



EASTRIP
Skills for Transformation & Regional Integration

Hawassa Polytechnic College
East Africa Skills for Transformation
and Regional Integration Project

Tracer Study Report
For
Textile and Garment Graduates 2014
(2020/21)

Hawassa, Ethiopia
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Executive Summary

This study was conducted in Hawassa city of Sidama region with the objective measuring the relevance of Hawassa Polytechnic College Textile and Garment department training programs and the number of trainees who have been employed or unemployed in their fields of training, as well as to assess their skill gaps for further training. The data were collected from 2014 E.c (2020/2021) Textile and Garment graduates—Ms-Excel and SPSS software were used to accomplish the analysis. Census survey technique has been used to collect the necessary data from the respondent. The initial target population of respondents was 244 Textile and Garment (2021/2022 batch) long term and short term graduates of Hawassa Polytechnic College respondent to the questionnaire. out of which 20.9% (51) of the graduate were from Textile department and the remaining 79.1 % (193) were from Garment department. From the total of 244, 74.2% (181) of the graduates contact detail (phone number) were functional and 25.8% (63) found their contact address were nonfunctional. Among the total respondents, 55.3% (94) were self-employed, 18.8 % (32) of them were wage employed, 20.0% (34) of the respondents were unemployed and the remaining 5.9% (10) of them were upgrade their training. From the total graduate respondent (160) both employed and unemployed, 73% (118) graduates employed within six months of their graduations. Among of the total long term graduates response 77.78%.of the graduates have got employed with in six month of their graduation.From the total long term female graduate respondent (24) both employed and unemployed, a total of 54% (13) got employed within three months and79.17% (19 have got employed within six months. Based on the survey responses from the total unemployed graduate respondents, 29 (85.3%) of them were looking for employment, 3 (8.8%) of the respondents were busy with their family and children, and 2 (5.9%) wants to continued further training.

Keywords: Tracer survey, HPTC, Textile and Garment, graduates

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Acronyms

EASTRIP	East African Skill for Transformation Regional Integration Project
HPTC	Hawassa Polytechnic College
TVET	Technical and Vocational Education and Training
DLIs	Disbursement Linked Indicators
DLRs	Disbursement Linked Results
PIUs	Project Implementation Units
PAD	
RBF	Results Based Financing
NPCU	National Project Coordination Unit
RFTIs	Regional Flagship TVET Institution

Chapter 1

1. Introduction

1.1 General Background

Technical and Vocational Education and Training (TVET) is a world of education and training that prepares citizens to flexibly respond to changing technology and the labour market by bringing knowledge, attitudes and skills across different occupations and technologies. Global experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy. TVET must respond to the competence needs of the labour market and create a competent, motivated, and adaptable workforce capable of driving economic growth and development. Realization of the aforementioned national development requires clear and strong TVET policy and strategy.

The main aim of TVET in Ethiopia is to produce a lower- and middle-level, competent, motivated, adaptable, and innovative workforce. Through the supply of demand-driven, quality TVET, this workforce can transfer demanded technologies and contribute to National prosperity, social and economic development. (Ethiopian Technical and Vocational Education and Training Policy and Strategy 2020)

The TVET sector is governed at the federal and regional levels. Its quality control is provided by a federal TVET agency, which the Ministry of Education oversees. This sector delivers through formal (school based) training as well as via non-formal (employment oriented short-term) and informal (on the job) training.

The Ethiopian TVET system has been supplying skilled manpower necessary for the development of the national economy. In order to align its competency trainings with the realities of the labour market, it would be necessary to trace the where about of TVET graduates. The best way of getting information on their states is conducting tracer study. The tracer study can show the strength and weakness of the training, the accomplishment of the institutional aim and the very near status of the graduate in the world work i.e. their employment, competitiveness, worthiness, need of extra support, model successful history and other experience to share.

1.2. Background of Hawassa Polytechnic College

Hawassa polytechnic college is one among 11 public TVET colleges under Sidama Regional State located at Hawassa city administration, Ethiopia. Since its establishment in 1998 G.C, the college had been offering technical and vocational education and training for the local community through both in short term and long term training programs.

Now a day's attention given for the TVET development in the country increase of the number of trainees increased considerably from the last couple of years and annual intake reached accounts around 10 thousands in both short and long term programs. Regarding, the human power of the college there are 318 workforces of which 113 (male 53 and 60 female) were supportive staff and 217 (male 155 and 62 female) were academic staff. Among the academic staff 8 (male 7 and 1female) are textile and 13 (2 male and 11 female) garment. The academic level of textile and garment trainers are 2 of them are A-level, 16 B-level and 2 C-level.

Overview of Textile and Garment Department

Academic structure of the Hawassa polytechnic college has structured by three sectors as economy, industry and hotel and tourism. Each sector has arrangement of trades literally called departments. Textile and garment in which the EASTRIP project focusing categorized under industry sector have been started during 2014 aiming to produce competent operators and midlevel technicians.

The program /occupation provided under Textile and Garment Technology Sector at the project starting is discussed as the following tables.

Table1. 1 Textile and Garment Training programs

No.	Occupations	Level	Programs	Short Term Training programs
1	Textile	I	Basic Textile	<ul style="list-style-type: none">• Waving operation• Printing
		II	Textile Chemical Processing	
		III- IV	Textile Technology and Production	
2	Garment	I	Basic Apparel Production	<ul style="list-style-type: none">• Sewing operation• Machine maintenance• Production supervision• Fabric cutting• Pattern making
		II	Intermediate Apparel Production	
		III	Advanced Apparel Production	

Tracer Survey

The primary purpose of a tracer survey is to assess whether TVET graduates, are able to get gainful employment or not, be it wage employment or self-employment. In effect while a tracer survey, as the name implies, is tracing the where about of graduates, it is also an important mechanism to assess how effective and efficient training centers are in meeting their objectives; that is, in preparing young people for the next phase of their lives through providing quality training.

Since the next activity for most of post-technical education graduates is joining the employed ranks or be entrepreneurs; or in some cases continue further education; it would be important for the TVET colleges/institutions to get information as to how their graduates are faring, especially in the labour market in terms of being employed or not. In so doing it also indicates the types of skills required by the labour market, which would enable the TVETs to, in as much as possible, harmonize their occupancy training with the realities of the labour market. ('Tracer Study Manual' Ministry of Education; Technical and Vocational Education and Training Agency, TVET sector Delivery Unit; Addis Ababa, Ethiopia)

Tracer Study Indicators under EASTRIP

As indicated in the PAD, one of the key objectives of EASTRIP is promoting TVET relevance that will be measured by the share of graduates who are employed within six months after graduation. Percentage of graduates from long-term programs, at regional flagship TVET institutes, who are employed/self-employed within six months after graduation. In addition, if graduates pursue the next level of training/ education, those graduates are counted as results for this indicator. For instance, if graduates from an engineering diploma courses pursue engineering degree course at the same or any other TVET institutes/ universities, and are enrolled within six months after graduation from diploma courses, flagship TVET institutes count those graduates as results achieved. Namely, the following numbers are counted as results: 1) Graduates who are employed within six months after graduation 2) Graduates who are self-employed within six months after graduation 3) Graduates who are enrolled in the next level of training/ education within six months after graduation.

1.3 Objective of the study

1.3.1 General objective

The general objective of a study is to trace the relevance of training programs, the where about of the long- and short-term program graduates of 2014 E.C at Hawassa Polytechnic College Textile and Garment departments.

1.3.2 Specific Objectives

- To assess major employment type by the employed graduate
- To assess the relevance of the occupation in relation with their job
- To assess the training gaps on the view of employed graduate
- To know the number of trainees finding employment on the field of occupations they had been trained.
- To asses why unemployed graduates could not be able to find employment in the labor market.
- To assess the unemployed graduate job searching method
- Identify the hard and soft skill gaps of the trainers and give recommendations to address the observed gaps
- To provide HPTC and other concerned stakeholders with practical and hands on information on the employment status of graduate in the labour market.

1.4 Research Questions

The basic research questions of the study are summarized as follows:

- What is the employability status of the Textile and Garment graduates in the labour market?
- What are the major types of employment among the graduate employee?
- How is the training (occupation) relevant to their job?
- What are the major gaps observed?
- How many of the graduate trainees found employment on the field of occupations they had been trained?

- Why graduates could not be able to find employment in the labor market in their field of study?
- What the unemployed conditions looks like and major job searching mechanisms they applied?
- What are the hard and soft skill gaps of the trainer and recommendations given to fill those gaps?

1.5 Scope and Limitation of the study

This study was implemented for EASTRIP priority sector (Textile and Garment) and did not include the graduate of other HPTC for the specified period. It also fails to review tracer follow-up (baseline) report that should be conducted monthly basis aimed to compile the progress of linked graduates with job opportunities due to lack of data. The study was also used only descriptive statistics without giving further inferential analysis of the data to support the qualitative aspect. Part of tracer, this study did not assess the employer view of graduate employees. This was partly majority of the graduate for study period were from short-term program and involved in self-employment. The study was applied censuses and significant number of graduates couldn't reach with the contact number and address obtained from the database.

The study was conducted as per 'Tracer Study Manual' published by Ministry of Education; Technical and Vocational Education and Training Agency, TVET sector Delivery Unit; Addis Ababa, Ethiopia. Accordingly, the only basic data was collected from graduates who were upgrading their education, rather using survey questionnaire.

The trainer skill gap assessment was mainly targeted only 21 trainers of the mentioned priority sector.

1.6 significance of the study

This tracer study may have the following implications:

- It brings together certain basic types of information concerning the level of employment, self-employment, unemployment and underemployment amongst graduates.
- It helps the college to see the whereabouts of itself in the eyes of its graduate.
- It provides insight for the HPTC on where to focus in order to realize its missions and visions.

- It enables the HPTC to see the correspondence between training qualifications and required work skills.
- It can also indicate possible deficits in a given training programme and serve as a basis for future planning activities, at both the institutional and national levels, such that training program might be brought more closely in line with the needs of the industry.
- The study provides room for intervention to address skill gaps identified among the trainers.

Definition of key terms

- **TVET graduate:** A TVET graduate is a person who has completed TVET training through the formal training and has been given certificate of competence after a national competency assessment.
- **Tracer Survey :** A tracer survey implies tracing the where about of graduates,- whether they are employed or not,- as well as assessing how effective and efficient training centers are meeting their objectives of creating qualified skilled labour force, as well as entrepreneurial attitudes among graduates for self-employment . One of the rationales for undertaking tracer surveys at regular intervals is to generate information on the extent graduates are linked to the labour market, - both wage employment and self-employment.
- **Skill:** ‘‘Skill’’ is defined as ‘‘the ability to competently perform a particular task assigned’’ (United Kingdom Commission Employer Skills Survey, 2010) or to perform ‘‘a specified task at a certain level of expertise’’ (Shah and Burke, 2003; Trendle, 2008). Similarly, a ‘skill ‘can be described as ‘‘ the capability to carry out job assigned to a level of competence and this can be built upon through learning’’ (OECD, 2011).
- **Skill Gap:** Skills gap refers to the difference between the skills required for a job and the skills employers actually possesses. Because of skills gap employee might not be able to perform the complete job.
- **Employed** is a person who is currently in employment.

The international definition of employment has been used which means that, for the purpose of

this tracer study, people who worked at least one hour in the previous week were considered employed.

- **The employment rate** is calculated by dividing the total number of graduates employed by the total number of graduates who have participated in the survey. It is sometimes referred to as ‘employment to population ratio.
- **Self-employed** is a person currently running their own business.
- **Unemployed** is a person who is currently not working and is looking for a job.
- **The unemployment rate** is calculated by dividing the total number of unemployed people by the total number of graduates that are active in the economy (unemployed + employed).

1.7 Organization of the study

This study report is divided into four major sections: General introduction (section I), Research Methodology (section II), Results and Discussion (section III), and Major Findings, Conclusions, and Recommendations (section IV).

Chapter 2

2. Methodology

2.1 Introduction to the chapter

The study was conducted from May to June 2022. It was conducted using three survey questionnaires, for employed graduates, unemployed graduates and skill gap analysis checklist for trainers. The questionnaires covered basics of study, including; demographic information, course of study, assessment of study conditions, occupation and program, relationship between training and work, working conditions and the so on. Hence, this chapter provides study location and the methodology applied during the study, these includes Methodology for study; Target study groups; Survey instruments and tools, and Ethical Considerations,

2.2 Location

The study was conducted in Hawassa polytechnic college.one among 11 public TVET colleges under Sidama Regional State located at Hawassa city administration. Since its establishment in 1998 G.C, the college had been offering technical and vocational education and training for the local community through both in short term and long-term training programs. Hawassa town is located in Sidama Regional State and its absolute location is between 6⁰ 55' to 7⁰ 6' Latitude North and 38⁰ 25' to 35⁰ 34' Longitudes east and Relative location is Lake Hawassa in the West, Oromia region in the North, Wondogenet woreda in the east and Shebedino woreda in the South.

2.3 The Research Approach and Design

2.3.1 Study Design

The study involved both qualitative and quantitative type of data from primary and secondary source. The quantitative study was used to identify and describe the where about of textile and garment graduates, learn the graduate view of the training they acquired and its suitability to labour market, competency of graduate under the market, job searching mechanisms, and the so on. Therefore, the purpose of tracer study was to assess the where about graduate, mostly descriptive research design was applied to describe situation. According to Kothari (2008);

the major purpose of descriptive research is description of the state of Affairs as it exists at present.

Quantitative data were also collected from graduate employees (both wage and self) and unemployed by adopting standard questionnaire prepared for this purpose by Ethiopian TVET Agency.

On the other hand, to assess the skill gap among the textile and garment trainer, the study implemented a descriptive survey design used and checklist adopted quantitative to investigate the actual skill gaps from trainers. of Textile and Textile Garment Production department at HPTC. Purposive sampling was used to select the required sample size. All trainers (**21 in numbers**) working at HPTC in the department of Textile and Textile Garment Production to identify the actual skill gap for their field of training.

Approaching the Graduates

Initially, all the graduate data with their contact details collected from college registrar database and proportionally distributed to ten data collectors. Then, the data collects involved in communicating the graduates through phone call and in person using the checklist prepared to capture basic information. If the respondents had time and volunteer, the data collectors were continued filling the question, otherwise they arrange mutually agreed upon convenient time to conduct the interview.

2.3.2 Target Population and Sampling Design

The target population in this study was all 2014 short- and long-term graduates of Textile and Garment departments of HPTC. And the study was used census survey to collect primary data using the questionnaire. Hence, the totals of 244 graduates were included in the study. To skill gap analysis, all 21 textiles and garment trainers were involved in the study.

2.3.3 Survey Instruments and Tools

The questionnaires comprised both closed and open-ended questions. The open-ended questionnaire was entertained in the qualitative source and used to analyses graduates' gap during training, reason for unemployment/underemployment, challenges identified at work place and areas of improvement. The questionnaire also consists likert scale to learn the graduate opinion on selected basic aspects that found important for their employment. The primary data were collected by interview mostly using telephone.

The questionnaire was prepared in both English and Amharic. Mainly two types of questionnaires were applied to trace the graduate the study,

1. Questioner for those lined to work –both wage and self employed
2. Questionnaire for unemployed graduates

Total of three questionnaire surveys were designed for the study, Employed graduate study survey questionnaire (Appendix I); Unemployed graduate study survey questionnaire (Appendix II) and Trainer Skill Gap study survey questionnaire (Appendix ---). The questionnaires comprising of closed- ended and open-ended questions were administered through phone call and face-to-face interview. Trainer skill gap assessment questionnaires were self-administered.

2.4 Data Types, Sources and Methods of Data collection

The required data was collected from primary and secondary sources. The primary source was collected using structured and semi structured questionnaires from the targeted textile and garment graduates and trainers. Secondary data is obtained through the use of published and unpublished documents. These include successive study report, EASTRIP Project Appraisal Document, Project Operations Manual, Project Investment Plan and various reports, etc.

Checklist

3.4. Documentary Review

Secondary data is obtained through the use of published and unpublished documents. These include Project Appraisal Document, Project Operations Manual, Project Investment Plan and various reports, contract documents, etc. These documents were summarized to give reader general background of the study, how to measure employment rate in relation with EASTRIP, strengthen the descriptive study findings with relevant TVET policy and strategy and define key terminologies.

3.5. Data Collection

The study team applied phone call (the dominant one) and face-to-face interview through the questionnaire. The interviewer tried to get them into an understanding of the terms. The questionnaire was adapted from National TVET agency tracery study conducting manual.

2.4 Method of Data Analysis

A combination of different methods was employed to generate necessary data from different sources. The questionnaire was composed of close and open-ended. Then the data collected from the questionnaires was logged to the software and analyzed. After Analysis using descriptive statistics, the findings were presented in frequency, percentage and charts and further explained in detail. Quantitative data collected through structured questionnaire was analyzed by using SPSS software and MS-excel. Descriptive statistics based on percentages were used to analyses employment rate of graduates and quantitative data collected. Semi-structured questionnaire was facilitating under the qualitative analysis part. Under these parts, the employed and unemployed view on the TVET training gaps, reason for unemployment, challenges identified at work place and areas of improvement. Afterward, summary, conclusions and recommendations were made.

2.5 Ethical Considerations

All ethical consideration of the study consists in the first page of questionnaire and the data collectors were obliged to readout to the respondents and assured their willingness prior to data collection. Accordingly, objectives of the study were explained to him/her, and then they were left to decide whether they wanted to participate in the study or not. The respondents were assured that all information collected would be treated in confidence and only used for the purpose of this tracer study

Chapter 3

3. FINDINGS AND DISCUSSION

3.1 Introduction to the Chapter

The content of this chapter is the analysis and interpretation of data collected through survey questionnaires and document analysis. This part presents the findings of tracer survey study of 2014 E.C textile and garment graduates. The analysis dealt with gathering information through questionnaire using telephone. The collected data was analyzed using IBM SPSS Statistics 21 computer software.

As the study targeted on two (textile and Garment) EASTRIP prioritized department who were graduate class of 2014(2021/22) batch, the following figure is going to depicted department composition of study population. The total numbers of study population were 244 who were graduates of the stated period.

Table 3. 1Occupation and Qualification of the respondents sampled (N=244)

		n	Percent (%)
Department	Textile	51	20.9%
	Garment	193	79.1%
	Total	<u>244</u>	<u>100.0%</u>
Training programs	Textile Level- II	3	1.2%
	Textile Level- IV	21	8.6%
	Textile short term	27	11.1%
	Garment Level- II	7	2.9%
	Garment Level- IV	0	0.0%
	Garment Short term	186	76.2%
	Total	<u>244</u>	<u>100.0%</u>

As reported in Table 1, the largest number of the target groups held in this study was Garment department which was 79.10% of the total (193) and only 20.90% of the respondents (51) were from Textile department. The graduates were from long term as well as short term. Among them 76.23% of the respondents (186) were from Garment short term program ,11.07% of the target groups (27) were from Textile short term program and the remaining number of them were held by graduates of long-term program, which are 31 in number or 12.7% of the target groups.

1.1. Way of Response of Target groups

The study adopted two questionnaire that were administered separately, employed and unemployed. Prior to data collection, the study used checklist to collect data on whether graduates were found with the address on the database (functional or not) and volunteer to involve in the study. Using same checklist, their existing status (employed or unemployed or upgrading) were also tracked.

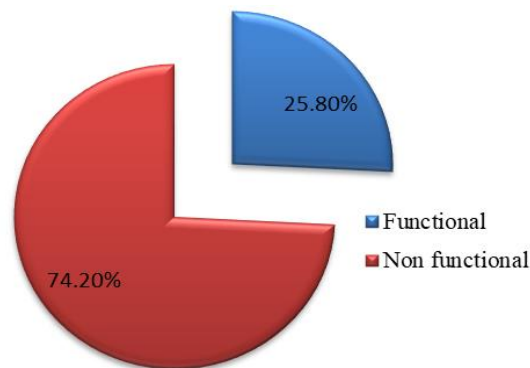


Figure3. 1 Respondents reply with phone

Based on the checklist, all graduates of the study period tried were communicated. As described in the figure, from the total of 244, 74.2% (181) of the graduates contact detail (phone number) were functional and 25.8% (63) found their contact address were nonfunctional. This was mostly their contacts were whether wrongly recorded or unreachable.

However, from the total study population identified through the checklist and their contact found functional, 9 of the graduate data couldn't meet the minimum data validity test and 2 were not volunteered so that rejected from further analysis. Hence, the total study population was become 170 graduates.

Having this, the graduates were requested to identify themselves whether they were employed or unemployed or upgrading their education using the checklist and their response were summarized in the figure below.

3.2. Employment Status of Respondent

Table 3. 2 Employment status

	Male		Female		Total	
	N	%	N	%	N	%
Wage Employed	5	2.9%	27	15.9%	32	18.8%
Self-employed	20	11.8%	74	43.5%	94	55.3%
Unemployed	9	5.3%	25	14.7%	34	20.0%
Upgrade	2	1.2%	8	4.7%	10	5.9%
Total	36	21.2%	134	78.8%	170	100.0%

Source: survey data 2022

Among the 170 respondents, 55.3% (94) were self-employed, 18.8 % (32) of them were wage employed, 20.0% (34) of the respondents were unemployed and the remaining 5.9% (10) of them were upgrading the training. This study was conducted only on 160 graduate employed and unemployed graduate of textile and garment department using survey questionnaire,

3.3. Socio-Demographic Information of the Respondents

Table 3. 3 Demographic characteristics of respondent (N=160)

		N	%	Remark
Gender	Male	36	22.5%	
	Female	134	83.8%	
Marital status	Unmarried	112	70.0%	
	Married	48	30.0%	
	Divorce	0	0.0%	
Age	18-22	53	33.1%	
	23-27	86	53.8%	
	28-32	14	8.8%	
	Above 32	7	4.4%	

Source: survey data 2022

The majority of the target groups participate in this study was female; which were 126 (78.5%) of the total respondents). The rest of them were male; they were 34 (21.3%) of the total respondent).

As we can see from the above figure, 70% of the graduates were unmarried and 30% of the graduates were married.

As shown in the above figure, around 86 (53.8%) of the total respondents were between age of 23 and 27 years while 33.1% of the total respondents were aged between 18-22 years. The rest 8.8 % were between 28 and only 32. The remaining 4.4% of the respondents were above 32.

The result of graduates from TVET were being under productive ages, that implies that the college has been training those youths who are back bone of economic activities of the country with different skill and providing trained, skilled and human work forces for the local economic activities.

3.4. Employed Graduates

3.2.1 Characteristics of the Respondents

Employment Rate by Gender

The following figure shows the characteristics of respondents of the study in terms of sex.

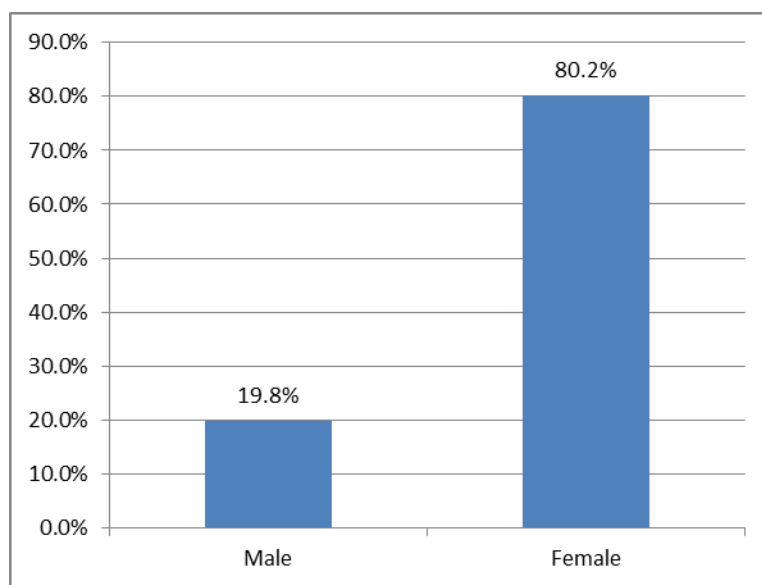


Figure3. 2 Gender Characteristics of the employed respondents

The above figure indicates that sex proportion of the employed textile and garment graduates of HPTC. Therefore, as the data indicated in for figure3.2, 101 (80.2%) of the traced employed graduates were female, whereas 25 (19.8%) of the traced graduates were Male.

From the above data we can see that the participation of employed females graduates were very high. Here, there is good involvement of employed female graduates in HPTC of Textile and

garment departments. This can be one of the indicators of gender homogeneity in the Training activities.

Age categories

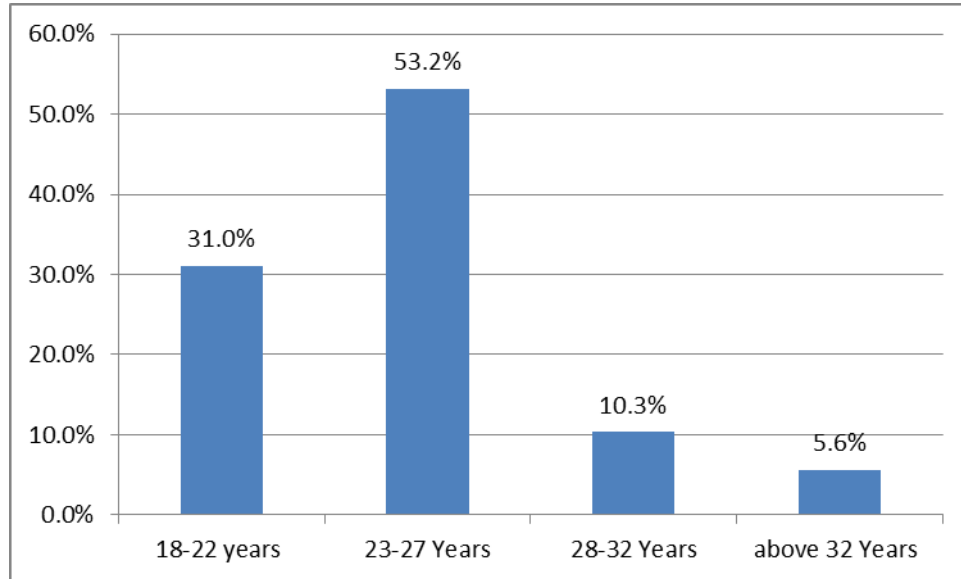


Figure3. 3 Age categories of the respondents

Figure 3.3 illustrates the age group of the traced employed of garment and textile graduates. Out of 126 employed graduates 39 (31%) were categorized between 18 and 22 years, 67 (53.2%), were categorized between 23 and 27 years ,13 (10.3%) were categorized between 28 and 27 years, and the remaining 7 (5.6%) of them were above 32 years. The above results shown that majority of employed graduate were within the early years of the productive age.

Marital status of the respondents

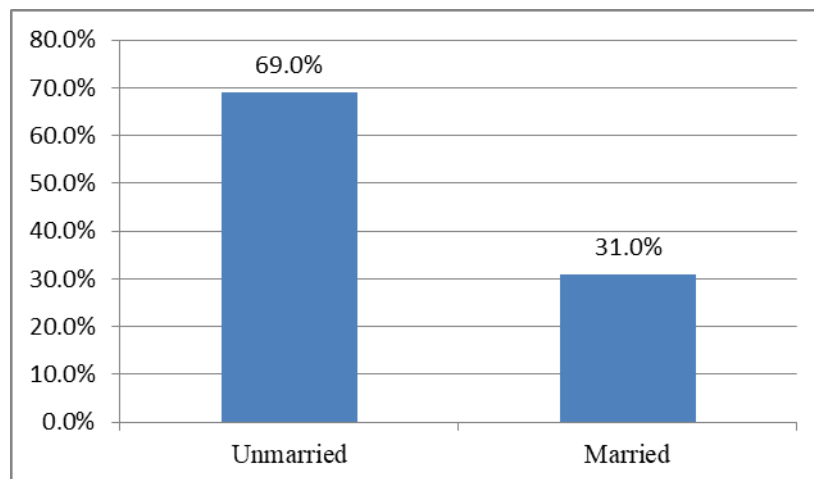


Figure3. 4 Marital status of employed Graduates

The above graph shows the marriage status of graduates. From total number of employed 126 employed graduates were identified during the survey and, 69.0 percent of the graduates who were traced were unmarried, while only 31 percent were married.

Department/Occupation of employed graduates

Occupational qualifications are designed so that they are internationally compatible in order to ensure the international competitiveness of the Ethiopian employee. Thus, occupational standards reflect international standards of competence based on workplace requirements within the nation.

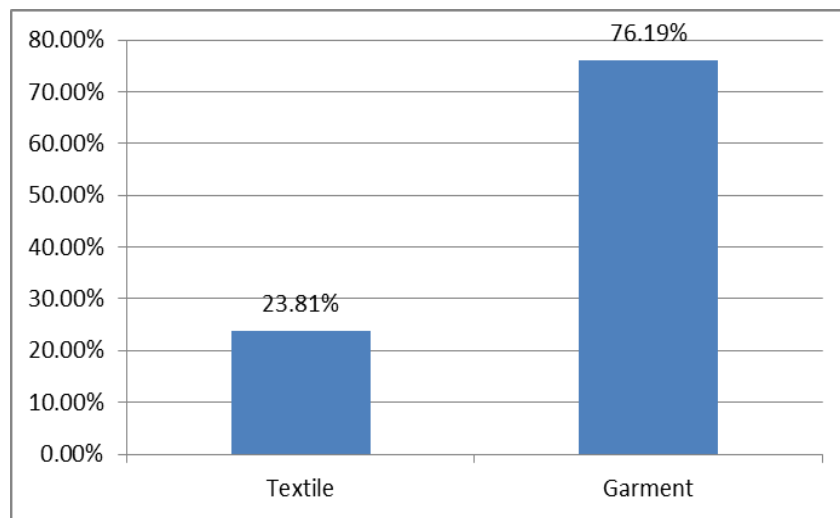


Figure3. 5 occupation of employed graduates

The above figure shows that 76.2 percent of employed graduates are from garment occupation and the remaining 23.8% are from textile department.

Qualification level

The National TVET Qualification Framework (NTQF) rationalizes all TVET into a single nationally recognized qualification. It defines the different occupational qualification levels to be awarded. The levels detail the scope and composition of qualifications and degree of responsibility a qualified person can assume in the workplace.

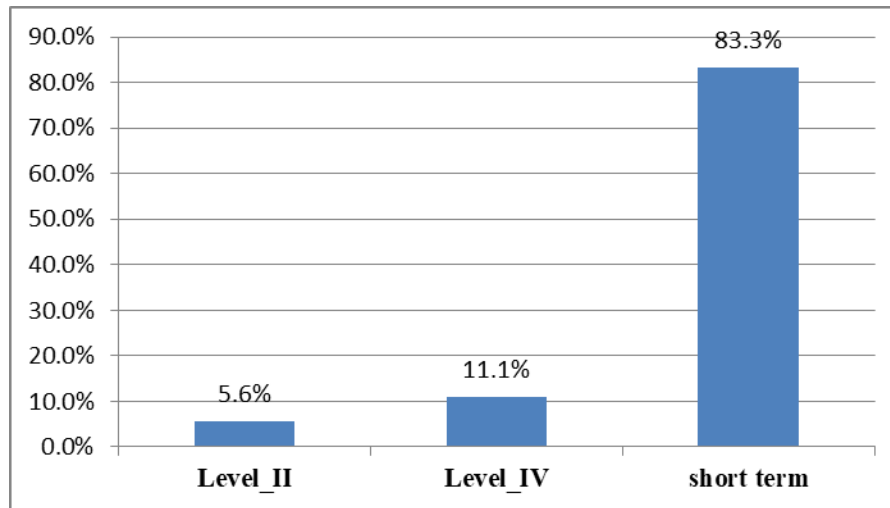


Figure3. 6 Qualification level of employed graduate

In current, Hawassa polytechnic college offering training from Level 1 to Level 5 in different occupational. Textile and Garment are prioritize districted area of competence and which is supported by East Africa skills for transformation and regional integration project to be center of excellence in sub-Saharan Africa.

According the above graph, the majority of respondents 83.3% are short term training, (11.1%) of them is Level-IV and the remaining (5.6%) employed graduated were Level II. This implies that demand driven short term training are effective in graduate’s employability.

3.5 Graduate Employment Rate within Six Months of Graduation

3.5.1 Long & Short-Term Employment Rate within Six Months of Graduation

Table 3. 4 Six month employment rate for long and short term programs

Duration	Frequency	Single %	Cumulative Frequency	Cumulative %	% From total graduate
0-3 Months	84	66.7%	84	66.7%	52.5%
4-6 Months	34	27.0%	118	93.7%	73.8%
7-9 Months	4	3.2%	122	96.8%	76.3%
more than 12 Months	4	3.2%	126	100.0%	78.8%
	N=126				N=160

As indicated in the PAD, one of the key objectives of EASTRIP is promoting TVET relevance that will be measured by the share of graduates who are employed within six months after graduation. Accordingly, the graduate employee was asked how long it took them to find their first job after leaving HPTC. The response was calculated in two ways. The first is from the total employed and the second calculated from the total respondent taking the single and cumulative percentage in consideration.

Accordingly, as stated in the above table, from the total 126 employed graduate 66.7% (84) were got employed within three months of their graduation while cumulatively 93.7% (118) of the graduate were employed within six months of graduation. From the total graduate respondent (160) both employed and unemployed, a total of 52.5% (84) employed within three months and 73.8% (118) six months.

3.5.2 Long-Term Employment Rate within Six Months of Graduation

Table 3. 5 Six month employment rate for long term programs

Duration	Frequency	Single %	Cumulative Frequency	Cumulative %	% From total graduate
0-3 Months	14	66.67%	14	66.67%	51.85%
4-6 Months	7	33.33%	21	100.00%	77.78%
7-9 Months	0	0.00%	21	100.00%	77.78%
more than 12 Months	0	0.00%	21	100.00%	77.78%
	N=21	100.00%			N=27

As indicated in the PAD, Percentage of graduates from long-term programs, at regional flagship TVET institutes, who are employed/self A employed within six months after graduation, is one of the performance indicator of TVET institutes.

In order to trace Long-Term graduates Employment Rate, graduates were asked how long it took them to find their first job after leaving HPTC. Based on the above table from the total long term 21 employed graduates 66.7(14) were got employed with three months of graduation while 33.33% (7) graduates were employed between four and six months. In general From the total long term graduates response 77.78%. of the graduates have got employed with in six month of their graduation.

3.5.3 Long-Term Self-Employment Rate within Six Months of Graduation

Table 3. 6 Six month self-employment rate for long term programs

Duration	Frequency	Single %	Cumulative Frequency	Cumulative %	% From total graduate
0-3 Months	3	50.00%	3	50.00%	11.11%
4-6 Months	3	50.00%	6	100.00%	22.22%
7-9 Months	0	0.00%	6	100.00%	22.22%
more than 12 Months	0	0.00%	6	100.00%	22.22%
	N=6	100.00%			N=27

Self-employment refers to working for oneself rather than working for a specific employer who pays them a salary. It is common in a variety of occupations, but one common theme is that self-employed individuals tend to be highly skilled in a specific area.

Accordingly, as stated in the above table, from the total 6 self-employed long term graduate 50% (3) were start their own business within three months of their graduation while cumulatively 100% (6) of the graduate were start their own business within six months of graduation. From the total long term graduate respondent (27) both employed and unemployed, a total of 11% (3) start their own business within three months and 22.22% (6) start their own business within six months.

3.5.4 Long-Term Female Employment Rate within Six Months of Graduation

Table 3. 7 Female employment rate within Six month for long term programs

Duration	Frequency	Single %	Cumulative Frequency	Cumulative %	% From total graduate
0-3 Months	13	68.42%	13	68.4%	54.17%
4-6 Months	6	31.58%	19	100.0%	79.17%
7-9 Months	0	0.00%	19	100.0%	79.17%
more than 12 Months	0	0.00%	19	100.0%	79.17%
total	19			N=24	

Women taking part in economic life ensures participation of them in the workforce at the ideal level and increases employment which is one of the main requirements of sustainable growth and development and is also the key to achieving a sustainable and balanced structure of growth and development.

Accordingly, as stated in the above table, from the total 19 employed female graduate 68.42% (13) were got employed within three months of their graduation while cumulatively 100% (19) of female graduate were get employed within six months of graduation. From the total long term female graduate respondent (24) both employed and unemployed, a total of 54% (13) got employed within three months and 79.17% (19) have got employed within six months.

3.6 Types of employment

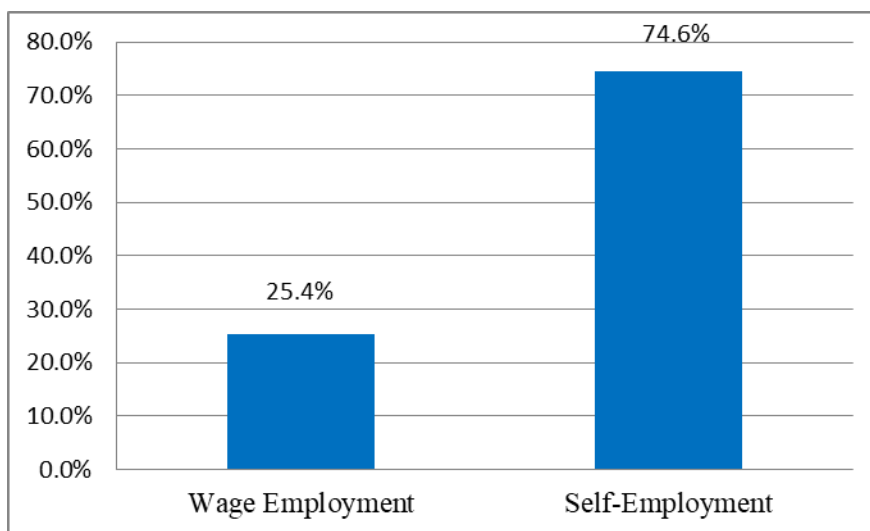


Figure3. 7 Types of employment

Figure3.1 above showed that among 126 employed graduates in their first six months after graduation 94 (74.6%) were self- employed, and the remaining 32 (25.4%) were wage-employed. This indicates that most Textile and Garment graduates of HPTC develop sense of job creation by themselves. This implies that the training methods of the college are almost aligned with the policy and strategy more focuses on Self-employment than wage.

3.7 wage employment

3.7.1 Position of employed graduates

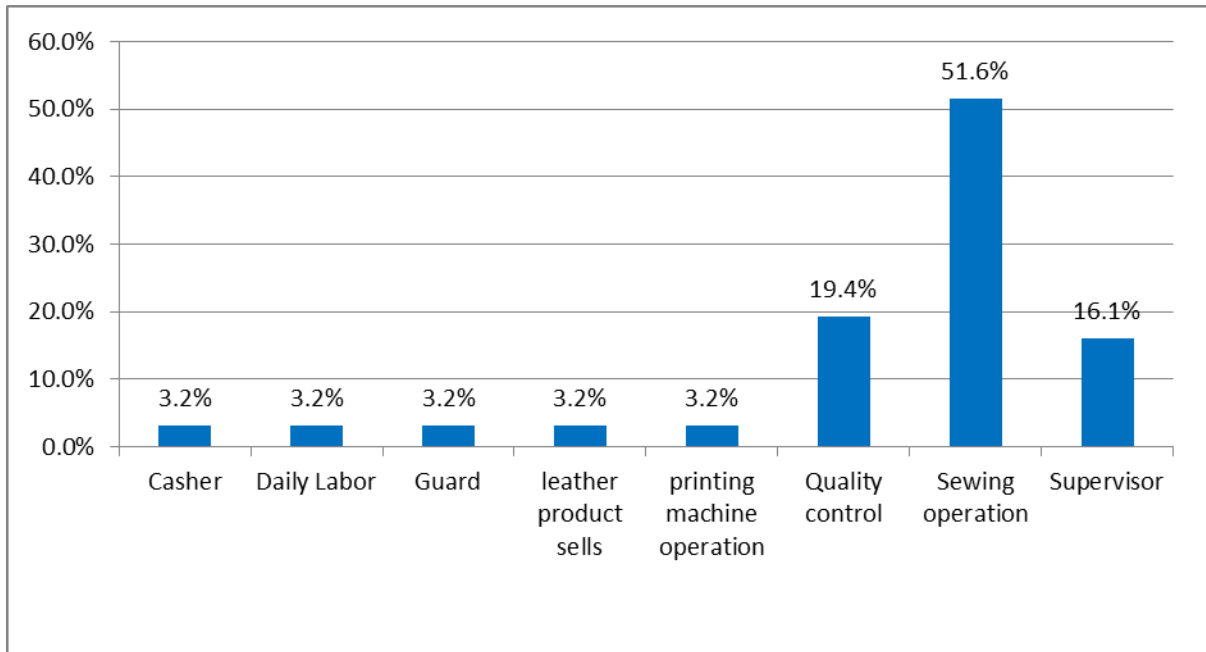


Figure3. 8 Position of employed graduates

As illustrated in fig 2.8. Among the 32 employed graduates 16 (51.6%) were working on sewing operation 6(19.4%) on Quality control, 5(16.4%) on supervisor and the reaming 5(12.9%) were working on different work types like casher and guard. This indicated that most of the graduates were working on their field of occupation and therefore, it can be determined that the given training was appropriate.

3.7.2 Working place of wage employed graduates

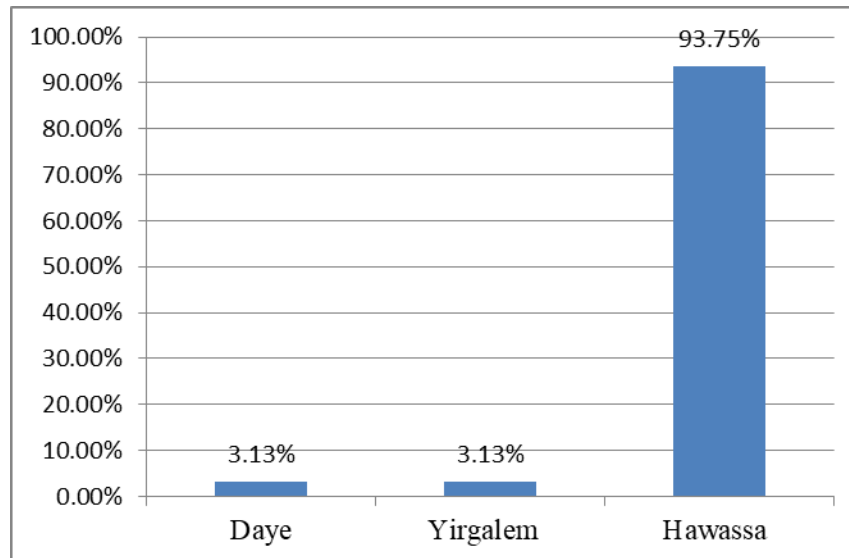


Figure3. 9 Workplace of Employed graduate

During the tracer survey the respondents were asked about where was their work place. The above (figure3.9) indicated that most of the employed graduates (93.75%) are employed at Hawassa. Only 6.25% of the employed were at Daye and Yirgalem. This implies that the existence of Hawassa industrial park and private enterprises

3.7.3 Name of Employers organization

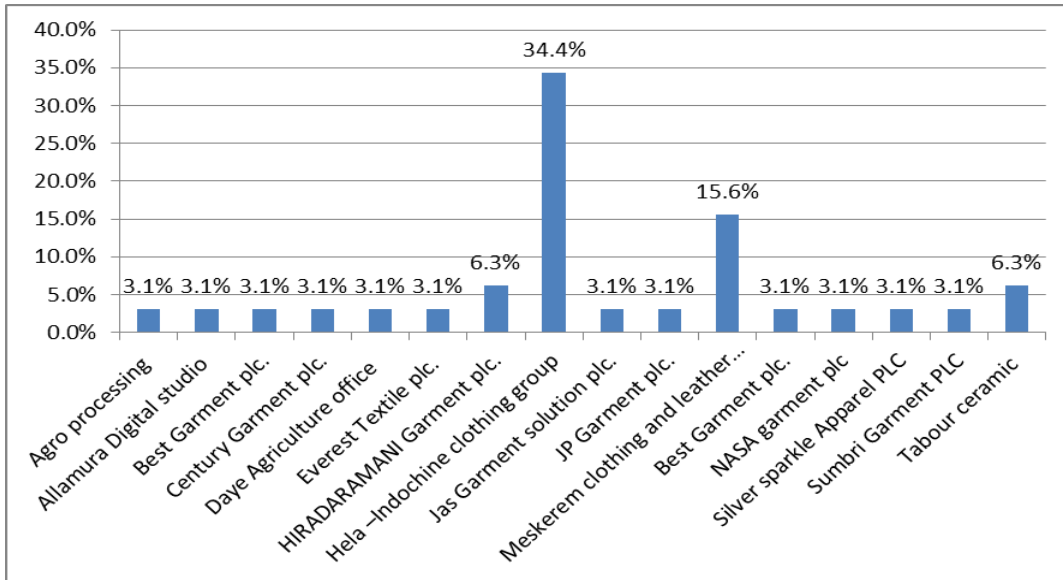


Figure3. 10 Name of employer organization

Among 16 organizations (figure 3.10), 11 of them are companies in industrial park of Textile and Garment production. The large numbers of employees (34.4%) were engaged in HIRDARAMANI Garment PLC. Next to HIRDARAMANI, 15.6% of the employees were engaged in JP Garment and 6.3% were in Everest. The rest 9 companies were employed only 3.1% of the employed.

The result implies that the presence of the related industrial park solves the problem of unemployment.

3.7.4 Nature of Employment

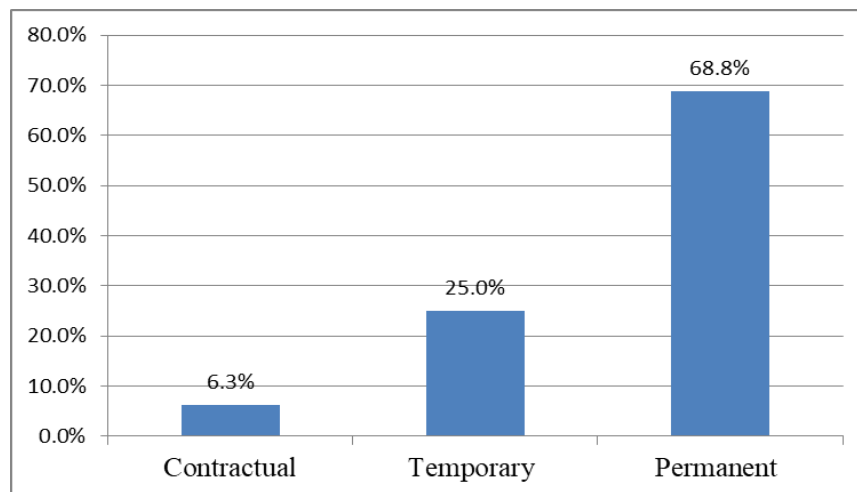


Figure3. 11 condition of employment

The graduates were asked to answer the question, **"What is the status of your employment?"** and were provided with options such as contractual, temporary, or permanent. Among 32 graduates, 22 (68.75%) were employed permanently, 8 (25%) were employed temporarily, and 2 (6.25%) were employed contractually. The result shows that the outcome training delivered in TVET makes the graduate competent in the labor market and the employers develop confidence in the competency of the graduate to permanently hire.

3.7.5 Types of employer organization

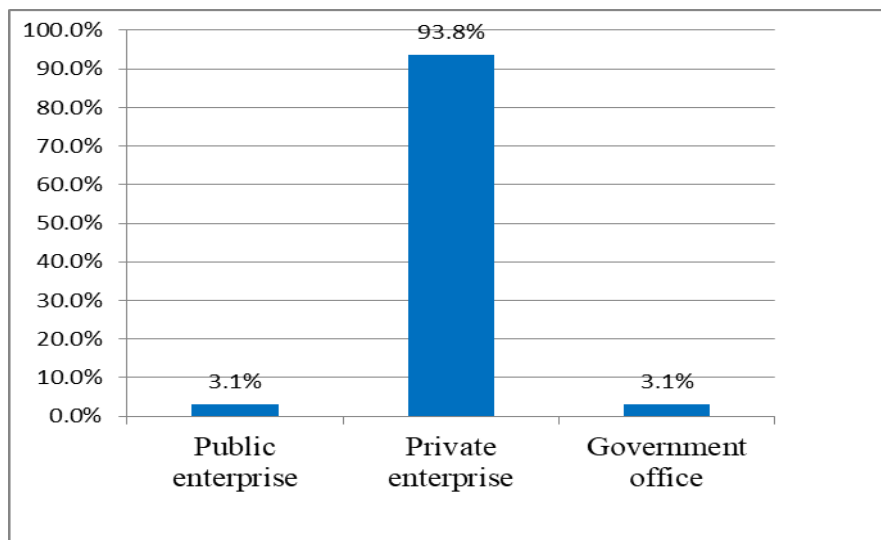


Figure3. 12 Types of employer organization

The graduates were asked to answer the question, **"Types of employer organization"** and were provided with options such as public enterprise, private enterprise or governmental offices. Among the 32 of wage employed graduates, 30(93.8%) were hired in private enterprise and the remaining 2(6.2%) of them were hired in public enterprise governmental offices. The result shows that the (94%) of employers are almost entirely private companies these are mainly medium size SMEs and industry parks. The total number of enterprises who hired the graduates were 16 among these enterprises 11 were industry parks and the other were governmental offices and SMEs. This implies that Industry Park is the major contributor to job creation and inclusive economic growth participating with over 68.7% in the overall employment.

3.7.6 Job-finding methods

An important reason for the high unemployment rate in Ethiopia lies in the lack of effective matching activities to connect the supply and demand side of the labor market.

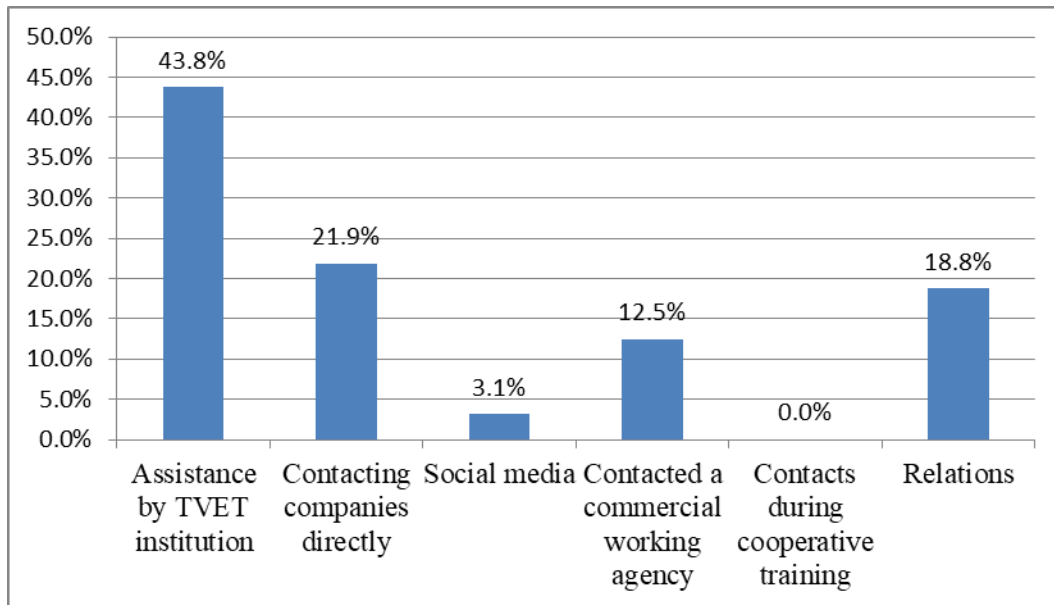


Figure3. 13 Job finding mechanism

The findings illustrate that the majority of the employed graduates 14 (43.75%) , found their current job through the assistance TVET institutes, 7(21.88%) of the graduates obtained their employment through direct contact of the company personally,4(12.5%) of the graduate obtained their current employment through commercial working agency and 18.75 percent employed through relationships developed individually with friends and families and it is also worth noting that those employed through social media during their job search comprised of only1(3.13%) of graduates,. According to TVET dual training strategy 30% of the training conducted with industry in the cooperative training modality .Cooperative training help the trainee to be familiar with the world of work and to make them practically competent and build mutual trust between employer and trainees at the same time to have the chance of employment in the industry. The results obtained through this tracer study reveal the assistance of TVET colleges for employability is encouraging but it also potentially reveal a number of crucial issues for review in the implementation of the cooperative training model for linking to job because cooperative training contribute null for the employability of graduates in this sample.

3.7.7 Relation of Field of Study to current Job

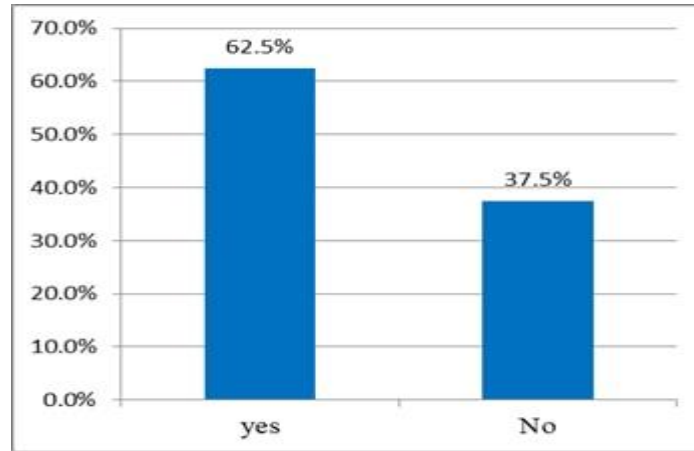


Figure3. 14 Relation of Field of Study to the Job

The graduates were asked to answer the question, “**Is your current job related to your trained occupation?**”, and were provided with options such as “Yes” or “No.” Among 32 graduates 20 (62.5%) were employed on the related position and 12(37.5) % were employed to the position which was unrelated to their field of occupation. This indicated that most of the graduates were working on their field of occupation and therefore, it can be concluded that the given training was appropriate.

The respondent expresses the reason why they are not working in their trained occupation because of they got better salary, they don’t want to waiting vacancy in their occupation, they got immediately the vacancy.

3.7.8 Supportive Training

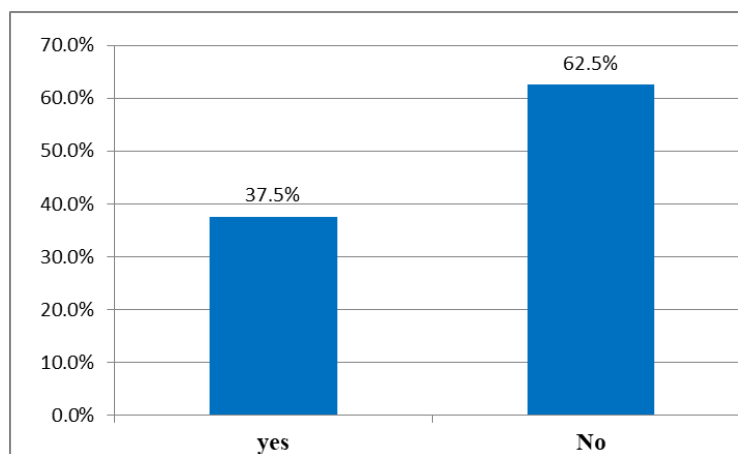


Figure3. 15 Supportive Training

The graduates were asked to answer the question, "**Did you receive any job-related training since you started working?**" and were provided with options such as "Yes" or "No." Among 32 wage-employed respondents, 12 (37.5%) reported having taken job-related training since they started working, and the remaining 20 (62.2%) did not take job-related training when they started their job. The respondents stated that on-the-job training was given for them to become familiar with new technology, which is related to working machines.

3.7.8.1 Reason for taking Supportive Training

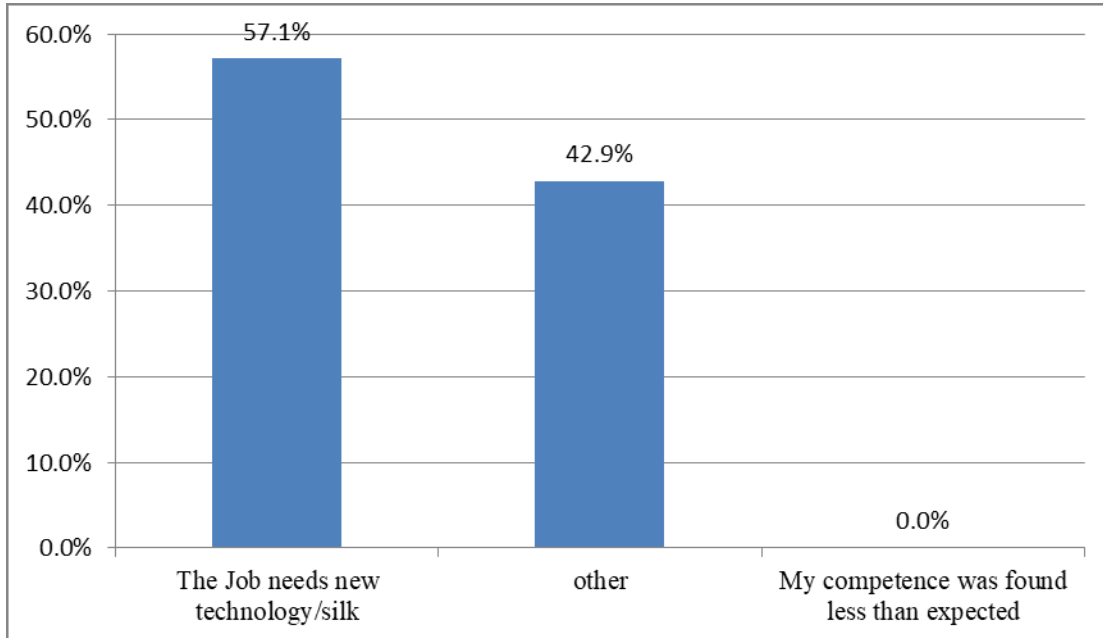


Figure3. 16 Reasons for taking additional training

3.13.2 Employed Graduates' opinion on important aspects of employment

Table 3. 8 Graduates opinion on important aspects of employment

How important were the following aspects for your employment?								
Opinions	Employed aspects					n	Mean	SD
	1	2	3	4	5			
My professional qualification was demanded in the market	0	3	7	5	17	32	4.21	0.992
Participation in cooperative training	0	2	3	15	12	32	4.15	0.834
knowledge competency	0	1	8	5	18	32	4.24	0.936
Skill competency	0	0	4	11	17	32	4.39	0.704
Attitude competency	0	0	8	8	16	32	4.21	0.857
Social and individual relationship	3	10	4	10	5	32	3.12	1.269

Table ---- above captures the measurement (mean score, μ) of importance aspects of employment individual job parameters. Results have been taken from employed textile and garment TVET graduates. The mean aspects rate of the traced TVET Graduates varies from 4.39 (“very important”) to 3.2 (“Important”). Five Opinions have a mean score of between 3.12 and 4.39, and are classified as “Neither important nor very important”. TVET graduates see “Attitude competency” ($n = 32$, $\mu = 4.39$) and “Social and individual relationship” ($n = 23$, $\mu = 3.12$).

3.8 Self Employed Graduates

3.8.1. Ways of starting Own Business

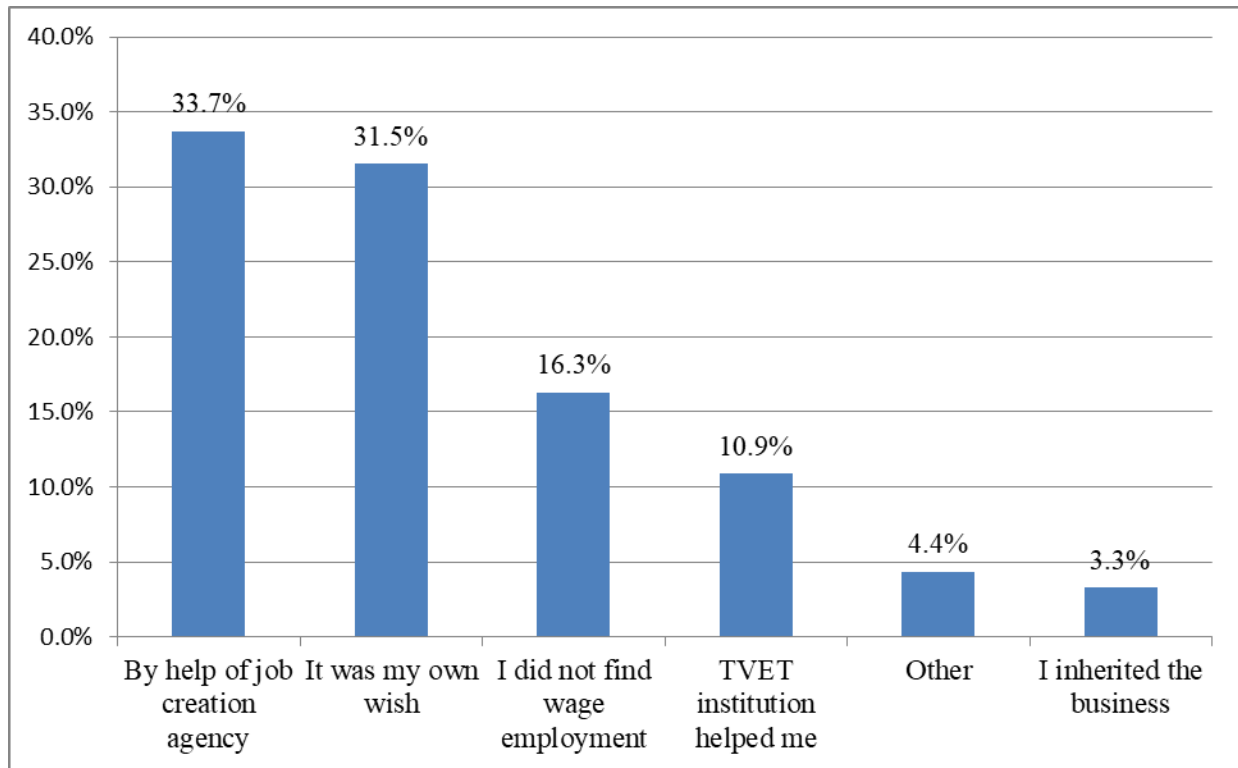


Figure3. 17 The ways of employees to start their own Business

The above figure discussed that the ways of graduates to be self-employee. The largest number 32 of the graduates (33.7%) were started their own business by the help of Job Creation Center. The other largest numbers of the self-employed graduates were made their own business by personal initiation/wish. It was held 31.5% of the total (29). However, only 10.87% of the self-employed graduates (10) were started their own business by the help of TVET institution.

The result indicated that the contribution of TVET institution to produce self-employed graduates. This implies that the linkage of TVET institution with Job Creation Center is less to initiate graduates to make their own business. Similar result was reported by Eden (2012) showed that the TEVT graduates become government wage employees. However, the driving goal of the national TEVT strategy of Ethiopia (2008) is to strengthen the culture of self-employment and support job creation in the economy through the expansion TVET.

3.8.2. The importance of TVET College training to manage their business

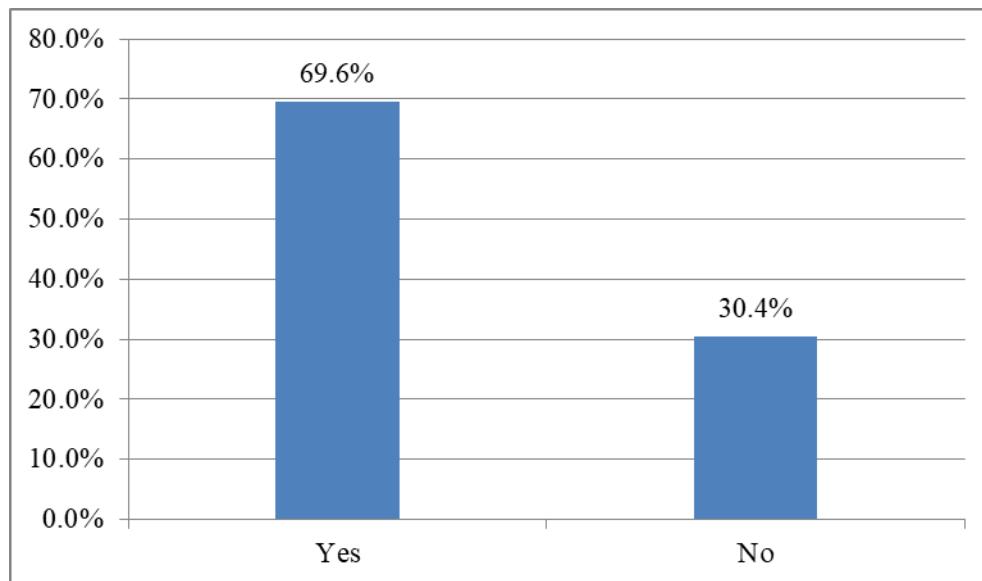


Figure3. 18 The relevancy of TVET training for self employed

Majorties of self-employed (69.6% or 64 in number) were agree on that the importancy of TVET training to manage their own businuss (Figure 3.18). However 30.4% of self-employed (28) were disagree on the importancy of TVET training to manage their own businuss. The 28 respondents who disagree on the importancy of TVET training to manage their own businuss were mentioend some reasons. The figure below discussed their resoanes as follow.

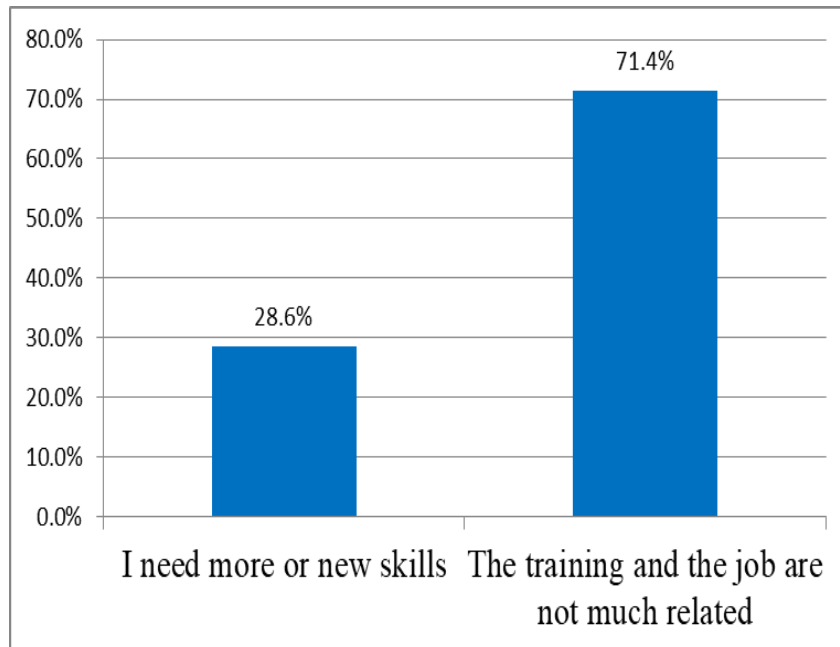


Figure3. 19 Reasons for non-importunity of TVET College training to manage their business

The above figure demonstrated that 71.4% (20) of the self-employees who disagree on the relevancy of TVET training for their own business were mentioned that the business they start was not much related with the training they took from TVET. The remaining 28.6% (8) of them showed that the interest of additional training skill to manage their own business.

3.8.3. Employed and Non-employed Graduate Opinion on Training Quality

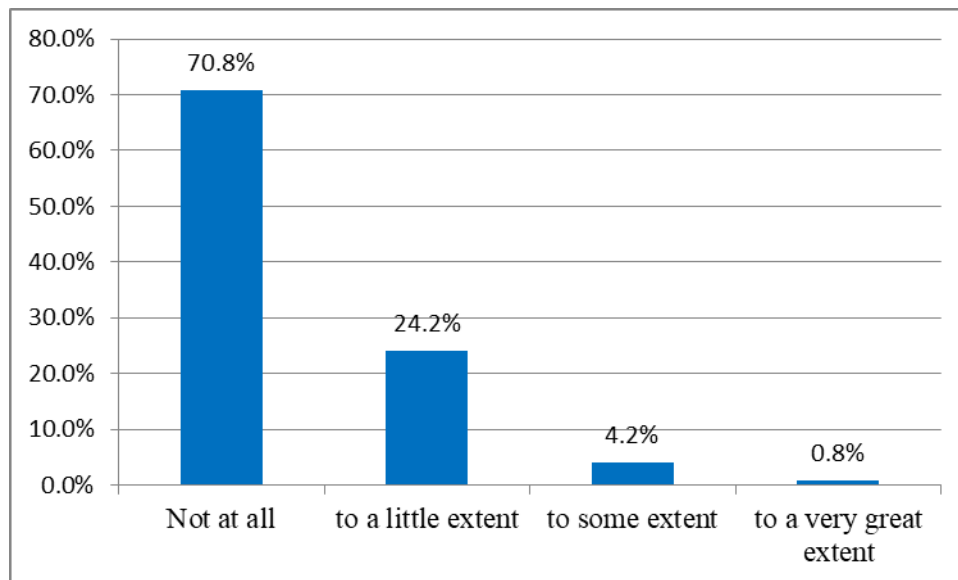


Figure3. 20 Graduates opinion on training quality

The above figure showed that 70.8% (113) of the respondents declared that there is no lacking on the training quality when they are at TVET. The rest of them mentioned that there were some gaps that need to be improved. They discussed the reasons as follows:

- Unimplementation of cooperative training
- The training was not making us competent on the market
- The trainers were focused only on completing the occupation rather than relating to job creation.
- The training was focusing on the theoretical /knowledge part rather than on skill and attitude part.
- Limitation of machineries, equipments and tools and also lagging of delivering consumable materials for practical training.
- Improper utilization of training hours to deliver the required knowledge, skill and attitude on each UCs.

3.9 Unemployed graduates

3.9.1 Socio-Demographic Information of Unemployed graduates Respondents

Sex

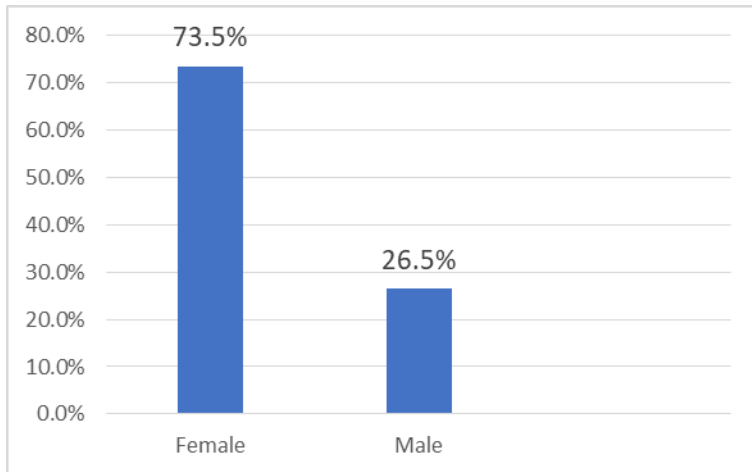


Figure---

Among the 34 unemployed graduates, 25 (73.5%) were females, while 9 (26.5%) were males. This doesn't imply that male graduates have a better chance of finding work than female graduates. Among the total graduate, female graduates constituted 78%.

1.1. Age

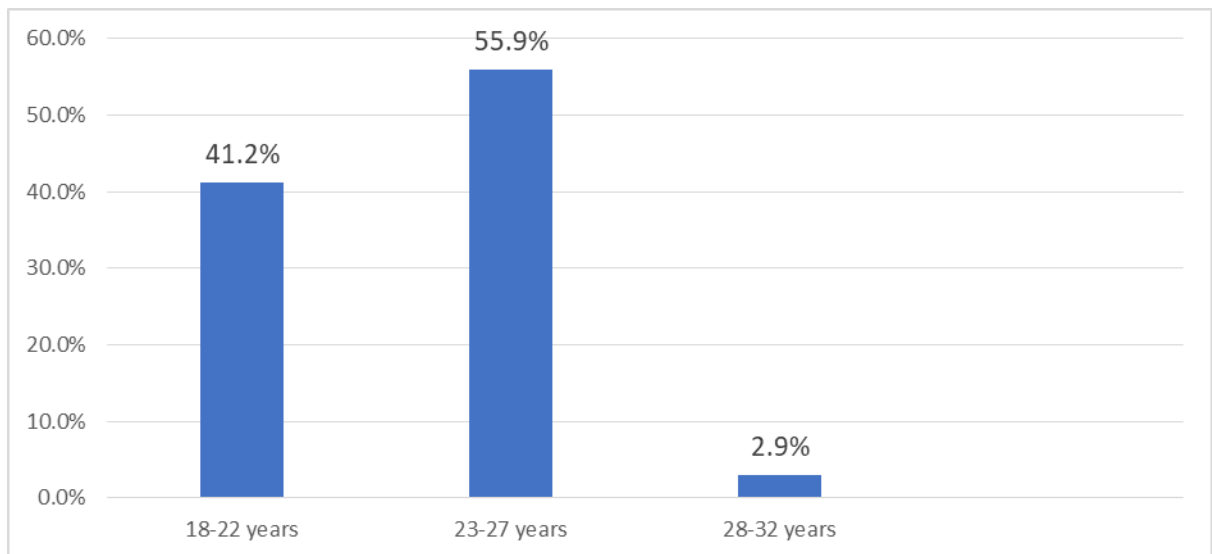


Figure----

The above graph indicated that respondents according to the study were mostly 19 (55.9%) between 23 and 27, around 14 (41.2%) were between 18 and 22 years old, and 1 (2.9%) were between 28 and 32. This implied that out of the unemployed graduates, 55.9% of respondents were in the active labour force when they considered jobs in different government and non-government organizations. When our unemployed graduates were analysed in terms of age, they were aged 27 years old or less, which shows that they were potentially found at a productive age.

1.2. Marital status of the respondents

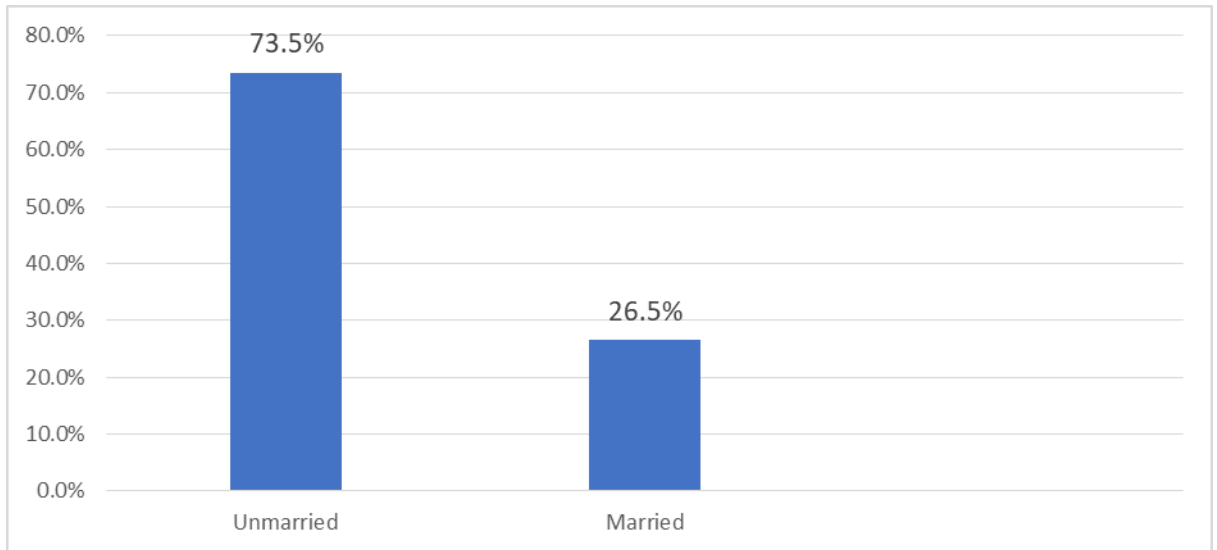


Figure ----

The survey result of this tracer study showed that of a total 34 unemployed respondents, about 25 (73.5%) were unmarried and 9 (26.5%) were married. More than 73.5% of the unemployed graduates were unmarried. This is not to say that married graduates are more likely to be employed than unmarried graduates. However, the total number of unmarried graduates greater than married graduates

Training area

3.9.1 Department/Occupation of unemployed graduates

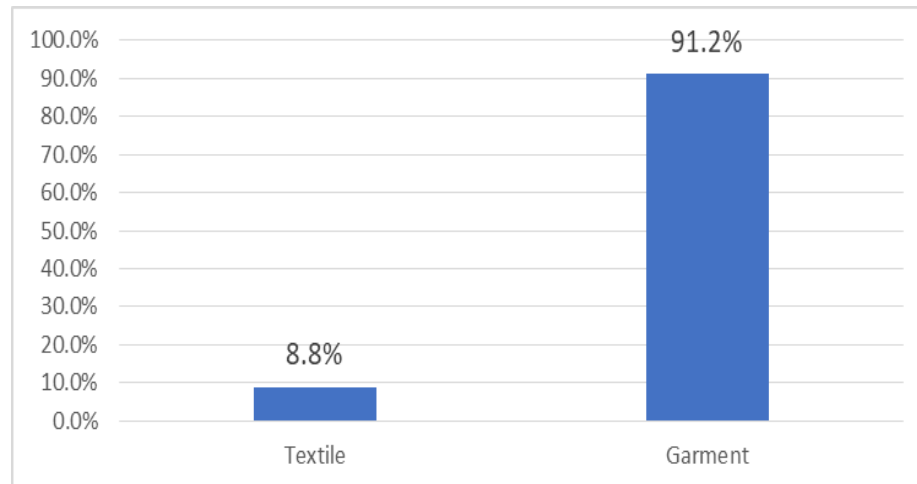


Figure3. 21 Department /occupation of unemployed graduates

As well known, Hawassa Polytechnic College is one of the selected EASTRIP implementers with the goal of establishing a flagship institute in the Textile and Garment priority sector, with the goal of providing a competent, motivated, and innovative middle and low-level workforce with the necessary technological skills to ensure economic transformation.

Based on tracer survey, 34 unemployed graduates out of the total number of graduates from the two departments were unemployed. Out of the total number of traceable unemployed graduates, 31 (91.2%) were from garment short-term sewing operation graduates, while 3 (8.8%) were from textile technology and production level IV unemployed graduates. This indicates that the Garment occupation has more marketable than the Textile occupation.

3.9.3 Current status of unemployed graduates

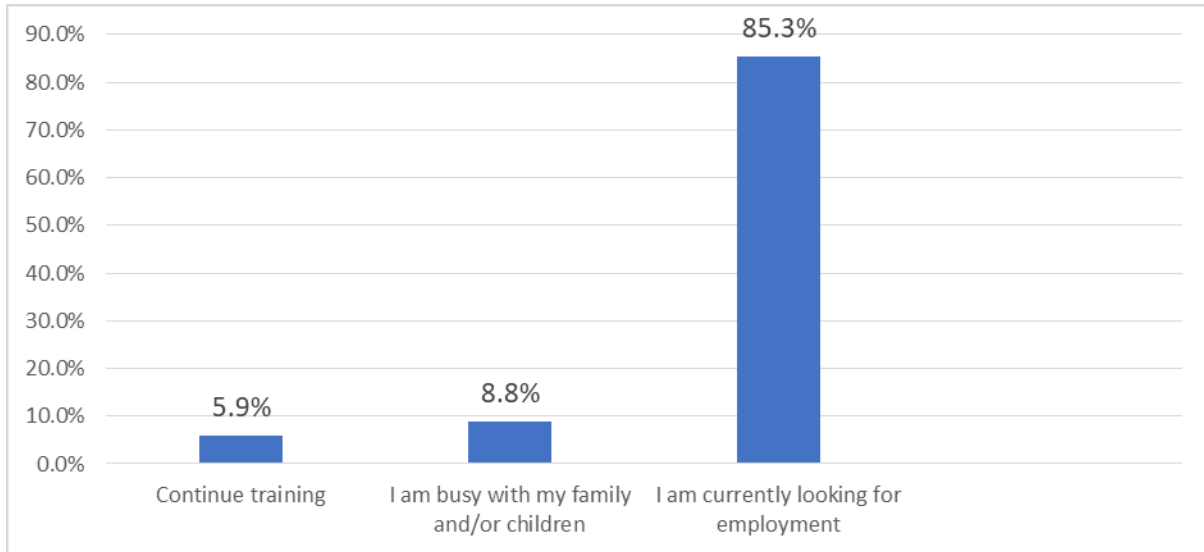


Figure3. 22 Current status of unemployed graduates

Based on the survey responses from 34 unemployed graduate respondents, 29 (85.3%) of them were looking for employment, 3 (8.8%) of the respondents were busy with their family and children, and 2 (5.9%) continued further training. From the statistics shown above, most graduates were looking for employment, and therefore all relevant stakeholders should pay attention to employment.

3.9.4 Duration spent for the job searching

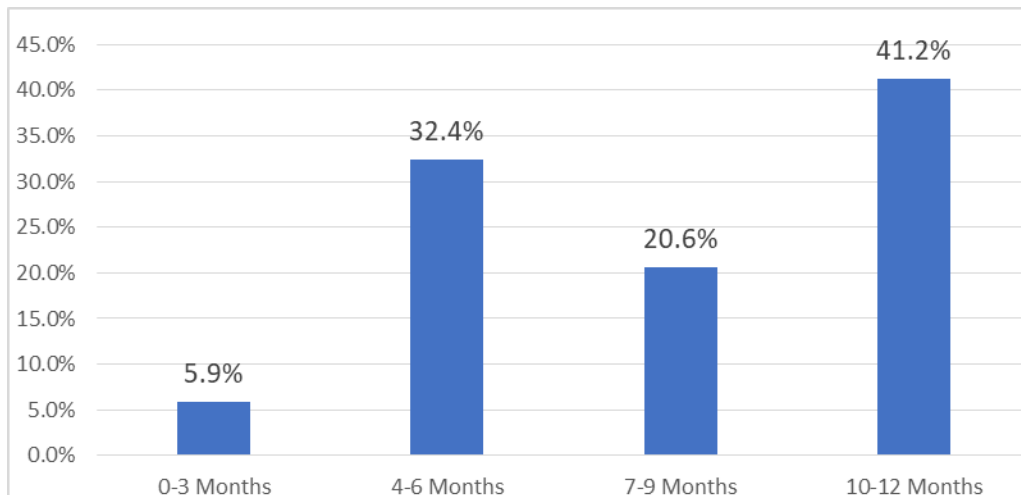


Figure3. 23 Duration spent for job searching

According to the above graph, 14 (41.2%) from 34 traced unemployed graduates have been searching for employment for 10 to 12 months; 11 (32.4%) have been searching for employment for 4 to 6 months; 7 (20.6) have been searching for employment for 7 to 9 months; and the remaining 2 (5.9%) have been looking for work from when they completed their training to 3 months. The majority of unemployed graduates have been looking for work since completing their education.

3.9.5 Job searching ways of unemployed graduates

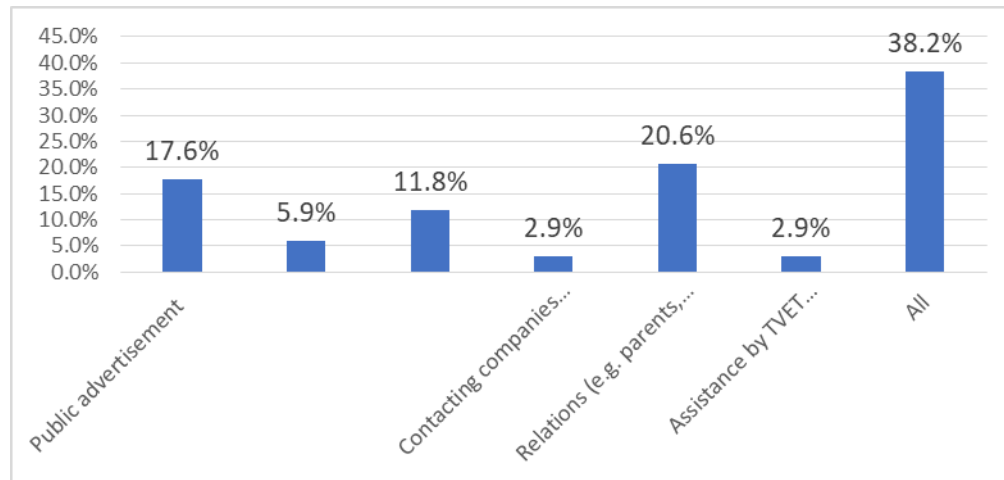


Figure3. 24 Job searching mechanism of unemployed graduates

The graduates were asked to answer the question *"How do you search for a job?"* and provided with options such as public advertisement, contacting companies directly, contacting a commercial working agency, relations, and TVET institution assistance, the respondents responded that 13 (38.2%) of 34 unemployed graduates used "all" means for job searching, including public advertisements, contacting firms directly, contacting a commercial working agency, relatives (e.g., parents, relatives, friends), and TVET institution assistance. 7 (20.6%) of unemployed graduates responded that they look for jobs through personal relationships (parents, relatives, as well as friends), 6 (17.6%) unemployed graduates responded that they look for jobs through public advertisements (internet, newspaper, radio, TV, and job boards), and 4 (11.8%) responded by saying they look for jobs through both public advertisements and personal relationships. 2. (5.9%) of them have said they are looking for work by contacting a commercial working agency and placing a public advertisement, while the remaining 2 (5.9%) of

unemployed graduates responded they were looking for work by contacting a commercial working agency and placing a public advertisement.

This implies that unemployed graduates are looking for jobs in every way they can. However, the College and other key stakeholder should support, follow up and track them as much as possible until they obtain employment.

3.9.6 Types of jobs searching for applying

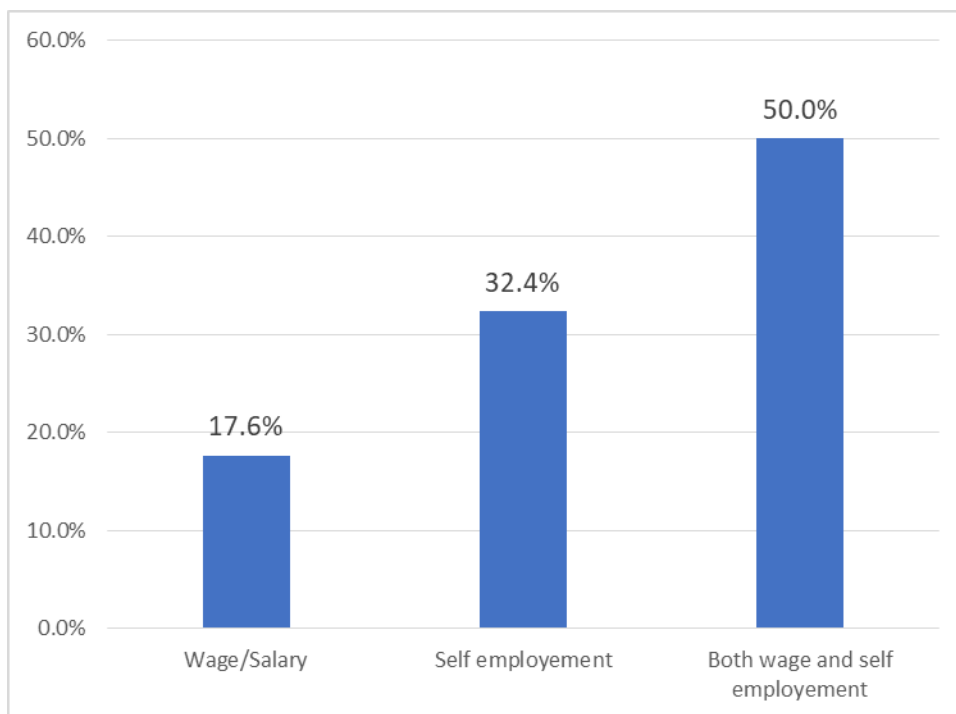


Figure3. 25 Graduates interest on types of employment

As shown in the above figure, out of 34 unemployed graduates respondents, 17 (50%) of respondents responded that they were searching for either wage or self-employment; 11 (32.4%) of graduates responded that they were searching for only self-employment; and the remaining 6 (17.6%) of graduates responded that they were searching for only wage/ salary employment. This indicates that most of unemployed graduates are searching for both wage and self-employment. As a TVET strategy, self-employment is strongly recommended for graduates.

3.9.7 Relevancy of Occupation applying jobs for employment

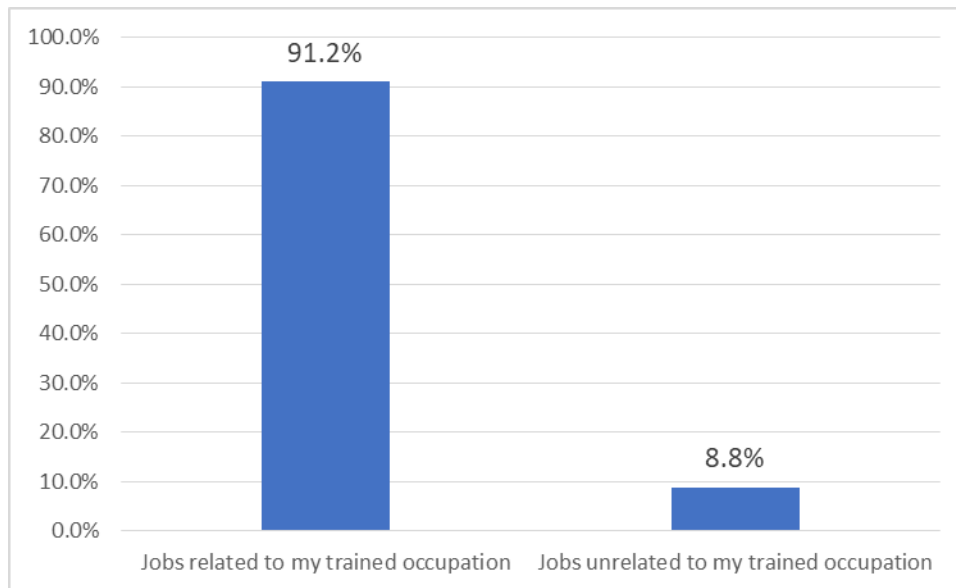


Figure3. 26 Relevancy training for applying jobs

As shown above, out of 34 unemployed graduate respondents, 31 (91.2%) of the respondents responded that they were searching for jobs that were related to their training occupation and the remaining 3 (8.8%) were searching for jobs that were unrelated to their occupation that had been trained. This means most of unemployed graduates are looking for work that is related to the occupation for which they were trained.

3.9.8 Challenges for getting job

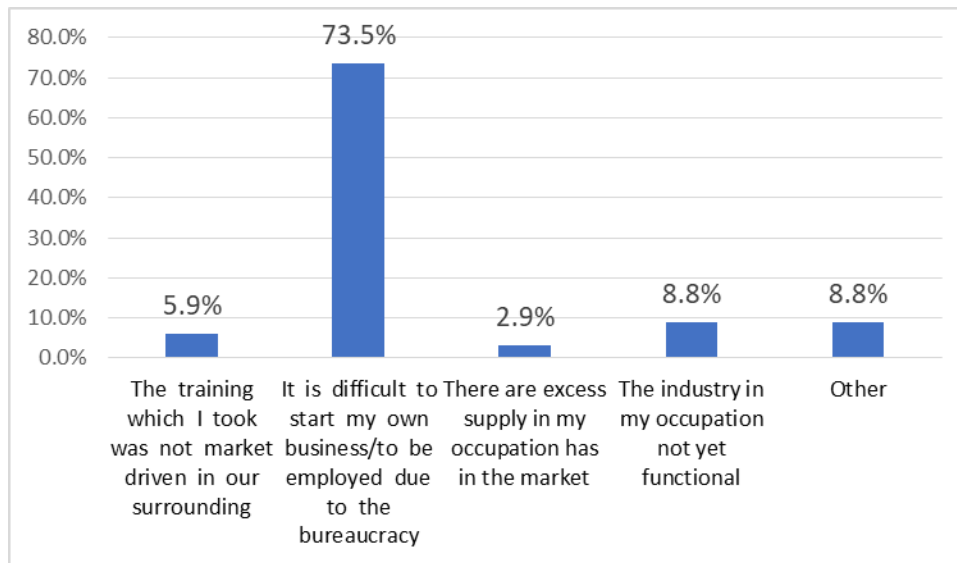


Figure3. 27Obstacles to get job for graduates

The graduates were asked to answer the question *"In your opinion what you think the obstacles to get job?"* and provided with options, among 34 unemployed graduate respondents, 25 (73.5%) of respondents expressed that the bureaucracy was difficult to start their own business and to be employed at different companies and organizations. 3 (8.8%) of respondents responded that the excess supply in their occupation has in the market is an obstacle to starting their own business and being employed at different companies and organizations, 3 (8.8%) of the respondents were responded. "Others" (workplace and machine shortages and lack of capital) were obstacles to starting their own business and being employed at different companies and organizations 2(5.9%) of respondents responded that the training they had received was not market-driven in their surrounding area was obstacles to starting their own business and being employed at different companies and organizations. This implies that the business environment was the biggest obstacle to start their own business and being employed at different companies and organizations.

Chapter 4

4. Conclusion and Recommendation

4.1 Conclusion

The main objective of this tracer study was to provide information on the employment status of HPTC textile and Garment graduates in different programmes supported by EASTRIP.

The key conclusions are the following:

- ✚ From the total graduate respondents, 55.3% (94) were self-employed, 18.8 % (32) of them were wage employed, 20.0% (34) of the respondents were unemployed and the remaining 5.9% (10) of them were upgrading the training. The result shows that the majority of graduates were self-employed.
- ✚ This study was conducted only on 160 graduate employed and unemployed graduate of textile and garment department using survey questionnaire.
- ✚ The majority, 101 (80.2%) of the traced employed graduates were female, whereas 25 (19.8%) of the traced graduates were Male. the participation of employed females graduates were very high. Here, there is good involvement of employed female graduates in HPTC of Textile and garment departments. This can be one of the indicators of gender homogeneity in the Training activities.
- ✚ From the total employed graduates the majority of respondents 83.3% are short term training, (11.1%) of them is Level-IV and the remaining (5.6%) employed graduated were Level II. This implies that demand driven short term training are effective in graduate's employability.
- ✚ From the total employed graduate respondent (160) both employed and unemployed, 52.5% (84) have got employed within three months and 73.8% (118) have got employed within six months of their graduation.
- ✚ From the total long term graduates response 77.78%. Of the graduates have got employed with in six month of their graduation.
- ✚ Long term graduates six months self-employment rate was 22.22%.
- ✚ The majority of wage employed graduates are hired in Hawassa Industrial Park

- ✦ The majority, 29 (85.3%) of unemployed graduates are currently looking for employment.

- ✦ 73.5% of unemployed graduates were indicated difficult to start their own business due to the Ups and downs.

Most 70.8% of the respondent declared that there is no lacking on the training quality when they are at HPTC. The remaining of them mentioned that there was some gaps needs to be improved. They descussed as a reason

- ✦ Un implementation of cooperative training

- ✦ The tarining was not make us competent on market

- ✦ The trainers was focussed only on copleting the occupation rather than relating to job creation.

- ✦ The training was focussing on theoretical /knowledge part rather than on skill and attitude part.

- ✦ Limitation of macheneries, equipments and tooles and also laging of delivering consumeble materials for practical training.

- ✦ Improper utilization of training hour to deliver the required knowladge, skill and attitude on each UCs.

4.2 Recommendation

Based on the above tracer survey study the study team will recommend that,

- ✦ Hawassa polytechnic college should properly handle/ use better data management system with regarding to Graduates contact address.

- ✦ The HPTC shall work with stake holders to reduce the graduates' employability bureaucracy.

- ✦ Hawassa polytechnic college should improve the implementation of cooperative training,

- ✦ Improve the training quality to make us graduates competent on the labour market,

- ✦ Improve Limitation of machineries', equipment's and tools and utilization of training hours

Reference

MoE, Ministry of Education Ethiopia (2008) ‘National Technical and Vocational Education and Training (TVET) Strategy’, Addis Ababa.

Appendix I

Questioners for employed graduate

Dear -----

My name is----- and I am calling or I am contacting you on behalf of the Hawassa polytechnic college. This tracer survey involves tracing the whereabouts of HPTC graduates, whether they are employed or not, as well as assessing how effective and efficient training centers are meeting their objectives of creating a qualified skilled labor force, and entrepreneurial attitudes among graduates for self-employment

All the data will be treated confidential. The data will help us to evaluate the TVET system and to identify needs for improvement or change. Your response is highly appreciated and is an important contribution to the improvement of the TVET system and for the development of the country. The interview will take few minutes only. May we start?

ለ_____

ስሜ _____ ይባላል።የደወልኩት/እዚህ የተገኘሁት የሀዋሳ ፖሊቴክኒክ ኮሌጅን ወክቶ ነው። ይህ ትሬሲንግ ጥናት የሀዋሳ ፖሊቴክኒክ ኮሌጅ ምሩቃን ከስራ ጋር መተሳሰራቸውን ለመከታተል እንዲሁም ኮሌጃችን ብቃት ያለው እና የሰለጠነ የሰው ኃይል የመፍጠር ዓላማቸውን ምን ያህል ውጤታማ እና ቀልጣፋ እንደሆነ ፤ ምሩቃኑንም የራሳቸው ሥራ ለመሰማራት የሚያስችላቸውን የስራ ፈጠራ አመለካከት መመርመርን ያካትታል ።

በቃለ መጠይቁ የሚሰጡንን መረጃ በሙሉ የቴክኒክና ሙያ ትምህርት ስልጠና ተቋሙን አካሄድ ለመገምገም የምንጠቀምበት ብቻ ስለሚሆን የሚሰጡን መረጃ ሁሉ በሚስጥር የተጠበቀ ይሆናል።ይህ ደግሞ እኛ ምን መሻሻልና ምን መቀየር እንዳለብን የሚጠቁመን ነውና መልካም ትብብርዎን እንሻለን። የእርሶዎ ምላሽ በጣም ይበረታታል አልፎም ለሀገሪቱ እድገት ትልቅ አስተዋጽኦ ያደርጋል። ቃለ መጠይቁ የሚፈጀው ጊዜ ጥቂት ደቂቃዎች ብቻ ነው። መጀመር እንችላለን?

Section-1 Personal Information/ የግል መረጃ

1. Address:- Region/**ክልል**----- Zone/**ዞን** ----- Woreda/**ወረዳ**----- City/**ከተማ**-----

2. Full name/-----

3. Trained occupation/ የሰለጠነ-በት መ.ያ-----level (**ደረጃ**) -----

4. Sex/**ጾታ**

1. Female/ **ሴት**

2. Male/ **ወንድ**

5. Age / **ዕድሜ**/-----

6. Marital status /**የጋብቻ ሁኔታ**/

Unmarried/ **ያላገባ/ች**

Married/ **ያገባ/ች**

Divorced/**የፈታ/ች**

Widowed/**የሞተበት/ባት**

7. Is this your first job after leaving HPTC? **ከሀዋሳ ፖሊቲክ ኮሌጅ ከወጡ በኋላ ይህ የመጀመሪያ ስራዎ ነው?**

Yes/**አዎ** (go to Q 7.1)

No/**አይደለም** (go to Q 7.2)

7.1 How long did it take you to find your first job after leaving HPTC? /**ከሀዋሳ ፖሊቲክ ኮሌጅ ከወጡ በኋላ የመጀመሪያ ስራዎን ለማግኘት ምን ያህል ጊዜ ፈጅቶብዎታል?**

0-3 Months

10-12 Months

4-6 Months

More than 12 Months

7-9 Months

7.2 How long did it take you to find your present job (Do not answer if this is your first job)? **የአሁኑን ሥራ ለማግኘት ምን ያህል ጊዜ ፈጅቶብዎታል (ይህ የመጀመሪያ ሥራህ ከሆነ አትመልስ)?**

0-3 Months

4-6 Months

7-9 Months

10-12 Months

More than 12 Months

8. Type of Employment /የቅጥር ዓይነት/

Wage Employment በደግሞዝ ቅጥር (if so go to section 2&4 /ከሆነ ወደ 2&4 ሴክሽን ይሂዱ)

Self-Employment በስራ ፈጠራ (if go to section3&4 /ከሆነ ወደ 3&4 ሴክሽን ይሂዱ))

Section-2 WAGE EMPLOYMENT/ የቅጥር ሁኔታ/

9. What is your employed job? / Specify/ የተቀጠሩበት ሙያ ምንድን ነው?

ግለጽ _____

10. Where is your work place? የሚሰሩበት ቦታ የት ነው? _____

11. Name of Employed organization/የቀጣሪ ድርጅት ስም _____

12. What is the status of your employment? (Tick only one box)

Part-time / የትርፍ ጊዜ

Contractual /የኮንትራክት ቅጥር

Temporary / ጊዜያዊ

Permanent (ቋሚ)

13. Types of employer organization? / የቀጣሪ ድርጅት ዓይነት

Public enterprise/ የመንግስት ልማት ድርጅት

Private enterprise/ የግልድርጅት

Government office/ መንግስታዊ መ/ቤት

Non-Government Organization (NGO)/ መንግስታዊ ያልሆነ ድርጅት

Other, please specify/ ሌላካል ቢገለጽ: _____

14. By what means did you find this job? ስራው በምን መንገድ ተገኘ?

Assistance by TVET institution /በቴ/መ/ት/ስ/ተቋም በተሰጠኝ እገዛ

Contacts during cooperative training / በትብብር ስልጠና ጊዜ ግንኙነትን በመፍጠር

Contacting companies directly/ ከካምፓኒዎች ጋር ቀጥተኛ ግንኙነት

Public advertisement/ በመገናኛ ብዙሀን

Social media /በማህበራዊ መገናኛ

Contacted a commercial working agency / በስራና ስራተኛ አገናኝ ኤጀንሲ

Relations (e.g. parents/relatives/friends)/በግል ግንኙነት በዘመድ በጓደኛ እና በቤተሰብ

15. Is your current job related to your trained occupation? / አሁን እየሰራህ ያለው ስራ

በሰለጠንክበት ሙያ ነው? 1. yes/አዎ 2. No/ አይደለም

16. if your answer for Q#15 was No please specify the reason/ ለጥያቄ 15 መልስዎ አይደለም ከሆነ ምክንያቱን ይግለጹ _____

17. Did you receive any job related training since you started working? / ስራ መስራት ከጀመሩ ጊዜ ጀምሮ ሙያዊ ስልጠና ወስደው ያውቃሉ?

1. yes/አዎ 2. No/የለም

18. If yes for Q#17 what is the reasons for taking job related training? (multiple answers are possible)/በተራ ቁጥር 17 መልስዎ አዎ ከሆነ ሙያዊ ስልጠና የወሰዱበት ምክንያት /ከአንድ በላይ መልስ ይቻላል/

My competence was found less than expected /የነበረኝ ክህሎት ከሚጠበቀው በታች ስለነበር

The Job needs new technology/silk/ ስራው አዲስ ቴክኖሎጂ ስለሚፈልግ

Others (specify)/ ሌላ ካለ ይገለጽ _____

19. In your opinion, how important were the following aspects for your employment?

/በእርሶዎ አስተያየት ለመቀጠር የትኛው አስፈላጊ ነበር/

1=Not very important / በጣም አስፈላጊ አልነበረም 2=Not important/ አስፈላጊ አልነበረም

3=somewhat important /በመጠኑ አስፈላጊ ነበር 4=Important/አስፈላጊ ነበር

5=Very important/ በጣም አስፈላጊ ነበር

	Tick /ምልክት ያድርጉ\ (✓)				
	1	2	3	4	5
1. My professional qualification was demanded in the market /የተመረኩበት ሙያ ገበያ ላይ ተፈላጊ ስለ ነበር					
2. Participation in cooperative training / የትብብር ስልጠና ተሳትፎ					
3. knowledge competency /በእውቀት መብቃት /					
4. Skill competency/በክህሎት መብቃት/					
5. Attitude competency/በአመለካኝ መብቃት/					
6. Social and individual relationship / በሰው/በዘመድና በራስ ግንኙነት					

Section.3. ONLY FOR SELF EMPLOYED/ ስራ ፈጣሪ ለሆኑት ብቻ/

20. Why and how did you start your own business? እንዴት የራስዎን ስራ ሊጀመሩ ቻሉ?

- TVET institution helped me (ቡቴክ/ሙ/ት/ስ/ተ/አርዳታ
- By help of job creation agency (በስራ እድል ፈጠራ ኤጀንሲ እገዛ)
- It was my own wish/ የራሴ ፍላጎት ነው
- I inherited the business / ስራውን ወርሼው ነው
- I did not find wage employment/ የመቀጠር እድሉ አላጋጠመኝም
- Other (please specify) / ሌላ - ካለ ይገለጹ-----

21. Has the training you took at the TVET College helped you to manage and operate your job?

/በተቋሙ ቆይታዎ የሰለጠኑበት ሙያ ስራህን ለማስተዳደር ረድቶታል?

1. Yes/አዎ 2. No/የለም

22. If your answer for Q-21 is No, choose your main reason/መልስዎ የለም ከሆነ ምክንያቱን ይምረጡ/

- I need more or new skills /ተጨማሪ ወይም አዲስ ክህሎት ስለምፈልግ/
- The training and the job are not much related/ስራውና የሰለጠነኩበት ሙያ ስለማይዛመድ/
- Other specify/ሌላ ካለይገለጹ/.....

Section-4 FOR BOTH WAGE & SELF EMPLOYED QUALITY OF TRAINING AT TVET COLLEGE/ የቴክኒክና ሙያ ትምህርትና ስልጠና ጥራት

22. In your opinion what was lacking in your training and to what extent? / በአርሶዎ አስተያየት በስልጠናው አሰጣጥ ወቅት ክፍተት (ጎደለ) የሚሉት ምንድን ነው? በምን ያህል መጠን?/

- 1=Not at all/በጭራሽ ክፍተት የለበትም
- 2=to a little extent/በትንሽ መጠን ክፍተት አለበት
- 3=to some extent/ በመጠኑ ክፍተት አለበት
- 4=to a great extent/ከመጠን ያለፈ ክፍተት አለበት
- 5=to a very great extent/በጣም ከመጠን ያለፈ ክፍተት አለበት

23. If your answer is except No1 please specify the gaps of training. /

ለተሳትፍዎ እናምሰግናለን!!
Thank you for your participation

Appendix II

Questioners for unemployed graduate

Dear -----

My name is _____ and I am calling or I am contacting you on behalf of HPTC college/institute. This tracer survey involves tracing the whereabouts of HPTC graduates, whether they are employed or not, as well as assessing how effective and efficient training centers are meeting their objectives of creating a qualified skilled labor force, and entrepreneurial attitudes among graduates for self-employment.

All the data will be treated confidential. The data will help us to evaluate the TVET System and to identify needs for improvement or change. Your response is highly appreciated and is an important contribution to the improvement of the TVET system and for the development of the country.

The interview will take few minutes only. May we start?

ለ_____

ስሜ-----ይባላል።የደወልኩት/ እዚህ የተገኘሁት የ----- ቴክኒክና ሙያ ትምህርት ስልጠና ተቋሙን ወክቼ ነው። ይህ ትራሲር ጥናት የሀዋሳ ፖሊቴክኒክ ኮሌጅ ምሩቃን ከስራ ጋር መተሳሰራቸውን ለመከታተል እንዲሁም ኮሌጃችን ብቃት ያለው እና የሰለጠነ የሰው ኃይል የመፍጠር ዓላማቸውን ምን ያህል ውጤታማ እና ቀልጣፋ እንደሆነ ፤ ምሩቃኑንም የራሳቸው ሥራ ለመሰማራት የሚያስችላቸውን የስራ ፈጠራ አመለካከት መመርመርን ያካትታል ።

በቃለ መጠይቁ ላይ እንደተገለጸው የሚሰጡንን መረጃ በሙሉ የቴክኒክና ሙያ ትምህርት ስልጠና ተቋሙን አካሄድ ለመገምገም የምንጠቀምበት ብቻ ስለሚሆን የሚሰጡን መረጃ ሁሉ በሚስጥር የተጠበቀ ይሆናል። ይህ ደግሞ እኛ ምን ማሻሻልና ምን መቀየር እንዳለብን የሚጠቁምን ነውና መልካም ትብብርዎን እንሻለን። የእርሶዎ ምላሽ በጣም ይበረታታል አልፎም ለሀገሪቱ እድገት ትልቅ አስተዋጾ ያደርጋል። ቃለመጠይቁ የሚፈጀው ጊዜ ጥቂት ደቂቃዎች ብቻ ነው። መጀመር እንችላለን?

1. Personal information / የግል መረጃ/

- A. Full Name / መ.ሱ. ስም _____
- B. Region / ክልል _____ Zone/ዞን _____ Woreda /ወረዳ _____ City/ከተማ _____

2. Socio-Demographic Information/ የተፈጥሮ ምድብ

A. Sex/ጾታ Female/ ሴት Male/ ወንድ

B Age / ዕድሜ-----

C. Marital status /የጋባቻ ሁኔታ

- Unmarried/ ያላገባ
- Divorced/የፈታ/ች
- Married/ ያገባ
- Widowed ባል/ሚስት የሞተባት/በት

D. long term; Occupation/ሙያ/ ----- level /ደረጃ/-----

E; Short term training title /የአጫጭር ስልጠና ርዕስ / -----

3. JOB SEARCH / ስራፍለጋ

A. What describes your current situation?(Multiple answers possible) /በአሁን ወቅት ያሉበትን ሁኔታ የሚገልፀው የቱነው?(ከአንድ በላይ መልስ መስጠት ይቻላል)

Continue training (please specify subject / location) / ሌላ ስልጠና እየሰለጠንሁ ነወ. (የስልጠናውን አይነቱንና ቦታውን ይጥቀሱ): _____

I am busy with my family and/or children / ቤተሠቤን /ልጆቼን እየተንከባከብኩ ነው

Giving voluntary services /ነፃ አገልግሎት ስራ እየሠራሁ ነው /

I am currently looking for employment / ስራ እየፈለግሁ ነው

Other / ሌላ (please specify/ (ይገለጽ). _____

B. How long have you been searching for a job?/ስራ እየፈለጉ ከሆነ ምን ያህል ጊዜ ሆኖዎት? _____ Months/ ወራት

C. How do you search for a job (Please prioritize)? /አንድነት ነወ. ስራ የሚፈልጉት (በቅደም ተከተል በተሰጠው ሳጥን ውስጥ በደረጃ ቁጥር ያስቀምጡ

Public advertisement (e.g. internet, newspaper, radio, TV, advertisement boards)/ በመገናኛ ብዙሀን

Contacting companies directly/ከካምፓኒዎች ጋር ቀጥተኛ ግንኙነት በማድረግ

Contacting a commercial working agency/ በስራና ስራተኛ አገናኝ ኤጀንሲ

Relations (e.g. parents, relatives, friends)/ በግል ግንኙነት በዘመድ በጓደኛ እና በቤተሰብ

Assistance by TVET institution/ቡድ/ሙ/ት/ስ/ተቋም በተሰጠኝ እገዛ

Other, please specify: ሌላ (ይገለጽ) -----

D. Which type of employment you have been searching for? /የትኛውን የሥራ ዓይነት ይፈልጉ ነበር?

Wage employment/ የደሞዝ ቅጥር

Self-employment /በግል ሥራ መስራት

Both /በሁለቱም

E. For which jobs have you been applying? ለየትኛው ሥራ መስክ ነው እያመለከቱ ያሉት?

1. Jobs related to my trained occupation / በሠለጠንክ-በት ሙያ

2. Jobs unrelated to my trained occupation / ከሠለጠንክ-በት ሙያ ውጭ

If your answer for Q3E is 2 why? መልስዎ ከሠለጠንክ-በት ሙያ ውጭ ከሆነ ለምን? _____

F. In your opinion what do you think the obstacles to get job? /በእርስዎ አስተያየት ወደ ስራ እንዳይገቡ እንቅፋት የሆነዎት ምንድን ነው?

. The training which I took was not market driven in our surrounding?/በገበያው /በአካባቢ የተፈለገ ያልሆነ ስልጠና በመውሰድ

. It is difficult to start my own business/to be employed due to the bureaucracy/በግሌ ስራ ለመፍጠር/ለመቀጠር ውጣውረድ ከባድ በመሆኑ

. There are excess supply in my occupation has in the market/ገበያው ከሚፈልገው በላይ በሰለጠንክ-በት ሙያ የሰለጠነ የሰው ሐይል በመኖሩ

The industry in my occupation not yet functional/ በሰለጠንክ-በት ሙያ ኢንዱስትሪው ወደ ስራ ባለመግባቱ

Other, please specify/ሌላ ካለ ይገለጽ

Thank you for your participation!

ስለተሳትፎዎ እና መሰግናለን!

