researcher to clarify specific information, and 4) they allow participants to express their feelings with others (Riddick and Russell, 1999). The goal was to collect more detailed information than can be obtained from a survey or a questionnaire. Also, the researcher was concerned that the subjects may not answer a survey or questionnaire with enough depth. It was important that each participant was interested and fully involved in the responses to obtain accurate information.

The second group of participants was the public officials. The data collecting method selected for this group was in-depth interview. There are several reasons behind this selection; 1) it allows the researcher to get clarification, reflection from the interviewees and to probe for further information when needed, 2) it helps to make sure the questions are clear and understood before the interviewee answers them, 3) it takes less time to collect information and it retains a high response rate, and 4) it helps participants proceed with their opinions and thoughts (Guest, Namey and Mitchell, 2013). Both data collecting methods help to assure researcher bias does not get into the collection of data. In other words, the researcher did not provide any specific elements to the participants to use in their answers to any questions. Instead, the researcher allowed participants to proceed with their thoughts and discussion to obtain high quality data to help answer the research questions.

It was the researcher's intention to make sure that all participants who were involved in the study were fully interested in the study to assure honesty from the informants. Shenton (2004) states, "each person who is approached should be given opportunities to refuse to participate in the project so as to ensure that data collection sessions involved only those who are genuinely willing to take part and prepared to offer data freely"(p. 66). Moreover, to ensure accurate information was collected, the researcher encouraged participants to be honest and feel free to explore their opinions and thoughts. This included the right to leave at any point and refuse to answer any questions without giving any explanation (Shenton, 2004). The researcher informed all participants to be sure they understand the questions before answering them.

Collection of Data

This section explains the data collection process. It is important to mention that the two data collecting methods, focus groups and in-depth interviews, were applied without specific order. In other words, the two methods were conducted in parallel, in the same time period. In addition, to ensure credibility "*internal validity*" for the study, the researcher took notes during and after each session ended (van der Smissen, 2008). According to Baumgartner and Strong (1994) field notes help to ensure credibility of the data collection.

Focus Groups

The total number of questions that were asked in each focus group session was nine questions. Enough time was given to each question to be discussed among the students. The researcher was interested in hearing everyone's opinions regarding each question. After discussing each question, the researcher asked all the students if they had anything else to add before proceeding to the next question. All questions were open-ended to generate discussion.

The questions were divided into four main groups. Each group was designed to answer one of the research questions. The first group of questions investigated the issues facing youth in the city of Jeddah. Questions like what are youth needs in your community and what are the most challenging issues youth face. The second group of questions determined their opinions on how youth could address these issues. Questions like what are your opinions on how these issues can be addressed and are society and decision makers aware of these issues. The third group of questions asked the students to reflect about youth civic engagement in the policy-making process. Questions like how do you perceive the importance of youth to be part of the policy making process and how can youth make a difference in their communities. The last group of questions investigated how youth civic engagement should be formed. Questions like who should be a part of youth community councils and what might prevent you from participation. See Appendix G for a full list of questions.

Just following the end of each focus group, the researcher handed out demographic forms to be completed by participating students. The demographic information that was included on the form was: gender, age, academic section, nationality, district, years lived in Jeddah, and family income.

In-depth Interviews

The second data collection process was in-depth interview with public officials. According to Guion, Diehl and McDonald (2006) state that "In-depth interviews are a useful qualitative data collection technique that can be used for a variety of purposes, including needs assessment, program refinement, issue identification, and strategic planning" (Para 1). Each interview was conducted separately. Just before the in-depth interview began, the researcher welcomed the participant, introduced himself and provided brief information on the study. Then

the researcher handed the participant a consent form to read and sign. Afterward, the researcher asked the interviewee's permission to record the interview for the purpose of data transcription. Before the researcher asked the interview questions, the interviewee was asked if he or she had any questions.

The total number of questions that were asked for each interviewee was seven[13]. All questions were open-ended. Enough time was given for each question to be answered completely. After answering each question, the research asked all the interviewees if they had anything else to add before proceeding to the next question. The questions were divided into three main groups, two questions in each group; each group was to answer one of the research questions. The last question asked if they had anything else to add. The purpose of the last question was to let them provide any information they believe was important for the study. The first group of questions investigated the issues facing youth in the city of Jeddah. The second group of questions determined how these issues could be raised to the decision-makers. The third group of questions asked them to reflect on their opinions regarding youth civic engagement and youth empowerment.

Researcher Notes

During and after each focus group session and in-depth interviews, the researcher committed to take side-notes. According to Guion, Diehl, and McDonald (2001) these types of notes can include observations of verbal and non-verbal behaviors as they occur as well as personal reflections. These notes include personal observation for each session conducted and recorded any personal behavior by participants. It was the researcher's intention to use these notes as data in the study. Denzin (1978) described that as an observational data. Observational

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[13] See Appendix H for the full list of questions.

data is important method for better understanding of social issues (Ritchie and Lewis, 2003).

Data Analysis

In order to establish data analysis for the study, the researcher applied one of the standard techniques for qualitative data analyses and coding. According to van der Smissen (2008) there are two ways to analyze qualitative data: 1) a constant comparison[14] and 2) enumeration[15]. The researcher applied both techniques in order to develop major themes, patterns and counts. Each focus group and interview was carefully transcribed and reviewed by the researcher several times. The goal was to assure every answer on the recording device was accurately transcribed. All collected data were carefully reviewed for typographical errors, misspellings and redundant words. Following the data coding, NVivo[16] was used to analyze the data. Each coded datum was entered using the software and then an analysis was run to capture themes, patterns, and counts. With the help of the software, similar meaning words were gathered under one category.

Each group of questions was organized together and entered as one set of data using NVivo for emerging themes, patterns and counts. For example, all answers for question number one from in-depth interviews were placed in one platform, and then entered into NVivo. The software calculated frequencies for each word, organized words with the same meaning together, and developed word map for themes.

In addition, descriptive statistics were obtained for demographic variables of age, gender,

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[14] van der Smissen (2008) stated "a constant comparison consists of four states: 1) reduce, code and display major themes that emerge, 2) integrate the themes and compare them to one another, 3) delimit and redefine, and 4) provide narrative examples from the data that showcase how the themes were developed" (p. III – 12).
[15] van der Smissen (2008) implies that "enumeration, frequency count, is often a supplementary procedure to a constant comparison" (p. III – 13).
[16] NVivo is computer software used in qualitative research to organize, code, and analyze qualitative data using themes, patterns and counts.

income, years lived in Jeddah and nationality.

Credibility was an important aspect in the study. In order to check credibility two triangulation techniques were utilized. Guion, Diehl and McDonald (2001) suggested two triangulation techniques. The first technique is to collect data from three different sources and compare the results to see if they agree. This was done by comparing information from focus groups, in-depth interviews, and side-notes. Denzin (1970) called it data triangulation, which refers to gathering data from different sampling methods including a variety of people. The second technique is to allow two colleagues to read and analyze the same set of transcripts and compare notes. If the notes show similarity, then the information is credible. First, the researcher and an expert read the same transcripts and wrote their notes, and then both individuals compared their observations. The triangulation methods assured reliability and validity of the study.

IV.   RESULTS

The purpose of this study was to investigate issues facing youth in the city of Jeddah, Saudi Arabia and to examine how these issues can be brought to the forefront for decision-makers' agendas. Finally, the study determined whether the concept of youth civic engagement "*youth councils*" could help to address youth issues and identified the challenges for such a policy proposal.

This chapter presents the results from the data analysis. The chapter falls under four sections. The first section presents descriptive statistics from the demographic data. The second section presents the results from focus groups' data, followed by the results from in-depth interviews. The third section compares findings from the focus groups with the in-depth interviews. The last section presents the findings from the researcher notes.

Demographic

Youth participants for the focus groups were drawn from five high schools around Jeddah, one female and four male high schools. The total number of youth participants was 48 students, 10 females and 38 males. The age of participants ranged from 15 to 18 years old. The mean for all ages was 16.8 and the standard deviation was 1.06.

Nationalities among students were mostly Saudi Arabian with all others from other Middle Eastern countries. The breakdown is shown in Figure 4. Jeddah is divided into 40 districts. The participants represented 25 of them. The total numbers of years participants have lived in Jeddah varied. Sixty- four percent lived in Jeddah all their life. There was one person who lived in Jeddah for less than a year. The breakdown is shown in Figure 5.

Students were asked to provide their household income. Half of them determined that they were middle income and almost a third did not know. The break down is shown in Figure 6.

Figure 4. Participants Nationality (*n*. 48)

- Saudi 70%
- Sudan 10%
- Yamen 18%
- Syria 2%
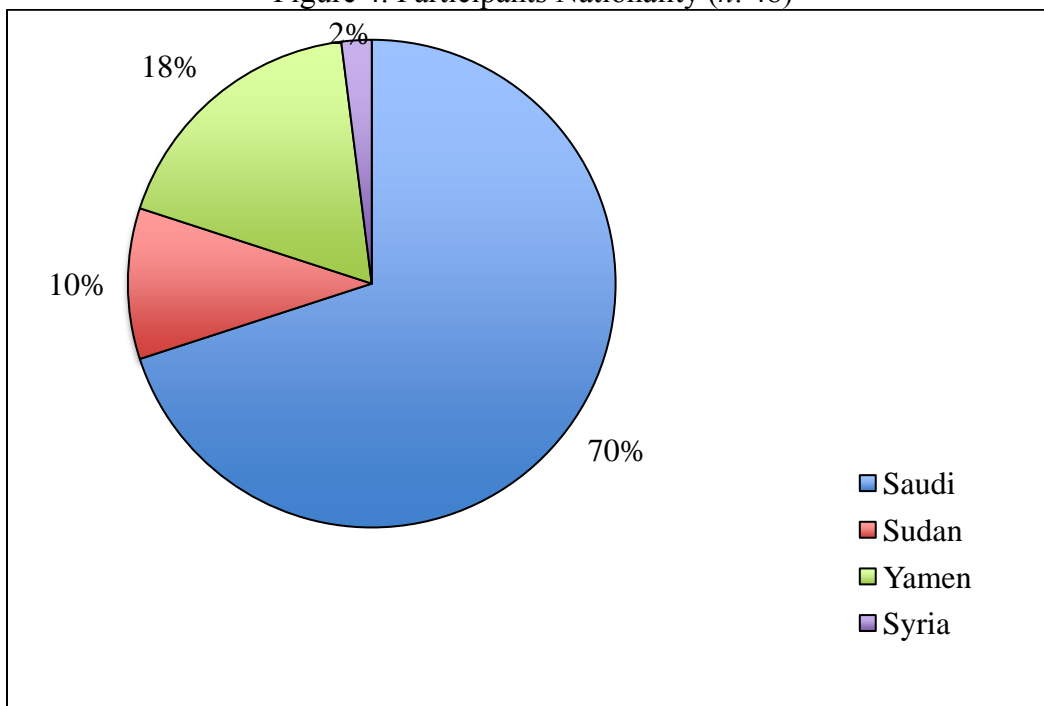
Figure 5. Years subjects have been living in Jeddah (*n*. 48)

- Less than one year 2%
- From 1 to 4 years 8%
- From 5 to 9 years 8%
- From 10 to 14 years 18%
- All your life 64%
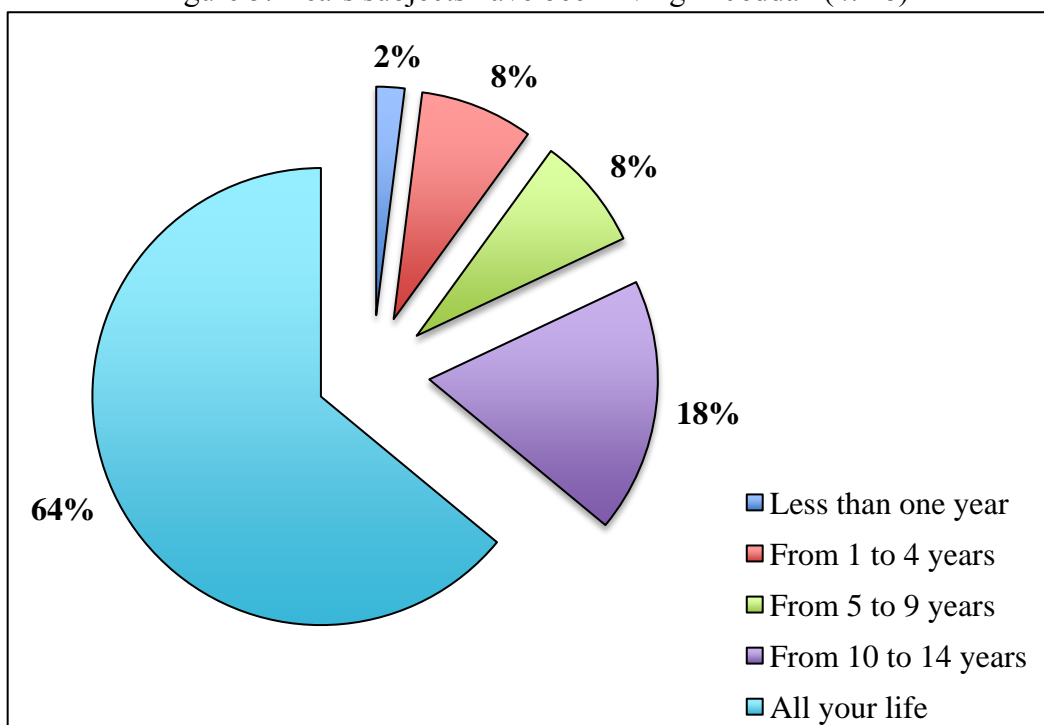
Figure 6. Income for participants of the focus groups (*n*. 48).
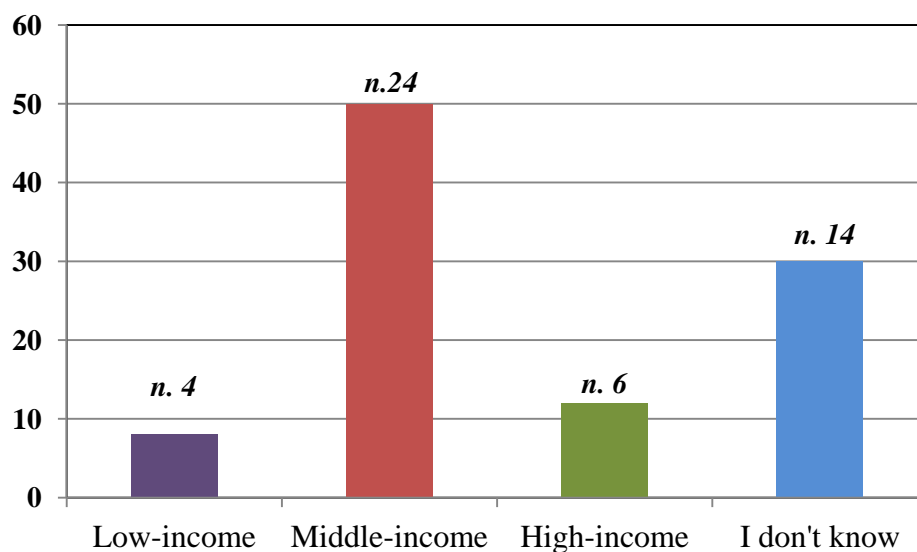
Focus Groups Results

All recorded data were transcribed from Arabic and then Arabic transcriptions were translated to English. The transcriptions of focus groups showed a number of major themes, defined as three or more focus groups discussing them and minor themes, those discussed by two or less groups. Themes were identified using two methods: manually by listening and going over the transcriptions of each question several times, and by using NVivo, a qualitative research program, for word counts and words map. Word maps were generated through NVivo for each data set to catch visually words frequencies (the bigger the word means it was mentioned more often) see Figure 7.

The first group of questions the focus groups discussed was to determine issues facing youth in the city of Jeddah. Three major themes were identified for this group. The first major theme was lack of recreation activities and facilities such as soccer fields, parks and playgrounds; the second was transportation such as lack of public transportation, poor road conditions and limited personal resources to travel and the third major theme was educational

purposes such as lack of local libraries and education centers in their communities.

Figure 7. Emerged Themes with Focus Groups for youth issues

Recreation

The first major theme for youth issues was lack of quality recreation and park

facilities. It was mentioned in all focus groups sessions. The issues seemed to be limited

quality facilities and programs for youth. Some of the comments included "Soccer fields

are very limited, sometimes we play in the streets. We can rent private fields but it's too

expensive for us … about 250 Riyals [$67.00] for two hours only"(HS03). It seems that

students were disappointed with the quality of the facilities available, the female focus

group comment stated, "Most of the parks and playgrounds are deserted, are old, and

have poor maintenance" (HS04). Another focus group comment stated, "We do have a

park in our neighborhood, but it is not maintained and nothing is there" (HS02). The

same focus group commented, "playgrounds here are for small kids, like five, we need

adult activities so we can do stuff" (HS02). Another comment stated, "I went to Dubai,

and they have a huge park there with basketball and volleyball courts and skate area"

(HS01). The same focus group comment stated, "I do not find any interesting outdoor activities so I stay home or meet my friends at the coffee shop" (HS01).

Some groups discussed that there are no indoor recreational facilities where they could spend positive time (HS01, HS03, HS05). Some of the comments included "We need indoor facilities in every neighborhood because there is nowhere else we can go and they will kick us out of the mall" (HS01). Another comment stated, "we do not have fitness centers like neighborhood gym to work out" (HS03). Another participant stated "only private gyms and they are very expensive memberships, we cannot afford them and they are located far away from here" (HS03). Another member commented, "We need health centers to exercise and they should be free and supported by the Ministry of health" (HS05). Another member added, "The General Presidency for Youth Welfare (GPYW) should develop these health [fitness] centers, but they only focus on soccer" (HS05).

Some focus groups discussed the new waterfront recreational strip the "*Corniche*[17]". It seems that it has limited areas for singles (males only) and has no access to water for swimming (HS02, HS03, HS05). Some of the comments stated, "If we go there, we cannot find a place to sit, most of the spots are for families" (HS05). Another comment was "the new *Corniche* is great but still we cannot go in the water and swim" (HS05). Another comment on that issue stated, "the only access to water [sea] is in Obhour[18] and it is about 30 or 40 meters long and people from all over the city swim there" (HS02). Another stated, "Did you go there? It is like farm market [talking about

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[17] Corniche is a road beside the sea [waterfront] that has picnic areas, playgroups and other private recreational facilities.
[18] Obhour is a district in northern Jeddah that has access on the Red sea.

Obhour public beach] … too many people and no way you can swim or even find parking" (HS02). Another commented, "the *Corniche* has nothing for us as guys, if we go there we just sit for a few minutes and leave" (HS03). Another member added, "We need to have sports activities for guys on the *Corniche* … like a place to skate and volleyball courts.. like sand courts" (HS03).

On the other hand, male students discussed the need of having shopping malls for guys only or have fixed days for guys to go shopping (HS01, HS03, HS05). Some of the comments stated, "we cannot go to the mall at any time" (HS01). Another stated, "At least they need to have shopping malls for guys only, so we will not be kicked out" (HS01). Another focus group stated, "shopping malls are usually where we go, but if the security guys caught us we will be kicked out" (HS03). Another commented, "Shopping malls should have fixed hours for guys only" (HS05). Another member added, "They only allow us in the morning hours, but we are in school during that time" (HS05). Another stated "Sometime I want to meet my family inside, but security guys will not let me in, so I have to call my sister or mother to come and get me at the mall entrance" (HS05).

Some students talked about the lack of competitive events in their neighborhoods (HS01, HS03). Some of members stated, "usually in the month of Ramadan we have soccer league between neighborhoods' teams, but nothing else happens during the rest of the year" (HS01). In the same focus group a participant mentioned that, "not only soccer events, we need festivals and events like summer programs" (HS01). Another focus group stated, "we are missing competitive events in our neighborhood" like what? [Researcher asked] student replied "like sponsored soccer league" (HS03).

Transportation

The second major theme was transportation including lack of public transportation, poor road conditions and limited personal resources (HS01, HS02, HS03, H05). Several focus groups discussed that lack of public transportation has limited their movement in the city (HS01, HS03, HS05). One of the focus groups stated, "We cannot afford personal transportation if we need to go to the *Corniche* [Waterfront] or to watch a game, we take a taxi" (HS01). Another focus group commented, "Public transportation is very limited, [there is] only city lane[19] and it will not go or take you anywhere you want. Like you can walk or just take a taxi and [city Lane] is not cheap" (HS03). Another member stated, "if there is a big soccer game, we all gather and take a taxi and split the receipt" (HS03).

Some students were disappointed with the road conditions (HS03 and HS05) one of the focus groups stated, "the roads in our neighborhood are in bad condition, like you have holes everywhere" (HS05). Another member elaborated, "if they fixed the road, the next day they will dig it up again [for infrastructure] and leave it worse than before" (HS05). Another of the focus groups stated, "The roads are so bad and it takes a long time for the *Baladia* [Municipality] to fix it" (HS03). Some male students expressed their feelings regarding not having personal car for travel (HS01 and HS02). One of the focus groups stated, "I do not have a personal car, so it is difficult to travel for me" (HS01). Another member added, "we live in the South, so if we want to go to the *Corniche* we cannot afford that" (HS01). Another focus group stated, "I'm in high school so I do not have a car . . . I spent most of my time in the neighborhood meeting friends in the street" (HS02). Another student stated, "I ask my father to drop me to meet my friends in the north and later he can come pick me up or I go with my friends" (HS02).

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[19] City lane (*Khat Albalda*) is a private transportation in Jeddah but very old and in bad condition.

Education

The last major theme for youth issues was an educational theme such as libraries, public lectures and education centers. All focus groups talked about the lack of having public libraries in their neighborhoods or school where they could go and read, surf the Internet, or play games. One of the focus groups stated, "At school there is no library and we do not have a computer lab" (HS01). Another stated, "there is nothing to encourage us to read, like library in our community" (HS01). Another focus group stated, "there are talented guys, I do not know why there is not any place to have them and improve their skills" (HS02). Another focus group stated, "we have the university library, but they will not let us use it or borrow any books" (HS03). Another member added, "like public library in our neighborhood where you can go and borrow books" (HS03). One student's comment to that stated, "Sir, nothing encourages you to read" (HS03). The female focus group stated "as a high school girl, I cannot buy books to read, so I go to [Jarer] bookstore and read a few books for an hour and leave" (HS04). Another added, "they can use the Mosques[20] and have a library inside, so we can go and read there" (HS04). Another added, "we have a public library in Jeddah, but it is far from our house" one student commented on that and stated "as a girl I cannot go there at any time, we need a library for girls and it should be close to our neighborhood" (HS04). Another focus group stated, "We do not read because there is nothing to encourage us to read like in school or a place to go and read" one student replied to that "you mean libraries, and it must be free" (HS05). Another member added, "not just for reading but where you can go and do your homework" (HS05).

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[20] Muslim place of worship.

Some students showed interest in educational centers to train them on how to use computers and on other skills (HS03 and HS05). One of the focus groups stated, "I cannot afford a personal computer so if I want to use the Internet I go to an Internet café, it is not cheap, we need a free place to use the Internet" (HS03). Another member commented, "not only for internet, but to train you on how to use the computer and work on new software" (HS03). Still another added, "it can be for everyone, not only youth" (HS03). Another said, "Training centers so they can teach you life skills" (HS03). Another focus groups comment stated, "we are not allowed to bring our laptops to school and there is no computer lab" (HS05). Another member said, "In other countries they use iPads to teach you, they make it enjoyable to learn" (HS05). Another added. "Now you can have all your textbooks on your iPad, so you do not have to bring them to school every day" (HS05).

Some of students discussed how they wanted public lectures more often (HS02 and HS04). One of the focus groups stated, "before they did public lectures in our neighborhood, but they stopped doing them" (HS02). Another said, "They used to make lectures at the Mosque, but not anymore". Another member stated, "not only religious lectures, but we want educational lectures, to know new things other than school materials" (HS02). The female focus groups comment stated, "for us, we do not do anything beneficial, we need to attend educational lectures for Ahmed Alshoqairy or Ali Abu Alhassan[21] and it should be free for the public" (HS04). Another stated, "I listen to them on TV or YouTube, but it would be better if we could go and interact with them and ask them questions" (HS04).

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[21] Two motivational speakers from Jeddah

How Can Youth Address These Issues?

The second group of questions determined their opinions on how youth could address these issues and make their voices heard. One major theme and one minor theme were identified: pessimistic and optimistic respectively. Pessimistic theme believes that nothing will change and everything will remain the same, with or without our voices (HS01, HS02, HS04, HS05). One of the pessimistic comments stated "no one will listen to us and I don't think anyone cares. .. My father knows that we need this stuff but nothing's in his hands to do it" (HS02). Another member stated, "With or without our voices, nothing will change". Another added, "if you do not have connection with someone "VIP" nothing is going to happen" (HS02). Another focus group stated, "we try to adopt these issues and live with them" (HS01). Another stated, "finding alternatives is what we do, like we do not have movie theaters, we watch movies on TV, because we know that nothing will change" (HS01). The female focus group stated, "we're used to living like this, we cannot tell the difference until we travel to other countries and see how much they offer for young people" (HS04). Another member added, "I do not think our voice will change anything, I mean education and health issues are important in this country but nothing has changed" (HS04). Another focus group stated, "no one cares and it is not right" (HS05). Another member said, "even if you go and talked to responsible people about these issues, no one will listen or do anything about it" (HS05).

On the other hand there was an optimistic theme, believing that going to public officials could allow change such as going to the neighborhoods' mayors (*Omda*) (HS03). One student stated, "You can go to the *Omda* [neighborhood's mayor] and talk to him and he can go to *Alamarah* [Principality]"(HS03). Another member stated, "we can use twitter to make our case

known" an additional student added to that "everyone is using twitter now to talk about issues, some of the cases actually worked well using twitter" (HS03).

Youth Civic Engagement

The third group of questions had two parts. The first part was to understand their opinions regarding youth civic engagement in policy-making by participating in "*youth council*s". Two major themes emerged from this group of questions. The first major theme was rejection, such as worthless and useless (HS01, HS02, HS04). Those participants believe that the whole concept will not work because it will be just a figurehead council and will not change anything. One focus group commented, "we can provide thoughts, but it will not change anything" (HS02). Another focus group stated, "having a youth council does not guarantee that our issues will be solved" (HS01). The female focus group comment stated, "We have the Shura council and it can not make any decisions, how could we do it then?" (HS04).

The second major theme was neutral to the idea such as under conditions and depends on (HS03 and HS05). Those participants believe that it could work, but a very high-ranking position must be on the council for it to work effectively, such as the mayor or prince. One of the focus groups stated, "unless everyone is interested and working together, it will not work" (HS05). Another member added, "like have the prince of Makkah or the mayor on the council to make sure things will get done" (HS05). Another focus group stated, "youth can make important decisions, but we need to work with mayor to get our needs met" (HS03).

The second part of the questions discussed who should be on these councils and under what government agency should it be supervised. All focus groups agreed that it must include all youth with no exception to gender, age, or nationality. One of the comments was, "everyone has the right to be part of the youth council" (HS05). Another stated, "also youth with disabilities

must be part of the youth councils because they are part of the community" (HS05). Another focus group commented, "not only Saudis but also non-Saudis should be on it" (HS02). That was followed by, "Boys and girls should be on the councils. Like our age and university students age" (HS02). Another focus group stated, "I think it should be like a voting process not by selecting or appointing persons, and must be from all neighborhoods including boys and girls, of course" (HS03). Another member stated, "there is a youth group appointed by the prince, but they do not represent us. We need youth like our age .. Like high school age" (HS03). The female focus group comment stated, "Girls and boys should be part of the councils because I think each group has different needs" (HS04). Another added, "youth council should be in every neighborhood, like small groups of youth and they represent the community" (HS01).

When the research asked who should supervise the youth councils, three focus groups stressed the need to be under and directly linked with the prince of the province or Jeddah governor or the mayor (HS02, HS04, HS05). One of the comments was, "For the council to be effective, it must be connected directly with the Prince" (HS02). The female focus group stated, "The Prince or governor of Jeddah, but it must be more than one group, like groups in every community" (HS04). Another focus group said, "the mayor of Jeddah must be part of the council because he has the power to build fields and parks" (HS05). Another member added, "many councils are not working well because people are not serious about them, but if they have powerful person like a prince or high position person, then it will work great". Two other focus groups seemed to have different thoughts. One group thinks it should be linked to The General Presidency for Youth Welfare (GPYW) (HS03). The commenter stated, "most of our issues are recreational or sports issues, the GPYW would be the right agency to oversee youth councils" (HS03). The last focus group thinks that youth councils should be linked to Jeddah city council

(HS01). The comment included, "the city council deals with people in the city and youth can be part of it" (HS01).

In-depth Interview Results

The transcriptions of the interviews showed a number of major themes, defined as issues discussed more often by interviewees. Themes were identified using two methods: manually by listening and going over the transcriptions several times, and by using NVivo for word counts and word map (see Figure 8).

Figure 8. Emerged Themes with In-depth Interviews for Youth Issues

The first group of questions investigated youth issues in Jeddah. Three major themes were identified: culture, recreation and sports.

Culture

The first, major theme was culture issues and includes society perception, misjudgment, discrimination and mistrust relationships (PO01, PO03, PO04, PO08, PO11). Most of the comments showed that the general perceptions of youth in the Saudi society are that they are troublemakers. One of the comments reads:

> Young people in this country are being discriminated against because they are being assumed to be troublemakers from a very early age. So, in a lot of markets, a lot of malls, for example, a lot of malls become an institution in this county. They are not allowed in the malls, especially at certain hours. Sometimes they are being kicked out of these malls. And it's very unfair. The system should not really be discriminating against a certain class of people, whether that class is a non-Saudi, woman or young people. So, it is not really a fair situation (PO01).

Another interviewee stated:

> In every society, youth is always identified as a problem. Here, the society point at youth as an irresponsible group of people. I believe if we create a better environment for them through respect, confidence and giving them more trust and treat them as opportunities for a better future, they will change how society looks at them (PO08).

Another interviewee commented:

> Some youth use social media like videos or blogs and make themselves look silly and irresponsible, and sometimes they attack the government. Unfortunately, these kind of behaviors may make the society believe that all youth are like that or the same" (PO03). He continues "we actually here at [*][22] contacted some of the bloggers and met with them. We discussed a lot of issues and many of them actually changed their behaviors afterwards (PO03).

Another interviewee said:

> The Saudi society in general perceives youth as troublemakers. It might be a small group of youth who really are [he meant those who are really troublemakers] but the society makes judgment as a whole. You know, for example, when youth are banned from malls, it is because some youth used to go there [at the mall] and make problems, that is why they include

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[22] Name was removed to not identify the agency.

everyone, the good ones and the bad ones (PO11).

Recreation

The second major theme was lack of recreation facilities such as playgrounds, parks and outdoors recreation that targets this age group (PO01, PO03, PO04, PO07, PO08, PO10, PO11, PO14, PO15). One of the interviewees stated, "youth have huge energies and they need to put these energies in something useful like outdoor recreation and physical activities, but sadly they do not have a lot" (PO01). Another interviewee commented, "Youth in Jeddah need more recreational places to development what they call "capacity spontaneous" that helps improve the fitness and movement. In Jeddah now there are several places for walking and jogging" (PO04). Another interviewee said, "Limited recreation programs is affecting youth health such as lack of playgrounds, soccer fields and parks" (PO03). Another interviewee opined, "the city needs to react to the growing number of youth and provide enough outdoor recreation for them" (PO09). One interviewee stated, "young people in this city want soccer fields and parks to spend some positive time with their friends but they cannot find any, so a lot of youth are traveling abroad because they have nothing to do here" (PO11). Another interviewee commented, "I was one of those who worked on a plan to put a skate park in Jeddah and I personally discussed this with the mayor and we selected the location for that, but suddenly nothing was done" the researcher asked [what happened?] he answered "I have no idea, but my point is youth need more outdoor stuff to do and Jeddah is still behind about that [he meant providing enough recreation activities]" (PO14). Another interviewee said "there is shortage of outdoor activities for youth in Jeddah, many decision-makers just want soccer fields, but I think it is more than that, youth needs

programs that attract them to go outdoors" (PO15).

Sports

The last major theme was sports such as limited sports facilities, activities and clear sports vision in the Kingdom (PO01, PO05, PO09, PO014). One interviewee talked about how lack of sports programs in Jeddah could negatively reflect on youth. His comment reads:

> We still are under invested in sports, we don't have enough sports activities in the Kingdom to justify having some time to develop these young people's capabilities. And we see it. It is reflected in the fact that we have a huge problem with obesity and incidents of diabetes and traffic deaths. Traffic deaths because young people put their energies into driving and they do not know how to drive, their driving skills are not very well developed, and their parents are buying them very powerful cars and our traffic management is very, very poor. So, we have, I think, one of the highest traffic deaths incidents in the whole world (PO01).

Another interviewee stated, "Investment in sports is very poor and youth need to find other sports than just soccer to do, I believe, like basketball or maybe new sports to be introduced to our culture like baseball" (PO14). Another interviewee said, "young people here are missing a lot of physical activities, I think sports are important but because there is no clear sports vision in the kingdom, many young people were distracted from it" (PO05). One interviewee talked about female youth and how they are not involved in sports very much. Her comment reads: "unfortunately, young females have not much access to sports in the Kingdom, not in school and not in life, this becomes a huge problems for them" (PO09).

How could these issues be raised?

The second group of questions was determining how youth issues can be raised to policymakers' agenda. Two major themes were identified. First major theme was to get

help from public agencies such as city councils, Shoura Council and Alamarah

"principality" (PO01, PO02, PO10, PO011, PO12, PO14). One of the interviewee stated,

"City council is one way to show that we care and want to do things better for youth. In

addition, Shoura council has a role in solving and discussing youth issues" (PO12).

Another interviewee commented, "Deliver their voices over to the Municipality and city

councils. In addition to the Shoura Council that deals with many issues at the national

level and not just the city of Jeddah" (PO02). Another interviewee's comment stated,

"Young people today have no excuse not to deliver their voices and the Prince of Makkah

meets youth weekly to discuss their cases. If there were any issues or problems the prince

would listen to them. In the past it was very difficult to reach the decision-makers but

today it is very easy to meet any official in the region or at any public agencies"(PO10).

Another interviewee commented, "the collaboration between youth and city council or

community councils is important, because if youth are having, for example, a problem in

their community, they need to take it to their city council to see how they can address it"

(PO14).

The second major theme was indirect contact with public officials. A number of

interviewees believed that it is hard for youth to make direct contact with public officials

because of the lack of clear channels for contacting them (PO06, PO09, PO14). One of

the interviewees stated:

> I think it is hard for youth to talk about their issues to decision makers,
> and if they want to they have no idea how to do so, for example, I once
> talked to a group of young men about having some issues in their
> community, and I noticed that most of them had no idea as to where to go
> to get some help (PO09).

A number of interviewees argued that a lot of youth have no interest to do so

because they are used to living like this (PO04, PO07). One of the interviewees said "we do see there are several issues facing youth but youth have their ways to adapt to them, like finding alternatives" (PO04). Another interviewee said," We grew up like this [referring to lack of public attraction for youth] and went through what the youth are facing now, so they will use that and once they graduate from university there will be more important issues for them than what they had when they were younger, like job seeking and housing" (PO07). Some of the interviewees believed that social media such as twitter and Fackbook can deliver the voices of many youth (PO03, PO05, PO13). One of the interviewees stated, "The best ways to deliver the voices of young people to decision makers is through media and social media such as Twitter, YouTube or Facebook" (PO13). Another interviewee stated, "now-a-days, everyone is on twitter and you see how much attention twitter has made" (PO03). Another interviewee said, "youth are encouraged to knock on all the doors, more specifically, social media. Social media becomes a great venue for youth to express themselves and the fact that public officials know what is going on there [referencing to social media] made the youth more confident to express their needs" (PO13).

Youth Civic Engagement

The third major group of questions was investigating the concept of youth civic engagement "*youth council*". Three main themes and two minor themes were identified. First major theme was the challenges of government bureaucracy such as government structure and seriousness (PO02, PO03, PO06, PO07, PO09, PO15). One of the interviewees' comments stated, "Bureaucracy is a big challenge in the governmental structure. The need to create youth council that is not connected with municipality or city council is also important, a great

connection could be through Alamarah - *Principality*" (PO15). Another interviewee stated, "Government bureaucracy is one of the challenges because it is hard to make serious decisions on solving youth issues that involve youth themselves" [researcher asked: why is that?] because youth are not ready or not taught how to do so" (PO07). Another interviewee's comment stated, "youth are welcome to discuss their issues at city council, we will help them, because public authorities believe that this is the role of city council" (PO03).

The second major theme was pubic interest such as new ideas, rejection and challenges (PO04, PO05, PO08, PO13, PO14). One of the interviewees stated:

> I expect challenges like rejection of the idea because it's strange and another reason is the fact that young people need guidance and are not ready enough. In addition, the absence of civic institutions in the Kingdom makes it challenging to support the general work of youth (PO04).

Another interviewee stated, "It is a new idea and if there is no general policy for all regions of the Kingdom, a youth council cannot be sustained at the national level to ensure continuity" (PO13).

Third major theme was council formulation such as gender, supervision and structure. All public officials commented on that section, some of the comments included: "it must not be under any governmental organization. It should be totally independent" (PO02). Another said, "Any official government can oversee the youth council but Makkah principality must be part of the youth council development and management" (PO05). "Both genders must participate, and also must be by election and not to be appointed by the government" (PO08). Another interviewee said, "It must include males and females starting from the age of five" (PO13). Another interviewee's comment stated, "All youth are welcome. We are encouraging youth from both genders to participate and get involved in the programs" (PO15).

The two other minor themes were religion and trust in youth (PO03 and PO09). One of the interviewee stated, "Both genders, however, it is important to enforce religious regulations and age of participants can be from 15 to 17" (PO03). The other interviewees stated, "nowadays, we need first to believe in youth and to put faith in them and then give them the chance. This should include boys and girls from elementary school to college" (PO09).

Last question was "would you like to add anything else?" Most of the participants did not want to add any information. One of the comments to that question stated, "I know you are asking how we can help youth, but it is not how we do it; it is more if there is any interest from the government to do so or not. That's what makes youth issues become noticed and solved" (PO02). Another comment stated, "It is important to look at examples from different countries such as in Bahrain or Emirates and see how youth issues are discussed and addressed there" (PO09).

Researcher Notes

As mentioned in chapter III, the researcher took notes of his observation of each focus group session and in-depth interview. The purpose of the notes was to ensure that information collected through study instruments did not have any bias. Observation includes most terms used, voices (loudness or tone differences when speaking on some issues), movement, and complex gestures. The notes provided similar information with the focus groups and in-depth interviews. It was obvious, for example, when students discussed youth councils, they all just kept talking at the same time with sarcasm using terms such as "no one cares", "it will not make a difference", "it will be for elite youth only" and so on. At the same time, the researcher wrote in his notes that "idea was not welcomed by students because many think it will not make a

difference, who cares, and only for specific groups of youth (those who have connection with higher positioned people or officials)".

Another issue was how students discussed the questions. The researcher noted how hard it was to get them to talk and discuss their issues. This is also the limitation of the study. The education environment in schools does not encourage youth to talk and give opinions about what they think or believe. The lack of the youth's capability to discuss issues and articulate subjects seems to be one of the challenges that weaken the case for youth councils.

Another issue is how news and media play a huge role in youth's life. One of the obvious examples was the announcement of the annual Saudi budget. The annual budget was announced after the second focus group, and neither focus group mentioned or talked about the Kingdom's annual budget. Later on, and after the announcement of the budget, all three focus groups mentioned it in their discussion as a way to show that the government has enough money to make things better for us. The notes helped the researcher keep his personal judgment and bias aside by documenting incidents and comparing them to the data analysis.

Themes Comparison

Major and minor themes between the two methods (in-depth interview and focus groups) show similarity on youth issues. High school students and public officials agree that there are not enough recreation programs and facilities. As well, both groups of subjects stressed the need for libraries and reading for youth. On the other hand, when it comes to how these issues can be raised, high school students showed disappointments, whereas public officials agreed that there are many ways to make their issues raised for the decision makers' agenda. As well as youth civic engagement question showed equal views between high school students and public officials on who should be on it and who would oversee it. However, the idea of youth councils faced

resistance by the high school students whereas public officials believed that there are other ways for youth issues to be addressed. In general, there are many challenges that need to be addressed in order for effective youth councils to be initiated.

Credibility

In order to test credibility "*internal validity*", the researcher and another individual listened and read transcriptions of one of the focus group sessions and one of the in-depth interviews. Baumgartner, Strong, and Hensley (2002) call this member checks and it is one of techniques used to test credibility. Then both analyzed the data and took notes. The notes confirmed valid similarity and agreement from both. Moreover, the researcher compared his personal notes from focus groups and in-depth interviews after data analysis was done, and it showed genuine similarity on major and minor themes. The researcher was concerned not include any bias to his data collection and analysis in order to get valid results.

Summary

To summarize the results, high school students mentioned three main issues: 1) recreation, 2) transportation, and 3) education. Public officials mentioned three youth issues: 1) culture, 2) recreation, and 3) sports. When high school students were asked how could youth's voices reach the decision-makers' agendas, most were pessimistic about it – saying with or without our voice nothing will change. A minor theme for those who were more optimistic is that they felt that they could take their issue to the neighborhood mayor. On the other hand, public officials believe that youth can communicate with decision-makers through city councils or municipality to discuss their issues. Other public officials believe that there is no clear path for youth to talk with decision-makers.

On the other hand, when both groups were asked how they felt about youth civic engagement, high school students showed resistance to the idea, whereas, public officials believe that there are other ways for youth voices to be heard.

V.   DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to investigate issues facing youth in the city of Jeddah, Saudi Arabia and to examine how these issues can be brought to the forefront for decision-makers. Finally, the study determines whether the concept of youth civic engagement "*youth councils*" could address youth issues and identify the challenges for a policy proposal. The findings will help policy-makers develop a clear understanding of youth issues and how youth civic engagement can contribute solutions, and consequently, bring positive youth development. According to Hijazi (2008), dealing with youth issues starts with knowing their problems and then helping to address them by finding the best alternatives in order to empower them.

The qualitative research approach was appropriate for this exploratory study. The results of the research provided and recognized important key policy issues concerning youth development in Saudi Arabia. This section includes the summary of findings followed with discussion, conclusions, policy implications, policy recommendations and recommendations for future research.

Discussion

To determine the findings two groups were interviewed. Focus groups were used for five high schools each including ten students. Participants were randomly selected by their principals.

The sample did not reflect the population for this age group in Jeddah. According to the Central Department of statistics and Information (2010) 51% of Jeddah's population are females and about 50 percent are non-Saudis. The study statistics showed 20 percent females and about 18 percent non-Saudis. This is due to two factors. One is the delimitation of the study to select only one female high school because of the cultural boundaries. The second is the fact that non-

Saudi population, especially those who do not speak Arabic, put their children in private and international schools, so they would not be found in large numbers in the public schools selected for the study.

The selection of high schools generally represented Jeddah districts. One high school was selected in the south, which is a very poor and slum neighborhood, three high schools were from middle-income neighborhoods including the female high school, and one high school was from a high-income neighborhood. However, the results showed no differences in their responses among students compared to their income levels.

The second group was public officials. This group was selected by a panel, the participants were professionals and politicians who either are decision makers or are people who work with youth or have jobs affected by youth. This group was individually interviewed. For the most part, their thoughts reflected those of the students.

Youth Issues

The first interest of the research was to identify the youth issues. The most discussed topic among all focus groups was related to lack of recreation facilities including soccer fields, parks, playgrounds, and other outdoor activities. In addition, public officials admitted that lack of outdoor recreation is considered an issue for youth. One public official stated, "youth in the Kingdom have a very difficult life because they do not have access to a lot of things that young people in other countries have access to" (PO01). An article published in 2012 stressed that lack of access for positive activities for youth in Saudi Arabia during the summer has led youth to be involved in dangerous and negative activities (Souliman and Baha-Aldeen, 2012). The article showed that the top negative activities are car drifting, traffic violations, and vandalism (Souliman and Baha-Aldeen, 2012).

Transportation was also a major issue for youth in Jeddah. Lack of public transportation and the cost of other types put limitations on youth movement to go from one part of the city to another. One student said "we have the *Corniche* [*waterfront*] but I do not have a car and I cannot afford a taxi, so I stay home and watch TV or play games" (HS01). According to Dounato (2010), the lack of public transportation in the Kingdom has led to serious social issues including putting limitations on people's movement, especially women. There are new public transportation projects under-construction, however, the need to create easy, accessible attractions for youth is highly recommended including neighborhood parks and community centers within reasonable walking distance.

Additionally, social judgment is negatively affecting male youth. The social construct of male youth in the Kingdom is troublemakers. However, male youth do not see themselves as being troublemakers. Young males in the Kingdom are kicked out of shopping malls and other family facilities and they are not allowed to sit around families (indoors and outdoors). The image of male youth as troublemakers needs to be adjusted. One student said, "they kicked us out of the mall the other day because we were singles[23] … we just wanted to walk around and eat" (HS03). One public official said, "the society always misjudges youth (males only) therefore there is nowhere else for them to go" (PO05). According to Alshihri (2013), many experts and researchers warn of the consequences of preventing young males from entering the shopping malls. She says researchers have argued that this will significantly affect their social life (Alshihri, 2013). It is important to provide alternatives for young males and help them live and interact positively with society.

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[23] Term used for males only in Saudi Arabia.

Raising the Issues to the Decision Makers' Agenda

Opinions of the next issue in the study, raising these youth issues to the decision makers' agenda differed between high school students and public officials. High school students believe it is very hard for them to be recognized and no one would listen to them; whereas, public officials suggested there are many venues to which youth could go and get their voices heard. According to Hijazi (2008), lack of civil society organizations in Arab gulf countries makes youth lose hope in their importance to society. The need to recognize the role of youth as valuable assets in the society is important. This can be accomplished through creating trust between government and youth by establishing open dialogue and community programs that encourage youth to express their opinions.

It is important to mention that the education environment in schools should be adjusted as well. Students should be encouraged to talk and discuss their opinions and thoughts on issues affecting them. The school system should recognize how important and valuable the opinions of youth are to society. However, there might be some barriers to doing this. Some of the barriers are related to the types of issues discussed such as religious, politics and women's issues. Another barrier is related to the Ministry of Education as it controls all public and private schools in the Kingdom. Therefore, if any action is taken it should be on the national level and will not start as a local level.

Youth Civic Engagement

The final issue of this study was youth civic engagement. High school students and public officials again differed in their thinking about the matter. High school students believe that having a youth council will not change anything unless someone in a very high position oversees it. Public officials, on the other hand, believe it is a challenging concept, but not

impossible. They argue that once there is government interest, then it would work well. As a result, it seems that youth civic engagement "*youth council*" would not be the best fit into the Saudi culture, for now, at least. According to Kingdon (1984), "proposals that are judged infeasible – that do not square with policy community values, that would cost more than the budget will allow, that run afoul of opposition in either the mass or specialized publics, or that would not find a receptive audience among elected politicians – are less likely to survive than proposals that meet these standards" (Kingdon, 1984, p. 210). Finding alternatives that suit the Saudi culture is recommended.

The findings of this study have provided a number of alternatives. One of the alternatives is to make the schools as institutions for youth discuss their issues with the support of their principals. It is important that the collaboration between the school system and the city decision-makers be activated so youth voices can be heard. Currently, the relationship between public schools and city officials does not exist. In order to activate this relationship the Ministry or Education and the Ministry of Municipal and Rural Affairs should sign Cooperation Agreement that states that public schools and city municipality can work together for the students best interests.

Conclusions

The study found that youth in Jeddah are having a number of issues. However, it seems there is no interest, at least for now, in youth civic engagement, as a proposal to address youth needs. Based on the findings of this study, high school students and public officials agreed on issues facing youth in Jeddah. Specifically, recreational issues need to be addressed. Recreation programs and activities can positively contribute to better youth development\ Recreation has so many benefits that not only affect people, but also affect the environment, politics, and the

economy. According to Glancy (2006), "programs are created so people can participate recreationally in activities that match their leisure interests" (p. 254). Thus, these programs provide many benefits for the person's healthy development including reduced stress level, diminished loneliness and decreased feelings of depression.

Transportation is important to be addressed as well. Transportation is an important element in the city. In the study, youth expressed the need of transportation in their life, especially in a big city like Jeddah.

Another issue mentioned is educational issues. It was not school that youth were referring to here, but they wanted more education centers including computer centers, libraries, and educational public lectures. They believe that this is essential to enhance their knowledge and provide important skills they need in their life.

The second research question was determining how these issues could be placed onto the decision-makers' agendas. The study found that most of the students believe that with or without their voices, nothing will change. On the other hand, public officials believe that the City Councils can help youth. Others asked for the need to have clear strategies for youth to bring their voices to the forefront is important.

The last research question was looking at how practical youth civic engagement is. High school students and public officials agree that the concept will face challenges and resistance but it is not impossible to be created once other elements are addressed such as government bureaucracy, youth confidence, inclusion of powerful individuals and public interest. Once these issues are addressed, youth civic engagement can positively affect many of youth in the Kingdom.

When it comes to forming youth civic engagement such as youth councils it is important

to have all youth participate, from both genders and ages ranging from 15 to 25. Also, supervision is an important aspect. A high commissioner, for youth must be identified to oversee and manage youth councils. That person needs to be a very powerful individual to successfully achieve the youth engagement goals.

Research is a powerful tool to improve, educate and inform (Reeves, 2009). Therefore, the study provided fresh insights for proposed policy development processes. The study found fundamental aspects about youth issues in Jeddah that may help to develop better policies for youth in Saudi Arabia in areas such as recreation, education and sports.

Kraemer (1974) stated that the median age in 1974 according to World Bank was 17 years old. Currently, the median age of the world is 29 (CIA, 2014) and in Saudi Arabia it is 25. Yet, after 40 years, the median age – of the world and Saudi Arabia – is still under the age of 30. This calls for more attention toward youth issues. In addition, new programs are required to help youth meet their needs and create the future we have always wanted.

Applying Agenda-Setting Theory

Youth in Jeddah are having several issues that, without a doubt, are affecting their youth development. The attention of decision makers is required to address their needs. According to Kingdon (1995), the first step to agenda setting is to pay serious attention to an issue for it to go through the policy process. He says that moving the issue onto or higher up on the agenda involves three-processes "streams": problems, proposals and politics (Kingdon, 1995). The government, society, and families are willing to help youth become better and find ways for healthy development. Through the literature it was obvious that youth civic engagement positively contributes to youth development. The study promotes strategic thinking on how to empower positive youth development through youth civic engagement in all three elements of

agenda-setting theory by Kingdon.

The study found that there are several issues affecting youth in Jeddah. The "***Problem***" stream here calls for more attention. However, the proposed solution "youth civic engagement" has several constraints that make it hard, at least for the now, to become a potential solution. According to the study findings the "***Proposal"*** stream will not be ready to carry on the proposed solution. Kingdon (1995) suggests that sometimes problems can reach governmental agenda without a working solution, but "the chances for a problem to raise on the governmental agenda increase if a solution is attached to the problem" (Kingdon, 1995, p. 140). He also suggests that if the proposed policy did not work with the problem, it is important to find other alternatives (Kingdon, 1995). As a result, the "***Politics"*** stream will not change and it will stay constant until a potential alternative is ready and best fit with the problem stream. (see Figure 9).

Figure 9. Applying Agenda-Setting Theory[24]
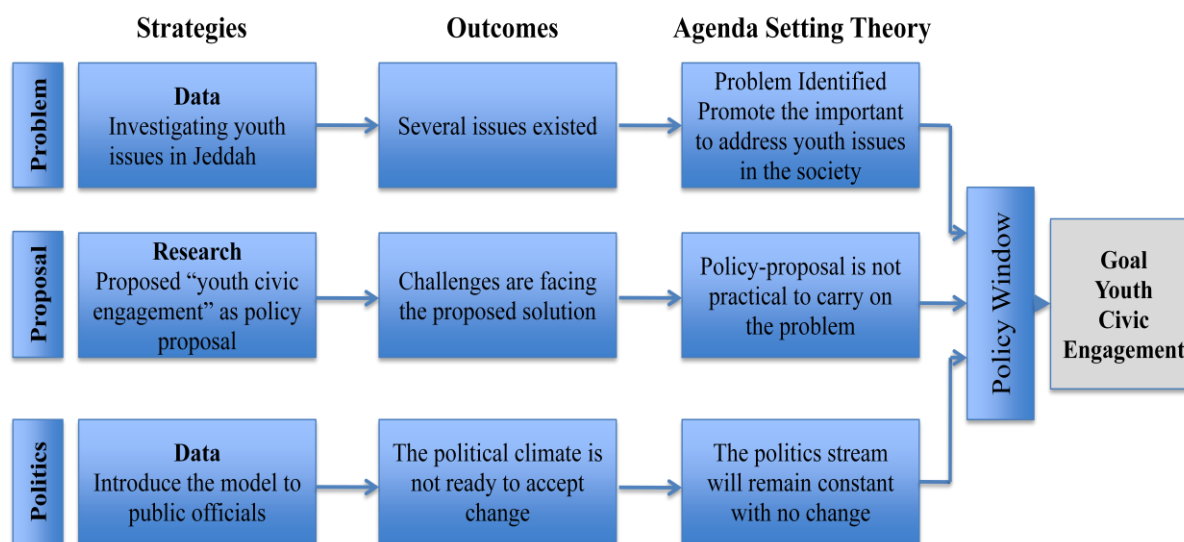
On the other hand, the outcomes of the study showed that there are constraints affecting youth civic engagement that need to be addressed. So, the need to find solutions to overcome

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[24] Adapted from Harvard Family Research Project (HFRP, 2007).

these constraints is important. The first constraint is the lack of the ability for youth to discuss their issues. This is a very serious issue that needs immediate action. Schools and families should work together to encourage their children, from an early age, to talk and express their feelings. According to Test, Cunningham, and Lee (2010) conversations among adults and children that go beyond classes to express their feelings and opinions on past or future issues is important for the child's development from as early as preschool. They add, outdoor playtime encourages young children to talk and express their feelings (Test, Cunningham, and Lee, 2010).

The school system in the United States encourages children to talk and discuss. In addition, teachers in American schools speak with their students and ask for their opinions on different issues. For example, a teacher who asks his or her students about their weekend and what fun stuff they did and why they thought it was fun, encourages students to talk and give their thoughts using fun conversations. Children in the Saudi education system generally think that school is not interesting. The children start the day everyday with the same routine with schoolwork and the teacher does not make the classroom environment enjoyable for the students. It is important to change how teachers in Saudi Arabia deal with students and help students develop skills beyond the classroom. The Department of Education should provide training programs for teachers to educate them on how to empower their students and encourage them to express themselves. Allowing the students to talk and discuss their thoughts on issues will increase the students' ability to effectively articulate issues in their communities.

Another constraint is the way the Saudi society perceives male youth. From the study results, the Saudi society looks at male youth as being troublemakers. Social construct of gender in Saudi Arabia plays huge role in the society structure. Bernard (1981) believes that men are segregating women by keeping them behind walls. However, this is not the case anymore.

Women in the last 7 years got a number of opportunities that allow them to become members in the Shura Council and the City Councils, lawyers. The image of women has changed to prove that women can become independent and responsible. On the other hand, male youth are stereotyped by society as troublemakers. Hijazi (2008) explains this by giving 4 categories of youth in the Arabian Gulf countries. One of which made the society perceives that youth are being troublemakers. The youth of this category are those who are spoiled by their parents by providing luxury cars and money (Hijazi, 2008). The society must recognize the value of youth as important assets in the community. The United States Department of Health and Human Services (2006) stressed the need for society to show young people that adults in the community value them. This can be accomplished through involving youth in their communities. In addition, the role of neighborhood councils in Saudi Arabia should engage youth in community programs and involve them in solving their own problems and working with adults in the community. As the adults work with the youth, they will begin to appreciate them and perhaps change their attitudes about the value of youth.

The last issue is the need to have powerful leaders that are directly connected to youth to build trust and to empower them so that youth feel safe, confident and know that their voices will be heard. Government's leaders play an important role in making young people in Saudi Arabia feel empowered. The Mercy Corp states, "One of the issues that fuels conflict in many societies is young people's distrust in the government" (p. 6). Building trust between youth and government is important so youth can count on government for helping them with their issues. The direct involvement from government's leaders is essential and to build bridges of trust and confidence among society members. This can be accomplished by inviting youth (public school and college youth) to attend meetings at the city councils, AlAmarah (*Principality*) and the

municipality to seek their opinions and to discuss community issues. The goal here is to increase

the interaction among youth and government agencies, so youth believe in themselves.

Government, on the other hand, will see the value of youth as important assets in the society.

Finally, it is important to increase public awareness about youth problems and the

benefits of youth civic engagement. Once all stakeholders understand the importance of such

policies to positive youth development, it would be the right time for a policy window to open

and allow change to take place. The Mercy Corps states:

> Young people have few constructive avenues to influence local and
> national governments. As a result, governments do not design policies
> with youth in mind. Young people also tend to see many governments as
> corrupt, beset by nepotism and unaccountable to the people they represent.
> Consequently, this can lead to youth disillusionment, an avoidance of
> political involvement, and/or increased vulnerability to recruitment by
> violent movements. For example, youth who do not feel represented or
> supported by any political party are two- to three-times more likely to join
> violent movements, voluntarily or involuntarily (p. 5).

Policy Implications

One of the contributions from this study is to set up how policy makers in Saudi Arabia

could interact with issues facing youth. Major themes have driven this study for more

understanding of critical policy change include:

1. The need to provide effective programs and activities that serve as positive

    contributions for youth development is essential.

2. Government agencies must recognize the need to address youth issues at local

    or grass-root levels first, and then move to the national level.

3. The collaboration between governmental agencies (include school system,

    municipality and principality) is needed so that the youth population has more

    effective ways to make their voices heard.

4. Policy decision-makers should help make youth more confident and change the society's stereotype of male youth as troublemakers through youth involvement in communities.

5. Policy decision-makers are encouraged to rebuild the trust between youth and government to address youth's needs through creating public dialogues.

Policy Recommendations

Understanding youth issues and challenges facing youth civic engagement in Jeddah were the key elements in this study. Therefore, several policy recommendations are suggested for the local government, so they can act to create real change in the community. It is important to mention that grassroots level action is required for effective results.

1. **Now Action:** Enhance the role of Neighborhood Community Centers through engaging young people in their community. In addition, Neighborhood Community Centers should invite young people to attend meetings and discuss issues in their community. Neighborhood community centers should be an active link between youth and the local government (Principality and Municipality), so youth issues can be heard and addressed.

2. **Now Action:** Create a role for public schools. In order for every young woman and man in the community to get the chance to deliver her or his voice, public schools should work with local government to encourage youth civic engagement in the decision-making process. In order to do that it is important for each school to create student councils, and appoint a student representative to attend scheduled city council meetings. This will help students understand issues facing their community and take part in addressing them.

3.   **Now Action**: Enhance the role of municipality. Create youth participation awareness in communities in order to achieve youth needs in the city. This can be accomplished by following these steps: 1) promote the importance of youth voices in the city by providing public lectures in schools for the students. This will help youth understand their role in the community and increase their community involvement; 2) provide free training sessions to youth who are interested in how to become an active member in the community; 3) increase the public awareness through the media on how youth can positively contribute to their communities; 4) involve randomly selected students in the city's future development projects and 5) empower youth participation by adopting a youth commission program in every neighborhood to report and communicate with the municipal leaders.

Recommendations for Further Research

This study has identified many questions that need further investigation. First, the findings of the study provided fresh insights on youth issues in Saudi Arabia. However, with a small sample size, caution must be applied, as the findings might not be transferable to the population at-large. Therefore, additional research should be conducted to include a broad sample using different techniques to see if the results can be generalized. According to Hesse-Biber (2010) "Researchers can conduct a qualitative study followed by a quantitative study to test pertinent results. In this case, the researcher is interested in ascertaining whether the qualitative findings are generalizable to a larger population" (Hesse-Biber, 2010, p.466). Techniques such as survey or questionnaire using quantitative methods are recommended using the same population as this study to know what the issues actually are? In other words, the

suggested research should include wide range of cities in Saudi Arabia to get a better understanding of this phenomenon. Moreover, different age groups are also recommended such as college-age youth (19-22) and young families (23-30) with young children (5 and younger). Interestingly, a study examining the relationships between age groups and locations to youth civic engagement could be valuable to see how age and location might have a different outcome than this study. Also, looking at income levels is a possible variable.

Another suggestion is to look at the relationships between males and females regarding the importance of youth civic engagement as a model for addressing youth issues. Questions such as: are male participants different from female participants on how they perceive the importance of youth civic engagement. Further research could be conducted to identify other tools or models for empowering positive youth development. In addition, it would be meaningful, to conduct a mixed-gender focus group to generate rich discussion between both genders on issues facing males and not females and visa versa.

The findings of the recommended studies give policy and decision makers a holistic understanding of the visibility of youth issues and civic engagement to solve them. The interaction between researchers and stakeholders, including those who control the decision-making process, is important to ensure that the outcomes from these studies encourage the policy making process. This dissertation is only the beginning for more work on youth issues, positive development, and civic engagement.

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Appendix A

IRB Approval

UNIVERSITY OF ARKANSAS

Office of Research Compliance
Institutional Review Board

November 27, 2013

MEMORANDUM

TO: Abdullah Alshanbri
Merry Moiseichik

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 13-11-281

Protocol Title: *Empowering Youth Participation in the Urban Development Process in Saudi Arabia: The Case for Youth Councils*

Review Type: ☐ EXEMPT ☒ EXPEDITED ☐ FULL IRB

Approved Project Period: Start Date: 11/27/2013 Expiration Date: 11/24/2014

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (http://vpred.uark.edu/210.php). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 60 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

210 Administration Building • 1 University of Arkansas • Fayetteville, AR 72701
Voice (479) 575-2208 • Fax (479) 575-3846 • Email irb@uark.edu

The University of Arkansas is an equal opportunity/affirmative action institution.

UNIVERSITY OF ARKANSAS

Office of Research Compliance
Institutional Review Board

April 7, 2014

MEMORANDUM

TO: Abdullah Alshanbri
               Merry Moiseichik

FROM: Ro Windwalker
               IRB Coordinator

RE: PROJECT MODIFICATION

IRB Protocol #:   13-11-281

Protocol Title: *Empowering Positive Youth Development in Saudi Arabia: Youth Civic Engagement, Agenda Setting and Policy Formulation*

Review Type: ☐ EXEMPT   ☒ EXPEDITED   ☐ FULL IRB

Approved Project Period: Start Date: 04/07/2014 Expiration Date: 11/24/2014

Your request to modify the referenced protocol has been approved by the IRB. **This protocol is currently approved for 65 total participants.** If you wish to make any further modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

Please note that this approval does not extend the Approved Project Period. Should you wish to extend your project beyond the current expiration date, you must submit a request for continuation using the UAF IRB form "Continuing Review for IRB Approved Projects." The request should be sent to the IRB Coordinator, 210 Administration.

For protocols requiring FULL IRB review, please submit your request at least one month prior to the current expiration date. (High-risk protocols may require even more time for approval.) For protocols requiring an EXPEDITED or EXEMPT review, submit your request at least two weeks prior to the current expiration date. Failure to obtain approval for a continuation *on or prior to* the currently approved expiration date will result in termination of the protocol and you will be required to submit a new protocol to the IRB before continuing the project. Data collected past the protocol expiration date may need to be eliminated from the dataset should you wish to publish. Only data collected under a currently approved protocol can be certified by the IRB for any purpose.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

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Appendix B

Consent Forms for Students

Participant Consent Form

Dear Parent/Guardian,

Your child is being invited to participate in a doctoral research study titled "Empowering positive youth development in Saudi Arabia: Youth civic engagement, agenda setting and policy formulation" by Abdullah Alshanbri a doctoral candidate at the University of Arkansas in Fayetteville - USA.

Please read this form and direct any questions to the researcher or call or email the dissertation committee chair Dr. Merry Moiseichik at   or Dr. Tarek Fadaak, an associate professor at King Abdul-Aziz University, at   before signing this form. If you agree and allow your child to participate in the study please sign this form and return it with your child to the school principal.

Background Information: The purpose of this study is to examine youth attitudes toward urban development participation through youth councils.

Procedures: Your child will participate in a single gender focus group session between 45 to 60 minutes with 9 other students from his or her school. The session will occur during school time and inside the school building. The researcher, Abdullah Alshanbri, will be leading male focus groups and his wife will be leading female focus groups. Also, a representative from the school will be attending. The students will discuss youth issues and possible solutions.

Risks and Benefits of being in the study: Participation in this study is entirely voluntary and you are free to deny your child's participation in the study. Your child is free to not to respond and/or to neglect certain questions or terminate the study at any time. Also, choosing not to participate will not adversely affect any other relationship with the University or the researchers.
There are no direct benefits to participation in this study, but your child's answers may help the city identify a need for youth leadership board and the issues they may need to tackle first.

Confidentiality: All information collected "will be kept confidential to the extent allowed by law and University policy." Any results that may be published will not include personal information that would make it possible to identify a participant.

Contacts and Questions: The researcher conducting this study is: Abdullah M. Alshanbri. If you have any questions you are encouraged to contact him at the University of Arkansas,   Or email him at   If you have questions as to the safety of the study you may contact Ro Windwalker at the University of Arkansas at   .

Statement of Consent: I have read the above information and I consent to allow my child to participate in this study.

Student name: _____

Parent or Guardian signature _____

Date: _____

Student Consent Form

I have read this consent form and understand what I am being asked to do. I understand that even if my parent consents to my participation, I can choose not to participate, or change my mind and stop participating at any point during the study. I have discussed this study with my parent/guardian and I agree to participate.

Student name: _____

Student signature: _____

Date: _____

Appendix C

Consent Form for Public Officials

Participant Consent Form

Dear Participant,

You are being invited to participate in a doctoral research study titled "Empowering positive youth development in Saudi Arabia: Youth civic engagement, agenda setting and policy formulation" by Abdullah Alshanbri a doctoral candidate at the University of Arkansas in Fayetteville - USA.

Please read this form and direct any questions to the researcher or call or email the dissertation committee chair Dr. Merry Moiseichik at   or Dr. Tarek Fadaak, an associate professor at King Abdul-Aziz University, at   before signing this form.

Background Information: The purpose of this study is to examine public officials' perspective toward youth participation in urban development through youth councils.

Procedures: if you agree to be part of this study, the researcher will conduct a single interview session with you. The interview will not exceed 15 minutes. Questions to be asked are related to youth participation in urban development process and possible solutions and challenges.

Risks and Benefits of being in the study: Participation in this study is entirely voluntary and you are free to deny participation in the study. Also, choosing not to participate will not adversely affect any other relationship with the University or the researcher. You are free to not to respond and/or to neglect certain questions or terminate the study/interview at any time.
There are no direct benefits to participation in this study, but your answers may help the city identify a need for youth leadership board and the issues they may need to tackle first.

Confidentiality: All information collected "will be kept confidential to the extent allowed by law and University policy." Any results that may be published will not include personal information that would make it possible to identify a participant.

Contacts and Questions: The researcher conducting this study is: Abdullah M. Alshanbri. If you have any questions you are encouraged to contact him at the University of Arkansas,
             . Or email him at   . If you have questions as to the safety of the study you may contact Ro Windwalker at the University of Arkansas at   .

Statement of Consent: I have read the above information and I consent to participate in this study.

Participant name: _____
Participant signature: _____
Date: _____

Appendix D

Letter From the Advisor

UNIVERSITY OF ARKANSAS

November 11, 2013

To Whom It May Concern:

Mr. Abdullah M. Alshanbri will be collecting data for his dissertation titled "Empowering youth participation in the urban development process: the case for youth council" between the dates of December 15, 2013 to January 15, 2014. The research will be conducted in Jeddah.

Currently, Mr. Alshanbri is a Ph.D. candidate in Public Policy at the University of Arkansas in the United States. He is making satisfactory progress in the program and hopes to defend his dissertation and complete his degree by May 2014.

Please feel free to contact me if you have any question.

Merry Moiseichik, Re.D, J.D.
1 University of Arkansas
HPER 308S
Fayetteville, AR 72701

Appendix E

Letter for Jeddah Department of Education

بسم الله الرحمن الرحيم

التاريخ: ٨ محرم ١٤٣٥ هـ
الموافق: ١٠ نوفمبر ٢٠١٣م
الموضوع: طلب الموافقة على اجراء بحث رسالة دكتوراه

سعادة الاستاذ/ عبدالله بن أحمد الثقفي   يحفظه الله
مدير عام التربية والتعليم بمحافظة جدة

السلام عليكم ورحمة الله وبركاته،،،

إشارة للموضوع اعلاه اطلب من سعادتكم التكرم والموافقة على طلبي هذا لاجراء جمع معلومات بحث رسالة الدكتوراه في مدينة جدة والذي سوف يشمل عينة عشوائية من مدارس الثانوية بنين وبنات حيث انني حالياً طالب مبتعث من وزارة التعليم العالي للولايات المتحدة الامريكية من جامعة أركانسا . واقوم حالياً باعداد رسالة دكتوراة بعنوان "تفعيل دور الشباب في تطوير المدن من خلال المجلس الشبابية حيث بات دور الشباب في المشاركة في تطوير المدن والنمو والاستدامة من اكثر معايير النمو والتطور في المدن. وما لرأي الشباب من اهمية في سير بحث الدكتوراه أرجوا من سعادتكم التكرم والموافقة على اجراء جمع المعلومات .

تم ارفاق عينة من الاسئلة الموجهه للطلاب حيث ستكون طريق جمع المعلومات عن طريق مجموعات التركيز لما لها فاعلية كبيره في تفاعل الطلاب على الاسئلة المطروحة بالاضافة الى ارفاق خطاب من الجامعة التي ادرس فيها.

مع خالص الشكر والتقدير،،،

مقدمه

عبدالله بن محمد الشنبري

Translation

Date: 8 Muharram 1435 AH
Corresponding to November 10, 2013 AD
Subject: Request for approval of a Ph.D. dissertation research

HE Mr. / Abdullah bin Ahmad Al-Thaqafi
Director-General of Education in Jeddah

Peace, Mercy and Blessings of God

Referring to the subject above, I ask your Excellency kindly approve my request to hold this gathering information research doctoral dissertation in the city of Jeddah, which will include a random sample of high school boys and girls.

Currently, I am a scholarship student from the Ministry of Higher Education to the United States of America in the University of Arkansas. I am preparing my Ph.D. dissertation entitled "Empowering youth participation in Saudi Arabia, the case for youth councils". Where is the role of youth to participate in the development process of their cities becomes essential for healthy growth for youth and cities.

Therefore, and as the importance of young people in the course of this doctoral research, I hope that Your Excellency kindly agree to make the collection of information.

I have attached a sample of the questions addressed to the students, where will be by gathering information through focus groups because of their effectiveness of rich students interaction. In addition, I have attached a letter from the university where I study.

With my sincere thanks and appreciation

Abdullah Mohammed Alshanbari

Appendix F

Letter from Jeddah Department of Education

المملكة العربية السعودية
وزارة التربية والتعليم
(٢٨٠)
الإدارة العامة للتربية والتعليم بمحافظة جدة

إدارة التخطيط والتطوير – الدراسات والبحوث

إلــى : مديري مكاتب التربية و التعليم بمحافظة جدة (بنين/ بنات) .

مـن : مدير إدارة التخطيط والتطوير

يشأن : تسهيل مهمة الباحث / عبدالله بن محمد الشنبري

السلام عليكم ورحمة الله وبركاته ، وبعد :

بناء على توجيه سعادة المدير العام رقم بدون وتاريخ ١٤٣٥/١/٨هـ المبني على خطاب جامعة أركانسا بالولايات المتحدة الأمريكية حول تسهيل مهمة **الباحث/ عبدالله بن محمد الشنبري** . أحد طلاب الدراسات العليا بمرحلة الدكتوراه ؛ تفعيل دور الشباب في تطوير المدن من خلال المجالس الشبابية " ويرغب الباحث في تطبيق أداة بحثه (استبانة) على عينة من طلاب وطالبات الثانوية في مدارس تعليم جدة ـ بنين / بنات ، حيث تم فحص أداة البحث وتبين استيفاؤها لضوابط الوزارة بهذا الخصوص.

نأمل منكم تسهيل مهمة الباحث بتمكينه لتطبيق أداة بحثه على عينة من الطلاب والطالبات الثانوية لمكتبكم .شاكرين ومقدرين تعاونكم واهتمامكم بالبحث العلمي .

والسلام عليكم ورحمة الله وبركاته

خليل بن غرام الهلالي

Translation

Kingdom of Saudi Arabia	No. 66/1/3D
Ministry of Education	Date: December 11, 2013
(280)	Attachments: 5
General Directorate of Education in Jeddah	

To: Directors of education offices in Jeddah (Boys / Girls)

From: Director of Planning and Development

Subject: Facilitate the task of the researcher/Abdullah Mohammed Alshanbri

Hello,

At the direction of HE the Director General on November 11, 2013, based on the letter of the University of Arkansas, USA on facilitating the task of the researcher / Abdullah Mohammed Alshanbri, a graduate student in a doctorate program working on his dissertation titled "Empowering youth participation in urban development through youth councils" and wants to conduct his research on a sample of students in high schools in Jeddah Boys / Girls, where the search tool was examined and found to be fulfilled the ministry requirements.

We hope you facilitate the task of the researcher to enable him to apply his study instrument on a sample of high school students to your office. Thanking you and appreciate your cooperation and your attention to scientific research.

Khalel Alwafi

Appendix G

List of Focus Group Questions

High School Students Focus Group Questions

Part I – To be answered as a discussion group

1. What are the most important needs of youth in your city? Name them.

   1.1 Does society fully understand these needs? Why or why not.

   1.2 Do needs vary across gender and age? How so.

2. What are the most challenging issues facing youth in your city? Name them.

3. What are some of the ways you can use to express these issues to the government's

   leaders?

4. How can youth make a difference in your city? Give examples.

5. How important do you perceive youth involvement to be in the decision-making process

   in your city urban development?

6. Can a youth leadership board (YLB) in your city make a difference and how?

   6.1 Who should be on YLB?

7. If you were asked to participate in the youth council to help your city, what would be the

   challenges that might prevent you from participating?

Part II – to be answered individually by students

Demographic Questions

What is your Gender?
    Male   Female

What is your age?
14   15   16   17   18

Education: are you in Scientific or Literary section?

Scientific   Literary   Not yet decided

What is your nationality?
Saudi Arabian (   )
Other (   ) please identify _____.

In what district do you live in Jeddah? _____.

How long have you been living in Jeddah?

- o Less than a year
- o 1 – 4 years
- o 5 – 9 years
- o 10 – 14 years
- o 15 – 18 years

Do you consider your family income to be

Lower income (   )

Middle income (   )

High income   (   )

I don't know   (   )

The information you have provided is very important to my study. Thank you for your time and assistance in providing the needed information.

Appendix H

List of In-depth Interview Questions

(Formal) In-depth Interview with Public Officials

1. What are the youth issues in the City of Jeddah?

2. How can these issues be raised to the surface so they can be solved?

3. What are the challenges to developing a youth councils?

4. What kind of youth should be involved?

5. Who would be responsible for their leadership or supervision?

6. How do you think we can develop confidence and power in the youth council?

7. Before we end this interview, would you like to add anything else?

Thank you very much