



ST. MARYS' UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTERS IN PROJECT MANAGEMENT

**ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH
APPRENTICESHIP PROGRAM IN THE CASE OF ADDIS ABABA ON
SELECTED WOREDAS**

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ST. MARYS' UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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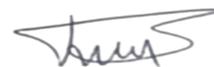
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List of acronyms

CV	Curriculum Vitae
ICT	Information and communication technology
IT	Information technology
JCC	Jobs Creation Commission
JOBFSA	Federal Urban Job Creation and Food Security Agency
MOLS	Ministry of Labor and Skills
OSSC	One Stop Service Center
SPSS	Statistical package for social sciences
UPSNJP	Urban Productive Safety Net and Job Projects

Abstract

This study aims to evaluate the contribution of the Bikat Youth Apprenticeship Program in enhancing the employability, signalling ability, and development of soft skills and digital literacy among less-educated young adults in selected woredas of Addis Ababa, Ethiopia. The research employs a mixed-methods approach, utilizing both qualitative and quantitative data collected through questionnaires distributed to various stakeholders, including youths, firms hosting apprentices, project officers, government officials, and OSSC staff. In this research, purposive sampling technique will be used to select the woredas in Addis Ababa city. The findings suggest that the program has made significant contributions to the personal development of participants and helped them acquire relevant skills for their chosen industries. Respondents also reported an increase in employment opportunities within their communities as a result of the program. However, there is room for improvement in the structure and organization of the program, as indicated by the medium satisfaction levels among participants. The study highlights the importance of considering factors such as educational background and age distribution when assessing the program's effectiveness and accessibility. By capturing diverse perspectives from stakeholders with varying levels of experience and expertise. The study provides several key recommendations to enhance the contribution of the Bikat Youth Apprenticeship Program in addressing youth unemployment challenges in Addis Ababa's selected woredas. The research provides valuable insights for enhancing the design and implementation of the Bikat Youth Apprenticeship Program to better serve the needs of less-educated young adults in Addis Ababa.

Key words: Employability, Signaling ability, Soft skills, Digital literacy

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The daunting task of integrating young individuals into the labour market poses a significant challenge for developing nations, particularly in Africa where youth inactivity and underemployment rates are notably higher than those of older adults. Sub-Saharan Africa, in particular, grapples with a pressing issue, with 75 million unemployed and millions underemployed young people. Urban areas appear to be disproportionately affected, with youths facing significant hurdles in securing paid employment. Recognizing the obstacles faced by less-educated young adults, an apprenticeship program aims to address the issue. These job seekers lack visibility to potential employers, possessing minimal work experience and struggling to convey their abilities effectively. The fragmented job information landscape and high job search costs exacerbate this signaling problem. (Fox & Kaul, 2018; Abutabenjeh & Jaradat, 2018)

The proposed project seeks to equip unemployed youths, aged 18-25 with secondary education or less, with essential life and digital skills. It aims to provide them with a first work experience through a six-month apprenticeship, enhancing their signaling ability, and offering job search training. Focused on urban areas in Ethiopia, the initiative is a collaborative effort between the Federal Urban Job Creation and Food Security Agency (JOBFSA), private, and public sectors (Zimmermann, Biavaschi, Eichhorst, Giuliet, Kendzia, Muravyev, Pieters, Rodríguez-Planas, & Schmidl, 2013)

The program targets 70,000 urban youths over its life cycle, with the first year concentrating on Addis Ababa and Dire Dawa. The apprenticeship, spanning twelve months, includes one or two months for preparation, candidate registration, and firm selection, followed by life skills training and six months of technical apprenticeship training. The program concludes with a certificate and an additional three months of job search training

The Bikat Apprenticeship Program in Addis Ababa was established to address the high youth unemployment rate and skills mismatch in the city. The program aims to provide practical skills

and on-the-job training to young individuals, equipping them with the necessary knowledge and experience to enter the workforce. The program focuses on various sectors such as construction, manufacturing, and services, which are expected to contribute significantly to the economic growth of the city. By bridging the gap between formal education and employment, the program seeks to empower young individuals and enhance their employability. Through partnerships with local businesses and organizations, the apprenticeship program offers participants the opportunity to develop specific skills that are in demand in the labour market, increasing their chances of securing sustainable employment. The program has gained recognition and support from the government of Ethiopia and various international development organizations, reflecting its potential to address the challenges of youth unemployment and contribute to the economic development of Addis Ababa (Smith , Kemmis, 2013)

This program provides hands-on training and mentorship to young individuals, equipping them with essential skills for the job market. The aim of this assessment is to evaluate the contribution and effectiveness of the program in enhancing employment prospects and fostering personal and professional development for participants. By examining various indicators such as job placement rates, income levels, and participant feedback, this assessment seeks to provide valuable insights into the benefits and shortcomings of the Bikat Apprenticeship Program. This analysis is crucial for understanding the program's overall effectiveness and identifying areas for improvement (Dervan, 2014)

The research thesis investigates the effectiveness of the Bikat Youth Apprenticeship Program in addressing youth unemployment challenges in Addis Ababa. The evaluation aims to assess the program's contribution on integrating less-educated young adults into sustainable employment, improving their signaling ability and employability, and gauging the influence of soft skills and digital literacy training. Furthermore, the study examines the challenges faced by participants, identifying opportunities for program enhancement. By addressing these aspects, the research contributes valuable insights to program evaluation, offers policy recommendations, bridges gaps in existing literature, empowers youth with knowledge on apprenticeship opportunities, and serves as a model for future studies in similar contexts. Ultimately, the goal is to augment the program's contribution to the broader objective of reducing youth unemployment in urban settings (Smith , Kemmis, 2013).

1.2 Statement of the Problem

In spite of endeavors to combat youth unemployment, Addis Ababa grapples with persistent difficulties in successfully assimilating less-educated young individuals into the workforce (Hardy, 2019).

In order to address the issues of youth unemployment and provide possibilities for vocational training, the Bikat youth apprenticeship program was launched in a few Addis Ababa woredas (districts). The program's goal is to give young people the information, abilities, and real-world experience they need to improve their employment and socioeconomic chances.

The Bikat Youth Apprenticeship Program, operational in specific woredas within Addis Ababa, stands as a notable initiative focused on improving the employability of youth by fostering skill development and providing practical work experience. Nevertheless, the program's contribution on the specified demographic lacks comprehensive understanding, prompting the need for an investigation into various crucial aspects (Klatt , Clarke and Dulfer , 2017)

The chosen research title, "Assessment of the Contribution of Bikat Youth Apprenticeship Program in the Case of Addis Ababa on Selected Woredas," stems from a recognition of the persistent challenge of youth unemployment in urban areas, particularly in Addis Ababa.

Even if the Bikat youth apprenticeship program has been put into place, it is still necessary to evaluate how well it has worked to achieve the objectives for which it was designed. In this review, the program's effects on lowering youth unemployment rates, expanding participants' knowledge and skill sets, and raising their prospects of landing a long-term job are all being evaluated.

Despite the existence of youth employment programs, a significant gap remains in our understanding of the specific contribution and effectiveness of the Bikat Youth Apprenticeship Program within this localized context.

In the chosen Addis Ababa woredas, the study aims to investigate the results and effects of the Bikat youth apprenticeship program. It seeks to determine the degree to which the program has been successful in giving participating adolescents meaningful job prospects, as well as the difficulties and obstacles they might encounter both during and after the apprenticeship period.

The central issue prompting this research is the need to address the complexities of youth unemployment in Addis Ababa and selected woredas, where urban youths face substantial difficulties in securing sustainable employment. While apprenticeship programs are recognized

as potential solutions, a comprehensive assessment of the Bikat program's contribution and challenges within this specific setting is lacking. This gap in the literature necessitates an in-depth investigation to uncover the program's effectiveness and identify areas for improvement (Erik, 2008)

The evaluation will also look at the program's advantages and disadvantages, assessing the standard of vocational training given, the applicability of the skills learned to the labor market, and the efficiency of the systems put in place to help participants transition into employment.

Additionally, the research will examine the socio-economic changes encountered by the apprentices and their households, such as enhancements in income levels, livelihoods, and overall well-being. It will look into whether the program has helped the chosen woredas' young people feel more empowered, their communities have grown, and poverty has decreased. (Dervan, 2014)

Additionally, the research recognizes the broader implications of this knowledge gap. Policymakers and program administrators require specific insights into how the Bikat Youth Apprenticeship Program aligns with the needs and challenges of the local youth population. Without this understanding, there is a risk of implementing one-size-fits-all solutions that may not adequately address the unique dynamics of youth unemployment in Addis Ababa and selected woredas.

Furthermore, while youth employment programs are widely acknowledged, there is a dearth of comprehensive studies evaluating the contribution of such programs on crucial aspects like signaling ability, employability, and the influence of soft skills and digital literacy training. The selected woredas, although pivotal in the urban fabric, remain underrepresented in the existing research, highlighting the urgent need to fill this void and provide evidence-based insights (DW, 2010)

In light of these considerations, this research seeks to bridge the existing gap by systematically assessing the Bikat Youth Apprenticeship Program, offering a nuanced understanding of its contributions and challenges within the unique context of Addis Ababa and selected woredas. The findings aim to inform policymakers, program administrators, and scholars, ultimately facilitating more effective strategies to combat youth unemployment in urban settings.

Through this assessment, the study hopes to shed light on the merits and shortcomings of the Bikat youth apprenticeship program, educating stakeholders, policymakers, and program

developers about areas that could use improvement. In order to improve the sustainability and contribution of the apprenticeship program, the study's conclusions can direct future policy decisions, program development, and resource allocation. This will ultimately help to achieve the larger objective of lowering youth unemployment and promoting socio-economic development in Addis Ababa. (DW, 2010)

1.3 Research Question

1. To what extent does the Bikat Youth Apprenticeship Program effectively facilitate the transition of less-educated young adults from unemployment to sustainable employment?
2. What influence does the program exert on the signaling ability of participating youth, and how does this affect their likelihood of securing employment?
3. How satisfied are individuals with the structure and organization of the program?
4. What are the positive effect of hosting apprentices from the Bikat Youth Apprenticeship program on the organization?

1.4 Objective of the Research

1.4.1 General Objective

The general objective of the study is to assess the contribution of Bikat youth apprenticeship program in the case of Addis Ababa in selected woredas.

1.4.2 Specific Objective

1. To evaluate the effectiveness of the Bikat Apprenticeship Program in enhancing the labor market prospects of less-educated young adults in Addis Ababa's in selected woredas.
2. To assess the contribution of the program on the signaling ability of participating youth and its implications for their employability.
3. To evaluate the structure and organization of the program to determine the level of satisfaction.
4. To assess the beneficial contribution of hosting apprentices through the Bikat Youth Apprenticeship Program on the organization.

1.5 Scope of the study

The scope of this research is to assess the contribution of bikat youth apprenticeship project in the case of Addis Ababa. Due to budget and time limitation the study covers only 10 woredas in different sub-cities in Addis Ababa.

The scope of this study is focused on assessing the Bikat youth apprenticeship program within the context of Addis Ababa, Ethiopia. The geographical scope of the research is limited to the city of Addis Ababa, and specific woredas (districts). The study primarily examine the Bikat youth apprenticeship program and its effectiveness in addressing youth unemployment and improving socio-economic conditions.

The study cover a certain timeframe during which the Bikat program was implemented in the selected woredas. The duration of this timeframe will be defined by the availability of data and the length of the program itself.

Participants in the study consist of individuals who have enrolled in the Bikat youth apprenticeship program within the selected woredas of Addis Ababa. Both current and past participants included to ensure a comprehensive assessment of their experiences and outcomes.

Data gathering for the study includes a variety of methods, including surveys, interviews, and an evaluation of program documentation. These sites will provide vital information about the Bikat youth apprenticeship program's contributions and impact.

1.6 Significance of the study

The significance of the study lies in its potential to contribute valuable insights and knowledge in various domains, impacting stakeholders at different levels. Here are the key aspects of the significance of the study:

The study's findings hold significant policy implications, offering policymakers evidence-based insights into both the strengths and weaknesses of the Bikat Youth Apprenticeship Program. This information is invaluable not only for shaping effective policies related to youth employment in Addis Ababa but also for guiding similar initiatives in other urban settings grappling with comparable challenges(Honorati, 2015).

Program administrators stand to benefit from a thorough evaluation of the Bikat Youth Apprenticeship Program. A nuanced understanding of the program's impact and identification of areas for improvement can lead to refinements that enhance its overall effectiveness. This, in

turn, ensures better outcomes for the participants and maximizes the program's positive contribution to addressing youth unemployment (Fox & Kaul, 2018).

The study also plays a pivotal role in youth empowerment within Addis Ababa. By offering valuable insights into the opportunities and challenges associated with apprenticeship programs, the research enables young individuals to make informed decisions about their participation, potentially influencing positive career paths. This empowerment aspect is crucial for fostering a sense of agency and self-determination among the youth demographic.

Academically, the research contributes to the knowledge base on youth unemployment and apprenticeship programs. By addressing existing gaps in the literature and providing nuanced insights, methodologies, and data, the study becomes a reference for future academic endeavors exploring similar contexts. This academic contribution serves to deepen our understanding of the intricate dynamics surrounding youth employment interventions (Dervan, 2014).

Furthermore, the methodologies, lessons learned, and recommendations from this study serve as a model for future research assessing the contribution of similar programs in diverse contexts. Researchers and practitioners interested in youth employment initiatives can draw upon this research as a framework for designing and evaluating their own programs, thereby advancing the collective knowledge in this field.

Beyond the academic and policy realms, a successful apprenticeship program leading to sustainable employment can contribute significantly to social cohesion. By reducing inequality and fostering a sense of inclusion and opportunity for less-educated young adults, the program has the potential to positively impact the overall social fabric of the community, creating a more equitable and cohesive society.

1.7 Limitation of the study

It was difficult to get previous similar studies on assessment of the contribution of bikat youth apprenticeship program in particular with the facts used in the study area. One of the key limitations of this study is the time constraint, which significantly affected the assessment of the Bikat Youth Apprenticeship Program's contributions. Due to the limited timeframe, the study faced challenges such as a reduced sample size, insufficient follow-up, a short observation period, and accelerated analysis. These factors impacted the depth and accuracy of the findings. Future research should consider extending the study duration, increasing the sample size, and

implementing regular follow-ups. This would provide more comprehensive data and a deeper analysis of the Bikat Youth Apprenticeship Program's long-term contributions.

1.8 Organization of the study

The study report is organized in to five chapters. The first chapter dealt with Background of the study, Statement of the problem, Research Question, Objective of the study, scope of the study, Significance of the study, limitation of the study and operational definition.

In the second chapter literature review of the topic which includes different perspective of different authors and various theoretical concepts that relates with the contribution of bikat youth apprenticeship program.

The third chapter was dealt with the research design & methodology of the research briefly. The fourth chapter discussed the data analysis part of the research. The techniques used to analyse the data are also part the fourth chapter. Finally, the fifth chapter covered with Conclusion and Recommendation of the research.

1.9 Operational Definition

Apprenticeship: - is a kind of job training that involves following and studying a master of the trade on the job instead of in school. ((Vocabulary.com. (n.d.). Apprenticeship. In Vocabulary.com Dictionary. Retrieved June 03, n.d.)

Digital literacy: - is an individual's ability to find, evaluate, and communicate information using typing or digital media platforms. It is a combination of both technical and cognitive abilities in using information and communication technologies to create, evaluate, and share information (Literacy, 2017-01-19. Retrieved)

Employability:-refers to the attributes of a person that make that person able to gain and maintain employment (Erik, 2008)

Soft skills: - refers to a set of personal attributes and interpersonal qualities that enable individuals to effectively interact and communicate with others.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

This chapter is related to the subject matter of the study. The literature review on the contribution of the Bikat Apprenticeship Program provides a comprehensive analysis of the program's impact and effectiveness. It examines various studies and research papers that have been conducted to evaluate the outcomes of the program.

Youth unemployment remains a critical challenge globally, with developing nations, especially in Africa, facing exacerbated difficulties. This literature review explores existing theoretical and empirical perspectives on youth unemployment, focusing on the world, Africa, and specifically Ethiopia. The research title, "Assessment of the Contribution of Bikat Youth Apprenticeship Program in the Case of Addis Ababa on Selected Woredas," emphasizes the need for a nuanced understanding of the Bikat program's effectiveness in addressing the intricate issue of youth unemployment. (Youth, Ship, Consultation,& Act, 2023)

2.2 Youth apprenticeship program

2.2.1 History of apprenticeship

2.2.1.2 Early history

From the earliest times, in Egypt and Babylon, training in craft skills was organized to maintain an adequate number of craftsmen. The Code of Hammurabi of Babylon, which dates from the 18th century BC, required artisans to teach their crafts to the next generation. In Rome and other ancient societies, many craftsmen were slaves, but, in the later years of the Roman Empire, craftsmen began to organize into independent collegia intended to uphold the standards of their trades. (Rodriguez, Dec. 01, 2023)

By the 13th century a similar practice had emerged in Western Europe in the form of craft guilds. Guild members supervised the product quality, methods of production, and work conditions for each occupational group in a town. The guilds were controlled by the master craftsmen, and the recruit entered the guild after completing his training as an apprentice—a period that commonly lasted seven years. It was a system suited to domestic industry, with the master working in his

own premises alongside his assistants. This created something of an artificial family relationship, in that the articles of apprenticeship took the place of kinship. (Luebering, Oct. 25, 2023)

As time went on, however, governments had to contend with the exclusionary practices of the guilds, whose members could monopolize their trades in each town. Powerful guilds, for example, could levy high fees against outsiders to prevent them from entering a trade. Even apprenticeships could be restricted, with preference given to the sons of guild members or the sons of wealthy acquaintances. Responding to these improprieties, the English government tried to define the conditions of apprenticeship with the Statute of Artificers of 1563, which attempted to limit exclusionary practices and to ensure adequate labour.

The notion of individual training extended beyond the craft guilds in the middle Ages. For example, universities advanced the same principle with the master's degree, as did religious orders that required newcomers to pass through a novitiate. In medicine, the guild system applied to the surgeon, who also acted as barber and was regarded as a craftsman with less prestige than the physician. Lawyers served an apprenticeship by working in close association with a master of the profession. (Rodriguez, Dec. 01, 2023)

2.2.1.3 Consequences of the Industrial Revolution

The Industrial Revolution altered attitudes toward training. Machines created a need for both skilled workers (such as machinists or engineers) and unskilled workers. Unskilled employees who showed aptitude advanced to semiskilled jobs. Apprenticeships actually grew in importance with the development of trade unions, which were created to uphold quality and control recruitment (by protecting union jobs). (Duignan, Jan. 30, 2012)

In England apprenticeship was maintained by the craft industries and even extended to analogous fields. The education system, for example, offered various apprentice programs for student teachers, and there was a comparable system of training for young farmers.

Apprenticeship was fairly common in the American colonies, with indentured apprentices arriving from England in the 17th century. (Benjamin Franklin served as apprentice to his brother in the printing trade.) But apprenticeship in colonial America was less important than in Europe because of the high proportion of skilled workers in the colonies (Lotha, Apr. 12, 2023).

Because modernization and industrialization brought new impetus to the division of labour, the development of large-scale machine production increased the demand for workers with specialized skills. The more ambitious among them sought to increase their effectiveness and

potential for advancement by voluntary study. To meet this need, mechanics' institutes were established, such as the one founded in London in 1823 by George Birkbeck, which still exists as Birkbeck College, and Cooper Union for the Advancement of Science and Art in New York City, established in 1859. In France technical education on a national scale dates from 1880. (Luebering, Oct. 25, 2023)

2.2.1.4 Modern apprenticeship and vocational training

Early in the 20th century, assembly-line methods expanded the number of unskilled or semiskilled jobs, which made the long period of apprenticeship for skilled occupations unattractive. This led many countries to devise labour programs that made skilled jobs more accessible to the general population.

Apprenticeship remained a necessary part of craft industries, in spite of the mechanization that initially increased the number of jobs not requiring formal instruction. After World War I a new pattern of recruitment emerged. Apprenticeship on traditional lines was maintained for skilled craftsmanship; for less-skilled work "learnership" became a common practice, providing the newcomer with opportunities to learn by working with others. Some industries introduced a system of upgrading, wherein labourers and unskilled workers were allowed to undertake skilled work after having served as assistants to other skilled workers. These training methods were supplemented by two approaches: pupil apprenticeship, whereby the recruit learned working skills with the intention of qualifying for an advanced position in the industry; and student apprenticeship, which allowed those with a university education, technical education, or working experience to qualify for employment. (Lotha, Apr. 12, 2023)

Like the medieval guilds, the emerging trade unions restricted entry to skilled trades by means of rigorous apprenticeship, but they also created opportunities for semiskilled workers to advance into skilled jobs. The formerly exclusive craft unions also began to change. From the 1920s they began to accept workers who had not entered as apprentices. As a result, the ratio of apprentices to journeymen ceased to be an issue.

The nature of apprenticeship changed greatly after World War II, with considerable variation between different countries. Perhaps the most radical changes took place in West Germany, which had the advantage of a practically new start. There a distinction was made between skilled trades needing apprentices, semiskilled trades needing trainees, and handicrafts that employed artisans. Trades were grouped under local chambers of industry, handicrafts under chambers of

handicrafts. The apprentice registered a contract with the appropriate chamber and kept a workbook that was inspected from time to time. There were also tests at monthly or quarterly intervals. Part-time attendance at a vocational school, included in the hours of employment, was compulsory until age 18. (Rodriguez, Dec. 01, 2023)

In France vocational training came under the supervision of the Directorate of Technical and Vocational Education of the Ministry of Education. This created 24 national professional consultative commissions that represented employers, government, and trade unions. In 1930 the government began developing technical colleges to train a significant proportion of all skilled workers. Apprenticeship could be arranged by contract with a private employer, by attendance at school beyond the normal age of 16 (called the complementary course), or by apprenticeship to an artisan trade. For the final examinations, those at the colleges and schools were supervised by the directorate, while those for apprentices were supervised by the local chambers of crafts.

In Britain the Employment and Training Act of 1948 created a Central Youth Employment Executive and led to proposals for a National Joint Apprenticeship and Training Council to be set up in each industry. The printing trade, for example, introduced selection by objective testing of suitability and aptitude, while the motor-vehicle-repair industry developed an apprenticeship scheme for a national craftsman's certificate. The Post Office Engineering Department, which never accepted the traditional pattern of apprenticeship, developed a three-year course for recruits. But the most significant break with the past was the module system in the engineering industry, which provided a year's training in a wide selection of skills, followed by selected training in specialized skills. These were accompanied by performance tests and appropriate further education. (Lodovici, Comi , Origo , Patrizio , Torchio , Speckesser , Montalt, 2013)

In the United States conditions of apprenticeship have typically been more flexible than those in Europe. This type of training is overseen by the Bureau of Apprenticeship and Training, established within the U.S. Department of Labor in 1937. While the lowest age for entry into the workforce is 16, many trades require a high-school diploma, which makes the effective entry age 18. The training period varies from two to five years, with much of the training taking place at technical and vocational schools. A trainee typically advances after passing qualifying examinations, with pay (which can vary from 60 to 90 percent of the journeyman's rate) increasing at each phase. In effect, American apprentices are indentured to the industry rather than to an employer.

In Japan apprenticeship and employee training have often featured a personal orientation rarely found in other industrial nations. The unique Japanese concept of apprenticeship stems from a difference in the relationship between employer and employee. Although this arrangement does not hold for most small and medium-sized companies, large Japanese companies have had a social obligation to provide lifelong work for employees who, in return, are required to continue with the same employer (until death or retirement)—no matter what the job assignment. Because Japanese apprenticeship emphasizes employment with a particular company, the close relationship between an apprentice and a specific trade, common elsewhere, is missing in Japan. (Duignan, Jan. 30, 2012)

2.2.2 Youth apprenticeship program in Worldwide Perspective:

Formal apprenticeships have a long history, and their major purposes were, at least at the beginning of the ninth century, intended neither to train young people nor to develop skilled workers. The early medieval “time-served apprenticeship” is probably the earliest formal apprenticeship within a legislative framework, in contrast to the already existing purely private “informal apprenticeship.” The time-served apprenticeship was not invented by the medieval guilds but by the medieval cities. Young men were, on one hand, highly mobile and free to travel between cities and, on the other hand, were important as future draftees who would protect the cities against aggressors. To restrict the young men’s mobility and accumulate human capital, medieval cities established “laws lengthening an apprenticeship’s year of service with a master substantially beyond that which free contracting would produce” (Hickson and Thompson, 1991).

Apprenticeship systems in many countries. In the meantime, the assumption has been proven in a cross-country econometric analysis: “one percentage point increase in the apprenticeship coverage rate is associated with an increase in the youth employment rate of 0.95 percentage points and a reduction in the youth unemployment rate of 0.8 percentage points” (Lodovici, Comi , Origo , Patrizio , Torchio , Speckesser , Montalt, 2013)

Internationally, scholars have extensively examined the causes and consequences of youth unemployment. Theoretical frameworks often emphasize factors such as skills mismatch, economic downturns, and inadequate education systems as contributors to the problem (Dervan, 2014) Empirical studies, such as those by (Puerto, 2007)highlight the long-term negative impact

of early career unemployment on individuals' earnings and career trajectories. While global interventions like apprenticeship programs have shown promise (Chakravarty, Lundberg, Nikolov & Zenker., 2016) the contextual relevance of such initiatives is crucial, necessitating a more localized examination.

2.2.2.1 Apprenticeship Training in Asia

Apprenticeship training has a long tradition in Asia. Throughout the continent - as elsewhere in the world - apprenticeship training has always been practiced. Employers and enterprises in need of a skilled workforce had to train their own staff themselves, and did this usually within the company and mainly 'on-the-job'. To this day, traditional apprenticeship arrangements are common in the informal economy, while formal apprenticeships in large establishments also have a long history. Under British colonial rule, apprenticeship legislation was already applied in the nineteenth century. In Myanmar, for example, an Apprenticeship Act was introduced in 1850, and apprenticeship training became the default mode of formal training in engineering industries, shipyards and construction. Large companies used the apprenticeship system until the 1970s, some using in-house training centers, others sending students to outside VET schools. The formal apprenticeship system in Australia (system of indentured training of apprentices) was imported from Great Britain in 1788 with the arrival of permanent European settlements. Some countries came up with updated apprenticeship legislation during the 1960s (e.g. India in 1961, Pakistan/Bangladesh in 1962); however, for a long period of time, apprenticeship training never grew out of a special training niche practiced in selected large companies. In many countries, formal apprenticeship training more or less died out, as interested companies faced with outdated and undue rules and bureaucracy reverted to informal training arrangements, and recruited graduates from the growing formal school-based VET system. In Bangladesh, for example, only 54 formal apprentices were registered in 2008 (Nam, 2015.)

A new interest in apprenticeship training emerged in a number of countries from the 1970s. This was commonly triggered by pilot projects introduced with support of development partners, with varying progress in indigenizing, incorporating and institutionalizing successful pilots. In Sri Lanka, a dual Training project, supported by German development cooperation, resulted in the establishment of the National Apprenticeship Board in 1971 – later transformed into the National Apprenticeship and Industrial Training Authority (NAITA), - which has since played a critical role in the country's skills development system. In Thailand, on the other hand, a GTZ-supported

pilot of dual training in one cement factory during the 1970s, which was later rolled out to other sectors, has so far not led to the incorporation of dual training in the national skills development system (SDC/VSDP 2016 and GIZ 2015). Both in the Philippines and in Indonesia, the introduction of apprenticeship training with dual elements, and related legal and regulatory frameworks, goes back to (German) cooperation projects in the 1980 and 1990s. (Pozorski, Peter, 07.2008)

2.2.3 Youth apprenticeship program in African Context:

In the African context, youth unemployment is a multifaceted challenge intertwined with broader economic and social issues. Theoretical perspectives often highlight issues like rapid population growth, insufficient job creation, and a lack of diverse economic opportunities (Wonthey, 2019) Empirical studies, such as those by (Youth, Ship, Consultation, & Act, 2023) Emphasize the urgency of implementing targeted programs to address the specific needs of the youth demographic. Despite regional variations, youth unemployment remains a shared concern, prompting the exploration of locally tailored interventions.

2.2.4 Youth apprenticeship in Ethiopian Landscape:

In Ethiopia, youth unemployment is particularly acute, necessitating context-specific interventions. Theoretical frameworks often underscore challenges such as limited access to quality education, a predominantly agrarian economy, and insufficient job market diversification (Dervan, 2014) Empirical studies within Ethiopia, like the World Bank's analysis of the Ethiopian labor market, reveal a high prevalence of underemployment among young adults. As Ethiopia grapples with these challenges, the Bikat Youth Apprenticeship Program emerges as a significant initiative deserving comprehensive evaluation.

2.2.5 Literature Review on Job Training in Ethiopia

2.2.6 Introduction

Job training is a crucial component of human resource development, particularly in Ethiopia where it plays a significant role in enhancing employee performance and addressing the challenges of youth unemployment. This literature review aims to provide an overview of the

current state of job training in Ethiopia, highlighting its impact on employee performance and the challenges it faces.

Impact of Job Training on Employee Performance

Studies have consistently shown that job training has a positive impact on employee performance in Ethiopia. For instance, (Alemu, 2019) found that on-the-job training significantly improved employee productivity and job satisfaction in the manufacturing sector. Similarly, (Tadesse, 2018) reported that job training programs in the service sector led to improved employee skills and knowledge, resulting in enhanced job performance.

2.2.7.2 Challenges in Job Training

Despite the benefits of job training, several challenges persist in Ethiopia. (Alemu, 2019)Noted that limited access to training facilities and resources is a significant barrier to job training in the country. (Tadesse, 2018)Also highlighted the need for more effective training methods and better integration of training with industry needs.

In conclusion, job training is essential for enhancing employee performance in Ethiopia. However, the challenges faced in implementing effective job training programs must be addressed to ensure the program's success. Future research should focus on identifying innovative solutions to these challenges and evaluating the effectiveness of job training programs in different sectors.

2.3 Theoretical Underpinnings of Apprenticeship Programs:

The effectiveness of apprenticeship programs is often grounded in human capital theory (Honorati, 2015)signaling theory (Fox & Kaul, 2018)and social capital theory (Dervan, 2014) Human capital theory emphasizes the acquisition of skills and knowledge through education and training, contributing to increased employability. Signaling theory posits that apprenticeship programs act as signals to potential employers, communicating the capabilities and work readiness of individuals. Social capital theory highlights the importance of networks and relationships developed during apprenticeships, facilitating access to job opportunities.

2.4 BIKAT youth apparent ship program

The Urban Productive Safety Net and Job Projects (UPSNJP) BIKAT Program is a comprehensive initiative aimed at strengthening youth access to the labor market. Implemented by the Ministry of Labor and Skills (MOLS) in collaboration with the Addis Ababa city

government and funded by the World Bank, the program addresses the challenge of youth unemployment in Ethiopia, where approximately 2 million young people enter the labor market annually.

The apprenticeship program aims to distill lessons from the pilot for nationwide implementation, contributing to the development of job seekers across Ethiopia. For detailed procedures and strategies, reference appendices are provided.

2.4.1 Apparent ship requirement process

The apparent ship requirement process begins with a communication campaign designed by a communication firm. This campaign aims to promote the program to target candidates, ensuring its appeal to both apprenticeship candidates and firms. The next step involves the registration of applicants, which can be done through an online platform, either a website or an app, or via tablets at One-Stop Service Centers (OSSCs).

Following registration, candidates are shortlisted based on selection criteria and psychometrics, with the process being automated as much as possible. Pre-selected candidates then receive life skills training provided by a third-party service provider. Subsequently, firms conduct interviews at their premises, where both apprentices and firms produce a ranking of their preferences. The final selection is made based on these rankings, with firms having the final say in the placement selection.

2.4.2. Firm requirement process

The firm requirement process starts with a communication campaign to mobilize firms' participation in the program. This involves using materials developed by a communications firm, organizing information sessions to inform firms about the program, and conducting door-to-door visits with larger employers to encourage their participation. After the communication campaign, follow-ups with firms that attended the information sessions are conducted to gauge their interest.

Firms then proceed with registration through an online platform. The pre-selection stage involves shortlisting firms based on their selection criteria, followed by organizing orientation sessions

with pre-selected firms to help develop work plans and mentorship documents. Firm evaluation visits are then conducted to inspect health and safety standards and determine the firm's overall suitability to host apprentices. The final selection of participating firms is made based on the information gathered during these evaluation visits.

2.5 The contribution of bikat youth apprenticeship program

The evaluation of the contribution made by the Bikat Apprenticeship Program comprises three primary pillars:

2.5.1. Enhancement of Employability:

One crucial aspect of assessing the program's impact is examining its contribution to enhancing the employability of less-educated young adults in Addis Ababa's selected woredas. This involves evaluating the effectiveness of the program in equipping participants with relevant skills and knowledge, aligning with the demands of the job market. By analyzing the degree to which the apprenticeship experience translates into increased employability, the program's success in addressing the challenges of youth unemployment can be gauged (Zimmermann, Biavaschi, Eichhorst, Giuliet, Kendzia, Muravyev, Pieters, Rodríguez-Planas, & Schmidl, 2013).

2.5.2. Improvement of Signaling Ability:

Another key pillar focuses on understanding how the Bikat Apprenticeship Program contributes to the improvement of participants' signaling ability. In the context of youth employment, signaling refers to the capacity of individuals to effectively communicate their skills, capabilities, and work readiness to potential employers. Through the apprenticeship experience, participants not only acquire technical skills but also develop a tangible means of signaling their competence to the job market. The assessment involves scrutinizing how well the program addresses the signaling problem often faced by less-educated young adults seeking employment (Puerto, 2007).

2.5.3. Development of Soft Skills and Digital Literacy:

The third pillar of contribution evaluation revolves around the development of soft skills and digital literacy among program participants. Soft skills, including communication, teamwork, and problem-solving, play a pivotal role in professional success. Additionally, in the

contemporary job market, digital literacy has become increasingly essential. By providing training in these areas, the Bikat Apprenticeship Program aims to equip participants with a holistic skill set that enhances their overall employability. Evaluating the effectiveness of the program in cultivating soft skills and digital literacy is crucial for understanding its comprehensive impact on the youth involved (DW, 2010).

This multi-faceted evaluation framework aims to provide a comprehensive understanding of how the Bikat Youth Apprenticeship Program contributes to addressing youth unemployment challenges in Addis Ababa's selected woredas. By delving into these three pillars, the assessment seeks to uncover the nuanced ways in which the program influences participants' readiness for and success in the labor market (Smith , Kemmis, 2013).

As this literature review demonstrates, youth unemployment is a pervasive issue requiring tailored interventions. Theoretical frameworks and empirical evidence globally, in Africa, and within Ethiopia provide a foundation for understanding the complexities of this challenge. However, the specificity of the Ethiopian context, and more precisely, the impact of the Bikat Youth Apprenticeship Program, necessitates a focused assessment to contribute valuable insights to both academic discourse and policy development.

2.6 Empirical Evidence on Apprenticeship Programs:

Empirical studies on apprenticeship programs globally (Saaigoutham, (n.d.))And in Africa (Honorati, 2015)positive outcomes, including improved employability, enhanced skills, and successful labor market integration. However, these findings may not directly translate to the Ethiopian context. Therefore, an in-depth analysis of the contribution of Bikat Youth Apprenticeship Program's on youth unemployment within Addis Ababa's selected woredas is warranted.

A youth apprenticeship program is a structured educational and training initiative designed to provide young individuals with a combination of classroom instruction and practical, on-the-job experience. These programs are typically aimed at individuals who have completed their basic education but may not have pursued advanced degrees. The primary goal is to prepare young people for skilled occupations and careers by integrating academic learning with hands-on work experience. (Fox & Kaul, 2018)

2.7 Literature Summary

Historical Context of Apprenticeship Programs

- Early History: Apprenticeship programs have a long history, dating back to ancient civilizations such as Egypt and Babylon, where training in craft skills was organized to maintain an adequate number of craftsmen.
- Middle Ages: The guild system emerged in Western Europe, where apprenticeships were supervised by master craftsmen and apprentices were trained in specific trades.
- Industrial Revolution: The Industrial Revolution altered attitudes toward training, leading to the growth of apprenticeships in various industries, including manufacturing and engineering.
- Modern Apprenticeship and Vocational Training: Apprenticeship programs evolved to include vocational training, with a focus on both skilled and unskilled workers.

Youth Apprenticeship Programs Worldwide

- Formal Apprenticeships: Formal apprenticeships have a long history, with the early medieval "time-served apprenticeship" being a significant milestone.
- International Perspective: Apprenticeship systems are found in many countries, with varying levels of formalization and effectiveness.
- Asian Context: Apprenticeship training has a long tradition in Asia, with both formal and informal arrangements being common.

Bikat Apprenticeship Program in Ethiopia

- Program Overview: The Bikat Apprenticeship Program aims to address youth unemployment in Ethiopia by providing apprenticeships to young people in Addis Ababa.
- Program Structure: The program involves a communication campaign, registration of applicants, shortlisting of candidates, life skills training, and on-the-job training.

2.7.1 Literature Gaps

- Limited Contextual Understanding: The program's impact is not fully understood in the context of Ethiopia's unique economic and social challenges.
- Lack of Comprehensive Evaluation: There is a need for more comprehensive and nuanced evaluations of the program's outcomes, including the long-term effects on youth employment and career trajectories.

- Insufficient Focus on Localized Interventions: The program's effectiveness is not fully assessed in the context of localized interventions tailored to the specific needs of the youth demographic in Ethiopia.

The Bikat Apprenticeship Program in Ethiopia aims to address youth unemployment through a comprehensive apprenticeship program. However, there are significant gaps in understanding the program's effectiveness, particularly in the context of Ethiopia's unique challenges. Further research is needed to fully assess the program's impact and identify areas for improvement.

CHAPTER THREE

3. METHODOLOGY

3.1 Introduction

Research is a very general term for an activity that involves finding out, in a more or less systematic way, things you did not know. A more academic interpretation is that research involves finding out about things that no-one else knew either. It is about advancing the frontiers of knowledge.

This research conducted to assess the contribution of Bikat apparent ship program in the case of Addis Ababa on selected woredas and recommend possible solution.

3.2 study approach and design

According to (Ling, 2019) that there are two basic approaches to the research; quantitative approach and the qualitative approach. Quantitative research involves the generating of numerical data or data that can be transformed into useable statistics in order to explain, predict, and control phenomena of interest. This approach attempts to maximize objectivity, reliability, and generalize the ability of findings and is normally interested in prediction. The qualitative approach involves the collection of extensive narrative data in order to gain insights into the phenomena of interest. In order to conduct our study, this thesis used both qualitative and quantitative approach.

3.3 Sources of Data

Two types of was used in the study: primary and secondary. Secondary data was collected from previous literature such as books, thesis and articles. Primary data was collected by questionnaire.

3.4Data collection method

Among different data collection methods, we choose questionnaire and method to achieve the purpose of this study.

3.4.1 Questionnaire

Questionnaires are particularly suitable tool for gaining quantitative data but can also be used for qualitative data. This method of data collection is usually called a survey. Using a questionnaire enables you to organize the questions and receive replies without actually having to talk to every respondent. As a method of data collection, the questionnaire is a very flexible tool that has the advantages of having a structured format, is easy and convenient for respondents, and is cheap and quick to administer to a large number of cases covering large geographical areas (Ling, 2019)

As (Novikov, 2013) stated there are two types of question types. From the two types of question types this study choose closed format questions Closed format questions-The respondent must choose from the asset of given answers. These tend to be quick to answer, easy to code and require no special writing skills from the respondent. However, they do limit the range of possible answers. Open format questions. The respondent is free to answer in their own content and style. These tend to permit freedom of expression and allow the respondents to qualify their responses.

The purpose of the questionnaire to achieve our objective is that it can be e-mailed or faxed, can cover a large number of people or organization, wide geographic coverage and is relatively cheap. So to achieve the purpose of this study, a questionnaire was used as a main tool to collect data.

To conduct the questionnaire, this study choose purposive sampling. As a result, the respondents was project officers, firms who host the apparent ship project, ossc staff, youths, and government officials.

3.5 Research population and sample

3.5.1 Population

According to (Abutabenjeh & Jaradat, 2018) a research population can be defined collection of individuals or objects that have a common, binding characteristic or traits. In addition, the population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. In this study, the concept of the research population determined as the set of entities from which the research samples are drawn (Abutabenjeh & Jaradat, 2018).

In this research, purposive sampling technique was conducted to select the woredas in Addis Ababa city. The project encompasses 11 subcities and 45 woredas. We selected 12 woredas based on various criteria. Specifically, this study chose one woreda from each of the 11 subcities and added an extra woreda from one subcity because its population is denser and diverse compared to the others. The population of this research includes 12 woredas.

- The criteria to select 12 woredas;
- Economic Variation: Include woredas that represent various economic conditions within Addis Ababa, considering factors like income levels, employment rates, and industrial sectors.
- Youth Population Density: Prioritize woredas with a higher concentration of youth population to better assess the contribution on the target demographic.
- Participation Rates: Consider woredas with varying levels of participation in the Bikat Youth Apprenticeship Project to evaluate its contribution across different contexts.
- Industry Focus: If certain sub-cities or woredas are known for specific industries or sectors, consider including them to evaluate the contribution of the apprenticeship program across different sectors.
- Baseline Data Availability: Prioritize woredas where baseline data on relevant socio-economic indicators is readily available to facilitate a comprehensive contribution assessment.
- Stakeholder Input: Seek input from stakeholders, including the implementing body, local authorities, and community representatives, to identify woredas that are considered crucial for the success of the program.
- Willingness of the woredas and the workers to give the necessary data.

Table 1 research sample

No	Sub city	Sample woredas
1	Kolfe keranyo	5
2	Lideta	7
3	Nifas silk lafeto	2
		6
4	Gulele	1
5	Adiss Ketema	3
6	Akaki kaliti	4
7	Arada	2
8	Bole	11
9	Yeka	2
10	Lemi kura	2
11	Kirkos	9

3.5.2. Sampling Technique

Sampling is the process of selecting a sample from the study population to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the population (Novikov, 2013).

This study used a non- probability sampling technique. Non-probability sampling provides a range of alternative techniques to select samples based on your subjective judgment. From non-probability sampling technique, this research used purposive sampling in which element selected from the target population on the basis of their accessibility to the researcher (Novikov, 2013) .

To gather data, 60 questionnaires were distributed across 12 selected woredas. The questionnaires were given to project officers, firms hosting the apprenticeship project, OSSC staff, youths, and government officials. When selecting individuals for distributing these questionnaires, it's essential to consider the relevance of each group to the project and its objectives. Here are some criteria and justifications for selecting the specified individuals:

Project Officers: These individuals are directly involved in overseeing and implementing the project. They possess valuable insights into the project's progress, challenges, and potential contribution on the community. Their perspectives are crucial for evaluating the project's effectiveness and identifying areas for improvement.

Firms Hosting the Apparent Ship Project: As the project hosts, these firms have intimate knowledge of its operations, logistics, and goals. Their input can shed light on the project's performance, its alignment with objectives, and any issues encountered during implementation.

OSSC (One Stop Service Center) Staff: OSSC staff members are likely involved in facilitating various aspects of the project, such as permits, licensing, or administrative processes. Their feedback can provide insights into the project's interactions with regulatory bodies and bureaucratic procedures.

Youths: Engaging with the youth demographic is crucial for understanding how the project contribute to the younger generation, their aspirations, concerns, and potential involvement or benefit from the project. They represent the future stakeholders of the community and can offer unique perspectives on its long-term implications.

Government Officials: Government officials at local, regional, or national levels play a significant role in policymaking, regulation, and resource allocation. Their perspectives can provide insights into the project's alignment with government priorities, its compliance with regulations, and potential areas for collaboration or intervention.

Criteria for Selection:

Direct Involvement: Individuals selected should have direct involvement or significant influence over the project or its outcomes. This ensures that their feedback is informed by firsthand experiences and responsibilities related to the project.

Representativeness: The selected individuals should represent diverse perspectives and stakeholders involved in or affected by the project. This ensures a comprehensive understanding of the project's contribution across different segments of the community.

Expertise and Knowledge: Preference should be given to individuals with relevant expertise, knowledge, or experience related to the project's objectives, sector, or context. Their insights are likely to be more informed and valuable for assessing the project's performance and implications.

Accessibility and Availability: Practical considerations such as accessibility and availability should also be taken into account to ensure that selected individuals can participate in the questionnaire distribution and provide timely feedback.

By considering these criteria and justifications, you can ensure that the selected individuals are well-suited to provide meaningful insights into the apparent ship project's implementation and its effects on the community.

3.6 Method of data analysis

In this study, descriptive statistics (mean, standard deviation, frequency and percentage) was conducted to analyze the quantitative data found from the questionnaire. Statistical package for social sciences (SPSS) version 20 software and excel 2016 was used to assist in analyzing the quantitative data. The five point Likert's scale (1, 2, 3, 4 and 5) is used to calculate the mean score which helps to assess the contribution of Bikat youth apparent ship program in the case of Addis Ababa in selected woredas.

For the inferential statics of this study, the average mean scores of the respondents were interpreted based on the following criteria: $(5 \text{ (high range)} - 1 \text{ (low range)})/3 = 1.33$ (interval) (Abutabenjeh & Jaradat, 2018)

- Low degree: between 1 and 2.33($1+1.33=2.33$)
- Medium degree: lies between 2.34 and 3.66($2.33+1.33=2.34-3.66$)
- High degree: lies between 3.67 up to 5.

3.7 Research validity and reliability

The quality of research design determined by different dimensions these are validity and reliability to applied to establish the checked of balanced research so Validity has important factor to identify the relevant of validity. Which means the results are true or correct and that can be represent by analysis approach to show the validity of research while reliability is a measure for the consistency of collected data through time and among respondents (Abutabenjeh & Jaradat, 2018)

According to (Abutabenjeh & Jaradat, 2018), using Cronbach alpha, coefficient alpha provides a good estimate of reliability. Alpha values of 0.7 or higher are considered to be adequately reliable. Values between 0.5 and 0.7 are acceptable while values of below 0.5 are considered to be less reliable. The questionnaire was tested using Cronbach's alpha reliability measurement scales.

Table 2 reliability statistics

Reliability Statistics		
category	Cronbach's Alpha	N of Items
youths participating in the program	0.976	13
firms hosting the apprenticeship program	0.967	11
project officers	0.659	4
government officials	0.91	6
ossc staff	0.848	6

Source: - Survey (2024)

To ensure the validity of this research on the Bikat Youth Apprenticeship Program, this research implemented a pilot test with a sample of 12 respondents before distributing the survey to the broader population. This pilot test was designed to verify the clarity, relevance, and effectiveness of our survey questions.

Detailed Validity Process

Pilot Testing: Before administering the survey to the full participant group, we conducted a pilot test with 12 respondents. This preliminary phase helped us identify any ambiguities or issues in the survey questions, allowing us to make necessary adjustments to ensure they accurately measured the constructs of interest.

Construct Validity: Through the pilot test, we assessed whether the survey items effectively captured the theoretical constructs related to the apprenticeship program, such as program effectiveness, participant satisfaction, and perceived economic contribution. Feedback from the pilot participants confirmed that the questions were aligned with these constructs.

Content Validity: The pilot test provided an opportunity to ensure that the survey comprehensively covered all relevant aspects of the apprenticeship program. We refined the questions based on participant feedback to ensure that all facets of the program were adequately represented in the survey.

Criterion Validity: By comparing the pilot test responses with preliminary outcome measures, such as employment status and further education pursuits of participants, we verified that our survey accurately reflected the program's contribution.

Face Validity: The feedback from the 12 pilot respondents was instrumental in confirming that the survey appeared to measure what it was intended to measure. Participants provided positive feedback on the clarity and relevance of the questions, indicating strong face validity.

Internal Validity: During the pilot test, we collected demographic and background information to identify any potential confounding variables. This allowed us to ensure that the observed effects could be attributed more confidently to the apprenticeship program itself.

External Validity: The pilot test included a diverse group of respondents, which helped us ensure that the survey questions were applicable across different demographic groups. This step was crucial for enhancing the generalizability of our findings.

By implementing a pilot test with a sample of 12 respondents, this research refined the survey instruments and ensured their validity before administering them to the broader population. This process confirmed that the survey questions were clear, relevant, and effective in measuring the constructs related to the Bikat Youth Apprenticeship Program. The pilot test was a critical step in enhancing the overall validity of the research, ensuring that the findings are both accurate and reliable.

CHAPTER FOUR

4. DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

In this chapter, the results of the field survey are analyzed and discussed. The general information of the study population is discussed and illustrated. The contribution of bikat youth apprenticeship program is analyzed and discussed. Descriptive statistics method was used to analyze the data.

As shown in Table (3), questionnaires were distributed to 60 respondents by hand.

Table 3 questionnaire distributed and number of rate.

Respondents	Number of distributed questionnaire	Number of returned questionnaire	Percentage of response rate (%)
Project Officers	12	12	100%
Firms Hosting the Apparent Ship Project	12	12	100%
OSSC (One Stop Service Center) Staff	12	12	100%
Youths	12	12	100%
Government Officials	12	12	100%

Source: - survey outcome (2024)

1.2 General Information of the Respondents

This section discusses and analyzes the first part of the questionnaire which consists of the general information on respondents.

4.2.1 Educational level

This research investigates the educational qualifications of participants in the Bikat Youth Apprenticeship Program, including youths, firms, project officers, government officials, and OSSC (One Stop Service Center) staff. Respondents are categorized into five groups: youths, firms, project officers, government officials, and OSSC staff. The educational levels are as follows: 100% of youths had education below 12th grade; 66.6% of firms had a first degree while 33.3% had a diploma; 91.6% of project officers had a first degree while 8.3% had a master's degree; 66.6% of government officials had a master's degree while 33.3% had a first degree; and 100% of OSSC staff had a first degree.

Understanding the educational backgrounds of these groups is crucial for several reasons. Firstly, it provides insights into their ability to engage with and contribute to the program, directly relevant to assessing the program's contribution in enhancing employability, improving signaling ability, and developing soft skills and digital literacy among participants. Secondly, by examining the educational backgrounds of participants and stakeholders, it is possible to evaluate how well the program aligns with their needs, expectations, and capabilities, identifying areas where the program may need adjustments to better suit the target population. Thirdly, the educational levels of respondents can reveal the accessibility of the Bikat Youth Apprenticeship Program to individuals from diverse educational backgrounds, important for assessing whether the program is reaching its intended target audience and providing equal opportunities for skill development and employment.

Additionally, the educational levels of participants can influence their ability to benefit from the program and achieve positive outcomes. Understanding this relationship helps in analyzing the program's contribution on employability, signaling ability, and skill development. Finally, data on educational levels can inform the design and implementation of the Bikat Youth Apprenticeship Program, ensuring the program caters to the diverse educational needs and backgrounds of participants, leading to more effective and inclusive program delivery.

In summary, collecting data on the educational backgrounds of respondents is essential for assessing the alignment, accessibility, and outcomes of the Bikat Youth Apprenticeship Program, as well as for informing its design and implementation to better serve the target population and achieve its objectives.

Table 4 Educational level of the respondents

		Variable					
Respondents		Below12 th grade	Diploma	First degree	Masters	PhD	Total
Youths	frequency	12	0	0	0	0	12
	%	100%	0	0	0	0	100%
Firms	frequency	0	4	8	0	0	12
	%	0	33.3%	66.6%	0	0	100%
Project officers	frequency	0	0	11	1	0	12
	%	0	0	91.6%	8.3%	0	100%
Government officials	frequency	0	0	4	8	0	12
	%	0	0	33.3%	66.6%	0	100%
Ossc staff	Frequency	0	0	12	0	0	12
	%	0	0	100%	0	0	100%

Source: - survey outcome (2024)

4.2.2 Analysis and discussion on Age of the respondents

The age distribution of respondents in the Bikat Youth Apprenticeship Program aligns well with the study's objectives, which include enhancing employability, improving signaling ability, evaluating program structure and organization, and measuring the beneficial contribution to host organizations.

For Objective 1, the program targets less-educated young adults, with the majority (75%) of youth participants aged 18-25. This focus indicates that the program is successfully reaching its intended target audience of working-age youth, aiming to enhance their employability and transition them from unemployment to sustainable employment.

Objective 2 addresses improving signaling ability. The apprenticeship experience provides participants with tangible means to demonstrate their competence to potential employers. The predominance of 18-25 year-olds in the youth group shows that the program effectively reaches young individuals entering or preparing to enter the job market. By equipping this age group with relevant skills and experience, the program aims to enhance their signaling ability, thereby increasing their chances of securing employment.

Objective 3 involves evaluating the program's structure and organization by including respondents from various stakeholder groups, such as firms, project officers, government officials, and OSSC staff, who have different age profiles. This diversity ensures a comprehensive evaluation, capturing insights from both younger and older stakeholders, thus reflecting varying levels of experience and expertise.

For Objective 4, the age distribution of respondents from firms hosting apprentices is also relevant. While the majority of firms had respondents above 25 years old (58.33%), a significant portion (41.6%) were in the 18-25 age range. This suggests that the program engages both younger and more experienced individuals within host organizations. Considering the perspectives of respondents from different age groups helps the study assess the beneficial contribution of hosting apprentices to these organizations.

In summary, the age distribution of respondents aligns with the study's objectives by focusing on the target age group for enhancing employability, capturing diverse perspectives for evaluating program structure and organization, and considering the age profiles of individuals within host organizations to assess the beneficial contribution of the apprenticeship program. Specifically, 75% of youths were 18-25 years old, while 25% were above 25; 41.6% of firm respondents were

18-25 years old, while 58.33% were above 25; 75% of project officers were 18-25 years old, while 25% were above 25; 100% of government officials were above 25 years old; and 16.6% of OSSC staff were 18-25 years old, while 83.3% were above 25. This distribution indicates the program successfully targets working-age youth while engaging older, more experienced stakeholders to provide guidance and support.

Table 5 Age of the Respondents

Respondents		Variables		
		18-25	Above 25	Total
Youth	Frequency	9	3	12
	%	75%	25%	100%
Firm	Frequency	5	7	12
	%	41.6%	58.33%	100%
Project officer	Frequency	9	3	12
	%	75%	25%	100%
Government officials	Frequency	0	12	12
	%	0	100%	100%
Ossc staff	Frequency	2	10	12
	%	16.6%	83.3%	100%

Source: - survey outcome (2024)

4.2.3 Gender and Employment status

By analyzing the employment status and gender of respondents, the program's alignment with objectives related to enhancing employability, improving signaling ability, and developing soft skills and digital literacy can be further understood.

Enhancing Employability: Assessing the employment status of respondents, particularly project officers and OSSC staff, aligns with the objective of enhancing employability by understanding the professional backgrounds and roles of individuals engaged in the program.

Development of Soft Skills and Digital Literacy: The employment status of respondents, especially those with higher education qualifications like government officials and OSSC staff,

can provide insights into the development of soft skills and digital literacy in professional settings, contributing to the program's objectives.

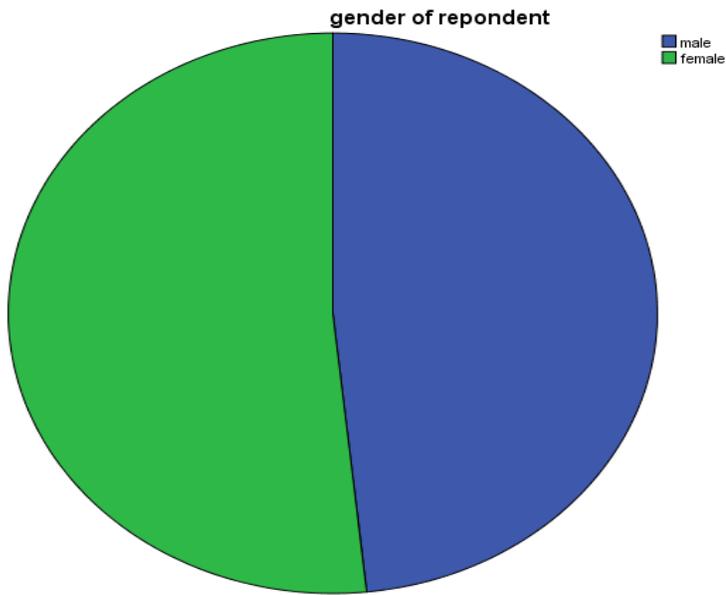


Figure 1 Gender of respondent

Table 6 Employment status

Employment status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	osssc staff	12	20	20	20
	project officer	12	20	20	40
	youth participating on the program	12	20	20	60
	firms hosting the appernticeship program	12	20	20	80
	government officials	12	20	20	100
	Total	60	100	100	

Source: - survey outcome (2024)

4.2.4 Youth participating in the program

The data from the Bikat Youth Apprenticeship Program indicates positive responses across various aspects, aligning with the program's objectives and supporting its efficacy.

Respondents generally agree that the program provided valuable skills and knowledge relevant to their chosen industries, as evidenced by a mean score of 1.83 with a low standard deviation of 0.718. Participants also felt more confident about entering the job market post-program, indicated by a mean score of 1.5, although responses were slightly more varied (SD = 0.674). High satisfaction with the support and guidance received during the program is shown by a mean score of 1.42 and a low standard deviation of 0.515, suggesting consistent positive feedback. Similarly, participants expressed satisfaction with the support provided, reflected in a mean score of 1.5 (SD = 0.674).

Participants strongly agreed that the program significantly improved their skills and knowledge, indicated by a very low mean score of 1.08 and an extremely low standard deviation of 0.289. The contribution of trainers in transferring knowledge and expertise was also positively rated, with a mean score of 1.58 (SD = 0.669). The program's contribution to personal development was highly regarded, with a mean score of 1.33 and a low standard deviation of 0.492.

While respondents generally agreed that the program helped them acquire new skills relevant to their chosen industry (mean = 1.75, SD = 0.866), there was more variability in their perceptions of the program's contribution on community employment opportunities (mean = 1.42, SD = 0.793). Participants showed some level of dissatisfaction with the program's structure and organization, as reflected by a higher mean score of 2.42 and notable variability in responses (SD = 0.793). Despite this, the mean score of 1.42 indicates that participants do see areas for improvement, and the low standard deviation (0.515) suggests agreement among respondents.

Participants were likely to recommend the program to others, with a mean score of 1.5 and relatively low variability (SD = 0.522). However, perceptions of economic conditions post-program were mixed, as indicated by a mean score of 2.00 and a high standard deviation of 0.953.

These results align with existing literature on youth apprenticeship programs, which emphasize benefits such as skill acquisition, confidence building, support and guidance, and economic contribution. Consistent with other studies, participants reported improved skills and knowledge, boosted confidence, and high satisfaction with support and mentorship. While the program's

economic contribution showed more varied responses, this is typical given the influence of multiple external factors. High recommendation rates and feedback on areas for improvement also align with findings from other apprenticeship programs.

Overall, the data suggests that the Bikat Youth Apprenticeship Program is well-regarded by participants, particularly in terms of skill acquisition and support, while also highlighting areas for structural improvements.

Table 7 Response of youth participating in the program

youth participating in the program	N	Mean	Std. Deviation
	Valid		
Bikat Youth Apprenticeship Program has provided me with valuable skills and knowledge relevant to my chosen industry	12	1.83	0.718
I feel more confident about entering the job market after completing the apprenticeship program.	12	1.5	0.674
The support and guidance received during the program have been satisfactory.	12	1.42	0.515
The participants satisfied with the support provided during the apprenticeship program	12	1.5	0.674
Bikat Youth apprenticeship program improve participants' skills and knowledge	12	1.08	0.289
The trainers able to transfer their knowledge and expertise effectively to apprentices	12	1.58	0.669
How would you rate the overall contribution of the Bikat Youth Apprenticeship Program on your personal development	12	1.33	0.492
Do you believe the program has helped you acquire new skills relevant to your chosen industry?	12	1.75	0.866
The program contributed to an increase in employment opportunities within your community	12	1.42	0.793

How satisfied are you with the structure and organization of the program?	12	2.42	0.793
Are there any specific aspects of the program that you believe could be improved?	12	1.42	0.515
Would you recommend the Bikat Youth Apprenticeship Program to other young individuals in your community?	12	1.5	0.522
How do you perceive the economic conditions in your area compared to before participating in the program	12	2	0.953

Source: - survey outcome (2024)

4.2.5 Firms hosting the apparent ship program

The evaluation of responses from participants in the Bikat Youth Apprenticeship Program indicates generally positive perceptions of the program's contribution. Participants believe the program provided valuable skills and knowledge relevant to their industries, with a mean score of 1.83 and a low standard deviation, suggesting consistency in responses. The mean score of 1.5 indicates increased confidence in entering the job market post-program, aligning with studies that show apprenticeships boost confidence and readiness for employment. High satisfaction with support and guidance is reflected in a mean score of 1.42, with minimal variability, emphasizing the importance of mentorship in successful apprenticeships.

Participants strongly agreed that the program significantly improved their skills and knowledge, indicated by a mean score of 1.08 and a very low standard deviation. The contribution of trainers in transferring knowledge was generally well-regarded, though there was some variability. The program's contribution to personal development received a high rating, with a mean score of 1.33 and low variability, consistent with research showing positive impacts on personal and professional growth.

Most participants felt the program helped them acquire new skills relevant to their industry, with a mean score of 1.75, although experiences varied. The program's perceived impact on community employment opportunities was positive, but responses varied due to different community contexts. Satisfaction with the program's structure and organization was lower, with a mean score of 2.42, indicating areas for improvement.

Participants agreed there are specific aspects that could be improved, as indicated by a mean score of 1.42. The likelihood of recommending the program to others was high, with a mean

score of 1.5 and low variability, suggesting strong positive word-of-mouth. Perceptions of economic conditions post-program were neutral to slightly positive, with high variability reflecting the influence of multiple factors.

Overall, the data aligns with literature on apprenticeship programs, showing significant improvements in skills and confidence, high satisfaction with support and mentorship, and context-specific economic impacts. The need for structural improvements was also highlighted. The Bikat Youth Apprenticeship Program is perceived positively, particularly in skill development and support, with areas for enhancement identified to further improve participant satisfaction.

Table 8 Response from firms hosting the apprenticeship program

firms hosting the apprenticeship program	N	Mean	Std. Deviation
	Valid		
Bikat Youth Apprenticeship Program has provided me with valuable skills and knowledge relevant to my chosen industry	12	1.83	0.718
I feel more confident about entering the job market after completing the apprenticeship program.	12	1.5	0.674
The support and guidance received during the program have been satisfactory.	12	1.42	0.515
The participants satisfied with the support provided during the apprenticeship program	12	1.5	0.674
Bikat Youth apprenticeship program improve participants' skills and knowledge	12	1.08	0.289
The trainers able to transfer their knowledge and expertise effectively to apprentices	12	1.58	0.669
How would you rate the overall contribution of the Bikat Youth Apprenticeship Program on your personal development	12	1.33	0.492
Do you believe the program has helped you acquire new skills relevant to your chosen industry?	12	1.75	0.866

The program contributed to an increase in employment opportunities within your community	12	1.42	0.793
How satisfied are you with the structure and organization of the program?	12	2.42	0.793
Are there any specific aspects of the program that you believe could be improved?	12	1.42	0.515
Would you recommend the Bikat Youth Apprenticeship Program to other young individuals in your community?	12	1.5	0.522
How do you perceive the economic conditions in your area compared to before participating in the program	12	2	0.953

Source: - survey outcome (2024)

4.2.6 Analysis and interpretation of Project officer’s response.

The evaluation data of the Bikat Youth Apprenticeship Program shows mixed but generally positive responses from participants. They found the evaluation process somewhat meaningful and productive, though experiences varied significantly. This suggests a need for more standardized evaluation frameworks. The data collection and analysis were seen as moderately effective, highlighting the importance of robust methods for accurate program assessment. There was a general consensus on the necessity for ongoing adjustments and improvements to the apprenticeship process, aligning with literature emphasizing continuous improvement and adaptation. Participants moderately agreed that the program met its goals and objectives, though responses varied widely, indicating differing personal experiences and outcomes. This underscores the need for clear, measurable objectives and regular evaluations. Overall, the evaluation reflects the program's positive impact and contribution while also identifying areas for improvement, particularly in evaluation procedures, data collection, and the need for continuous program adjustments. These findings are consistent with broader literature, stressing the importance of continuous evaluation and improvement to ensure programs meet their objectives and adapt to changing needs.

Table 9 Response from the project officers

Statistics					
		Our involvement in evaluating the Bikat Youth Apprenticeship Program has been meaningful and productive.	The data collected and analysis conducted will effectively assess the contribution of the program	We recommend any adjustments or improvements to the all apprenticeship process.	The Bikat Youth apprenticeship program meet its stated goals and objectives
N	Valid	12	12	12	12
Mean		2.75	2.33	2.42	2.67
Std. Deviation		1.215	1.073	1.165	1.614

Source: - survey outcome (2024)

4.2.7 Analysis on the result of the response of Government officials

The evaluation data of government officials regarding the Bikat Youth Apprenticeship Program indicates generally positive perceptions, with some variability in responses. Officials moderately agree that the program aligns with government objectives for youth empowerment and employment, emphasizing the importance of such alignment for program contribution. They generally believe that adequate resources and support have been provided, reflecting the critical role of government investment. There is also a consensus that policy changes or additional initiatives could further enhance the program, highlighting the need for continuous policy evaluation and improvement.

Officials agree that the program helps youth secure employment or pursue further education, consistent with studies showing positive employment and education outcomes from apprenticeships. They also believe the program contributes to economic growth and productivity by addressing skill shortages and improving workforce productivity. Additionally, there is a

perceived improvement in the overall well-being of youth since the program's implementation, aligning with research on the socio-economic benefits of well-designed apprenticeship programs.

Overall, the responses from government officials reflect a favorable view of the Bikat Youth Apprenticeship Program, noting its alignment with policy goals, effective resource allocation, and positive impacts on employment, education, and economic growth. However, the data also underscores the need for ongoing policy adjustments and additional initiatives to enhance the program's contributions, consistent with broader literature on the importance of government support and continuous improvement in apprenticeship programs.

Table 10 response from government officials

Government officials	N	Mean	Std. Deviation
	Valid		
Bikat Youth Apprenticeship Program aligns with the government's objectives for youth empowerment and employment.	12	2.08	0.669
Adequate resources and support have been provided by the government for the successful implementation of the program.	12	1.67	0.778
There are policy changes or additional initiatives that could enhance the contribution of the apprenticeship program.	12	2	0.853
The youth participants able to secure employment or pursue further education/training after completing the Bikat Youth apprenticeship program.	12	1.67	0.778
Bikat Youth apprenticeship program contribute to economic growth and productivity in the country.	12	1.67	0.778

Have you noticed any changes in the overall well-being of the youth in your area since the implementation of the program	12	1.67	0.651
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Source: - survey outcome (2024)

4.2.8 Analysis and discussion on the response of OSSC staffs (one stop service center)

The evaluation data from OSSC staff regarding their role and experiences with the Bikat Youth Apprenticeship Program indicates a generally positive perception, with some noted areas for improvement. The staff moderately agree that the OSSC has been effective in facilitating enrollment and placement of youth, and that the support provided by the OSSC has contributed significantly to the program's success. This aligns with literature emphasizing the importance of robust administrative support in apprenticeship programs.

There is a consensus that specific areas of OSSC services need improvement, reflecting the necessity for ongoing service enhancements to address emerging challenges. Staff satisfaction with the program's structure and organization is relatively high, though there is significant variability, indicating differing levels of satisfaction that need to be addressed to ensure consistent quality. The identification of specific aspects for improvement suggests the need for regular evaluation and feedback mechanisms to identify and address gaps in the program.

Staff members are moderately likely to recommend the program to others, which is crucial for the program's credibility and expansion. The consistency in responses about the likelihood of recommending the program underscores its perceived value and contribution.

Overall, the responses reflect a generally positive view of the Bikat Youth Apprenticeship Program, recognizing effective facilitation, valuable support, and satisfactory structure. However, there is acknowledgment of the need for specific service improvements and enhancements. These insights are consistent with broader literature, emphasizing the importance of effective administrative support, continuous improvement, and the role of staff perceptions in the success and credibility of apprenticeship programs.

Table 11 Response from OSSC staffs

ossc staff	N	Mean	Std. Deviation
	Valid		
The OSSC has effectively facilitated the enrollment and placement of youth in the Bikat Youth Apprenticeship Program.	12	2	0.853
The support provided by the OSSC has contributed to the success of the apprenticeship program.	12	2.08	0.669
There are areas where the OSSC could improve its services related to the apprenticeship program.	12	1.42	0.515
How satisfied are you with the structure and organization of the program?	12	2.75	1.288
Are there any specific aspects of the program that you believe could be improved?	12	2.5	1
Would you recommend the Bikat Youth Apprenticeship Program to other young individuals in your community?	12	2	0.603

Source: - survey outcome (2024)

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATION

This chapter presents the research conclusions and recommendations of this study, which are based on the findings of the data analysis and discussions done in the previous chapters.

5.1 Conclusion

The contribution of the Bikat Youth Apprenticeship Program in Addis Ababa on selected woredas emphasizes the importance of assessing the effectiveness of the program in addressing youth unemployment challenges. The study utilized a mixed-methods approach, combining both qualitative and quantitative research methods to gather data. Through the analysis of the field survey results, the study aimed to evaluate the contribution of the apprenticeship program on various stakeholders, including project officers, firms hosting the program, One Stop Service Center staff, youths, and government officials. The distribution of questionnaires to these groups provided insights into the perceptions and experiences related to the Bikat program. The study focused on assessing the educational qualifications of participants and stakeholders, highlighting the diverse backgrounds of individuals involved in the program. By analyzing the data using descriptive statistics and a Likert scale, the study aimed to determine the program's contribution based on the respondents' feedback. The research findings and discussions in the study contribute to understanding the effectiveness of the Bikat Youth Apprenticeship Program in enhancing youth employability and addressing the challenges of youth unemployment in Addis Ababa's selected woredas.

5.2 Recommendation

The study provides several key recommendations to enhance the contribution of the Bikat Youth Apprenticeship Program in addressing youth unemployment challenges in Addis Ababa's selected woredas:

- Incorporate Participant Feedback; The study found that 58.3% of youth participants strongly agreed/agreed that there were specific aspects of the program that could be improved. Incorporating participant feedback to address areas for improvement can further strengthen the program's contribution on enhancing employability, improving signaling ability, and developing soft skills and digital literacy.

- **Align Program with Government Objectives;** The responses from government officials indicate a high level of alignment between the Bikat program and the government's objectives for youth empowerment and employment, with 16.7% agreeing and 58.3% strongly agreeing on this point. Maintaining and strengthening this alignment can ensure the program's relevance and contribution to youth development.
- **Enhance Collaboration with Firms;** The study suggests that improving collaboration with firms hosting the apprenticeship program can lead to better alignment between the program's objectives and the firms' needs. This can involve incorporating more industry-specific training, providing better support for firms in hosting apprentices, and ensuring a smoother integration of apprentices into the firms' operations.
- **Expand Program Reach;** To further enhance the program's contribution, the study recommends exploring ways to expand its reach to a larger number of youths in Addis Ababa's selected woredas. This could involve increasing funding, partnering with more firms, and streamlining the program's implementation processes.

By implementing these recommendations, the Bikat Youth Apprenticeship Program can continue to make significant contributions to addressing youth unemployment challenges in Addis Ababa's selected woredas, enhancing the employability, signaling ability, and overall skill development of participating youths.

5.3 Future Research Works

Based on the data from the Bikat Youth Apprenticeship Program in Addis Ababa, Ethiopia, here are tailored recommendations for future research works:

- **Gender Impact Analysis:** Future research should delve deeper into the gender dynamics of the program by conducting a comprehensive gender impact analysis. This analysis should focus on understanding the specific challenges and opportunities faced by young women participating in the program, exploring how the program can further support and empower female participants to succeed in the workplace.
- **Employer Engagement and Satisfaction Study:** A study focusing on the perspectives of firms hosting apprentices from the Bikat program can offer insights into the effectiveness of the program from the employer's standpoint. Understanding the experiences, challenges, and benefits perceived by participating firms can help tailor the program to

better meet the needs of both employers and apprentices, fostering stronger partnerships and improving overall program outcomes.

- **Impact Assessment of Life Skills and Digital Literacy Training:** Research that evaluates the impact of the life skills training and digital literacy components of the program on participants' employability and workplace readiness can provide valuable feedback on the effectiveness of these training modules. Assessing how these skills contribute to participants' success in securing and excelling in job placements can inform future program enhancements and curriculum adjustments.

By focusing on these areas in future research endeavors, a more comprehensive understanding of the Bikat Youth Apprenticeship Program's contributions, impact, effectiveness, and potential for further improvement can be achieved, ultimately enhancing the program's ability to empower young individuals and address youth unemployment challenges in Ethiopia.

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Annexes



ST. MARYS' UNIVERSITY
ASSESSMENT ON THE CONTRIBUTION OF BIKAT
YOUTH APPRENTICESHIP PROGRAM IN THE CASE
OF ADDIS ABABA ON SELECTED WOREDAS

Dear Respondent,

You are kindly requested to participate on a research study for partial fulfillment of the requirements for the Master's Degree in Project Management. The study aims to assess on the contribution of Bikat youth apprenticeship program in the case of Addis Ababa on selected woredas. Since it is for academic research purpose all the responses will be treated in strict Confidentiality. This is, therefore, to kindly request you to take a few minutes to fill out the Questionnaire as genuinely and completely as possible.

In the event of questions, please do not hesitate to contact us through the below address. Thank you for your time and valid contribution.

Phone number: - +251956796423

Email Address: -

Meseretaweke19@gmail.com

Section one general information of the respondents.

1. Educational level?
 - A. Below 12th grade.
 - B. Diploma
 - C. First degree
 - D. Masters
 - E. PhD

2. What is your age?
 - A. 18-25
 - B. Above 25

3. What is your gender?
 - A. Male
 - B. female

4. What is your current employment status?
 - A. Ossc staff
 - B. Project officer
 - C. Youth participating on the program
 - D. Firms Hosting the Apprenticeship Program
 - E. Government Officials

**ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH
APPRENTICESHIP PROGRAM**

No	Youths Participating in the Program	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1.	Bikat Youth Apprenticeship Program has provided me with valuable skills and knowledge relevant to my chosen industry.					
2.	I feel more confident about entering the job market after completing the apprenticeship program.					
3.	The support and guidance received during the program have been satisfactory.					
4.	The participants satisfied with the support provided during the apprenticeship Program.					
5.	Bikat Youth apprenticeship program improve participants' skills and Knowledge.					
6.	The trainers able to transfer their knowledge and expertise effectively to apprentices					

ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH

APPRENTICESHIP PROGRAM

7.	How would you rate the overall contribution of the Bikat Youth Apprenticeship Program on your personal development					
8.	Do you believe the program has helped you acquire new skills relevant to your Chosen industry?					
9.	The program contributed to an increase in employment opportunities within your community					
	Program Satisfaction and Feedback (for Youth only)	Very high	high	Medium	low	Very low
10.	How satisfied are you with the structure and organization of the program?					

ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH APPRENTICESHIP PROGRAM

11.	Are there any specific aspects of the Program that you believe could be improved?					
12.	Would you recommend the Bikat Youth Apprenticeship Program to other young Individuals in your community?					
13.	How do you perceive the economic conditions in your area compared to before participating in the program					
	Firms Hosting the Apprenticeship Program	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1.	Hosting apprentices through the Bikat Youth Apprenticeship Program has been beneficial for our organization.					
2.	The apprentices demonstrate a satisfactory Level of skills and knowledge relevant to our industry.					
3.	The Bikat Youth apprenticeship program positively contribute employee retention Rates?					
4.	There measurable differences in performance between participants and non-					

ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH

APPRENTICESHIP PROGRAM

	participants of the Bikat Youth apprenticeship program					
5.	We are willing to continue participating in The program in the future.					
6.	Trainers satisfied with the support and resources provided during the apprenticeship program					
7.	The apprenticeship program result in trainers implementing new teaching methodologies or techniques					
8.	The apprenticeship program contribute to fostering a culture of learning and growth within trainer firms					
	Program Satisfaction and Feedback (for Firms only)	Very high	high	Medium	low	Very low
9.	How satisfied are you with the structure And organization of the program?					
10.	Are there any specific aspects of the Program that you believe could be improved?					

ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH APPRENTICESHIP PROGRAM

11.	Would you recommend the Bikat Youth Apprenticeship Program to other young individuals in your community?					
	Project officers	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1.	Our involvement in evaluating the Bikat Youth Apprenticeship Program has been Meaningful and productive.					
2.	The data collected and analysis conducted will effectively assess the contribution of The program.					
3.	We recommend any adjustments or Improvements to the all apprenticeship process.					
4.	The Bikat Youth apprenticeship program meet its stated goals and objectives					
	Government Officials	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1.	Bikat Youth Apprenticeship Program Aligns with the government's					

ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH

APPRENTICESHIP PROGRAM

	objectives for youth empowerment and employment.					
2.	Adequate resources and support have been provided by the government for the Successful implementation of the program.					
3.	There are policy changes or additional initiatives that could enhance the contribution of the apprenticeship Program.					
4.	The youth participants able to secure employment or pursue further education/training after completing the Bikat Youth apprenticeship program.					
5.	Bikat Youth apprenticeship program contribute to economic growth and Productivity in the country.					
6.	Have you noticed any changes in the overall well-being of the youth in your area since the implementation of the program					

**ASSESSMENT ON THE CONTRIBUTION OF BIKAT YOUTH
APPRENTICESHIP PROGRAM**

	OSSC Staffs (One-Stop Service Center)	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1.	The OSSC has effectively facilitated the enrollment and placement of youth in the Bikat Youth Apprenticeship Program.					
2.	The support provided by the OSSC has contributed to the success of the apprenticeship program.					
3.	There are areas where the OSSC could improve its services related to the apprenticeship program.					
	Program Satisfaction and Feedback (for OSSC STAFFS only)	Very high	high	Medium	low	Very low
4.	How satisfied are you with the structure and organization of the program?					
5.	Are there any specific aspects of the Program that you believe could be improved?					
6.	Would you recommend the Bikat Youth Apprenticeship Program to other young individuals in your community?					