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# **Hawassa Polytechnic College**

## **Tracer Study Report for Garment Graduates of 2022**

**Client: Hawassa Polytechnic College  
(HPTC)/EASTRIP**

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Back ground of the study

The East Africa Skills for Transformation and Regional Integration Project (EASTRIP), funded by the World Bank, is designed to address challenges in skills shortage and mismatch, by providing technical, financial and industry partnership to increase the access and improve the quality of training programs in 16 selected Regional Flagship TVET Institutions (RFTIs) in Ethiopia, Kenya and Tanzania and to facilitate regional integration by providing a regional platform to promote exchanges of policies and practices, students and faculty mobility and harmonization of standards and qualifications.

Hawassa polytechnic college is found in Sidama region and is one of seven TVET institutions in Ethiopia which are supported by EASTRIP. Since its establishment in 1998 G.C, the college had been offering technical and vocational education and training for the local community through both short term and long term training programs. Nowadays, Hawassa Polytechnic college (HPTC) is providing demand-based training in more than 27 occupations, among which Textile and Garment are funded by the EASTRIP project to be regional centers of excellence.

The success of the HPTC as a regional center of excellence in Textile and Garment partly depends on good governance and management as well as on developing demand-driven training programs. It is for this reason that HPTC has recruited Sunmaker to develop a demand-driven training programs and a system that helps to strengthen governance and management.

Sunmaker Energy Uganda Ltd specializes in identifying and bridging gaps in Technical and Vocational Education and Training (TVET) and Human Resource Development. Among its many focus areas, some of them include Strategic Planning, Conducting Gap Analysis and Needs Assessment, Industry Market Research/Labour Market Survey, Industry Driven Curriculum Mapping and Design, International and Occupational Standards and Accreditations, TVET Quality Assurance and Quality Control, Designing Facilities Layout, Equipment Specification, Training Equipment Installation, Commissioning and Maintenance, Institute Planning and Management System, Institute Business Management, Institutional Cooperation and Exchange, Training Need Assessment, Provision of Health, Safety and Environment Consultancies, and Provision of Learner

Management, Learning Resources and Operating Procedures, Online Teaching and Learning and Management System, Smart Teaching-Learning System and Operation, Online Learning Capacity Building, Industrial Linkage and Partnership.

## **1.2. Objectives of the study**

### **1.2.1. General objective**

The primary objective of this tracer survey is to measure the relevance of Hawassa polytechnic college training programs and the number of graduated trainees who have been employed (wage/self) or unemployed as well as to assess their skill gaps for further training, curriculum revision and design of new curriculum.

### **1.2.2. Specific objectives**

- To provide adequate information on the where about and skill adequacy and employability of TVET graduates
- To learn how effective and efficient training providers are meeting their objectives of creating qualified skilled labor force
- To learn the entrepreneurial attitudes among graduates for self-employment
- To assess the skills gap and training needs of the TVET graduates
- To identify changes in the labour market demand.
- To identify the number of trainees finding employment on the field of occupations they had been trained.
- To asses why unemployed trainee graduates could not be able to find employment in the labour market

More specifically the tracer study covers graduates of 2022 GC. The population of the study included TVET graduates, Employers and HPTC staff. The study focused on five programs (Garment, Textile, Hotel, Automotive, and water technology). The study was designed to generate both quantitative and qualitative data form primary and secondary sources. Secondary data was sourced from document reviews from HPTC and industry firms in the study programs. Primary data

was obtained by using three types (Graduates, Employers and HPTC staff) of extensive self-administered questionnaire supported by follow up through phone conversation.

### **1.3. Delimitation of the study**

This tracer study was delimited to tracing the whereabouts of 2014 graduates of the aforementioned five departments. The study was also delimited to assess the views of the graduates themselves, the employers and the trainers about the competencies of the graduates and factors contributing to that.

### **1.4. 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 provides information to different actors in the sector to identify gaps and revise the way the training should be delivered so as to enhance employability of graduates.

# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.1. Tracer study**

Tracer studies can be defined as retrospective analyses of graduates through a standardised survey, which takes place sometime after graduation (normally between 6 months and 3 years). It is an approach that enables education and training institutions to obtain information about possible deficiencies in the educational process and the learning process and can form the basis for planning activities for the improvement in the future. Tracer studies are also known as graduate surveys, alumni surveys, or graduate tracking (Schomburg, 2003).

According to the International Labour Organisation (ILO, 1996) a tracer study is an impact assessment tool where the impact on a target group is traced back to specific elements of a project or programme so that effective and ineffective components of the programme may be identified. Tracer studies, also called graduate studies or follow-up studies or destination of leavers from training institution surveys, are also a management tool for planning, monitoring and measuring the relevance of vocational training programmes (Lange, 2001; AAU, 2002; Osei et al., 2015; Mubuke, Businge and Kiguli-Malwadde, 2014; Gines, 2014). The importance of tracer studies has been recognised for a long time. Heidemann (2011:p.10) study of 45 German higher education institutions concluded that ‘tracer studies provide information about the entry into the labour market and workforce as well as retrospective evaluations of study programmes’. According to Heidemann (2011) tracer studies will provide valid information about entry into the labour market and retrospective evaluation of study programmes. The tracer studies will in addition enhance the marketability of education and training programmes (Balingbing, 2014 cited by Osei et al, 2015).

### **2.2. Review of selected tracer studies**

Various tracer studies of graduates have been conducted in some African countries, including Ethiopia. These studies sought to ascertain the whereabouts of the graduates, their transition from higher education to work, job search, employment conditions, use of knowledge and skills, appropriate position and job satisfaction, retrospective assessment of their study condition.

In Africa, the tools and approaches used to appraise the external efficiency of TVET systems are varied. Several countries have adopted a centralized approach based on field or telephone surveys, relying on the Ministry of Labour (Burundi), national employment and training observatories



(Niger), specialized VT directorates (Mauritania's Ecole Nationale d'Administration Publique; DRC's Institut National de Préparation Professionnelle).

TVET institutions are often involved in collecting information on their graduates, and in some cases are the only organizations to do so. This would usually occur in the form of field or phone-based surveys. The findings may be entrusted to a central employment observatory or national statistical office. Surveys are sample-based. They are part of the TVET institution's auto-evaluation activities that takes learner/employer satisfaction into account.

To appraise the performance of a TVET system in detail, it can be helpful to obtain very precise information about the careers of specific individuals. Initiatives adopting this approach have involved using cell phone numbers, or national identity card numbers (Mauritania). The above range of approaches is complemented by a number of other alternatives, including the creation of national independent assessment systems (Ethiopia), the organization of career fora to interview attendees in bulk, reviews of the national press, and the exploitation of data drawn from national employment funds.

Methodologically, most of the tracer studies focused on the graduates with little attention given to capturing the perspectives of the employers of these graduates. This limits a holistic understanding of the link between education and work. With the exception of very few tracer studies like REFORUM (2009) and Anyanwu (2000) which tracked agricultural graduates, most of the other tracer studies in Africa either took a generic view of all graduates from a particular institution or focused on other areas like Commerce, Arts and Science graduates but not specifically on agricultural graduates. This tends to mask the peculiar challenges associated with agricultural training, even though agriculture is central to the development of most African countries. There is therefore a clear need for tracer studies which focus specifically on agricultural graduates, which this current study seeks to do.

Studies tracking University graduates in Ghana have been episodic and occasional. In the wake of graduate unemployment, the Ministry of Education in Ghana commissioned Batse and Gyekye to undertake a tracer study of graduates in 1992. This study attributed the growing graduate unemployment to an educational training that did not sufficiently equip the graduates for the job market. Another tracer study of graduates of Ghanaian universities from 1985 to 1993 (Djangmah et al., 2000) found that 68% of graduates in humanities and social sciences did not see a link between what they studied at the University and their work. On the other hand, 76% of Law graduates reported some linkage between their work and what they studied in the university.

Methodologically, these studies were almost entirely based on a survey questionnaire and not much use of other methods such as the qualitative, reconstructive techniques which have been shown to be important in social research in general and in graduate tracer studies in particular (Bond and Frances 1990). Besides, these studies collected information mainly from the graduates without capturing the perspectives of the various employers, thus limiting a deeper understanding of the issues.

Another study by West and Central African Council for Agricultural Research and Development (WECARD) (2010) was conducted to trace agriculture graduates in Ghana from 1993 to 2008, with the view of generating relevant information that could possibly feed into curricula review to ensure that agricultural training institutions are able to produce graduates better suited for the job market. The study sought to assess the nature of agricultural training provided by Agricultural training institutions; assess the degree to which the training of agricultural graduates equipped them for their job performance; assess the demand for agricultural graduates, and capture the perspectives of agricultural graduates on their training and the job market. Various categories of employers from the public sector, private sector and NGOs were interviewed to capture their views in terms of the appropriateness and adequacy of the knowledge and skills provided agricultural graduates and the demands of the job market. A self administered questionnaire was design and given to 299 agricultural graduates, who left school from 1993, to capture their perspectives on the training they received and the job market demands. The selection of graduates was done by visiting a cross section of organizations employing agricultural graduates and the assistance of Managers of these organizations sought to identify agricultural graduate employees to fill the questionnaire.

This study was carried out to find out employment condition and response of the graduates of this campus. The study covered bachelor programs from two faculties, namely Education and Management. This study covered 16 graduates of pass year 2017. Other graduates could not be traced for various reasons. Questionnaire was the main tool for the collection of data. The findings show that 43.75% of the graduates were involved in some kind of employment, the numbers of female graduates are more in getting employment opportunity. All of them secured full time job in different field. Most of the graduates seem to be satisfied with their job, especially regarding their salary and social status. In terms of the employment rate and average income, no significant difference was observed among the graduates from various programs of study. Findings of the study imply that a campus should give more effort to enhance IT and research skill of the students.

Another study reviewed is a tracer study on the employment outcomes of the vocational training graduates in Botswana (BOTA, 2010). The purpose of the study was to establish employment outcomes of the Vocational Training Graduates of BOTA accredited institutions. The main survey instruments were a closed format questionnaire for graduates and semi structured questionnaires for key informants of trainers and employers. The study targeted 1080 graduates, 100 trainers and 50 employers. The employment rate among respondents was 50.45%. The majority of these graduates were employed full-time and the rest were employed on a temporary basis or part-time. Unemployment was more prevalent among females, while employment was high among males. The study found that the predominant method used by graduates in finding employment was responding to media advertisements. It was also found that it is generally difficult for graduates to get a job as reflected by the high unemployment rate, with 48.7% of the respondents indicating that they have difficulties getting a job. The main difficulty in getting a job was identified as limited job opportunities in the geographical area where the graduate resided, which was identified by 32.57% of the respondents. Respondents rated the skills they acquired from vocational skills highly. They are generally of the view that the skills acquired at TVET Institutions are adequate to enable them to perform the tasks in their work adequately to the satisfaction of their employers. The views of graduate respondents were in tandem with those of employers who rated the skills of graduates as fair. Graduates rated the programmes they went through highly in terms of content and instructional quality. The overwhelming majority of the respondents (89.41%) indicated that they would recommend the programmes they went through to others.

A tracer study was conducted in Somalia in 2012 in order to establish the employment rate of the graduates and document lesson learnt. Diakonia Commissioned AMS to conduct the study. The study employed a number of data collection methodologies to collect data, both qualitative and quantitative. Secondary data was reviewed and primary data were collected from a number of respondents mostly the primary beneficiaries. Questionnaires were administered, group discussions conducted, key informants were interviewed and observation methods used in the field. The training providers availed two lists of trainee graduates from which the researchers picked randomly and interviewed them mostly through face-to-face discussion but occasionally through telephone. Key aspects of the data collected were triangulated from other sources. There were a number of limitations to the study including security concerns, limited time to trace the respondents, some of whom could not be reached due to the communication complexity in the region, while others have been detached from the training centres, not forgetting the underlying suspicion which limits information provision.

The findings revealed that the trade skills provided to the project's beneficiaries were relevant as most of those employed were utilizing them with a high level of appreciation. The findings further reveal that people in the region appreciate certification which they feel is a plus to their life and will create for them better job opportunities that would improve their livelihoods. This suggests that the absence of certificates might hamper or slow the access to employment opportunities.

A tracer study was conducted in Gambia Technical Training Institute (GTTI) in 2015-16. The objectives of the tracer study were to measure the labour market outcomes of 2015-2016 GTTI graduates, assess the effectiveness of GTTI's training programmes, understand the employability of graduates, and evaluate how access, quality and relevance of TVET contribute to graduate employability thereby informing the design of future training programmes.

The findings indicate a graduate employment rate of 57.9%. The implication of this therefore, is that graduate unemployment is in the double digits. This situation challenges the quality of the training inputs and by extension the employability of graduates and the effectiveness of the training programmes. However, the assessment of the effectiveness of GTTI training programmes facilitated the understanding that their overall effectiveness is located within the "*average to good rating*" range. This outlook notwithstanding, the quality of learning materials, availability and quality of technical equipment and work-based experience of teaching staff emerged as areas and inputs that require immediate quality improvements.

72.5% of graduates acknowledge applying the skills they learned at GTTI to varying degrees in the workplace. Another 66% and 78.6% find such skills useful for work and future career development respectively, thereby highlighting the link between GTTI training programmes and labour market requirements. The findings indicate that GTTI training programmes are socially and economically relevant to graduates. However, the employability skills acquired by graduates through GTTI training tend to be at basic or functional levels, thus diminishing the quality of training outcomes.

Another tracer study of 343 Sudanese TVET graduates from Khartoum State was undertaken in Sudan in 2016 with the support of ILO to provide understanding and a benchmark for further research on where skills development needs to be focused to meet Sudan's current labour market demands. Emphasis in the study was placed on the links between the quality of skills obtained by graduates in TVET institutions, and the perception and satisfaction of employers and employees alike. The tracer study employed both qualitative and quantitative data collection methods such as desk review, questionnaire, focus group discussion, and observation. A sample of 350 graduates

were randomly selected out of 5922 students who took the 2011 examinations for technical secondary schools, Artisan Institutes, and Vocational Training Centres that were implementing formal apprenticeship programmes. Graduates were identified through admission records of TVET institutions and through snowball sampling techniques.

With regards to the employment status of the traced graduates, the study revealed that out of the total number of graduates interviewed (343), 199 (59 per cent) were employed in 2013. The findings illustrate that the majority of the employed graduates, 72 per cent, found their current job through the assistance of relatives and friends, while 15 per cent of the respondents obtained their current employment through job advertisements in the public media and only 5 graduates found their position online. The findings also indicate the non-existent role of public employment service offices which are expected to take a leading role in assisting job seekers. Another important finding of the study is that 78 per cent of the graduates worked in an occupation which was not relevant to their field of initial study/training. This is reflective in the weak life-long career guidance process available to students as well as the TVET institute's disconnect with the labour market in advising students and supporting them through the transition from school to work. This finding can also suggest that the TVET institutes are offering programs for students in geographical locations that are not in demand by local employers, thus underlining a current mismatch. The study revealed that less than 10 per cent of interviewed employers acknowledged that TVET institute graduates are generally prepared to assume their work responsibilities upon graduation without further training. The employers stated that graduates lacked skills in (i) performing at a high quality and better paid work (14 per cent) (ii) the practical use of machines and equipment (11 per cent) (iii) the practical use of computers (10.5 per cent) and (iv) the practical use of working tools (almost 10 per cent). When TVET graduates were asked about the most important aspects that determine job satisfaction for them, income was by far the most important (32.5 per cent) followed by unspecified aspects (17.6 per cent) and working hours (15.6 per cent). The possibility of acquiring new skills and knowledge (13 per cent) was identified as the fourth most important, while the least important aspects were career prospects from the job (4.7 per cent) and the type of tasks they are required to perform (4 per cent).

The Polytechnic of Malawi carried out a tracer study in 2017 on all of its programmes and on its 2014 graduates. The overall objective of the study was to generate relevant information that could possibly feed into actions/interventions geared at producing graduates that are suitable for the job market. This study employed a descriptive survey design to collect information from 2014

Polytechnic graduates through a structured questionnaire designed to be self-administered in order to collect relevant information. The study was designed to generate both quantitative and qualitative data. The questionnaire was designed to get information on key variables such as education and training before study; the programme of study; internship/industrial attachment during the course of study; study conditions and provisions; competencies and satisfaction with the course of study; what happened after graduation; employment and work; work requirements; relevance of programme of study to current job; work orientation and job satisfaction; further education; further professional training; individual background; and migration and regional mobility.

In terms of rating of the learning conditions and provisions at The Polytechnic, in general they were rated poorly by the graduates that participated in the survey. The quality of classroom was rated only fair by 52% of the responded. The quality of students recreational facility were bad or fair by the majority of respondents: faculty of Built Environment (67%), rated students' recreational facilities on campus as bad, whereas most respondents from the Faculty of Applied Sciences (52%), Commerce (41%), Education and Media Studies (41%) as well as Faculty of Engineering (58%) rated students' recreational facilities on campus as fair. Concerning internship/industrial attachment, the provision of internship was rated bad by over half (56%) of the total respondents, mainly from faculties of commerce (67%), Applied Sciences (60%) and Built Environment (50%) The majority of respondents from the faculties of Commerce (87%), Engineering (85%), Education and Media Studies (83%) and Built Environment (78%) and Applied Sciences (71%) rated the opportunity for consultation with teaching staff as fair or good. However, there is a considerable proportion of responses that rated the consultation of teaching staff as bad, especially from faculties of Applied Sciences (17%) and Built Environment (22%).

In terms of competences and satisfaction with the course of study, the majority of graduates that participated in the survey were satisfied with the acquisition of competences from their study programmes. The acquisition of competences upon graduation was rated high to very high by most (70%) of the graduates that participated in the survey. Overall, at least 74% of the graduates that responded indicated that they would choose again the same field of study/training to a high extent or higher while at least 79% of the graduates would choose the Polytechnic again. In aggregate, approximately 70% of graduates rated the level of satisfaction with studies to a high extent or very high extent. In terms of transition to employment, about half (49%) of the graduates that participated in the survey had full time employment, 13% were employed on part-time basis and 10% were self-employed by the end of the first 6 months after graduation. About 30% of the

respondents had secured the first job before graduation and 36 % of them had secured their first job within the first six months after graduation. By the end of one year after graduation, 56% of the graduates that responded indicated they had secured employment. These results possibly indicate that Polytechnic graduates are employable, considering that the majority of respondents had job in the first 6 months after graduation. This is contrary to the general view that Polytechnic students struggle to find employment. Furthermore, most graduates (61%) searched for their first jobs through job advertisements/announcements in newspapers, internet, notices and radio, friends, fellow students or they were seconded by personal contacts, (29%). This is contrary to the aim of organizing student recruitment seminars/symposium.

Concerning employment situation and relationship between study and work, over eighty percent (84%) of the graduates that responded had full time employment by the time of the survey. Only 9% of the respondents stated that they were still searching for a job at the time of the survey. About 90% of the graduates that responded had changed at least two or three jobs. Most of them (60%) stated that the private sector (which includes NGOs) is their main employer, seconded by public service (35%). In terms of work requirements, all of the graduates that participated in the survey rated to very high extent the following as the required skills/competences in the current jobs: very high ability to work productively with others, ability to work under pressure, ability to organize work processes efficiently and ability to work efficiently towards a goal.

Concerning relevance of program of study to their current jobs, 74% of the graduates that participated to the survey stated that they utilise the knowledge they acquired during the course of their study in their current job to high or very high extent. Most (85%) of the graduates work in related fields, suggesting appropriateness of the study for the job. Generally, 74% of the graduates stated that they utilise the knowledge they acquired during the course of their study in their current job to high or very high extent. About half (53%) of the employed graduates that participated in the survey reported that their own and/or related fields are appropriate for their jobs, signifying the importance of multidisciplinary approach to curriculum. Most (85%) of the graduates that participated in the survey indicated that at least 56their qualification (Bachelors) matched best to their current jobs. Most of the graduates (73%) that participated rated the extent of the appropriateness of study to their current jobs high or very high.

Concerning work orientation and job satisfaction, the extent of satisfaction with current job was moderate to high extent for most of the graduates (78%) that responded to the survey. Only 43% of the graduates responded that they were satisfied to a high extent with their current job. In terms of

individual background shows that the parents majority of graduates that participated in the survey belong to the elite group of the Malawi society. More than three-fifth (62%) of the graduates that participated in the survey had fathers that were holders of senior secondary school or had higher education degrees (Bachelor, Masters or PhD). Also,

about two-fifth (38%) of the graduates had fathers that were highly educated. Further, about 60% graduates that participated stated that their mothers had highest education level of above senior secondary school. Also, 41% of them stated their mothers had diploma or higher education degrees. Like with the highest education of the father, it is seen that most graduates

that participated in the survey belong to mothers that are highly educated. In terms of giving feedback on areas that require improvement in the study programmes and the Polytechnic as an institution, graduates that participated in the survey recommended that the learning conditions should be improved and curriculum should be revised. The most frequently cited recommendations, on improving the learning conditions, were having infrastructure that befits a higher learning institution, having undisturbed academic calendar and incorporating internship for all the study programmes.

A tracer study was also conducted in Tanzania in March, 2019. In this tracer study, the primary data was collected by internal staffs of VETA (Vocational Education and Training Authority) preferably the Labour Market Analysts. For collecting post training information of the graduates, priority was given to face to face interview. For this, data collection teams from VETA Zones were deployed to all parts of the country. Likewise, individual enumerators were deployed for the data collection in all VETA Zones. Besides the quantitative data, qualitative data was also collected from employers, teachers and managers at institution level. Similarly, the members of professional associations were also interviewed about the employment status in their corresponding profession.

The findings of this survey have disclosed a number of critical features related to Vocational Education and Training. Categorically the finding revealed features related training facilities especially tools and equipment; inadequate training delivery including little time for practice; lack of employment support from the Government including non-provision of startup capital and tools; inadequate number of teachers with doubtful competence; delay of certificates; unclear progression route to higher levels such as diploma; bigger number of related subjects which are time consuming and the need for centres to have well organized, supervised and effective field attachment programmes.



The following are the key factors for unemployment: job seasonally (30%), and other is lack of financial resources to start up self-employment (8%) and low wage provided by some employers. Method of entering into employment is mostly through personal communications (46 percent), although field attachments also contributes to 22 percent on enabling graduates enter into employments. On the distribution of working hours per day revealed that more than sixty percent (60%) of the graduates are spending 8 hours per day. This perhaps is an indication that the majority (38 per cent) being self-employed are ready to work longer periods in a day in order to earn more income.

More than 75% of respondent reported to earn income within the national minimum wage range. This also portray fair emerges as among of the criteria for dissent works is the issue of work contract. Respondents also were asked to provide any general comment for improvement of the shortfall found on the TVET system. A number of comments were provided but lack of boarding facilities and lack of modern tool and equipment in the workshops emerged to be critical ones.

Bedada (2010) conducted a study in the Oromiya region of Ethiopia to assess obstacles in Job Creation and Employment for TVET Graduates in Ethiopia. The study aimed at assessing the obstacles in job creation and employment opportunities for Technical-Vocational Education and Training institutes (hereafter TVET) graduates of Ethiopia in general and that of the Regional State of Oromiya in particular. In the study, descriptive survey research method was employed. The data were collected from 100 purposely selected TVET graduates of the Regional State of Oromiya, selected TVET teachers, and TVET program coordinators using questionnaire, interviews and focus group discussions.

The study showed that the inadequacies of TVET graduates in creating their own businesses or getting employment opportunities emanate from the following detail factors: Inadequate experience regarding practical training on the part of the trainers; Existence of poor public-private partnership; Minimal stakeholders' involvement in the training programs; Prevalence of inadequate attachment between TVET institutions and the nearby companies and/or industries; Using structured and rigid curriculum in the face of changing economic circumstances; Minimal success in developing alternative financial sources; Absence of follow-up studies of the graduates; Recruitment and placement of the trainees i.e. making students who could not pass the Ethiopian General Secondary Education Certificate Examination enter into TVET institution without interest; Keen interest of the people of Ethiopia to make their children become white collars instead of becoming blue collars up on completing training programs; Availability of cheap labour in the black market; The prevalence

of experience-based rather than training-based business transaction in the country; Socio-cultural impacts like sex roles or gender stereotyping i.e. considering physical works as if they are meant only for males; Conducting training programs based on anticipated employment rather than on planned labour need; Existence of stagnant employment opportunities; and Using a single model namely DACUM Model in designing the curriculum of TVET institutions rather than being eclectic.

Another tracer study was conducted at Holeta Polytechnic college in 2019. The study traced the HPC students who graduated in 2011 in terms of their job placement profile and the usefulness, relevance, and adequacy of the skills and competencies as well as work-related values to their job placement. A survey method using questionnaire was utilized to 229 respondents. Results revealed that most of the respondents didn't landed on jobs which were related to their training program for about 1-6 months. The total number 2019 graduates employed in these organization were 45 out of which 42 graduates 50% (21) were employed on the related position where as 50% (21) were employed to the position which is irrelevant to their field of study. Out of 51 graduates found in Holeta and Walmara district only 14 unemployed graduates filled the survey questionnaires 14.3% (2) continued their degree program while other are still searching for the job. The study revealed that lack of experience, existing bureaucracy, saturation of the occupation of the graduate's main obstacles to get jobs.

The other tracer study conducted in Ethiopia was a tracer study on Kombolcha polytechnic college. The study was conducted between December 2021 and February 2022. There were a number of limitations to the study including security concerns to trace the respondents, some of whom could not be reached due to the communication complexity in the region, while others have been detached from the study area due to obvious reasons.

The objectives of this tracer study are threefold: (i) assess the employability of TVET graduates; (ii) understand the market relevance of training programs offered at KPC; and (iii) identify possible areas for improvement in the TVET delivery. The Tracer Study had a mixed cohort design covering graduates from 2018/2019 and 20/2020 GC by employing a descriptive survey design. The population of the study included TVET graduates, Employers and KPC staff. A total of 237 graduates, 45 employers, and 16 KPC staff participated in the study.

The study focused on four programs (Auto Engine Servicing Level 2, Auto Engine Servicing Level 3, Automotive Servicing Management Level 4, and Automotive Technology Management Level 5) and seven departments: Agriculture, Construction Technology, Hotel and Tourism, Information

technology, Metal Manufacturing, Electrical-Electronic Technology, and Textile and Garment. The study was designed to generate both quantitative and qualitative data from primary and secondary sources. Secondary data was sourced from document reviews from KPC and industry firms in the study programs. Primary data was obtained by using three types (Graduates, Employers and KPC staff) of extensive online self-administered questionnaire.

The questionnaire for graduates was designed to get information on key variables such as demographic information; satisfaction with training aids, internship program during the course of study; employment status after graduation, sector and nature of employment and job satisfaction for the employed graduates, support for self-employed graduates, and reason for unemployment for those who are unemployed. The questionnaire for employers included demographic information, how they find employees with needed skill, skills and knowledge needed from graduates, reasons for not employing TVET graduates, internship status, and status of industrial exchange for TVET staff. The questionnaire for KPC staff included demographic information, details of the training programs including ratio of theory and practice, satisfaction with physical and administrative factors, knowledge and skills of TVET graduates, and the participation of KPC staff in industrial exchange program. Respondents were also given questions to provide their comments and suggestions.

It can be concluded based on the major findings that there are some variations across departments and programs in terms of employability of TVET graduates from KPC. The findings showed that there is no sufficient support for graduates. The low employability rate and employment (wage as well as self) in areas unrelated to the graduates' occupation indicate that labour market studies have not been conducted regularly. This is also supported by the finding that some graduates did not get job opportunities in the labour market. Though the findings show that the graduates have taken soft skills like communication skills and ICT skills, it was indicated in the findings that most graduates from some programs and departments lack communication skills and ICT skills. This leads to conclude that the trainings given in these soft skills are not sufficient or not relevant to the needs of the employers. Based on the results from satisfaction of graduates and KPC staff, it can be concluded that the physical as well as administrative resources at KPC are not satisfactory to deliver quality and relevant training.

The findings also showed that recruitment strategies used by the employers are mainly external and internal advertisements. This also leads to conclude that the collaboration between KPC and the employers in terms of securing employment for the graduates is not strong. It can also be concluded

based on the findings that self-employment is not well promoted at KPC. Most of the employed graduates showed dissatisfaction in income and benefits. This may lead to the conclusion that graduates are employed with a lower salary and benefits than what they might have expected, which could, in turn, be attributed to absence of minimum wage policy. This is also evidenced by the less decent work experienced by the employed graduates in terms of salary.

Lack of skills in applying for jobs (unsuccessful application) and lack of prior attachment with the employers contributed to unemployment of graduates. Most of the unemployed graduates also attributed their unemployment to losing their previous jobs. Which means that graduates initially get employment but lose their job which may be due to incompetence or non-productive in the company. One can conclude here that graduates are not getting professional development trainings after recruitment, which keeps them updated and competent in the dynamic world. This is also evidenced by the lower number of graduates who have got professional development opportunities. Lack of competence in the work place can also be related to the less practical nature of the training given in the college. It can also be concluded based on the findings that trainers lack the required competency and industrial experience, which might have affected the quality and relevance of the training provided in the college.

As can be seen from the reviewed tracer studies, most institutions conduct tracer studies by gathering survey data from graduates, employers and trainers to get insight into the whereabouts of the graduates and to revise their programs and their delivery. Thus, it can be summarized that tracer study is mainly conducted to determine the employability of graduates and to revise, plan, monitor and measure the relevance of vocational training programmes.

### **2.3. Employability**

Govender and Wait, (2017) define employability as the ability of graduates to start work as effective professional employees from first day of employment. Copps & Plimmer (2013) and Govender & Wait (2017) argue that employable graduates are easily distinguishable from the rest because they have work needed skills, distinct attributes and characteristics. They identified them as; lifelong learning, professional development, ability to apply and integrate theory and practice, decision-making and collaboration. Nilsson (2010) in his study defines employability as the ability of individuals to find employment and remain employed. Hillage and Pollard (1998) describe employability as person's ability to gain employment, sustain employment, shift to other functions within the same firm, gain new employment if needed and function in a work capacity that brings fulfillment and satisfaction. According to Minocha Hristova and Reynolds (2017) employability is

the graduate's ability to use their specific skills set in a way that is expected by the employer for the benefit of the organization.

### **2.3.1. Theories of employability**

#### **The conflict theory**

Conflict theory states that the employer and TVET institutions are both responsible for the development of employable skills in graduates (Brown et. al., 2003). This theory underscores the employer-academic conflict. The theory argues that employability cannot be handled alone by the TVET institutions but that it should be a partnership responsibility for both to provide work place experience that will increase employability (Selvadural et. al., 2012).

#### **The human capital theory**

The human capital theory, introduced in the 1960s by Gary Becker, supposes that investments in human capital will subsequently provide higher wages (Becker, 1964/1993). It highlights education as the key enabler of economy and global economic participation (Becker, 2009). Human capital comprises those assets that cannot be separated from the person, as is possible with physical or financial capital. Becker refers to knowledge, skills, and health as examples of human capital. He argues that education and training, said to be the most important factors of human capital, provides people with better earnings later in life. The promise of such benefits, to Becker, is proof for why it is important to invest in individuals. When analysing the employability of students from the companies' perspective, the skills and knowledge of employed graduates are being analysed by emphasising a human capital approach to graduates' employability skills (Jonck, 2014).

In a human capital theory, the primary purpose of TVET Institutions becomes that of preparing graduates for their occupational lives by equipping them with the necessary skills. Buck and Barrick (1992) state that contemporary human capital education and training emphasises generic employability skills, rather than specific technical abilities, rather than specific technical abilities, to address current labour market needs. In other words, employability skills such as critical thinking, problem-solving and a positive attitude towards occupational change are not job specific but transferable among a range of occupational contexts. This translated means that a person should possess a range of skills that can be applied to a variety of jobs because society is now faced with technological, economic and social influences which cause significant change in vocational roles. The graduate has to adapt to and capitalise on these changes by demonstrating the value that their

work can add to an organisation. This is imperative to the fulfilment of a satisfying and productive life.

### **The Consensus theory**

The consensus theory of employability believes that generic skills development through human capital injection will result in sharpening employability skills of graduates thereby accelerating their career development (Selvadural et. al., 2012). This theory concludes that generic skills development at TVET institution would enhance the employability of graduates and assist them to perform optimally in the workplace. According to this theory, the advancement of generic abilities can improve the employability of students and guide them to perform task at workplace. The focus of this theory is to grab and share the information which includes analysis. Furthermore, it indicates that students should be capable to communicate and represent the information with industrial standards. This includes writing emails, giving presentations, and team discussions. Additionally, it also suggests enhancing creativity and problem-solving skills, which are very important in uncertain situations.

### **The social capital theory**

In addition to knowledge and skills, social capital has also been regarded as important for an individual's ability to find employment. Social capital consists of a social structure that is productive in the sense that it facilitates the possibilities of undertaking certain actions that otherwise would not have been possible (Coleman, 1990). In other words, social capital is an individual resource consisting of those contacts that are of value when finding employment. The social structure carries with it norms, trust, knowledge, relationships and nodes to other people and this structure forms an available network that is useful when searching for jobs (Seibert, Kraimer, & Liden, 2001).

In the employability literature, social capital has been recognised by several authors as a potential determinant of employability. For example, Fugate et al. (2004) emphasise the role of social capital in the formation of employability. The strength and size of a personal network is considered important in order to be employable, and through work and contact with other people, career opportunities arise. People with strong social capital are presumed to engage not only in formal networks, but also in informal networks (Fugate et al., 2004). This is supported in a recent study, where networking was found to be an important aspect of employability (McArdle et al., 2007). Other scholars suggest that employability is dependent on one's knowledge of the labour market

itself, including how information is exchanged across formal and informal networks (Kluytmans & Ott, 1999).

According to Cross (2005) social capital is about building and establishing networks with people in one's field of study. There should be some movement towards training programs being mapped and adjusted, in order to be aligned more closely with the labour market.

In the literature on job search processes and the labour market, social capital has been used to refer to the social ties one uses to obtain job information or introductions to employers (Granovetter, 1994). This is further elaborated by Woolcock (1998) who proposes four dimensions of social capital: firstly, horizontal associations; secondly, social ties within communities; thirdly, the relationship between civil society, and fourthly, the State and the quality of governing institutions. These are some of the resources for which to strive in order to ensure sustainable futures in a changing socio-economic environment.

Brinton (2000) refers to two types of social capital: *private social capital and institutional social capital*. In private social capital, the individual has access through his or her personal networks whereas in institutional social capital the individual has access by virtue of belonging to a particular organisation, e.g. alumni associations, business firms and government agencies. However, in order to minimise institutional social capital, charges of systematic bias and unfairness against some groups of individuals gradually led to the development of legal provisions that require broad advertisement and an open application process for academic and most other types of jobs (Brinton, 2000). It is hoped that the latter will maximise the variety and depth of the applicant pool by openly soliciting applications. Despite efforts to curb institutional social capital, it is still prevalent in most avenues of employment.

In general, people differ in the degree to which they utilize social capital Granovetter (1994) found that many studies have demonstrated that the overriding mechanism through which individuals find jobs in the U.S. is through their own social capital, or "connection". They argue that this reliance on social networks means that institutions play an insignificant role in matching workers to jobs. Instead what matters is the individual's own stock of social capital.

Both positive and negative points of contention emerge from this argument as a result. If a graduate is outgoing and open, then he/she may be able to establish social "contacts" whereas others who are reserved and unable to easily communicate possibly due to their own inhibitions, may find it

difficult to build up their own social capital. Unfortunately, the reserved graduate may be a highly competent individual who has just not been noticed. This reliance on social networks suggests that institutions play an insignificant role in matching graduates to jobs. Thus Holzer (1987) calls for a more open society. A number of western countries have highly institutionalised systems of moving youth out of school and into the labour market through apprenticeship programmes or other types of school industry partnerships (OECD, 1998). This type of initiative addresses the changing demands of employers and industry.

Another interesting argument is postulated by Holzer (1987), who claims that people's own social networks will often be closely tied to their social class and ethnic origin rather than extending outward into other social groupings. These are constraining factors that span from social, human, fiscal, ethnic and possibly even racial factors, which may prevent educated people from moving into better jobs.

It can be learned from the aforementioned employability theories that employability is not just about students making deposits in a bank of skills (Cranmer 2006). Yorke & Knight (2007) and Boden & Nedeva (2010) consider the concept of employability to be a 'synergic combination of personal qualities, skills of various kinds and subject understanding.' Now-a-days, employers want to select employees that possess skills and capabilities of interest to the company (Diamond and Rajan 2005).

According to Bridgstock (2009), employers have mainly given attention on personal attributes which will mainly contribute to overall employability. Personal attributes include loyalty, commitment, honesty and integrity, enthusiasm, reliability, personal presentation, common sense, positive self-esteem, a sense of humor, a balanced attitude to work and home life, an ability to deal with pressure, and, motivation and adaptability. Kamau and Waudu (2012) suggest that skilled employees should have personal attributes. This includes people with passion and the right attitude, foresight, creativity, confidence, ability to motivate flexibility and respect for others.

Brown (2010) and Kamau & Waudu (2012) in their survey of employers, revealed functional, conflict resolution, computer skills and good work habits as important attributes for employment. Wood (2005) and Bennett (2008) also contended that customer service skills, communication skills, analytical skills and problem solving skills are the essential skills for employment in the hospitality industry.



Indeed, possessing “skills” associated with having what is needed to perform effectively upon graduation is important. What is more important though; is having the “skills”, and the “personal attributes” to know how to develop and improve oneself (Hind 2006; Causin and Ayoun 2011; Leeman and Reynolds 2011). It was found out that motivation/ambition was the most important attribute sought by employers.

Banerji, Arup, Wendy Cunningham, Ariel Fiszbein, Elizabeth King, Harry Patrinos, David Robalino, and Jee-Peng Tan(2010) argue that job-relevant skills refer to a set of competencies or abilities valued by employers and useful for self-employment. They include technical skills relevant to the specific job of the worker, as well as other cognitive and non-cognitive skills that enhance his or her productivity more generally. These other skills include: problem-solving skills or the capacity to think critically and analyze, learning skills or the ability to acquire new knowledge (“learning to learn”), distill lessons from experience, and apply them in search of innovations, communication skills, including writing skills, collecting and using information to communicate with others, fluency in foreign languages, and use of information and communications technology (ICT), personal skills for self-management, making sound judgements, and managing risks, social skills to collaborate with and motivate others in a team, manage client relations, exercise leadership, resolve conflicts, and develop social networks. All this implies the need to understand the necessary, “skills”, and “personal attributes” needed at the point of graduation in order to be in a position to come to the attention of “desirable” employers at a critical career stage.

#### **2.4. Other factors that influence employability of TVET graduates**

##### **The way employers recruit graduates**

Recruitment is one of the major functions of an organizations. Changes in labour market factors such as mass enrolment in training Institutions (Tan and French-Arnold, 2012) and advances in technology (Hager, Holland and Vecket, 2002; Datta, 2001) have changed the way organizations recruit graduates (Steiner and Gilliland, 1996; Anderson and Witvliet, 2008). Indeed, technological changes and globalization continue to increase the demand for skilled workers that can operate successfully in the global environment (Karoly, 2010). In this context, organizations are becoming more flexible and responsive and accordingly are changing their preferred recruitment strategies in response to labour market conditions (Russo, Rietveld, Nijkamp and Gorter, 2000; Russo, Gorter and Schettkat 2001; Wilk and Cappelli, 2003). Studies on recruitment have focused on how organizations attract job applicants (Larsen and Phillips; 2002; David, 2005; Celani and Singh,

2011), recruitment sources (Rynes, 1991) and employers' recruitment behaviour (Behrenz, 2001; Gorter, Nijkamp, and Rietveld, 1996; DeVaro, 2005).

There has also been increased recognition of the need to explore the strategies organizations and corporate recruiters use to recruit and attract qualified applicants in response to the shift in labour market conditions (Carlson, Connerley and Mechan, 2002). Furthermore, few studies have conceptualized and empirically addressed the processes and mechanisms used that show how employability skills influence corporate recruiters' decisions when recruiting new graduates (Stewart and Knowles, 2000; Mora and Ferrer-i-Carbonell, 2009). Additionally, during the recruitment process corporate recruiters look for personal qualities and characteristics such as professional knowledge, personal engagement and social competence (Behrenz, 2001).

Studies show that recruiters use both formal (graduate recruitment programs, advertisement in newspapers and company websites) and informal (word of mouth and interns) recruitment channels to attract new graduates. In relation to the screening of applicants, there is a growing trend in using tests, particularly aptitude tests to screen applicants. Besides assessing graduates' soft skills, particularly communication and attitude, recruiters also demand that applicants possess basic technical and general knowledge that is assessed during the interview. Branine (2008) contends that employers, irrespective of the size and nature of business, emphasize more on graduates' personal qualities, attitudes and transferable skills compared to the type and level of educational qualification they possess.

Research on recruitment also focuses on job applicants' personal characteristics and individual factors that affect recruiters' decisions during the screening and selection process (Breaugh and Starke, 2000; Rynes, 1991; Cable and Turban, 2001). These factors include education (Becker, 1964; Schultz, 1961), relevant experience (Cranmer, 2006), learning ability (Spence, 1974), positive attitude (Hillage and Pollard, 1998) and indirectly perceivable qualities such as emotional stress and innate abilities (Albrecht, 1981).

Research provides evidence of the link between employability skills (a synergic combination of personal qualities, skills of various kinds and subject understanding) (Knight and Yorke, 2003) and recruitment. A perfect blend of employability skills contributes to enhancing the recruitment decision process (Harvey, 2001) and in particular the recruitment of new graduates in the current labour market. The recruitment process at the organizational level goes through different stages, ranging from advertising the job, the application process, screening of job applicants to selecting the right applicants (Devins and Hogarth, 2005). A successful recruitment process refers to the

strategies organizations employ to identify and select the best candidates in order to develop its pool of human resources (Dessler, 2000; Richardson, 1989). The strategies are diverse and largely depend on the employers' sector, the nature of the service and the applicants and involve the exploration of search channels, screening tools and selection criteria. In other instances, an overlap exists between the screening and selection process making it hard to differentiate the tools and/or criteria used during each process.

To attract potential job applicants, recruiters use formal (newspapers, recruitment centres, career talks, graduate programmes) and informal (internal recruitment, word of mouth and informal networks) search methods. The key factors driving employers' choice of recruitment channel include the channel's ability to bring qualified candidates (Gorter, Nijkamp and Rietveld, 1996), labour market conditions (Russo, Rietveld, Nijkamp and Gortez, 1996), the nature of the job (Bunt, McAndrew and Kuechel, 2005) and related costs (Behrenz, 2001). Other factors that affect the recruitment process include socio-demographic factors (gender, economic status and ethnicity) (Blasko, Brennan, Little and Shah, 2002), a study 30 institution in terms of reputation and image (Deephouse and Carter, 2005; Pampaloni, 2010), as well as the age and experience of the applicant (Behrenz, 2001).

### **Entrepreneurship**

EU (2011) defines entrepreneurship as the individual's ability to turn ideas into action; it includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity (pg. 50).

### **Career development in enhancing employability**

An essential facet of career development is to gather information in order to decide how best to build a career at any given time. Through exploration via the acquisition of knowledge, an individual can identify other avenues that require their skills, interests and values. Engaging in further education and training is one sure way of validating the growth potential of an employee's current job. In order to develop human capital reserves, students need to have the verve and gusto to develop themselves in their prospective careers. Society is faced with technological, economic and social influences that are causing significant changes in vocational roles. The ability of the individual to adapt to change is imperative in the fulfilment of a satisfying and productive life.

Career development promotes life-long learning. Hyslop-Margison, Emery and Graham (2001) state that career development should present personal values and attitudes to students, not as abstract employability skills, but as qualities to critically evaluate on the basis of their personal, workplace and social implications. Kaye and Farren (1996) suggest three simple steps towards career development:

- a) Identify an organisational need or opportunity consistent with one's own career development
- b) Prepare a plan to address the need by changing the nature of one's work
- c) Start lobbying and building the necessary alliances for gaining support for one's ideas and new role in the organisation.

It is hoped that implementation of these steps may help a person's advancement in terms of career development. However, one can no longer assume that moving upward is the natural direction of career growth as opportunities for upward mobility are scarce. Horizontal career development is also to be considered as an option if the new position provides the employee with new goals and experience. It is therefore expected from graduates and employers in making sure that they invest in career development.

### **Support to enhance transition of graduates to the labour market**

As can be noted in Quality TVET for the successful training-to-employment transition of Africa's youth (IIEP-UNESCO Dakar, 2020), experiences from other countries show that TVET institutions may have, or do have access to several types of resources to support learners' transition to the labour market. Many will have chosen to establish an in-house job-finding service or unit, in addition to possibly having access to high-level guidance on labour market opportunities through ministerial offices, local authorities, or sector and trade bodies. Where such units exist, they develop their own business plan, and ensure that their targets in terms of work placements, employment and self-employment are clearly reflected in the TVET Institutions performance contract. Material resources encompass the equipment and tools that add to the quality of training, and hence the employability of learners. Finally, three types of financial resource may be available, at the national, regional or TVET Institution level.

Very good examples of countries in Africa that provide supports related to job placement include Mali, Senegal, and Chad. In Mali, School-company liaison bureaux were created to revitalise the

career services of training centres both by strengthening technical, organizational and financial capacities, and establishing partnerships between these units and the labour market. Senegal has established a career advisory unit, one of ten pilot units supported by the « promote employment » project financed by the European Union. The unit organizes learners into a cooperative set up from year one, and provides each class with petty cash to develop an income generating activity related to the trade being learnt.

In Chad, at the Ministry of Vocational Training, three departments support self-employment in the service and commerce sector : (i) The Directorate of Information and Educational and Vocational Guidance prepares youth for employment, job searches and self-employment ; (ii) The Directorate of Self-Employment promotes entrepreneurial spirit and culture for the setting up and development of micro, small and medium enterprises ; and (iii) The Directorate of Micro-finance focuses on providing access to micro-credit. The ministry grants micro-credit on behalf of the government, DPs and NGOs, on the basis of written projects submitted by a young person, group of youths or women's association. To support the initiative, the government has created a single office for the setting up of small and medium businesses, and helps young people with the distribution of kits. The agro-silvo-pastoral sector entails long-term credit that is not viable. To better ensure the sustainable development of the sector, institutions that are able to provide micro-finance and technical support are needed, both of which require local-level support according to individual needs. (IIEP-UNESCO Dakar, 2020).

## **2.5. Empirical review of employability of TVET graduates**

Pusriawan and Sunaryo (2019) in their study showed that becoming technically skilled alone cannot be a grant for employment (self/paid). In addition of being technically skilled TVET graduates need to develop the necessary soft (employability) and entrepreneurial skills to be employed (self/paid). Their study also shows that although both technical and employability skills are necessary for any position, employers peculiarly look for soft (employability) skills' among job applicants than technical skills. As to employers it is easier to train new employees in hard skills instead of training them in soft skills (Saemah et al. ,2011). This is also supported by a study conducted in Ethiopia by Genee and his colleagues (2019) which indicated that graduates' lack of work ethics is the biggest challenge to employers that lack of technical skills.

A study by Agmassie and Reda (2022) revealed that among 1579 TVET graduates that took CoC assessment in 2018/2019 only 654 were competent and among these competent graduates only 270 (41.28%) were employed whereas 384 (58.72%) were unemployed (both self and paid). Similarly,

among 1508 graduates that took CoC assessment in 2019/2020 only 673 were competent and among these only 246 (36.55%) were employed while 427 (63.45%) were unemployed (self/paid) designating again the lower positive impact of employability and entrepreneurial skills on employment of TVET graduates.

Employability of TVET graduates (self/paid) and the reduction of youth unemployment depends on the extent of employability and entrepreneurial skills they developed in their colleges (Devin's & Hogarth, T. ,2005). Waidi (2021) reported the significant positive impact of entrepreneurial skills on job creation and self-employment.

Melaku (2017) in his study found out that most of the unemployed and employed respondents described as they did not learn entrepreneurship education hence, have no entrepreneurial skills. However, few respondents reported as they have heard the importance of entrepreneurship education from their major course teachers. But said the respondents the attention of major course teachers is teaching only technical skills. Hence, graduates did not have the skills of creating their own jobs in their field and are seen to waste so many years in searching for jobs. Moreover, his study revealed that unemployed TVET graduates didn't learn entrepreneurship education by professionals and thus they lacked even basic entrepreneurial skills and thus they were unable to create their own jobs. Regarding TVET graduates' employment choice, Melaku (2017) found out in his study that government and NGO employments are the priority choices for most of them. That means, the concerns of Foster (1965), Jones-Hendrickson (2014), Lauglo (2010), Psacharopoulos (1986) about the incompatibility between government intentions and career choices of student still persisted in the study area. That is, despite the government's intention to enhance self-employment, more and more students rather prefer paid employment to self-employment.

According to Bedada (2010), the major factors that contributed to the inadequacies of TVET graduates in creating their own businesses or getting employment opportunities are the following: Inadequate experience regarding practical training on the part of the trainers, Existence of poor public-private partnership, Minimal stakeholders' involvement in the training programs, Prevalence of inadequate attachment between TVET institutions and the nearby companies and/or industries, Absence of follow-up studies of the graduates, and Availability of cheap labour in the black market.

According to Berhane (2017), inadequate allocation of relevant resource (shortage of teaching materials especially in occupational standards newly developed), scarcity of quality academic and support staff, increased enrolment and insufficient industrial internship bases have affected the successful implementation of competence-based training which, in turn, contributed to graduate

unemployment and dissatisfaction of different categories of stakeholders. Berhane added that the low competence of TVET colleges to measure the actual skills needed in the labour market and predicting the number of graduates required from TVET colleges in terms of occupational categories, hinders the effective utilization of market opportunities.

## **2.6. Conceptual framework**

It can be summarized from the review that employability of graduates is affected by competence (generic skills, technical (occupation-specific) skills, soft skills, personal attributes, sociability, entrepreneurial skills) of the graduates, career development endeavours, support graduates receive in search of job, and the way employers recruit graduates. Informed by the theoretical review, empirical review and experience, the following conceptual framework was proposed to guide the study. The framework indicates those variables which affect employability of TVET graduates and how they relate with the dependent variable. The main variables include Institutional support, Employer support, Government support, Entrepreneurial training, and Socio-demographic factors. Institutional support includes providing outcome-based trainings that make graduates competent in the labour market in terms of technical skills, soft skills, personal attributes, and building social network; providing access to training resources and local industries; and providing them guidance and counselling services. Employer support includes giving access to trainees to industrial resources for training; supporting them during cooperative training; providing decent working environment for graduate employees; supporting graduate employees for career advancement; providing access to trainers to get industry experience, and making transparent recruitment process. Governments support employability by providing access to financial institutions that provide loans for business start-up and providing legal and regulatory environment such as minimum wage policy. Entrepreneurial support includes trainings related to motivation, opportunity identification, and entrepreneurial ability. Socio-demographic factors include gender, age, ethnic background, and disability, which may be used as screening criteria during recruitment.

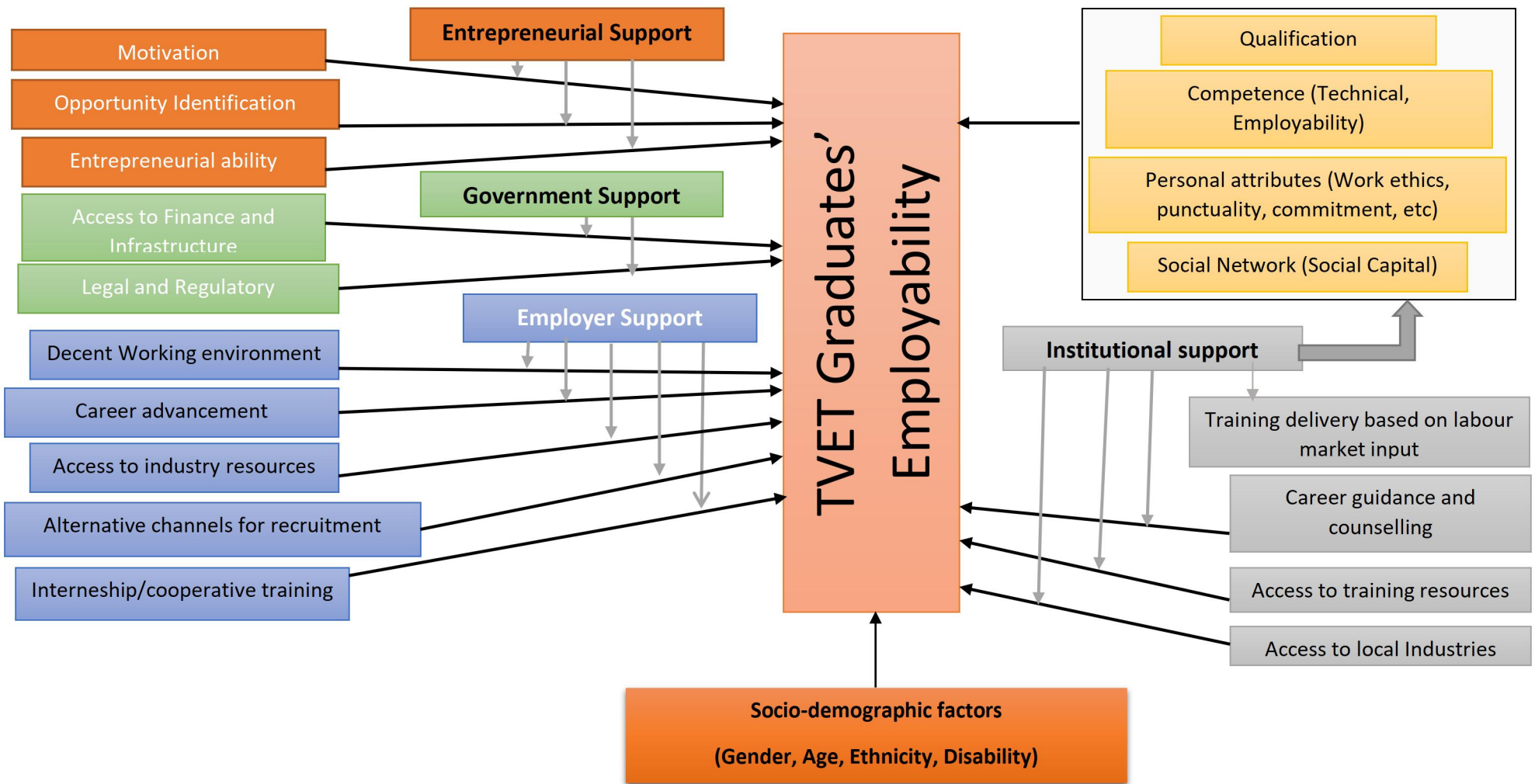


Figure 1: Conceptual model for the study



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction to the chapter**

The HPTC tracer study survey was conducted in 2022. It was done using three (graduates, Instructors and Employers of CPC graduates) extensive self-administered questionnaires. The questionnaires touched many areas of study, including; course of study, assessment of study conditions, transition to work, qualification and usage of qualifications, relationship between studies and work, working conditions (salary, working hours, kind of contract), job satisfaction and training conditions. This chapter covers (1) Methodology for Tracer Study, (2) Target tracer study groups, (3) Access to the People, (4) Survey instruments and tools, (5) Ethical Considerations, (6) Methodological challenges and mitigations, and (7) Advantages and Disadvantages of Preferred Method.

#### **3.2. Methodology for Tracer Study**

The tracer study took a cross-sectional time horizon. As a deductive research approach, data for the analysis of this work was based on primary and secondary sources. In terms of the primary data, a self-administered questionnaire with both close-ended and open-ended questions was used. The population of the study included: graduates from five departments, Instructors of the five departments and Employers of the graduates.

#### **3.3. Target Groups for Hawassa Polytechnic College**

Three different groups were targeted in the survey. HPTC established a consolidated databases of the graduates. Contacts of the graduates were obtained from the database.

#### **3.4. Sampling and sample size**

Graduates' information was obtained from HPTC registrar's office. Information obtained include mainly graduates full name, programme, and phone number. Census sampling was used to include all the 2022 garment department graduates in the study. A total of 23 graduates participated in the study. Moreover, 14 trainers and 72 employers were included in the study. Stratified sampling strategy was used to include trainer representatives from the garment technology department. Address of the employers was obtained from wage employed graduates.

#### **3.5. Data gathering tool**

This study used self-completed questionnaire which was administered to graduates, employers, and trainers. The questions were developed around key variables such as employment status of graduates, relevance of training to the workplace environment, employment satisfaction, employers' recruitment procedures and criteria, and employers' satisfaction with the

performance of graduates from HPTC. Both close ended and open-ended questions were used to collect the data using questionnaire. The questionnaire, which was originally designed in English, was translated into Amharic to give option for respondents to use any of the two versions for simplicity.

### **3.6. Difficulties encountered during data collection**

There were some difficulties during administering of the questionnaire to both graduates of HPTC and employers. The process of distributing and administering questionnaire to graduates was found to be difficult as most graduates had changed their phone numbers, gave wrong numbers and was difficult to get them, or the office had an outdated contact information. The major problem was with graduates from Hotel and Tourism.

### **3.7. Ethical issues**

Three data collectors and two coordinators were recruited and given trainings on the purpose of the study and how they should deal with respondents. The data collectors were instructed to explain the purpose of the study to all the respondents and to make sure that participation is on voluntary basis. The researchers were making close follow-up during data collection to ensure integrity of the process. Confidentiality is maintained in such a way that the research findings are reported to the HPTC management, stakeholder, and the World Bank (Financier of the project) without including personal identifications of the respondents.

### **3.8. Data analysis**

Though the research design is descriptive survey, the nature of data obtained from this study is both quantitative and qualitative. Quantitative data, which is mainly from self-completed questionnaires, was analyzed using Statistical Package for Social Sciences (SPSS) version 20. Qualitative data were coded into themes around the key variables of the study. Output from the quantitative analysis is presented in tabular and graphic forms where appropriate and output from the qualitative analysis was presented in verbatim qualitative statements where appropriate.

# CHAPTER FOUR

## RESULTS AND DISCUSSION

### 4.1 Findings about graduates

#### 4.1.1 Graduates response rates

Initial target of graduate respondents was 23 and 23 of them (100 %) responded to the questionnaires. This is greater than the number of graduates that we had in 2013, which was only 6 graduates.

#### 4.1.2. Distribution of respondents by age and sex

Information on respondents by age and sex is presented here to give insightful understanding of respondents to the study by these variables. The information could highlight the attractiveness of garment technology department by age and sex.

##### 4.1.2.1. Distribution of respondents by age

**Table1: Distribution of respondents by Age**

Age	Total
Below 25	20
Total	20

Table 1 shows the distribution of respondents by age. It shows that all the respondents (100%) were aged below 25. This shows that TVET (the formal training which requires high school completion) attracts young students, who are mainly immediate high school completers. Most high school completers are believed to be below 25 years old.

##### 4.1.2.2. Distribution of respondents by sex

**Table2: Response rate by sex**

Sex	Total
Male	6
Female	17
Total	23

Table 2 shows the distribution of respondents by sex. The majority of respondents for the garment technology department were females. The low rate of male respondents could have been caused by low enrollment of male students in some vocational areas such as garment technology. Some studies have shown significant relationship between sex and occupational aspirations,

preferences and choice. Since boys and girls undergo different socializing experiences, they tend to learn different sex roles and interests which later became dominant factors in career choice. Miller and Budd (1999) study also showed that boys were significantly more interested in outdoor, mechanical and persuasive occupations than girls while girls were more interested in computational, artistic, literary and clerical activities.

#### 4.1.3 Respondents' qualification level

Qualification level	Number
Level2	0
Level3	23
Level4	0
Level5	0
Total	23

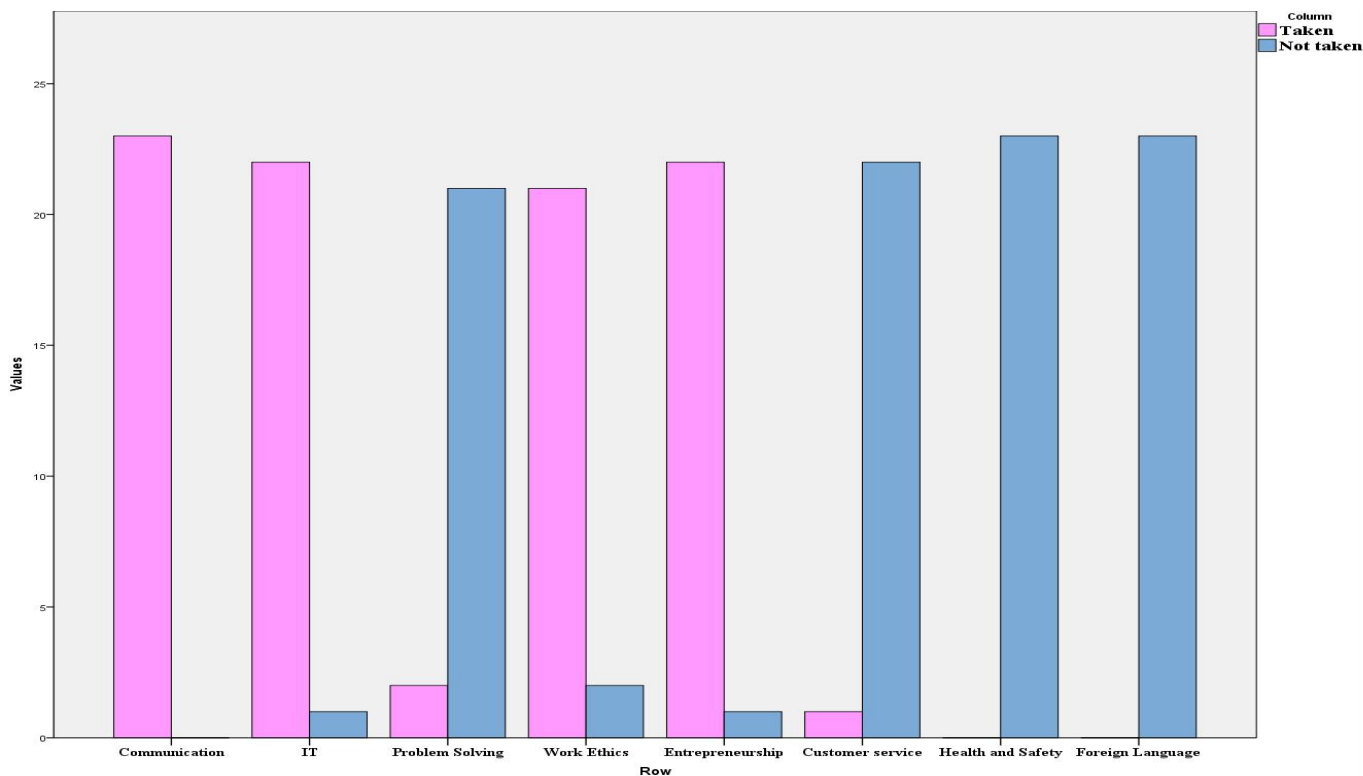
As can be seen from table 3, all respondents from garment department are level 3 graduates.

#### 4.2. Delivery of employability skills and other additional trainings

**Table 4. Delivery of employability skills and other additional trainings**

	Garment
Communications	23
IT	22
Problem Solving	2
Soft skills Work Ethics	21
taken Entrepreneurship	22
Customer Service	1
Health and Safety	0
Foreign Language	0
Total	23

As can be seen from table 4, more than 90 percent of the respondents replied that they took trainings in communication skills, entrepreneurial skills, Information technology and work ethics, and more than 90% of them said that they did not take health and safety, foreign language, problem solving skills and customer service. Figure 1 graphically shows the number of graduates who took the stated additional trainings:



**Figure 2: Additional soft skills trainings taken by the graduates**

Studies show that problem solving skill is one of the most important skills employers require from their employees. One empirical study showed that across all job postings, the top most requested skill co-occurrences were oral communication (28%) followed closely by written communication (23%), collaboration (22%) and problem solving (19%) (Rios, J. A., et al, 2020). It is therefore important to give due attention to the training of problem solving skills to the TVET trainees. Customer service, health and safety and foreign languages will also add opportunities for graduates to get employed.

### 4.3. Employment status within six months after graduation

Sex		Department		
		Garment		
Male	Status after 6 months	Employed	0	
		Self-employed with employees	0	
		Employment Status after 6 months	Self-employed without employees	1
		Pursuing further training	5	
		Neither employed nor self-employed	0	
		Employed and pursuing FT	0	

		Self-employed without employees and pursuing FT	0
Total			6
		Employed	0
		Self-employed with employees	0
Employment		Self-employed without employees	1
Female	Status after 6 months	Pursuing further training	13
		Neither employed nor self-employed	2
		Employed and pursuing FT	1
Total			17

Table 5 shows that all male graduates in garment technology are on employment and 15 out of 17 female garment graduates (88%) are also said to be on employment. The unemployment rate is 22%, which is better than that in 2013 in which case the unemployment rate was 26.1%.

#### 4.4. Graduates' satisfaction with the resources and support in HPTC

Using average mean score ( $\mu$ ), the scale has been interpreted as shown below:

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1.0 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

**Table 6: Graduates' satisfaction with the resources and support in HPTC based on average mean score**

Department	Resource Centre	Curriculum	External Collaboration	Workshops	Industry Linkage	IT Facilities	Audio Visual	Management support	Recreational Facilities	Career Guidance and Counselling	Average
As Garment	4.5	4.6	4.4	4.6	4.7	4.7	4.5	4.3	4.5	4.6	4.54

As can be seen from table 6, garment graduates are satisfied with the resources and the support they got from HPTC ( $\mu = 4.54$ ). However, lower mean is registered for external collaboration ( $\mu = 4.4$ ) and management support ( $\mu = 4.3$ ) which need attention for the future.

## 4.5. Employment status of graduates

**Table 7. Employment status of graduates per sex**

Sex	Employment status					Total
	Employed	Self-employed	Neither employed nor self-employed	Pursuing further training	Employed and Pursuing further training	
Male	0	1	0	5	0	6
Female	1	1	2	12	1	17
Total	1	2	2	17	1	23

Here Graduates were asked to indicate whether they were employed, self-employed, unemployed or attending further training after their graduation. As can be seen from table 7, the unemployment rate of males is 0 (0%), where as that of female graduates is 11.8%. The total employment rate is 91.3% and the employment rate for female graduates is 88.2%. We can also see from table 6 that only 1 graduate, who is in fact a female graduate, from garment department is engaged in wage employment.

## 4.6. Employed graduates

### 4.6.1. Duration taken to find first job

Table 8 shows the duration taken by the garment department graduates to find their first job. According to the result, there is one garment graduate who is wage employed and it is her first job.

**Table 8: First job after graduation or not**

Department		Employed	Total
Garment	Whether First job after graduation	1	1
	Total	1	1

### 4.6.2. Duration taken to find a job

The results depicted in table 9 show that it took about 7 to 9 months for the garment wage employed graduate to find a job. The duration may indicate the challenge graduates have to be wage employed.

**Table 9: Time it took to find the first job**

Department		Employed	Total
Garment	Time it took to find the first job	1	1
	Total	1	1

**4.6.3. Employed graduates by industry sector**

Graduates were asked to identify the type of industry/sector they were working in.

**Table 10. Employed graduates by industry sector**

Department		Employed	Total
Garment	Industry sector	1	1
	Total	1	1

As can be seen from table 10, the graduate who is engaged in wage employment is not working in area related to her field of study. This indicates that the reason behind low engagement of garment graduates in wage employment related to their field of study needs to be investigated further. Interview with some employers in previous studies shows that the low payment that wage employed garment graduates receive discourages them not to apply for wage employment. This may need for policy revision related to minimum wage.

**4.6.4. Means of securing employment****Table 11. Means of job search**

Department		Employed	Total
Garment	Way of job search	1	1
	Internal advertisement		

Table 11 shows that the garment graduate who is engaged in wage employment secured her employment by internal advertisement.

**4.6.5. Decency of employment**

As can be seen from table 12, the wage employed garment graduate indicated that she is permanent employee working for less than 48 hours per week with an average salary between 5000 to 9000 Birr. All these show that the wage employed garment graduate is engaged in a decent work environment.



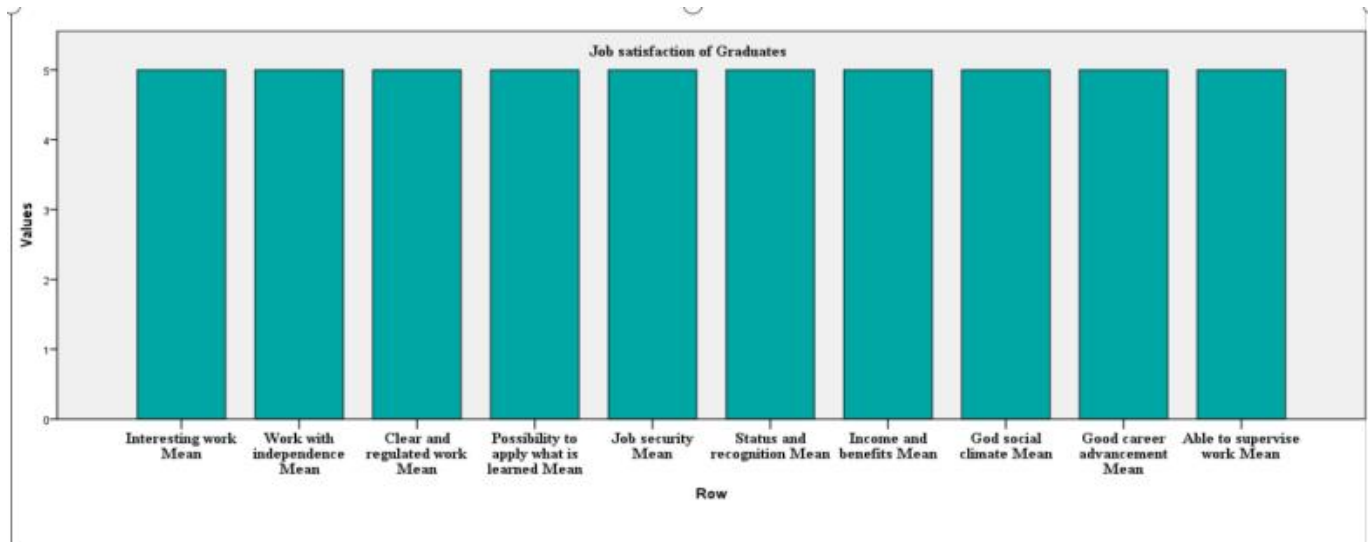
**Table 12: Decency of work of wage employed graduates**

		Department
		Garment
Status of employment	Part-time	0
	Contractual	0
	Temporary	0
Working hour per week	Permanent	1
	less than 16 hours	0
	16-32 hours	1
	33-48 hours	0
Salary	More than 48 hours	0
	Below 5000	0
	5000-9999	1
	10000-14999	0
	15000 and above	0

According to the International Labour Organization (ILO, 2008, 2016), there are five criteria for decent work: “(a) physically and interpersonally safe working conditions (e.g. absent of physical, mental, or emotional abuse), (b) working hours that allow for free time and adequate rest, (c) organizational values that complement family and social values, (d) adequate compensation, and (e) access to adequate healthcare” (Duffy et al., 2016, p. 130). In this paper, job security (permanent employment), moderate working hours per week, and relatively better salary (about \$0.5 per hour) were used to categorize the employment to be referred to as decent employment. But still the payment is below the minimum hourly wage of of some African countries such as South Africa (\$1.39) and Kenya (\$0.5).

#### 4.6.6. Job Satisfaction for Employed Graduates

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1.0 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied



**Figure 3: Job satisfaction of wage employed graduates**

It can be seen from figure 2 that the wage employed garment department graduate is very satisfied ( $\alpha = 5$ ) with all the parameters indicated in the work place.

#### 4.7. Self-employed graduates

##### 4.7.1. Ratio of male to female in self-employment

Table 13 shows the ratio of male to female graduates who are engaged in self-employment. It can be seen from the table that 1 male and 1 female were self-employed from garment technology department. This shows that the ratio of males to females in self-employment is one to one.

Department	Sex		Total
	Male	Female	
Garment	1	1	2

##### 4.7.2. Self-employed graduates per industry sector

**Table 14: Self-employed graduates per industry sector**

Department	Sector	Total
Garment	Manufacturing (Including garment and textile)	1
	Transportation	1
	Total	2

As can be seen from table 14, one self-employed graduate of garment department is engaged in industry related to the study area, while the other is engaged in industry not related to the study area.

### 4.7.3. Business Size and Financing for Self-Employed Graduates

Table 15 describes whether the self-employed graduates have hired other employees in their businesses or not.

		Frequency	Valid Percent
Whether there are other employees	Yes	0	0
	No	2	100
Whether they have access to business	Yes	2	100
	No	0	0

It can be seen that 100% of the self-employed graduates do not have other employees in their business. This shows that the self-employed graduates established small enterprises which can be run by the graduates themselves. With regards to access to business, both self-employed graduates indicated that they have access to business.

### 4.7.4. Business financing options for self-employed graduates

Table 16 shows that most of the self-employed graduates (68.4%) have financial sources from friends or relatives.

**Table 16: Financing Option to the self-employed graduates**

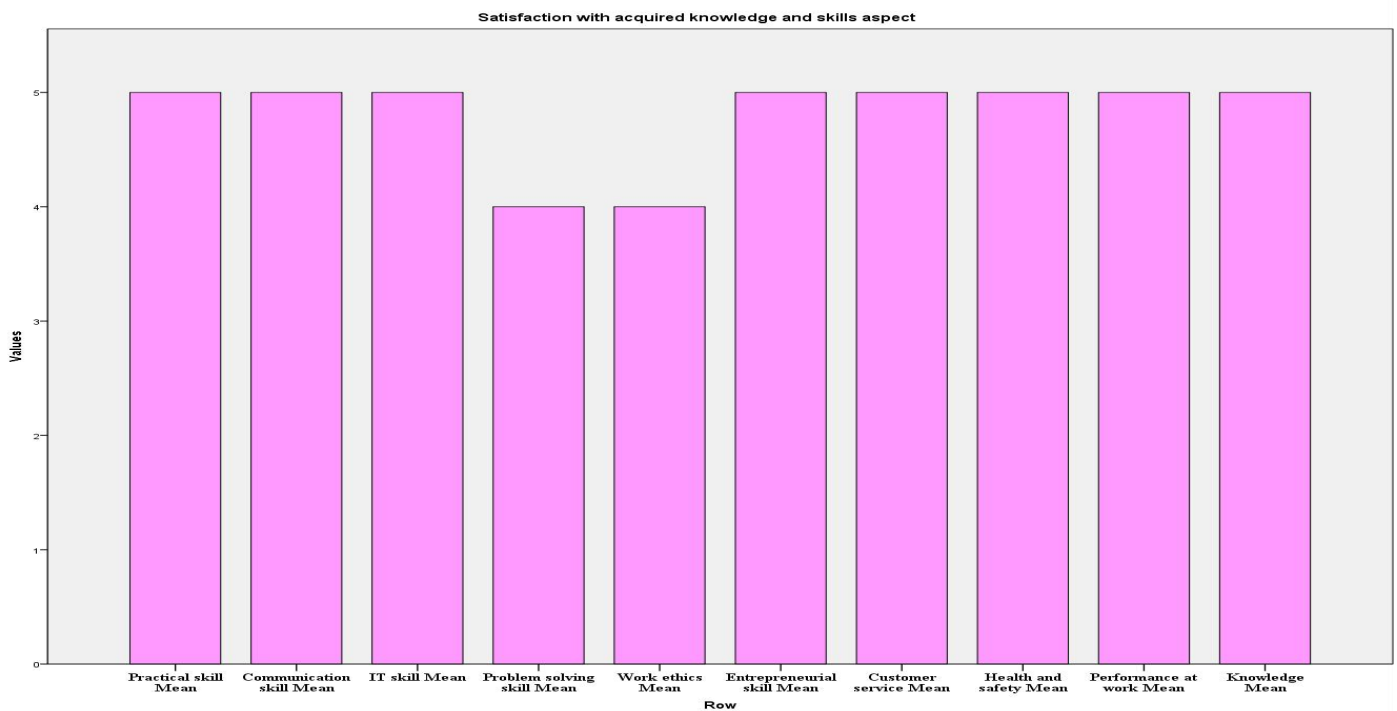
		Financing Option		Total
		Micro-finance	Friends and relatives	
Sex	Male	0	1	1
	Female	1	0	1
Total		1	1	2

It can be seen from table 16 that the female self-employed garment department graduate used micro-finance as source of financing. The other self-employed graduate used friends/relates as source of his financing. This could be because the graduate may not have information about micro-finances or other sources of financing for his businesses or it may not be easy to get finance from other sources such as the micro-finances or business incubation centres. Bank loans and government sources have not been used by both self-employed graduates.

#### 4.7.5. Level of satisfaction of self-employed graduates with knowledge and skills aspects

Figure 4 shows the level of satisfaction of self-employed graduates with the knowledge and skills aspects they received while they were at HPTC.

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1.0 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all Satisfied	Somewhat not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied



**Figure 4: Satisfaction of self-employed Garment department graduates with acquired knowledge and skills parameters**

As it can be seen from figure 4, self-employed garment graduates are satisfied with all the knowledge and skills aspects except with problem solving skills. It shows that garment department trainees should be supported to develop problem solving skills.

#### 4.8. Unemployed graduates

##### 4.8.1. Reasons for Not being employed Nor Self-Employed

Graduates were asked to identify reasons for their unemployment/ not being employed which could help to demonstrate difficulties graduates face in securing employment opportunities in

different sectors. Table 17 shows the reasons unemployed graduates raise for their unemployment.

**Table 17: Reason for not employed**

		Reason for not employed	Total
		Not specified	
Sex	Female	2	2
Total		2	2

As can be seen from table 17, only two graduates, who are both females, have remained unemployed after graduation. Given different options to select from, the two unemployed female graduates from garment department selected not specified which means that either they don't want to share their reason or they had no reason for their unemployment.

## **4.9. Graduates Pursuing Further Training**

### **4.9.1. Type of further training pursued by those who are pursuing further education**

Table 18 shows the type of further training that graduates pursuing further education are attending.

**Table 18: Type of further training (FT) pursued by graduates**

		Type of FT pursued	Total
		Vocational	
Sex	Male	5	5
	Female	13	13
Total		18	18

As can be seen from table 18, all male and female garment department graduates (100%) who are pursuing further education are engaged in vocational training. This shows that either there is access for TVET graduates to pursue further education in the vocational area, there is less access for TVET graduates to pursue academic education or the trainees preferred to pursue their further education in vocational area.

## **4.10. Analysis of graduates' responses to the open-ended questions**

The following are summary of the major graduates' responses to the open-ended questions:

The following are summary of the major graduates’ responses to the open-ended questions:

- Two employed garment graduates want to pursue their education in computer science
- One unemployed garment graduate stated that she did not find a job because there was no advertisement for employment in her study area
- Among the unemployed garment graduates, 10 of them mentioned that they want to pursue further education in Apparel Fashion Design and Technology Supervision; 4 of them wanted to pursue their education in garment technology degree; and one wanted to pursue in industrial engineering leadership.
- Ten garment graduates recommended to reduce the duration time
- Seven garment graduates recommended to reduce the courses and include other courses such as Leadership, Production Planning and Computer
- Two garment graduates said that they don’t recommend other to join garment department. The reason is that the number of companies in the sector is limited and the requirements of start-up lenders to create self-employment are high.

## 4.11. Findings about employers

### 4.11.1. Employers’ response rate

Totally 72 employers were included in the study and all of them returned the questionnaire. However, the two questionnaires were discarded as many of the questionnaire item in them were not answered by the respondents.

### 4.11.2. Industry sectors of the employers

Table 19 shows that the majority of the employers (57.1%) are from the manufacturing sector. This may imply that the largest number of industries found around HPTC are manufacturing industries, including garment industries.

**Table 19: Industry sectors of the employers**

Industry Sector	Frequency	Percent
Manufacturing, garment, textile	40	57.1
Electricity, gas, steam, air-conditioning supply	1	1.4
Wholesale, retail, repair of motorcycle and cycle	14	20.0
Transportation and storage	1	1.4
Accommodation and food services	14	20.0
Total	70	100.0

The second industries larger in number are the accommodation and food services and occupations related to wholesale, retail, and repair of motorcycle and cycle. These can be taken as the other sectors which have the potential to hire future graduates.

#### 4.11.3. Demographic information about the employers

This part describes the position of the employers who participated in the study.

**Table 20: Position of the employer in the Company**

	Position	Frequency	Percent
Valid	Director, deputy director	18	25.7
	Human resource manager or deputy manager	42	60.0
	Department head or deputy head	8	11.4
	Supervisor	2	2.9
	Total	70	100.0

Table 20 shows that 42 employers (60%) are Human resource managers or deputy managers. Again 18 (25.7%) are directors or deputy directors in their organization; eight (11.4%) of them are department heads or deputy heads; and only 2 (2.9%) are supervisors.

#### 4.12. Employers' means of recruiting employees

The findings in table 21 show how employers find employees. As can be seen from table 20, Manufacturing industries such as garment and textile mainly use personal contacts (65%), 37.5% indicated that career guidance and counselling service has also helped to recruit employees; contacts with HPTC and linkage during training has also been used by manufacturing sector employers to recruit employees; private employment agencies have also contributed in the recruitment process. Internal advertisement (57%) and direct applications (50%) have been used by accommodations and food service industries such as hotels; contact with HPTC and linkages during training also contributed for recruitment of employees by accommodations and food service industries.

Wholesale, retail, repair of motorcycle and cycle employers including automotive sector used internal advertisement, direct application and contacts with HPTC as their main strategies during recruitment of employees.

Generally, it can be seen that the role of guidance and counselling service given by HPTC during recruitment is limited to only the manufacturing sector including garment and textile industries. Internal advertisement and direct application are the common strategies used by the three sectors (manufacturing, automotive technology, and hotel industries).

**Table 21: How employers recruit employees**

	Manufacturing, garment, textile	Electricity, gas, steam, air conditioning supply	Wholesale, retail, repair of motorcycle and cycle	Transportation and storage	Accommodation and food services
TV Radio Newspaper	14	1	2	1	0
Internet	13	1	1	1	5
Internal advertisement	14	0	4	0	8
Direct Application	14	0	4	0	7
Career Guidance	16	0	1	0	3
Referral by HPTC	10	0	2	0	2
Contacts with HPTC	15	0	4	0	4
Personal Contacts	26	0	3	0	2
Public work Placement	10	0	0	0	1
Private Employment Agencies	15	0	1	0	5
Linkages During Training	14	0	1	0	5

### 4.13. Important parameters for recruitment

Table 22 presents the level of importance of different parameters for recruitment of employees. Using average mean score, the scale has been interpreted as shown below:

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1.0 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all important	Somewhat not important	Neither important Nor unimportant	Important	Very Important

**Table 22: Level of importance of a parameter for recruitment**

	Manufacturing, garment, textile	Wholesale, retail, repair of motorcycle and cycle	Transportation and storage	Accommodation and food services
Field of study	2	0	0	1
2.00	2	7	0	2
3.00	15	7	0	10
4.00	<b>19</b>	0	1	0
5.00	0	1	0	0
Grade	0	0	0	1
1.00	0	1	0	0
2.00	0	0	0	1
3.00	5	3	0	3
4.00	9	7	0	8
5.00	<b>23</b>	2	1	1
Practical experience	0	0	0	1
2.00	6	5	0	2
3.00	10	7	0	6
4.00	<b>22</b>	1	1	3
5.00	3	5	0	2
Reputation of the institute	15	7	1	8
3.00	<b>19</b>	2	0	3
4.00	1	1	0	1
5.00	3	5	0	5
Recommendation	1	1	0	1
2.00	3	5	0	5
3.00				



	4.00	14	7	0	6
	5.00	<b>19</b>	0	1	0
Recruitment test	1.00	0	1	0	0
	2.00	1	1	0	3
	3.00	5	6	0	3
	4.00	11	4	0	7
	5.00	<b>21</b>	2	1	0
Knowledge of foreign language	1.00	3	3	0	2
	2.00	2	3	1	5
	3.00	7	4	0	5
	4.00	10	4	0	1
	5.00	16	0	0	0
Personal presentation	1.00	0	0	0	1
	2.00	4	1	1	2
	3.00	6	6	0	4
	4.00	12	6	0	6
	5.00	16	1	0	0
Candidate's own world view	2.00	2	0	0	0
	3.00	7	5	0	7
	4.00	9	7	1	5
	5.00	<b>20</b>	2	0	1
Ability to work in a multiracial setting	1.00	0	1	0	0
	2.00	2	0	0	1
	3.00	3	6	0	5
	4.00	12	4	0	6
	5.00	<b>21</b>	2	1	1

As can be seen from table 22, the most important parameters (rated as very important by 50% and above of the respondents) for recruitment for manufacturing sector are grade, practical experience, recruitment test, candidate's own world view and ability to work in a multiracial setting. For wholesale, retail, repair of motorcycle and cycle (Auto related) industries, field of study, grade, practical experience, reputation of the institution (such as HPTC), recommendation, and candidate's own world view are found to be important (rated important by 50% of the respondents) for recruitment. It can also be seen that Field of study, Grade, Practical experience, Reputation of the institute, Recommendation, and Recruitment test are important for accommodation and food services industry during recruitment.

#### 4.14. Level of satisfaction of employers with their graduate employees

Table 23 presents the level of satisfaction of employers with their graduate employees. Using average mean score, the scale has been interpreted as shown below:

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1.0 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all satisfied	Somewhat not satisfied	Neither satisfied Nor dissatisfied	Satisfied	Very satisfied

As can be seen from table 23, more than 75 % of employers from manufacturing sector including garment and textile indicated that they are satisfied or very satisfied with the competencies of their graduate employees except with their IT skills, for which 68 % of them showed their satisfaction. This implies that HPTC should work more on developing IT skills of their manufacturing department graduates to further insure the level of satisfaction of employers.

**Table 23: Satisfaction of employers with graduates**

		Manufacturing, garment, textile	Wholesale, retail, repair of motorcycle and cycle	Transportation and storage	Accommodation and food services
Knowledge	2.00	1	1	0	2
	3.00	4	6	0	3
	4.00	20	7	0	7
	5.00	13	0	1	0
Practical Job related skill	1.00	0	1	0	0
	2.00	2	0	0	3
	3.00	1	1	0	2
	4.00	17	12	0	6
Communication skill	5.00	18	0	1	1
	2.00	2	2	1	2
	3.00	5	4	0	3
	4.00	15	7	0	6
IT Skill	5.00	16	1	0	1
	1.00	0	0	0	1
	2.00	3	5	0	6
	3.00	8	3	0	4
	4.00	9	4	0	1
Problem Solving Skill	5.00	17	0	1	0
	1.00	0	1	0	2
	2.00	1	1	0	4
	3.00	6	3	0	2
	4.00	13	8	1	4
Work Ethics	5.00	18	1	0	0
	1.00	0	0	0	2
	2.00	1	1	0	1
	3.00	2	3	0	2
	4.00	17	9	1	7
Entrepreneurship skill	5.00	18	1	0	0
	1.00	0	1	0	1
	2.00	0	0	0	1
	3.00	8	9	0	7
	4.00	14	4	1	3
Customer Service Skill	5.00	16	0	0	0
	1.00	0	1	0	1
	2.00	1	1	0	1
	3.00	7	5	0	0
	4.00	12	5	1	8
Health and Safety Skill	5.00	18	2	0	2
	1.00	0	0	0	1
	2.00	1	1	0	4
	3.00	5	7	0	4
	4.00	15	5	1	2
	5.00	17	1	0	1

It can also be seen from table 22 that 85.7% of employers engaged in wholesale, retail, repair of motorcycle and cycle showed that they are very satisfied with practical job related skills of their graduate employees. More than 50% of the employers also showed that they are satisfied with problem solving skills, work ethics and entrepreneurial skills of their graduate employees. They showed their dissatisfaction with the health and safety skills of their graduate employees. This

implies that HPTC should make sure that health and safety issues are well integrated in the curriculum and properly delivered to automotive technology and other related occupations.

As can be seen from table 23, more than 50% of the Employers of accommodation and food services have shown that they are satisfied with the knowledge, work ethics, entrepreneurial skills, and customer handling skills of their graduate employees. However, they showed that they are not satisfied with the IT skills, problem solving skills, and health and safety skills of their graduate employees. This implies that HPTC should integrate IT skills, problem solving skills, and health and safety skills in the trainings of accommodation and food service related occupations.

#### 4.15. Engagement in cooperative training

Figure 5 shows whether the employers in the study engage in cooperative training or not. As can be seen from the figure, 64.3% of the employers participate in cooperative training.

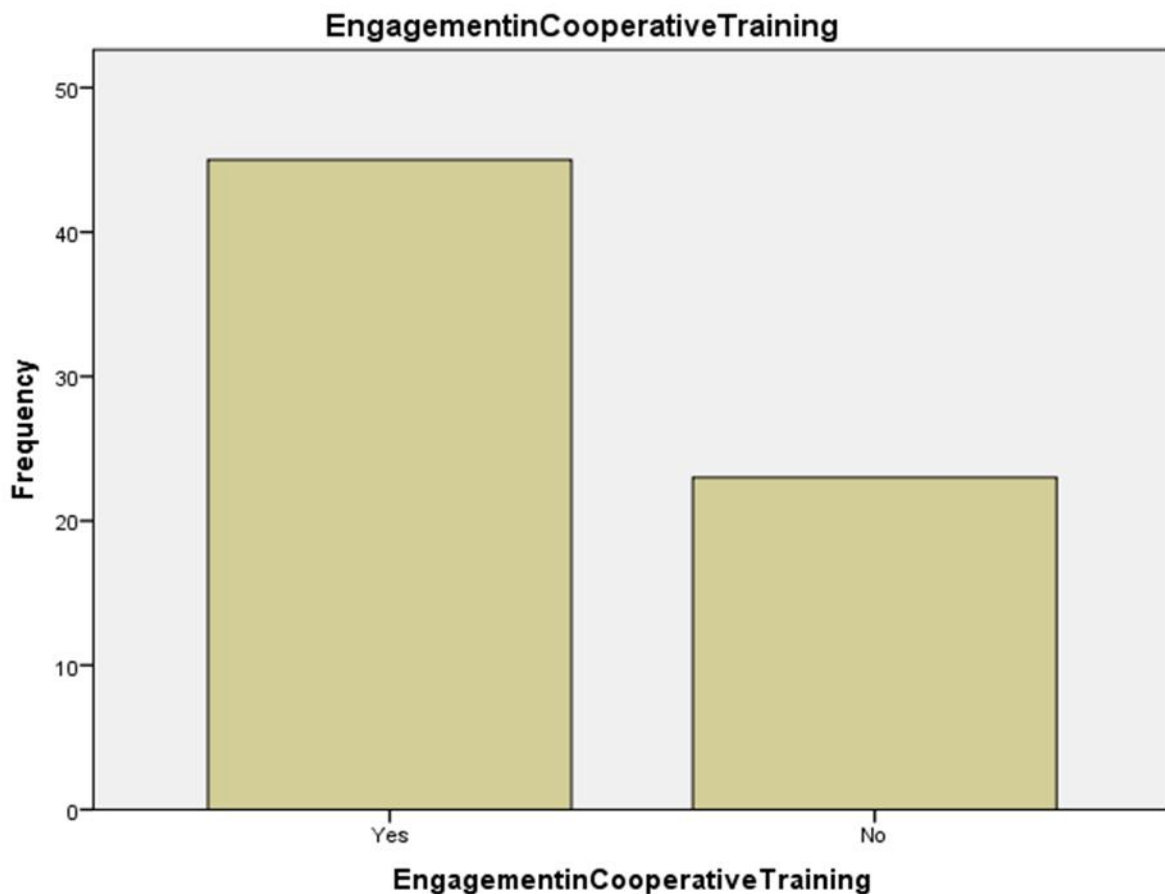


Figure 5: Participation of employers in cooperative training

However, as the industry is expected to play a lion share in the TVET system, HPTC should work hard and devise strategy to engage the remaining 35.7% of the industries in cooperative training.

#### 4.16. Industrial Exchange Program for HPTC Staff

Figure 6 shows the level of engagement of the industry (employers) in Industrial Exchange Program for HPTC Staff.



**Figure 6: Industrial Exchange Program for HPTC Staff**

As can be seen from figure 6, most of the employers (65.7 %) are not engaged in Industrial Exchange Program for HPTC Staff. It is indicated in our education and training policy that TVET trainers need to have industry experience. Therefore, it is very important that HPTC should design a strategy to engage industries in Industrial Exchange Program for HPTC Staff.

#### 4.17. Ease of Finding Employees with Needed Skills

Table 24 shows the ease of finding employees with the required skills. It can be seen that 47.1% of the employers showed that they have challenges in finding employees with the required skills.

**Table 24: Problem in finding employees with the Skills Needed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	52.9	52.9	52.9
	No	33	47.1	47.1	100.0
	Total	70	100.0	100.0	

It is therefore important to identify the skills demands of the employers and adjust the training accordingly.

#### **4.18. Analysis of employers' responses to the open-ended questions**

The following are summary of the major employers' responses to the open-ended questions:

- One employer mentioned the challenge it faced with TVET graduates. It stated that the TVET graduates are totally new to the machinery they are working on, the new environment they are facing and said that they need to get additional trainings through the Industry-College linkage before graduation.

#### **Additional trainings suggested for TVET graduates by employers**

- Time management, self-confidence
- Soft skills training
- Basic Maths, IT, English Language and other local languages
- Work culture
- Psychological training to develop self-confidence
- Training through mentorship
- Computer, Mindset training
- ICT training
- Team work
- Problem solving, quality control, time management
- Pattern Design
- Company rules and regulations
- Training on new technology
- Communication skills
- Customer handling

- Knowledge of institutional culture
- Language training

**Reasons for companies not to participate in cooperative training as perceived by employers:**

- The Institution did not approach them
- Safety issue
- Field not related with what they do
- Busy by order receiving and manufacturing of product

**Areas of skills shortage:**

- Machine operation, Industrialization
- Knitting machine operator, Linking Machine Operator, Welding, Washing Operator
- Soft skill part, communication, skill gap
- Sewing Machine mechanics
- Weaving and knitting
- Problem solving, attitude
- Embroidery work
- Pattern design quality control
- Pattern construction
- Maintenance, IT and computer skills
- Quality control Basic Sewing

**Changes recommended to the college by employers**

- As a company we do not have enough knowledge about the programs being offered by HPTC
- Self confidence, Time Management, Punctuality etc.
- Focusing on practice i.e. having its own small factory so that they practice there and also get income for the college
- Introduce itself more to the companies and to the society
- Cooperative training is good for students but, students should be eager to know the company work culture, discipline and communication skills with experience

- The training should consider changes in the labour market especially advancements in machineries and other resources
- Good if trainees come to the industries with supervisors who supervise them
- Specific program is better for industry

#### 4.17. Findings about trainers

##### 4.17.1. General Information about trainers in the study

Totally 14 trainers from garment department were included in the study and all of them returned the questionnaire. However, the two questionnaires were discarded as many of the questionnaire item in them were not answered by the respondents. Table 25 shows the general information about trainers who participated in the study.

	Position			
	Head of department	Deputy head	Course Instructor	Technician
Garment	3	0	10	1

It can be seen from table 25 that most of the trainers who participated in the study are course instructors (71.4%). Only 3 department heads and 1 technician participated in the study.

##### 4.17.2. Year trainers are posted at HPTC

Table 26 shows the year the trainers were posted at HPTC.

	Frequency	Percent
Less than 3 years	3	21.4
Between 3 and 5 years	3	21.4
More than 5 years	8	57.1
Total	14	100.0

As can be seen from table 26, most of the trainers (57.1 %) were posted to the college more than five years ago. It shows that most of the instructors are well experienced.

#### 4.18. The ratio of theory to practice

Table 27 shows the ratio of theory (T) to practice (P).

**Table 27: Balance between theory and practice**

	Balance b/n Theory and Practice						Total
	20P:80T	30P:70T	40P:60T	50P:50T	60P:40T	70P:30T	
Garment	0	3	0	1	3	7	14

As can be seen from table 27, exactly 50 % of the trainers showed that the ratio of theory to practice in the training process is 70 practice and 30 theory. About 24.1% of the trainers showed that the ratio of practice to theory is 60 percent practice and 40 percent theory, and the other 24.1 % showed that the practice to theory ratio is 30 percent practice and 70 percent theory. This disparity in the use of theory:practice in the training delivery could be because of personal differences among trainers (skill related or attitudinal gap). It is therefore important to bring trainers in the same page in using 70% practice and 30% theory in their training delivery.

#### 4.19. The frequency of curriculum revision

Table 28 shows how frequently curricula are revised.

**Table 28: The frequency of curriculum revision**

	Curriculum Review Periodically		Total
	Yes	No	
Garment	12	1	13

As can be seen from table 28, about 92.3% of the trainers who responded to this question showed that the curricula are reviewed frequently. Only one trainer replied that the curriculum is not revised frequently. One trainer declined to answer this question.

#### 4.20. Rate of curriculum revision

Table 29 shows how long a curriculum serves before its revision.

Table 29: Rate of curriculum revision				
Less than 48 months	Duration			Total
	25 to 48 months	49 to 60 months	More than 60 months	
10	1	1	2	14

As can be seen from table 29, about 71.4% of the trainers showed that a curriculum is revised after it serves for less than 48 months. This shows that a curriculum is revised at a time as recommended



by many educationalists. However, curriculum revision in TVET should be done after conducting labour market assessment which is followed by revision of the occupational standard.

#### 4.21. Satisfaction of trainers with the resources and management of HPTC

Table 30 shows the level of satisfaction of HPTC trainers with the resources and management of HPTC. As can be seen from the table, 7 trainers from garment department (Five trainers with  $\alpha=4$  and two trainers with  $\alpha=5$ ) are satisfied with the resource centers at HPTC. The rest are not satisfied, which implies that we should provide appropriate resource center for the other departments too.

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1.0 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all satisfied	Somewhat not not satisfied	Neither satisfied Nor dissatisfied	Satisfied	Very satisfied

**Table30: Satisfaction of trainers with institutional resources and the management**

	N	Mean
Resource center	14	3.3
Curriculum	14	3.9
Collaboration	14	4.1
Workshop and tools	14	4.1
Industrial linkage	14	4.2
IT facilities	14	3.5
Audio-visual aids	14	3.1
HPTC Management support	13	3.8
Recreational facilities	14	3.4
Career guidance service	14	3.1

It can also be seen from the table that the trainers are satisfied with the curriculum ( $\alpha = 3.9$ ). Overall, it can be seen that garment technology trainers are Neither satisfied Nor dissatisfied in four areas (Resource center,  $\alpha = 3.3$ ; Audio-visual aids,  $\alpha = 3.1$ ; recreational areas,  $\alpha = 3.4$  and career guidance services,  $\alpha = 3.1$ ). It is therefore very important for the college in general and for the garment department in particular to work more on the provision of resource center, audio-visual aids, recreational areas and career guidance services.

#### 4.22. Satisfaction of trainers with the competencies of graduates

Table 31 shows the level of satisfaction of trainers with the graduates from HPTC. As can be seen from the table, garment department trainers are satisfied ( $\alpha \geq 3.5$ ) with the competencies of their former graduates with the exception of their competencies in customer handling.

INTERPRETATION OF THE AVERAGE MEAN SCORE					
Range	1.0 – 1.4	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4	4.5 – 5.0
Verbalisation	Not at all satisfied	Somewhat not satisfied	Neither satisfied Nor dissatisfied	Satisfied	Very satisfied

**Table 31: Trainers' satisfaction with the knowledge and skills of the graduates**

Parameter	N	Mean
Knowledge	14	4.1
Practical skills	14	3.9
Communication skills	14	3.9
IT skills	14	3.9
Problem solving skills	14	3.7
Work ethics	14	3.6
Entrepreneurial skills	14	3.6
Customer service	14	3.4
Health and safety skills	14	4.1
Performance on work	14	3.9

It is therefore very important to support trainees to develop customer handling skills as they are supposed to work with customers in the world of work.

#### 4.23. Participation of trainers in industrial exchange

Table 32 shows the level of participation of trainers in industrial exchange programs. As can be seen from the table, 10 trainers (71.4 %) among those who participated in the study showed that they participated in industrial exchange. Only four of them (28.6 %) did not participate in industrial exchange. It is indicated in the new education and training policy that every trainer in TVET should get industrial experience.

**Table 32. Participation of trainers in industrial exchange programs**

		Garment Trainers
Industrial Exchange	Yes	10
	No	4
Total		14

Industrial exchange gives opportunity for trainers to get insight into what is going on in the actual world of work. It is therefore important to make sure that all trainers get industrial experience through industrial exchange program.

#### 4.24. Trainers’ recommendation for learners to join HPTC

		Garment trainers
Recommend Learner to HPTC	Yes	14
	No	0
Total		14

Table 33 shows that 100 % of the garment department trainers recommend learners to join HPTC.

#### 4.25. Analysis of trainers’ responses to the open-ended questions

The following are summary of the major graduates’ responses to the open-ended questions:

- Workshops should be organized following the principle of Kaizen
- Strategy has to be designed for some curricula which can not be given through cooperative training (for example, Fashion Design Level 2).
- As a garment department, we haven't done anything we should have done around fashion design. We have to work a lot around this and the college has to provide what we need to exploit the potential we have in fashion design.
- Due attention should be given to digitalization
- The college should work hard on the trainees’ discipline
- Collaboration between the college and the industries should be strengthened
- The management of the college should mainly focus on the quality of the training

# **CHAPTER FIVE**

## **MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Major findings**

This tracer study is mainly a survey intended to trace HPTC garment graduates from their college to their place of employment or self-employment or further study. The result of the tracer study provides information on the demand for garment graduates and the revision that HPTC needs to make. It can be used as a tool to assist in planning for better quality and relevance of the training provided in the college.

The findings presented in this report provide useful information on garment graduates' employment status and earnings, entrepreneurial pursuits, and further study. It also facilitated feedback from graduates about the extent to which desired learning outcomes have been achieved and the overall quality and relevance of the programs offered in the college. Results from this study are intended to be used to strengthen HPTC in improving the overall quality of its program offerings.

The major findings of the study are the following:

- 1) All the respondents were aged below 25, which shows that TVET (the formal training which requires high school completion) attracts young students
- 2) The majority of respondents for the garment technology department were females.
- 3) The majority of the respondents replied that they took trainings in communication skills, entrepreneurial skills, Information technology and work ethics, and the majority of them said that they did not take health and safety, foreign language, problem solving skills and customer service.
- 4) The total employment rate is 91.3%; all male graduates in garment technology are on employment and 88% of female garment graduates are also said to be on employment.
- 5) Garment graduates are satisfied with the resources and the support they got from HPTC. However, lower mean is registered for external collaboration and management support, which need attention for the future.
- 6) Employed graduates indicated that it took them about 7 to 9 months for the garment wage employed graduate to find a job.

- 7) Only one garment graduate is engaged in wage employment and this graduate is working in industry sector unrelated to her field of study.
- 8) Garment graduate who is engaged in wage employment secured her employment by internal advertisement.
- 9) wage employed garment graduate is engaged in a decent work environment in other parameters but the payment received is below ILO standard.
- 10) the wage employed garment department graduate is very satisfied ( $\alpha = 5$ ) with all the parameters indicated in the work place.
- 11) The ratio of males to females in self-employment is one to one.
- 12) one self-employed graduate of garment department is engaged in industry related to the study area while the other is engaged in industry not related to the study area.
- 13) self-employed graduates established small enterprises which can be run by the graduates themselves.
- 14) With regards to access to business, both self-employed graduates indicated that they have access to business.
- 15) the female self-employed garment department graduate used micro-finance as source of financing. The other self-employed graduate used friends/relates as source of his financing.
- 16) Bank loans and government sources have not been used by the self-employed graduates.
- 17) self-employed garment graduates are satisfied with all the knowledge and skills aspects except with problem solving skills.
- 18) One unemployed garment graduate stated that she did not find a job because there was no advertisement for employment in her study area
- 19) The majority of garment graduates have pursued further education.
- 20) All male and female garment department graduates (100%) who are pursuing further education are engaged in vocational training.
- 21) The majority of garment graduates mentioned that they want to pursue further education in Apparel Fashion Design and Technology Supervision followed by garment technology degree

- 22) The majority of garment graduates recommended to reduce the duration they stay in the college and still the majority recommended to reduce some courses and include other courses such as Leadership, Production Planning and Computer
- 23) Manufacturing industries such as garment and textile showed that they mainly use personal contacts followed by career guidance and counselling service to recruit graduates
- 24) The most important parameters for recruitment for manufacturing sector are grade, practical experience, recruitment test, candidate's own world view and ability to work in a multicultural setting.
- 25) The majority of employers from manufacturing sector including garment and textile indicated that they are satisfied or very satisfied with the competencies of their graduate employees except with their IT skills
- 26) The majority of the employers indicated that participate in cooperative training; However a significant number of them replied that they do not engage in cooperative training.
- 27) Most employers do not engage in Industrial Exchange Program with HPTC Staff.
- 28) Almost half of the employers who participated in this study indicated that they have challenges in finding employees with the required skills.
- 29) One employer mentioned that TVET graduates are totally new to the machinery they are working on, they are new to the environment they are facing and said that they need to get additional trainings through the Industry-College linkage before graduation.
- 30) Employers suggested that graduates need to take additional trainings in Time management, self-confidence, Soft skills training, Basic Maths, IT, English Language and other local languages, Work culture, Psychological training to develop self-confidence, mindset training, teamwork skills, problem solving skills, quality control, pattern design, company rules and regulations, training on new technologies, communication skills, customer handling, and institutional culture.
- 31) Reasons for companies not to participate in cooperative training as perceived by employers are: the college did not approach them, safety issue, and being busy by order receiving and manufacturing of products.
- 32) Skills shortages identified by employers include Machine operation, Industrialization, knitting machine operator, Linking Machine Operator, Welding, Washing Operator, Soft skill part such as communication skill, Sewing Machine mechanics, Weaving and knitting,

Problem solving, attitude, Embroidery work, Pattern design quality control, Pattern construction, Maintenance, IT and computer skills, Quality control and Basic Sewing.

## **5.2. Conclusions**

As can be concluded from the findings, garment graduates do not have much interest in either wage employment or self-employment and they prefer to pursue their education by upgrading to higher level in their own vocational area. The unemployment rate is decreasing and the employment rate is increasing as compared with the case in previous year (2013). It can also be concluded from the findings that garment technology is a female dominated occupation.

The findings imply that the garment technology curriculum which is given at HPTC lacks some important employability skills such as problem solving skills and could not address the labour market demand in producing the required number of graduates in technical skills such as weaving and knitting, pattern design quality control, and machine operation and maintenance. One other conclusion which can be drawn from the findings in relation to graduates is that graduates lack very important personal attributes such as time management, self-confidence and good work culture.

The other conclusion that can be drawn from the findings is that the resources in HPTC and support from the college management are positively perceived both by the trainees and the trainers, which can contribute to the quality and relevance of the training given in the college. However, there is hesitance from the garment technology trainers' side with regards to their satisfaction in resource centre, audio-visual aids, recreational areas, and career guidance services.

It can also be concluded from the findings that most employers do not engage in industrial exchange programs for HPTC staff. This low engagement of employers may be attributed to lack of awareness of the employers about their roles and its importance. This low engagement of employers in industrial attachment for trainers may have negative effect in providing relevant training to the graduates as trainers who do not know what is going on in the actual world of work may fail to equip trainees with relevant competencies that are required in the world of work.

The findings also showed that recruitment strategies used by the employers of garment and textile graduates are mainly personal contacts. This also leads to conclude that the collaboration between HPTC and the employers in terms of securing employment for the graduates is not strong. This may contribute to low wage employment of garment graduates. Graduates' lack of

skills in applying for jobs (unsuccessful application) has also contributed to low engagement of garment graduates in wage employment.

### **5.3. Recommendations**

Tracer study provides useful information on graduate employment status and earnings, entrepreneurial pursuits, and further study. It also helps to capture graduates' views for improvements of the program of study in terms of teaching/learning environment and curricula.

Based on the findings, the following recommendations have been forwarded:

- The college should further investigate why garment graduates do not have much interest in either wage employment or self-employment and prefer to pursue their education.
- HPTC should revise garment technology curriculum to include employability skills such as problem solving skills in the curriculum.
- The college should support the graduates to develop positive personal attributes such as punctuality, self-confidence and positive work culture, which are important for employment
- The college should produce sufficient number of graduates with technical skills such as weaving and knitting, pattern design quality control, and machine operation and maintenance.
- The college should work hard to avail sufficient resource centre, audio-visual aids, recreational areas, and career guidance services to satisfy the need of the college community.
- HPTC should plan to have continuous dialogue forum with the industries to make them aware of their roles and benefits in the TVET system and also to engage them more in cooperative training and industrial attachment programs for trainers.
- HPTC should also support graduates to develop job searching skills and should also work in collaboration with the industries to secure employment opportunities for the graduates.



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## **Appendix I: English version of the survey questionnaire**

### **Graduates' Survey Questionnaire for a tracer study on Graduates of Hawassa Polytechnic College**

This section presents two (2) documents that will be utilised during the graduates Tracer study. The documents include:

- Graduate Tracer Studies Survey Introductory Letter
- Graduates Questionnaire

#### 1.1. Graduate Tracer Studies Survey Introductory Letter

Dear Graduate,

As head of the research group, I kindly request your participation in a survey of Hawassa Polytechnic College (HPTC) graduates who completed their studies in 2022. We would like to find out what happened to you after you completed your studies at HPTC. Did you find a job or are you still looking for a job, did your studies prepare you well for the workplace, and do you use the knowledge and skills you have learned during your studies? These are the major questions that you will be asked during the study.

The core objective of the survey is to improve the training in different departments and, more specifically, to guide the revision of the curricula. Your information will be treated in strict confidence. The results will be published in such a way that identification of individual respondents is excluded. Results of this survey will be published on the website of the HPTC. Kindly complete the questionnaire and return it to our data collectors.

You will need about half an hour (30 minutes), depending on the kind of experiences you have undergone during recent years. We have developed a highly standardised questionnaire, which mainly asks you to mark (✓) boxes which refer to relevant answers. With this approach we hope that we have made it easy for you to answer the questions. Please answer all questions applicable to you. In some cases, you will note that the questionnaire suggests you disregard some questions not applicable to you (e.g. Please go to Q).

The content of the questionnaire includes the following sections:

- Section 1 - Demographic Information
- Section 2 - Physical and Administrative Factors
- Section 3 - Employment Status
  - Section 3.A - Employed Graduates
  - Section 3.B - Self-Employed Graduates
  - Section 3.C - Pursuing Further Training/Education
  - Section 3.D - Neither Employed Nor Self-Employed Graduates
- Section 4 - Comments and Recommendations

If you have any questions or require further clarifications, please send them to the email address mentioned below.

Name: Dr. Genebe Abebe

Phone: 09 11 46 15 26

E-mail: [geneneabebetd@gmail.com](mailto:geneneabebetd@gmail.com)

Thank you very much in advance for your kind support.

Yours sincerely,

Genebe Abebe (PhD)

Team Leader of the project

1.2. The Survey Questionnaire

**Section 1 – Demographic Information**

1. Name: -----

1.1 Gender:        ( ) Male ( ) Female

1.2 Civil Status:    ( ) Single ( ) Married

1.3 Age (years):    ( ) Below 25 ( ) 25– 35 ( ) Above 35

1.4 Country of Residence: ----- Wereda/Kebele: -----

1.5. Do you have disability? (Circle your choice)    A. Yes            B. No

1.6. If your answer to 1.5 is yes, what is your disability? (Circle your choice)

    A. Sight problem    B. Hearing difficulty    C. Mobility difficulty    D. Other

1.7 Mobile Phone Number (*Optional,for future consultations*) -----

1.8 Mobile Phone Number for Next of Kin (*Optional,for future consultations*) -----

2. Your department (Occupation) during the training at HPTC:(*Write the department*) \_\_\_\_\_

3. Your Qualification Level

    A. ( ) Level 1

    B. ( ) Level 2

    C. ( ) Level 3

    D. ( ) Level 4

    E. ( ) Level 5

4. Which of the following additional Subjects/Units have you studied? (*Check all that apply*)

    A. ( ) Communication skills (*speaking, writing, listening, reading*)

    B. ( ) IT skills (*use of computers*)

    C. ( ) Problem-solving skills (*being able to analyse a problem and find creative solutions*)

    D. ( ) Work ethics (*such as, attendance at work, reliability, punctuality, team work*)

    E. ( ) Entrepreneurship skills (*such as, market research, business planning, financial management, leading others*)

    F. ( ) Customer service skills (*such as, personal presentation, being polite, understanding a customer's needs and being able to meet these*)

    G. ( ) Health and Safety skills (*such as,safety and emergency awareness, emergency preparedness, working in a safe way*)

    H. ( ) Foreign Languages (*such as, English, Frence, Italian, Spanish, Germany, Chinese*)

    I. ( ) Other (please specify): .....

5. What applied to your situation in the first six months after leaving HPTC?(*Multiple answers possible.*)

    A. ( ) Employed

    B. ( ) Self-employed with employees

    C. ( ) Self-employed without employees

D. ( ) Pursuing further training/ education (*higher education, certificate, etc*)

E. ( ) Neither employed nor self-employed

## Section 2: Physical and Administrative Factors

During your study time at HPTC, to what extent were you satisfied with the Educational, Physical and Administrative factors? Please respond to each of the ten (10) factors on the five-point scale, as shown below:

Range	1	2	3	4	5
<b>Verbalisation</b>	<b>Not at all Satisfied</b>	<b>Some what not Satisfied</b>	<b>Neither Satisfied Nor Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>

Physical and Administrative factors	1	2	3	4	5
Resource Centre with reference materials (such as industry journals, recommended text books)	( )	( )	( )	( )	( )
Relevant Course Curriculum	( )	( )	( )	( )	( )
External collaborations (such as, external assessors, guest lecturers, industry experts, exchange program)	( )	( )	( )	( )	( )
Practice Workshops/laboratories with tools and equipment (including Simulators)	( )	( )	( )	( )	( )
Industrial linkages (such as, Internship Programme and cooperative training with industry)	( )	( )	( )	( )	( )
IT facilities (such as, computers, online learning technologies)	( )	( )	( )	( )	( )
Audio-Visual Aids	( )	( )	( )	( )	( )
Management of the HPTC	( )	( )	( )	( )	( )
Recreational facilities in the compound	( )	( )	( )	( )	( )
Careers advice and guidance (such as, help in finding a job)	( )	( )	( )	( )	( )

**Section 3 - Employment Status**

1. What is your present employment status?

- ( ) Employed (*go to 3.A*)
- ( ) Self-employed (*go to Section 3.B*)
- ( ) Neither employed nor self-employed (*go to Section 3.D*)
- ( ) Pursuing Further education/training (*go to Section 3.E*)

**Sub-section 3.A – Employed Graduates**

**3.A1 Details of Employment**

1. Is this your first job after leaving HPTC?

- ( ) Yes (*go to Q 1.1*)    ( ) No (*go to Q 1.2*)

1.1 How long did it take you to find your first job after leaving HPTC?

- ( ) 0-3 Months
- ( ) 4-6 Months
- ( ) 7-9 Months
- ( ) 10-12 Months
- ( ) More than 12 Months

1.2 How long did it take you to find your present job (*Do not answer if this is your first job*)?

- ( ) 0-3 Months
- ( ) 4-6 Months
- ( ) 7-9 Months
- ( ) 10-12 Months
- ( ) More than 12 Months

2. What is the name of your current employer? -----

2.1 Address of your employer here?

City -----

Country -----

Telephone -----

3. In what industry sector are you employed in?

- ( ) Agriculture, forestry and fishing
- ( ) Mining and quarrying

- Manufacturing (textile Factory, Garment Factory, or other related)
- Electricity, gas, steam and air conditioning supply
- Water supply; sewerage, waste management and remediation activities
- Construction
- Wholesale and retail trade, repair of motor vehicles and motorcycles
- Transportation and storage (*such as, road, rail, water and air*)
- Accommodation and food service activities
- Information and communication
- Financial and insurance activities
- Real estate activities
- Professional, scientific and technical activities
- Administrative and support service activities
- Public administration and defence
- Education
- Human health and social work activities
- Arts, entertainment and recreation
- Other service activities
- Other, please specify: -----

4. In what way did you find your job? (*Tick all that apply*)

- Advertisements of vacancies in newspapers/television/radio (*such as, daily papers, special periodicals*)
- Advertisements on the Internet (*e.g. government websites, company websites*)
- Internal advertisements of vacancies
- Direct applications
- Through Career Guidance and Counselling Service in the College
- Referral/ Endorsement by HPTC
- Other contacts at the HPTC
- Personal contacts (*Relatives, friends or/and colleagues*)
- Public work administration (*such as, public placement services, manpower allocation system*)
- Private employment agencies
- Industry Linkages during training (*e.g. apprenticeship, on the job training*)

- ( ) Social networks (e.g. Facebook, LinkedIn)
- ( ) Binding students by scholarships
- ( ) Other (please specify): .....

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

- ( ) Part-time    ( ) Contractual    ( ) Temporary    ( ) Permanent

6. State number of working hours per week (Tick only one box)

- ( ) Less than 16 Hours    ( ) 16 to 32 Hours    ( ) 33 to 48 Hours    ( ) More than 48 Hours

7. How much is your salary (per month) of your present job? (Tick only one box)

- ( ) Below Birr 5,000
- ( ) Birr 5,000 – Birr 9,999
- ( ) Birr 10,000 – Birr 14,999
- ( ) Birr 15,000 and above

8. Are you facing any challenges in relation to your present job?

- ( ) Yes (go to Q 8.1)    ( ) No

8.1 What employment challenges are you facing? (Check all that apply)

Please specify-----  
 -----  
 -----

**3.A2 Relationship Between Study and Employment (Demonstration of Knowledge and Skills)**

1. Is your present work related to the area/field you studied at HPTC?

- ( ) Yes (go to Q 1.1)                      ( ) No (go to Q 1.2)

1.1 If **YES**, based on your studies and your present work, to what extent are you satisfied with the Knowledge and Skills you acquired at HPTC? Please respond to each of the ten factors on the five-point scale, as shown below.

Range	1	2	3	4	5
Verbalisation	Not at all Satisfied	Some what not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

<b>KNOWLEDGE AND SKILLS ASPECTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Knowledge ( <i>theoretical training related to my specialization and occupation</i> )	( )	( )	( )	( )	( )
Practical, job-related skills ( <i>such as, use of tools, equipment and machinery, use of materials and parts, equipment maintenance</i> )	( )	( )	( )	( )	( )
Communication skills ( <i>speaking, writing, listening, reading</i> )	( )	( )	( )	( )	( )
IT skills ( <i>use of computers</i> )	( )	( )	( )	( )	( )
Problem-solving skills ( <i>being able to analyse a problem and find creative solutions</i> )	( )	( )	( )	( )	( )
Work ethics ( <i>such as, discipline, attendance at work, reliability, punctuality, team work</i> )	( )	( )	( )	( )	( )
Entrepreneurship skills ( <i>such as, market research, business planning, financial management, leading others</i> )	( )	( )	( )	( )	( )
Customer service skills ( <i>such as, personal presentation, being polite, understanding a customer's needs and being able to meet these</i> )	( )	( )	( )	( )	( )
Health and Safety skills ( <i>such as, safety and emergency awareness, emergency preparedness, working in a safe way</i> )	( )	( )	( )	( )	( )
Performance ( <i>such as, understanding and producing drawings, doing measurements at work, use of written instructions and working guides</i> )	( )	( )	( )	( )	( )

1.2 If **NO**, what are the reason/s? (*Tick all that apply*)

- ( ) I didn't find a job opportunity related to my course of study
- ( ) I found something not related but had better salary and benefits
- ( ) Personal reason(s)
- ( ) The workplace is close to where I live

( ) Others, please specify-----

### 3.A3 Job Satisfaction for Employed Graduates

1. To what extent are you satisfied with the following aspects of your present job? Please respond to each of the ten factors on the five-point scale, as shown below.

Range	1	2	3	4	5
Verbalisation	Not at all Satisfied	Some what not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

Job Satisfaction	1	2	3	4	5
Interesting work tasks	( )	( )	( )	( )	( )
Being able to work with some independence	( )	( )	( )	( )	( )
Clear and regulated work tasks	( )	( )	( )	( )	( )
Possibilities for applying what you learned when studying	( )	( )	( )	( )	( )
Job security	( )	( )	( )	( )	( )
Social status and recognition	( )	( )	( )	( )	( )
Income and benefits	( )	( )	( )	( )	( )
Good social climate / work setting	( )	( )	( )	( )	( )
Good career advancement prospects	( )	( )	( )	( )	( )
Being able to coordinate/supervise work	( )	( )	( )	( )	( )

### 3.A4 – Further Training for Employed Graduates

1. Did you participate in further training since you graduated?

( ) Yes (go to Q 1.1 & 1.2) ( ) No (go to Q 2)



1.1 If **YES**, what type of further training did you participate in (*Tick only one box*)

- Further academic education (*higher education, for example degree*)
- Further vocational education/training (*such as, certificate, diploma, advanced diploma*)
- Further professional certification/license to practice

1.2 What courses did you study while pursuing further training?

- Course 1-----
- Course 2-----
- Course 3-----

2. If **NO**, why did you not pursue further training? (*Tick all that apply*)

- No relevant course available
- No need for further training
- No money to pay for training
- No time to attend training
- Others, please specify -----

3. Would you like to pursue further training?

- Yes (*go to Q 3.1*)     No (*go to Section 4*)

3.1 If **YES**, what further training do you need? please specify.....  
.....

**Sub-section 3.B – Self-Employed Graduates**

**3.B1 Details of Business Activities for Self-Employed Graduates**

1. How long did it take you to start your present business (*Do not answer if this is your first business*)?

- 0-3 Months
- 4-6 Months
- 7-9 Months
- 10-12 Months
- More than 12 Months

2. In what industry sector are you engaging in?

- Agriculture, forestry and fishing
- Mining and quarrying
- Manufacturing (textile, garment or other related)
- Electricity, gas, steam and air conditioning supply

- ( ) Water supply; sewerage, waste management and remediation activities
- ( ) Construction
- ( ) Wholesale and retail trade, repair of motor vehicles and motorcycles
- ( ) Transportation and storage *(such as, road, rail, water and air)*
- ( ) Accommodation and food service activities
- ( ) Information and communication
- ( ) Financial and insurance activities
- ( ) Real estate activities
- ( ) Professional, scientific and technical activities
- ( ) Administrative and support service activities
- ( ) Public administration and defence; compulsory social security
- ( ) Education
- ( ) Human health and social work activities
- ( ) Arts, entertainment and recreation
- ( ) Other service activities
- ( ) Other, please specify: -----

**3.B2 Business Size and Financing for Self-Employed Graduates**

1. Do you have employees?

- ( ) Yes, I am Self-employed with employees
- ( ) No, I am Self-employed without employees

2. Were you able to access financing for your business?

- ( ) Yes *(go to Q 2.1)*    ( ) No *(go to Q 3)*

2.1 Which business financing options were you able to access *(Check all that apply)*

- ( ) Microfinance
- ( ) Bank loan
- ( ) Government sources
- ( ) Friends & Relatives
- ( ) Business Incubation
- ( ) Others, please specify-----

3. Are you facing any challenges in relation to your business?

- ( ) Yes *(go to Q 3.1)*    ( ) No

3.1 What business challenges are you facing? (Check all that apply)

- Cashflow
- No qualified workers
- No Customers/clients
- Others, please specify-----

**3.B3 Relationship Between Study and Self-Employment (Demonstration of Knowledge and Skills)**

1. Is your present business related to the occupational areayou studied at HPTC? (Tick only one box)

- Yes (go to Q 1.1)
- No (go to Q 1.2)

1.1 If **YES**, basedonyourstudies and your present business, to what extent are you satisfied with the Knowledge and Skills you acquired at HPTC? Please respond to each of the ten factors on the five-point scale, as shown below.

Range	1	2	3	4	5
Verbalisation	Not at all Satisfied	Some what not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

KNOWLEDGE AND SKILLS ASPECTS	1	2	3	4	5
Knowledge (theoretical training related to my specialization and occupation)	( )	( )	( )	( )	( )
Practical, job-related skills (such as, use of tools, equipment and machinery, use of materials and parts,equipment maintenance)	( )	( )	( )	( )	( )
Communication skills (speaking, writing, listening, reading)	( )	( )	( )	( )	( )
IT skills (use of computers)	( )	( )	( )	( )	( )
Problem-solving skills (being able to analyse a problem and find creative solutions)	( )	( )	( )	( )	( )
Work ethics (such as, discipline, attendance at work, reliability, punctuality, team work)	( )	( )	( )	( )	( )
Entrepreneurship skills (such as, market research, business planning, financial management, leading others)	( )	( )	( )	( )	( )

Customer service skills ( <i>such as, personal presentation, being polite, understanding a customer's needs and being able to meet these</i> )	( )	( )	( )	( )	( )
Health and Safety skills ( <i>such as, safety and emergency awareness, emergency preparedness, working in a safe way</i> )	( )	( )	( )	( )	( )
Performance ( <i>such as, understanding and producing drawings, doing measurements at work, use of written instructions and working guides</i> )	( )	( )	( )	( )	( )

1.2 If **NO**, what are the reason/s?

- ( ) There was no business opportunity related to my course of study
- ( ) I found an unrelated business opportunity which had better returns
- ( ) Personal Reason(s)
- ( ) The business is close to where I live
- ( ) Others, please specify-----

**3.B4 – Further Training for Self-Employed Graduates**

1. Did you participate in further training since you graduated?

- ( ) Yes (*go to Q 1.1 & 1.2*)    ( ) No (*go to Q 2*)

1.1 If **YES**, what type of further training did you participate in (*Tick only one box*)

- ( ) Further academic education (*higher education, for example degree*)
- ( ) Further vocational education/training (*such as, certificate, diploma, advanced diploma*)
- ( ) Further professional certification/license to practice

1.2 What courses did you study while pursuing further training?

- ( ) Course 1-----
- ( ) Course 2-----
- ( ) Course 3-----

2. If **NO**, why have you not pursued further training?

- ( ) No relevant course available
- ( ) No need for further training
- ( ) No money to pay for training
- ( ) No time to attend training
- ( ) Others, please specify -----

3. Would you like to pursue further training?

Yes (go to Q 3.1)    No (go to Section 4)

3.1 If **YES**, what further training do you need? please specify.....

.....

**Sub-section 3.C – Neither Employed Nor Self-Employed Graduates**

**3.C1 – Reasons for Not being employed Nor Self-Employed**

1. If you are not employed, please tick (✓) the reason (s) (Tick all that apply).

Family concerns

Opted not to look for a job

Unsuccessful application

Lost previous job

No job opportunity in the desired field

No professional certification

Other reasons, please specify-----

**3.C2 – Further Training for Graduates who are Neither Employed Nor Self-Employed**

1. Did you participate in further training since you graduated?

Yes (go to Q 1.1)    No (go to Q 2)

1.1 If **YES**, what type of further training did you participate in (Tick all that apply)

Further academic education (higher education, for example degree)

Further vocational education/training (such as, certificate, diploma, advanced diploma)

Further professional certification/license to practice

1.2 What courses did you study while pursuing further training?

Course 1-----

Course 2-----

Course 3-----

2. If **NO**, why did you not pursue further training? (Tick all that apply)

No relevant course available

No need for further training

No money to pay for training

No time to attend training

Others, please specify -----

3. Would you like to pursue further training?

Yes (go to Q 3.1)    No (go to Section 4)

3.1 If **YES**, what further training do you need? please specify.....

.....

**Sub-section 3.D Graduates Pursuing Further Training**

1. If you are presently pursuing further training (*university, evening classes, short courses*), what type of further training have you participate in? (*Tick only one box*)

Further academic education (*higher education, for example degree*)

Further vocational education/training (*such as, certificate, diploma, advanced diploma*)

Further professional certification/license to practice

2. What courses have you studied while pursuing further training?

Course 1-----

Course 2-----

Course 3-----

3. Would you like to attend any further training courses?

Yes (go to Q 3.1)    No (go to Section 4)

3.1 If **YES**, what further training do you need? please specify.....

.....

**Section 4 - Comments and Recommendations**

4.1. What important changes would you recommend for the Program of study you attended at the HPTC? (*Please share your opinion on the areas that require improvement.*)

.....  
.....

4.2. Would you recommend a prospective learner to pursue the department you attended at the HPTC?

Yes    No (go to Q 4.3)

4.3. If **NO**, please specify the reason/s .....

.....

4.4. Do you have any comments/suggestions regarding this survey?

Yes (go to Q 4.5)    No

4.5. If **YES**, please specify.....

.....

**Thank you for your cooperation!**

## **Trainers' Survey Questionnaire for a tracer study on Graduates of Hawassa Polytechnic College**

This section presents two (2) documents that will be utilised during the Tracer study. The documents include:

- Trainers Tracer Studies Survey Introductory Letter
- Trainers Questionnaire

### **2.1. Trainers Tracer Studies Survey Introductory Letter**

Dear HPTC staff member,

As head of the research group, I kindly request your participation in a survey of Hawassa Polytechnic College (HPTC) graduates who completed their studies in 2022. We would like to find out what happened to them after they completed their studies at HPTC. Did they find a job or are they still looking for a job, did their studies prepare them well for the workplace, and do they use the knowledge and skills they have learned during their studies? These are the major questions that you will be asked during the study.

The core objective of the survey is to improve the training in the departments and, more specifically, to guide the revision of the curricula. Your information will be treated in strict confidence. The results will be published in such a way that identification of individual respondents is excluded. Results of this survey will be published on the website of the HPTC. Kindly complete the questionnaire and return it to our data collectors.

You will need about half an hour (30 minutes), depending on the kind of experiences you have undergone during recent years. We have developed a highly standardised questionnaire, which mainly asks you to mark (✓) boxes which refer to relevant answers. With this approach we hope that we have made it easy for you to answer the questions. Please answer all questions applicable to you. In some cases, you will note that the questionnaire suggests you disregard some questions not applicable to you (e.g. Please go to Q).

The content of the questionnaire includes the following sections:

Section 1: Demographic Information

Section 2: Details of the program

Section 3: Physical and Administrative Factors

Section 4: Demonstration of Knowledge and Skills.

Section 5: Industrial Exchange Program

Section 6: Comments and Recommendations

If you have any questions or require further clarifications, please send them to the email address mentioned below.

Name: Dr. Genene Abebe

Phone: 09 11 46 15 26

E-mail: [geneneabebetd@gmail.com](mailto:geneneabebetd@gmail.com)

Thank you very much in advance for your kind support.

Yours sincerely,

Genene Abebe (PhD)

Team Leader of the project

## 2.2. HPTC Teaching Staff/Trainer Questionnaire

### Section 5: Demographic Information

Which of the options below best describes your Role/Position at the HPTC? *(Tick only one box)*

- Head of Department
- Deputy Head of Department
- Course Instructor
- Workshop Technician

What is your department? .....

When were you first posted to (or employed at) HPTC?*(Tick only one box)*

- Less than 3 years
- Between 3 and 5 years
- More than 5 years

### Section 1:Details of the program

1. Is the program/department you belong to internationally accredited? *(such as, City & Guilds, ICM, Edexcel,)*

- Yes *(go to Q 1.1)*
- No *(go to Q 2)*

1.1 If YES, please list up to three International Awarding Boards

- Awarding Board 1-----
- Awarding Board 2-----
- Awarding Board 3-----

2. Which of the options below best describes the balance/ratio between Practical competences and theoretical Knowledge requirements for the training program? *(Tick only one box)*

- 10 percent Practical, 90 percent Theory
- 20 percent Practical, 80 percent Theory
- 30 percent Practical, 70 percent Theory
- 40 percent Practical, 60 percent Theory
- 50 percent Practical, 50 percent Theory
- 60 percent Practical, 40 percent Theory
- Other (Please specify).....

3. Is the program curriculum periodically reviewed?

- Yes *(go to Q 3.1)*
- No *(go to Q 3.3)*

3.1 How often is the program curricula reviewed?*(Tick only one box)*

- Less than 24 Months
- 25 Months to 48 Months



- 49 Months to 60 Months
- More than 60 Months

3.2 How is the program curricula reviewed? *(Tick all that apply.)*

- Directly checking with employers
- Using occupational standards
- Other (please specify): .....

3.3 If NO, why not?

- Please specify.....

**Section 2: Physical and Administrative Factors**

While you teach at HPTC, to what extent are you satisfied with the ten (10) Physical and Administrative factors? Please respond to each of the ten factors on the five-point scale, as shown below.

Range	1	2	3	4	5
Verbalisation	Not at all Satisfied	Some what not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

Physical and Administrative factors	1	2	3	4	5
Resource Centre with reference materials (such as, industry journals, recommended text books)	( )	( )	( )	( )	( )
Relevant Course Curriculum	( )	( )	( )	( )	( )
External collaborations (such as, external assessors, guest lecturers, industry experts, exchange program)	( )	( )	( )	( )	( )
Practice Workshops/laboratories with tools and equipment (including Simulators)	( )	( )	( )	( )	( )
Industrial linkages (such as, Internship Programme and industrial visits for students)	( )	( )	( )	( )	( )
IT facilities (such as, computers, online learning technologies)	( )	( )	( )	( )	( )
Audio-Visual Aids	( )	( )	( )	( )	( )

Management of the HPTC	( )	( )	( )	( )	( )
Recreational facilities	( )	( )	( )	( )	( )
Careers advice and guidance (such as, help in finding a job)	( )	( )	( )	( )	( )

### Section 3: Demonstration of Knowledge and Skills

If you trained graduates, to what extent are you satisfied with their demonstration of the following Knowledge and Skills aspects? Please respond to each of the ten factors on the five-point scale, as shown below.

Range	1	2	3	4	5
<b>Verbalisation</b>	<b>Not at all Satisfied</b>	<b>Some what not Satisfied</b>	<b>Neither Satisfied Nor Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>

<b>KNOWLEDGE AND SKILLS ASPECTS</b>	1	2	3	4	5
Knowledge ( <i>theoretical training related to my specialization and occupation</i> )	( )	( )	( )	( )	( )
Practical, job-related skills (such as, use of tools, equipment and machinery, use of materials and parts, equipment maintenance)	( )	( )	( )	( )	( )
Communication skills (speaking, writing, listening, reading)	( )	( )	( )	( )	( )
IT skills (use of computers)	( )	( )	( )	( )	( )
Problem-solving skills (being able to analyse a problem and find creative solutions)	( )	( )	( )	( )	( )
Work ethics (such as, discipline, attendance at work, reliability, punctuality, team work)	( )	( )	( )	( )	( )
Entrepreneurship skills (such as, market research,	( )	( )	( )	( )	( )

business planning, financial management, leading others)					
Customer service skills (such as, personal presentation, being polite, understanding a customer's needs and being able to meet these)	( )	( )	( )	( )	( )
Health and Safety skills (such as,safety and emergency awareness, emergency preparedness, working in a safe way)	( )	( )	( )	( )	( )
Performance (such as, understanding and producing drawings, doing measurements at work, use of written instructions and working guides)	( )	( )	( )	( )	( )

**Section 4: Industrial Exchange Program**

1. Have you participated in an **Industrial Exchange** program?(Tick only one)

- ( ) Yes(go to Q 1.1)      ( ) No (go to Q 2)

1.1 If Yes, when was the last time that you participated in an **Industrial Exchange** program? (Tick only one)

- ( ) 0 - 6 Months
- ( ) 7 - 12 Months
- ( ) 13 - 18 Months
- ( ) 19 - 24 Months
- ( ) More than 24 Months

2. Did you experience any challenge while participating in the **Industrial Exchange** program?

- ( ) Yes (go to Q 2.1)      ( ) No (go to Q 3)

2.1 If **YES**, please specify.....  
.....

3. If you have not participated in an **Industrial Exchange** program, what are the decisive reasons for this?

Please specify: .....  
.....

**Section 5: Comments and Recommendations**

1. What important changes would you recommend for the department/ program of study that you are part at the Hawassa Polytechnic College? *(Please share your opinion on the areas that require improvement.)*

Yes *(go to Q 1.1)*     No *(go to Q 2)*

1.1 If **YES**, please specify .....

.....

2. Would you recommend a prospective learner to pursue the program at the HPTC?

Yes *(go to Q 3)*     No *(go to Q 2.1)*

2.1 If **NO**, please specify .....

.....

3. Do you have any comments/suggestions regarding this survey?

Yes *(go to Q 3.1)*     No

3.1 If **YES**, please specify.....

**Thank you very much for completing the questionnaire!**

## **Employers' Survey Questionnaire for a tracer study on the Graduates of Hawassa Polytechnic College**

This section presents two (2) documents that will be utilised during the Tracer study. The documents include:

- HPTC Employers Tracer Studies Survey Introductory Letter
- HPTC Employers Survey Questionnaire

### **3.1. HPTC Employer Tracer Studies Survey Introductory Letter**

Dear Employer,

As head of the research group, I kindly request your participation in a survey of Hawassa Polytechnic College (HPTC) graduates who completed their studies in 2022. We would like to find out what happened to the graduates after they completed their studies at HPTC. Did they find a job or are they still looking for a job, did their studies prepare them well for the workplace, and do they use the knowledge and skills they have learned during their studies? These are the major questions that you will be asked during the study.

The core objective of the survey is to improve the training in departments and, more specifically, to guide the revision of the curricula. Your information will be treated in strict confidence. The results will be published in such a way that identification of individual respondents is excluded. Results of this survey will be published on the website of the HPTC. Kindly complete the questionnaire and return it to our data collectors.

You will need about half an hour (30 minutes), depending on the kind of experiences you have undergone during recent years. We have developed a highly standardised questionnaire, which mainly asks you to mark (✓) boxes which refer to relevant answers. With this approach we hope that we have made it easy for you to answer the questions. Please answer all questions applicable to you. In some cases, you will note that the questionnaire suggests you disregard some questions not applicable to you (e.g. Please go to Q).

The content of the questionnaire includes the following sections:

- Section 1 - Identification of the Company/Organization
- Section 2 - Demographic Information
- Section 3 – Employment of the Program Graduates
- Section 4 - Participation in cooperative training
- Section 5 – Industrial Exchange for training Staff
- Section 6 – Ease of Finding Employees with Needed Skills
- Section 7 - Comments and Recommendations

If you have any questions or require further clarifications, please send them to the email address mentioned below.

Name: Dr. Genene Abebe

Phone: 09 11 46 15 26

E-mail: [geneneabebetd@gmail.com](mailto:geneneabebetd@gmail.com)

Thank you very much in advance for your kind support.

Yours sincerely,

Genene Abebe (PhD)

Team Leader of the project

### 3.2. Questionnaire for Employers of HPTC Graduates

#### Section 1 - Identification of the Company/Organization

1. Enterprise name -----

1.1 City -----

1.2 Country -----

1.3 Telephone -----

In what industry sector are you operating?

- Agriculture, forestry and fishing
- Mining and quarrying
- Manufacturing (such as garment, textile or related)
- Electricity, gas, steam and air conditioning supply
- Water supply, sewerage, waste management and remediation activities
- Construction
- Wholesale and retail trade, repair of motor vehicles and motorcycles
- Transportation and storage
- Accommodation and food service activities
- Information and communication
- Financial and insurance activities
- Real estate activities
- Professional, scientific and technical activities
- Administrative and support service activities
- Public administration and defense
- Education
- Human health and social work activities
- Arts, entertainment and recreation
- Other service activities
- Other, please specify: -----

2. What advertising media does the company/organization use to recruit employees? *(Tick all that apply.)*

- Advertisements of vacancies in newspapers/television/radio *(such as, daily papers, special periodicals)*

- ( ) Advertisements on the Internet (*e.g. government websites, company websites*)
- ( ) Internal advertisements of vacancies
- ( ) Direct applications by graduates
- ( ) Career guidance and counselling office at the HPTC
- ( ) Referral/ Endorsement by HPTC
- ( ) Other contacts at the HPTC
- ( ) Personal contacts (*Relatives, friends or/and colleagues*)
- ( ) Public work administration (*such as, public placement services, manpower allocation system*)
- ( ) Private employment agencies
- ( ) Industry Linkages during training (*e.g. apprenticeship, on the job training*)
- ( ) Social networks (*e.g. Facebook, LinkedIn*)
- ( ) Binding students by scholarships
- ( ) Other (please specify): .....

**Section 2: Demographic Information**

1. Which of the options below best describes your Role/Position in the Company/Organization?

- ( ) Director or Deputy Director
- ( ) Human Resource Manager or Deputy Human Resource Manager
- ( ) Head of Department or Deputy Head of Department
- ( ) Supervisor

**Section 3 - Employment of HPTC Graduates**

1. Have you employed graduates from the HPTC?(*Include Permanent and Casual employees*)

- ( ) Yes (*go to Q 2*) ( ) No (*go to Q 7*)

2. How many male and/or female graduates have you employed from HPTC?(*Include Permanent and Casual employees*)

.....Male ....., Female.....

3. How important in general are the following aspects for the recruitment of Graduates? Please respond to each of the ten factors on the five-point scale, as shown below.

Range	1	2	3	4	5
Verbalisation	Not at all Satisfied	Some what not Satisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

Recruitment of Graduates	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Field of study and specialization	( )	( )	( )	( )	( )
Grades of examinations at the college	( )	( )	( )	( )	( )
Practical experience acquired during course of study	( )	( )	( )	( )	( )
Reputation of the college	( )	( )	( )	( )	( )
Recommendations/references from third persons	( )	( )	( )	( )	( )
Results of recruitments tests	( )	( )	( )	( )	( )
Knowledge of foreign language	( )	( )	( )	( )	( )
Personal presentation	( )	( )	( )	( )	( )
Candidate's own world view	( )	( )	( )	( )	( )
Ability to work in multiracial environment	( )	( )	( )	( )	( )

4. If you employ graduates from HPTC, to what extent are you satisfied with their demonstration of the following Knowledge and Skills aspects? Please respond to each of the ten factors on the five-point scale, as shown below.

<b>Range</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Verbalisation</b>	<b>Not at all Satisfied</b>	<b>Some what not Satisfied</b>	<b>Neither Satisfied Nor Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>

<b>KNOWLEDGE AND SKILLS ASPECTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Knowledge ( <i>theoretical training related to my specialization and occupation</i> )	( )	( )	( )	( )	( )



Practical, job-related skills ( <i>such as, use of tools, equipment and machinery, use of materials and parts, equipment maintenance</i> )	( )	( )	( )	( )	( )
Communication skills ( <i>speaking, writing, listening, reading</i> )	( )	( )	( )	( )	( )
IT skills ( <i>use of computers</i> )	( )	( )	( )	( )	( )
Problem-solving skills ( <i>being able to analyse a problem and find creative solutions</i> )	( )	( )	( )	( )	( )
Work ethics ( <i>such as, discipline, attendance at work, reliability, punctuality, team work</i> )	( )	( )	( )	( )	( )
Entrepreneurship skills ( <i>such as, market research, business planning, financial management, leading others</i> )	( )	( )	( )	( )	( )
Customer service skills ( <i>such as, personal presentation, being polite, understanding a customer's needs and being able to meet these</i> )	( )	( )	( )	( )	( )
Health and Safety skills ( <i>such as, safety and emergency awareness, emergency preparedness, working in a safe way</i> )	( )	( )	( )	( )	( )
Performance ( <i>such as, understanding and producing drawings, doing measurements at work, use of written instructions and working guides</i> )	( )	( )	( )	( )	( )

5. Do Graduates from HPTC need additional training to do their work well in your company? (*Tick only one box*)

( ) Normally they are fully prepared to do the work well

( ) They need only an introductory training

( ) They need to learn some additional skills (Please specify-----  
-----  
-----)

( ) They need serious skills upgrading to start working

( ) They need completely new training

6. Are you experiencing any challenge(s) with the HPTC graduates you have employed?

( ) Yes (go to Q 6.1)      ( ) No (go to Section 4)

6.1 If YES, please specify.....  
.....

7. If you do not employ any graduates from HPTC, what are the decisive reasons for this?

Please specify: .....

**Section 4 - Engagement in cooperative training**

1.1 Do you participate in cooperative training program ?

( ) Yes (go to Q 2) ( ) No (go to Section 5)

2. Are the trainees from HPTC undergoing cooperative training in your company/organization ?

( ) Yes      ( ) No

3. How many male and/or female trainees are undergoing cooperative training in your company?

Male .....,      Female.....

4. Are you experiencing any challenge(s) with the trainees enrolled in cooperative training program?

( ) Yes (go to Q 4.1)      ( ) No (go to Section 5)

4.1 If YES, please specify.....  
.....

5. If your cooperative training program does not include any trainees from HPTC, what are the decisive reasons for this?

Please specify: .....

**Section 5: Industrial Exchange Program for HPTC Staff**

1. Do you have an **Industrial Exchange** program with instructors from HPTC?

( ) Yes (go to Q 2) ( ) No (go to Section 6)

2. How many male and/or female Staff are participating in the Industrial Exchange program?

Male .....,      Female.....

3. Are you experiencing any challenge with the Staff participating in your Industrial Exchange program?

( ) Yes (go to Q 3.1)      ( ) No (go to Section 6)

3.1 If YES, please specify.....  
.....

4. If your Industrial Exchange program does not include Staff from HPTC, what are the decisive reasons for this?

Please specify: .....

**Section 6 – Ease of Finding Employees with Needed Skills**

1. Is your company/organization experiencing problems finding employees with the skills that you need?

( ) Yes (go to Q 2) ( ) No (go to Section 7)

2. In which occupations does your company/organization commonly experience skills shortages?

( ) Occupation 1-----

( ) Occupation 2-----

( ) Occupation 3-----

( ) Occupation 4-----

( ) Occupation 5-----

**Section 7: Comments and Recommendations**

1. What important changes would you recommend for the program of study at the HPTC? (Please share your opinion on the areas that require improvement.)

Specify.....

.....

2. Would you recommend a prospective learner to pursue the Program at the HPTC?

( ) Yes (go to Q 3) ( ) No (go to Q 2.1)

2.1 If **NO**, please specify .....

.....

3. Do you have any comments/suggestions regarding this survey?

( ) Yes (go to Q 3.1) ( ) No

3.1 If **YES**, please specify.....

.....

**Thank you very much for completing this questionnaire.**

## Appendix II: Amharic version

### 1. 'የተመራቂዎች' መጠይቅ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ተመራቂዎች የሚገኙበትን ሁኔታ ለሚያሳይ የዳሰሳ ጥናት

ይህ ክፍል የተመራቂዎች ሁኔታ ክትትል ጥናት ላይ ጥቅም ላይ የሚውሉ ሁለት ሰነዶችን ይዟል። እነርሱም የሚከተሉት ናቸው፡-

- ተመራቂዎች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት መግቢያ ደብዳቤ
- የጥናቱ መጠይቅ

#### 1.1 ተመራቂዎች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት መግቢያ ደብዳቤ

ውድ ተመራቂዎች፤

እንደ ጥናት ቡድን መሪነቴ በዚህ የጨርቃጨርቅ ውጤቶች የ2014 ዓ.ም ተመራቂዎች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት ላይ ተሳትፎ እንዲያደርጉ ስል ጥያቄዬን በትህትና አቀርባሁ። ትምህርታችሁን ከሀዋሳ ፖሊ ቴክኒክ ኮሌጅ ካጠናቀቃችሁ በኋላ ያጋጠማችሁን ነገር ለማወቅ እንፈልጋለን። ስራ ይዘችኋል ወይስ በመፈለግ ላይ ናችሁ? በኮሌጅ ትምህርታችሁ ወቅት የወሰዳችሁት ሥልጠና ለተሰማራችሁበት የሥራ መስክ በበቂ ሁኔታ አዘጋጅቷችኋል ወይ እና በስልጠና ወቅት የቀሰማችሁትን እውቀትና ክህሎት ተጠቀማችሁበት ወይ? የሚሉትን የመሳሰሉ ዋና ዋና ጥያቄዎችን በጥናቱ ውስጥ ትጠየቃለችሁ።

የጥናቱ ዋና ዓላማ በተለያዩ ትምህርት ክፍሎች የሚሰጠውን ሥልጠና ማሻሻል ሲሆን በተለይም የሥርዓተ ትምህርት ክለሳ ሥራውን አቅጣጫ ለማስያዝ ያለመ ነው። የሚሰጡት መረጃ በሚስጥር የሚያዝ ሲሆን የጥናቱ ውጤት በሚቀርብበት ጊዜም የመላሾች ማንነት በማይለይበት መልኩ ይሆናል። የዚህ ጥናት የሕትመት ውጤት በሀዋሳ ፖሊ ቴክኒክ ኮሌጅ ድረ ገጽ ላይ የሚለቀቅ ይሆናል። መጠይቁን በጥሞና ሞልተው ለመረጃ ሰብሳቢዎቻችን ይመልሱ ዘንድ በትህትና ይጠየቃሉ። በቅርብ ዓመታት በአለፉት የሥራ ልምዶች ላይ ተመሥርቶ ግማሽ ሰዓት (30 ደቂቃ) ያሕል ይወስድታል። በከፍተኛ ሁኔታ ደረጃውን የጠበቀ መጠይቅ ያዘጋጀን ሲሆን በዋናነት በሳጥኑ ውስጥ ተገቢ በሚሉት መልስ ላይ (✓) ምልክት በማስቀመጥ እንዲመልሱ ይጠየቃሉ። በዚህም አቀራረብ ምላሾችን ቀለል ባለ መንገድ እንዲሰጡ ምቹ እንዲሆን አድርገናል ብለን አናምናለን። እባክዎትን ሁሉንም እርሶን በትክክል የሚመለከቱትን ትያቄዎች ምላሽዎን ይስጡባቸው። በመጠይቁ ውስጥ አንዳንድ ቦታዎች ላይ እርሶን የማይመለከቱ ጥያቄዎችን እንዲያልፉ ለምሳሌ (ወደ ቀጣዩ ጥያቄ ሂድ) የሚል ያገኛሉ።

በመጠይቁ ውስጥ የሚከተሉት ክፍሎች ተካትተዋል።

- ክፍል 1 - የግል ሁኔታ መረጃ (Demographic Information)
- ክፍል 2 - የምድረ ግቢ አካላዊ እና አስተዳደር ነክ ጉዳዮች (Physical and Administrative Factors)
- ክፍል 3 - የቅጥር ሁኔታ (Employment Status)
- ክፍል 3.U - ሥራ የተቀጠሩ ተመራቂዎች (Employed Graduates)

ክፍል 3.ለ - በግል ሥራ ላይ የተሰማሩ ተመራቂዎች (Self-Employed Graduates)

ክፍል 3.ሐ - ሥልጠና ላይ ያሉ/ትምህርታቸውን የቀጠሉ (Pursuing Further Training/Education)

ክፍል 3.መ - ሥራ ያልተቀጠሩና በግል ሥራ ላይ ያልተሰማሩ ተመራቂዎች (Neither Employed Nor Self-Employed Graduates)

ክፍል 4 - አስተያየተኞችና የመፍትሔ አቅጣጫዎች (Comments and Recommendations)

ማንኛውም አይነት ጥያቄ ካሎት ወይም ይበልጥ ማብራሪያ የሚፈልጉ ከሆነ እባክዎት ከታች በተቀመጠው ስልክ ይደውሉ ወይም የኤሌክትሮኒክና መልዕክት አድራሻ ደብዳቤ ይላኩልን።

ሥም: ዶ/ር ገነነ አበበ

ሥልክ: 09 11 46 15 26

ኤሌክትሮኒክ መልእክት (E-mail): geneneabebetd@gmail.com

ለትብብሮ በቅድሚያ እጅግ ላቅ ያለ ምስጋና እናቀርባለን።

ከሰላምታ ጋር,

ገነነ አበበ (ዶ/ር)

የፕሮጀክቱ ቡድን መሪ

1.2 የጥናቱ መጠይቅ

**ክፍል 1 – የግል መረጃዎች**

1. ሥም: -----

1.1 ጾታ: ( ) ወንድ ( ) ሴት

1.2 የጋብቻ ሁኔታ: ( ) ያለገባ/ች ( ) ያገባ/ች

1.3 እድሜ (በዓመት): ( ) ከ 25በታች ( ) 25– 35 ( ) ከ35በላይ

1.4 የመኖሪያ አድራሻ: ----- ወረዳ/ቀበሌ: -----

1.5 የአካል ጉዳት አለብዎት? (ምርጫዎትን ያክብቡ) ሀ. አዎ ለ. የለም

1.6 ለ1.5 መልስዎ አዎ ከሆነ ምን አይነት የአካል ጉዳት ነው ያለብዎት? (ምርጫዎትን ያክብቡ)

ሀ. የእይታ ችግር ለ. ለመስማት መቸገር ሐ. ለመንቀሳቀስ መቸገር መ. ሌላ

1.7 የሞባይል ሥልክ ቁ. (በአማራጭ፣ ለቀጣይ ምክክር ሲባል) -----

1.8 የቅርብ ዘመድዎን የሞባይል ሥልክ ቁ. (በአማራጭ፣ ለቀጣይ ምክክር ሲባል) -----

2. በሀዋሳ ፖሊ ቴክኒክ ኮሌጅ ሥልጠና ላይ በነበሩበት ጊዜ የነበሩበት የትምህርት ክፍልን (የሙያ ዓይነትን) ይጻፉ:-

3. የትምህርት ደረጃ

ሀ. ( ) ደረጃ 1

ለ. ( ) ደረጃ 2

ሐ. ( ) ደረጃ 3

መ. ( ) ደረጃ 4

ሠ. ( ) ደረጃ 5

4. ከሚከተሉት ውስጥ የትኞቹን ተጨማሪ የት/ዓነቶች ወይም ምዕራፎች ተምረዋል? (የወሰዱቸው ላይ ምልክት በማድረግ ይመልሱ)

ሀ. ( ) የተግባቦት ክህሎት/Communication skills ( መናገር፣ መጻፍ፣ ማዳመጥና ማንበብ)

ለ. ( ) የአይቲ ክህሎት የኮምፒዩተር አጠቃቀም/IT skills (use of computers)

ሐ. ( ) የቸግሮ ፈቺነት ክህሎቶች (ቸግሮን መተነተንና ፈጠራ የታከለበት መፍትሄ ማስቀመጥ መቻል)

መ. ( ) የሥራ ስነ-ምግባር /Work ethics (እንደ አዘውትሮ በሥራ ላይ መገኘት፣ አስተማማኝነት፣ ሰዓት አክባሪነት፣ በቡድን መሥራት ያሉ)

ሠ. ( ) የሥራ ፈጠራ /Entrepreneurship ክህሎት(እንደ ገቢያት ጥናት፣ የንግድ አቅድ፣ የገንዘብ አያያዝ፣ አመራር ሰጭነት ወዘተ ያሉ)

ረ. ( ) የደምበኞች አያያዝ/Customer service ክህሎቶች ( እንደ ራስን ማስተዋወቅ/መሸጥ፣ ትሕትና መላበስ፣ የደንበኞችን ፍላጎት ተረድቶ ማሟላት የመሳሰሉትን)

ሰ. ( ) የጤናና ደህንነት/Health and Safety ክህሎቶች ( እንደ የደህንነትና የአደጋ ምላሽ ግንዛቤ፣ የአደጋ ጊዜ ምላሽ ሰጭነት ዝግጁነት፣ ደህንነቱ የተጠበቀ የሥራ ሁኔታ የመሳሰሉ)

ሸ. ( ) የውጭ ቋንቋዎች/Foreign Languages (እንደ እንግሊዝኛ፣ ፈረንሳይኛ፣ ጣሊያንኛ፣ ጀርመንኛ እና ቻይንኛ የመሳሰሉ)

ቀ. ( ) ሌላ ካለ ይግለጹት: -----  
-----

5. የሐዋሳ ፖሊ ቴክኒክ ኮሌጅን በለቀቁ በሥራዎች ወራት ውስጥ እርስዎን ያጋጠሞትን ሁኔታ የሚገልጸው የቱ ነው? (ከአንድ በላይ መልስ መስጠት ይችላሉ)

ሀ. ( ) ሥራ የተቀጠረ /Employed

ለ. ( ) የግልን ሥራ ላይ ተሰማርቶ ሌሎችን መቅጠር

ሐ. ( ) ሌላ ተቀጣሪ ሳይኖር የግል ሥራን መሥራት

መ. ( ) ትምህርትን/ሥልጠናን (ከፍተኛ ትምህርት፣ በሠርተፊኬት ወዘተ) መቀጠል /Pursuing further training/ education (higher education, certificate, etc)

ሠ. ( ) ሥራ ያልተቀጠሩ ወይም በግል ሥራ ላይ ያልተሰማሩ/ Neither employed nor self- employed

**Section 2: የምድረ ግቢ እና አስተዳደር ነክ ጉዳዮች (Physical and Administrative Factors)**

በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ በሥልጠና ላይ በቆዩበ ጊዜ በትምህርት፣ ምድረ ግቢ እና አስተዳደር ነክ ጉዳዮች ላይ ያገኙት የእርካታ ደረጃ ምን ያህል ነበር? እባክዎ ከታች በቀረቡት 10 ጉዳዮች ላይ ከሥር በሠንጠረዥ ውስጥ በተቀመጡት ባለ አምስት እርከን መለኪያዎች መሠረት ምላሽ ይሰጡ።

ሥፋት/Range	1	2	3	4	5
መገለጫ/Verbalisation	ፈጽሞ አልረከሁም	በመጠኑም ቢሆን አልረከሁም	ረክቻለሁም ወይ አልረከሁም ማለት አልቻልኩም	ረክቻለሁ	በጣም ረክቻለሁ

የምድረ ግቢ እና አስተዳደር ነክ ጉዳዮች	1	2	3	4	5
እንደ ኢንዱሥት ጆርናሎች እና በዘረፉ የተመረጡ የመማሪያ መጽሐፍትን የያዘ የመረጃ ማዕከል/Resource Centre	( )	( )	( )	( )	( )
ተገቢ የሆኑ ኮርሶችን የያዘ ሥርዓተ ትምህርት/Relevant Course Curriculum	( )	( )	( )	( )	( )
የውጭ ትብብሮች/External collaborations ( እንደ የውጭ ምዘና ሰጪዎች፣ ተጋባዥ አሰልጣኞች፣ የኢንዱስትሪ ባለሙያዎች እና የልምድ ልውውጥ መርኅ ግብሮች ያሉ)	( )	( )	( )	( )	( )
መሣሪያዎችና ቁሳቁሶች የተሟሉላቸው የመላማመጃ ወርክሾፖች/ላብራቶሪዎች ሲሙሌተሮችን ጨምሮ Practice Workshops/laboratorieswithtools and equipment (including Simulators)	( )	( )	( )	( )	( )

የኢንዱስትሪ ትስስር/Industrial linkages (እንደ ኢንተርኔት መርኅ ግብርና ከኢንዱስትሪ ጋር የሚሰጥ የትብብር ሥልጠናን የመሳሰሉ)	( )	( )	( )	( )	( )
የኢይቲመገልገያዎች/IT facilities (እንደ የኮምፒዩተር አጠቃቀም፣ በቴክኖሎጂ የተደገፉ በበይነ መረብ በቀጥታ የሚሰጡ ሥልጠናዎች ያሉ)	( )	( )	( )	( )	( )
ድምጽ-ወምስል መርጃዎች /Audio-Visual Aids	( )	( )	( )	( )	( )
የሐዋሳ ፖሊቴክኒክ ኮሌጅ ሥራ አመራር/ Management of the HPTC	( )	( )	( )	( )	( )
በግቢው ውስጥ የሚገኙ የመዝናኛ ሥፍራዎች/ Recreational facilities in the compound	( )	( )	( )	( )	( )
የሙያ ምክር አገልግሎቶች/Careers advice and guidance (እንደ ሥራ ፍለጋ ላይ እገዛ ማድረግ ያሉ)	( )	( )	( )	( )	( )

**ክፍል 3 - የቅጥር ሁኔታ**

1. አሁን ያሉት የቅጥር ሁኔታ/employment status ምን ይመስላል?

- ( ) የተቀጠረ/ች ( ወደ 3ኛ **ሀ** ይሂዱ)
- ( ) የግል ሥራ የሚ/ምት/ሰራ ወደ 3ኛ **ለ** ይሂዱ)
- ( ) ሥራ ያልተቀጠረ/ችዎ ወይ በግል ሥራ ላይ ያልተሰማራ/ች/Neither employed nor self-employed( ወደ 3ኛ **ሐ** ይሂዱ)
- ( ) ትምህርትን/ሥልጠናን/Pursuing Further education/training መከታተል የቀጠለ ( ወደ 3ኛ **መ** ይሂዱ)

**ንዑሥ-ክፍል 3. ሀ ለተቀጠሩ ምሩቃን**

**3. ሀ1 የቅጥር ዝረዝር ሁኔታ**

1.ይህ ሥራዎ የሐዋሳ ፖሊቴክኒክ ኮሌጅን ከለቀቁ በኋላ የመጀመሪያዎ ነው?

- ( ) አዎ (ወደ ጥ 1.1 ይሂዱ) ( ) አይ (ወደ ጥ 1.2 ይሂዱ)



1.1 የሐዋሳ ፖሊቴክኒክ ኮሌጅን ከለቀቁ በኋላ የመጀመሪያ ሥራዎን ለማግኘት ምን ያህል ጊዜ ወሰደብዎት?

- ( ) 0-3 ወራት
- ( ) 4-6 ወራት
- ( ) 7-9 ወራት
- ( ) 10-12 ወራት
- ( ) ከ12 ወራት በላይ

1.2 አሁን እየሠሩት ያሉትን ሥራ ለማግኘት ምን ያህል ጊዜ ወሰደብዎት (የመጀመሪያውን ሥራዎን እየሠሩ ከሆነ ይህን ጥያቄ አይመልሱ)?

- ( ) 0-3 ወራት
- ( ) 4-6 ወራት
- ( ) 7-9 ወራት
- ( ) 10-12 ወራት
- ( ) ከ12 ወራት በላይ

2. የአሁኑ ቀጣሪዎ ሥም ማን ይባላል? \_\_\_\_\_

2.1 የቀጣሪዎን አድራሻ እዚህ ይጻፉ

ከተማ/City /-----

ሀገር/Country/-----

ሥልክ ቁ./Telephone/-----

3. በየትኛው የኢንዱስትሪ ዘርፍ ነው የተቀጠሩት?

- ( ) በእርሻ፣ ደን እና አሳ ሃብት ልማት (Agriculture, forestry and fishing)
- ( ) በማዕድን ማውጣትና የግምባታ ግብዓቶች ቁፋሮ(Mining and quarrying)
- ( ) በአምራች ተቋማት/ Manufacturing (በጨርቃጨርቅ/Textile and Garment እና ተዛማጅ ፋብሪካዎች)
- ( ) በኤሌክትሪክ፣ ጋዝ፣ እንፋሎት እና የአየር ማቀዝቀዣ አቅርቦት ላይ
- ( ) የውኃ አቅርቦት፣ የፍሳሽ ማስወገጃ ሥርዓት ዝርጋታ፣ የቆሻሻ ማሰወገድ አያያዝ እና የመልሶ ማገገም እንቅስቃሴዎች/ Water supply; sewerage, waste management and remediation activities

- ( ) ግንባታ/Construction
- ( ) ጅምላና ቸርቻሮንግድ፣ የመኪናዎችና የሞተር ሳይክሎች ጥገና
- ( ) (እንደ መንገድ፣ ባቡር፣ የውኃ እና አየር ያሉ) የማጓጓዣና ማከማቸት
- ( ) የማረፊያና መስተንግዶ እና የምግብ አገልግሎት እንቅስቃሴዎች
- ( ) የመረጃና ተግባራት/Information and communication
- ( ) የገንዘብና መድሕን ዋስትና እንቅስቃሴዎች/Financial and insurance activities
- ( ) የቤቶች ልማት እንቅስቃሴዎች/Real estate activities
- ( ) የሙያ፣ የሣይንሳዊ እና ቴክኒካዊ እንቅስቃሴዎች/Professional, scientific and technical activities
- ( ) የአስተዳደር እና ድጋፍ ሰጭ አገልግሎቶች እንቅስቃሴዎች/Administrative and support service
- ( ) የሕዝብ አስተዳደር እና መከላከያ/Public administration and defence
- ( ) ትምህርት/Education
- ( ) የሰብዓዊ ጤና እና የማበረሰብ ሥራ እንቅስቃሴዎች/Human health and social work activities
- ( ) ጥበብ፣ መዝናኛ እና የጊዜ ማሳለፊያ/Arts, entertainment and recreation
- ( ) የሌሎች አገልግሎቶች እንቅስቃሴዎች
- ( ) ሌላ፤ ካሉ እባክዎ እዚህ ይግለጹት-----

4. ሥራ ያገኙት በምን ሁኔታ ነው?(መልስ ይሆናል ብለው የሚሉት ሁሉ ላይ ምልክት ያድርጉ)

- ( ) በጋዜጣ፣ በቴሌቪዥን ወይም በሬዲዮበተላላፊ ክፍት የሥራ ቦታ ማሰታወቂያዎች(እንደ እለታዊ ጋዜጦች እና ልዩ መጽሔቶች ያሉት ላይ)
- ( ) በበይነ-መረብ ማስታወቂያዎች (ምሳ. መንግስታዊ ድሕረ ገጾች፣ የድርጅት ድሕረ ገጾች)
- ( ) በውስጥ የክፍት ሥራ ቦታ በተገለጹ ማስታወቂያዎች
- ( ) ማመልከቻ በማቅረብ/Direct applications
- ( ) በኮሌጁ/የሙያ ምክር /Career Guidance and Counselling/ አገልግሎቶች አማካኝነት
- ( ) ከሐዋሳ ፖሊ ቴክኒክ ኮሌጅ በተሰጠ የምርጫ ይሁንታ/እውቅና Referral/ Endorsement
- ( ) ሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ውስጥ በማወቃቸው ሰዎች/Other contacts at the HPTC
- ( ) በግል ወዳጆቹ(ዘመዶቹ፣ ጓደኞቹ እና/ወይም ባልደረቦቹ) Personal contacts (Relatives, friends or/and colleagues)
- ( ) የመንግስት ሥራ አሰተዳደር/Public work administration ( እንደ መንግስት የሥራ ምደባ አገልግሎት፣ የሰው ኃይል ሥርጭት ሥርዓት ያሉ)
- ( ) የግል ሥራ አስቀጣሪ ድርጅቶች/Private employment agencies

- ( ) በሥልጠና ወቅት በተደረገ የኢንዱስትሪ ትሥሥር (ምሳ. አፓረንትሺፕ፣ የሥራ ላይ ሥልጠና)
- ( ) በማሕበራዊ ትሥሥር ገጾች (ምሳ. ፌስቡክ፣ ሊንክዲን) /Social networks(e.g. Facebook, LinkedIn)
- ( ) ተማሪዎችን በውጭ አገር የትምህርት እድል በማገናኘት/Binding students by scholarships
- ( ) ሌላ (ካሉ እባክዎ እዚህ ይግለጹት): .....

5. የቅጥር ሁኔታዎ ምን ይመስላል?(በአንድቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

- ( ) የትርፍ ሰዓት ( ) ኮንትራት ( ) ግዜያዊ ( ) ቋሚ

6. በሣምንት ውስጥ ሥራ የሚሰሩበትን የሰዓት መጠን ይግለጹ (በአንድቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

- ( ) ከ16 ሰዓታት ያነሰ ( ) ከ16 እስከ 32 ( ) 33 እስከ 48ሰዓታት ( ) ከ48 ሰዓታትበላይ

7. በአሁኑ ሥራዎ ወርሃዊ ደምወዘ ሥንት ነው?(በአንድቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

- ( ) ከ ብር 5,000 በታች
- ( ) ከብር 5,000 – ብር 9,999
- ( ) ከብር 10,000 - ብር 14,999
- ( ) ከብር 15,000 በላይ

8. በሥራዎ ላይ ያጋጠምዎት ማንኛውም አይነት ተግዳሮት/ችግር አለ?

- ( ) አዎ (ወደ ጥ. 8.1 ይሂዱ) ( ) አይ

8.1 ምን አይነት ከሥራ ጋር የተያያዙ ተግዳሮቶች ናቸው እያገጠምዎት ያሉት?(እርስዎ ለእኔ መልስ ይሆናል በሚሉት ላይ ሁሉ ምላሽ ይስጡ)

እባክዎት እዚህ ይግለጹት-----  
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**3.U.2 በሥራና ሥልጠና መካከል ያለው ግንኙነት (እውቀትና ክህሎትን በሥራ ላይ ማዋል)**

1. የአሁኑ ሥራ መስክዎ በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ከተማሩት ጋር ተዛማጅነት አለውን?

- ( ) አዎ (ወደ ጥ. 1.1 ይሂዱ) ( ) አይ (ወደ ጥ. 1.2 ይሂዱ)

1.1 አዎ ካሉ (በትምህርትዎና በሥራዎ ላይ ተመርኩዘው) በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ በቀሰሙት እውቀትና ክሊሎት ምን ያህል ረከተዋል? እባክዎን ከታች በቀረቡት 10 ጉዳዮች ላይ ከሥር በሠንጠረዥ ላይ በተቀመጡት ባለ አምስት እርከን መለኪያዎች መሠረት ምላሽ ይሰጡ።

ሥፋት/ Range	1	2	3	4	5
መገለጫ/ Verbalisation	ፈጽሞ አልረከሁም	በመጠኑም ቢሆን አልረከሁም	ረከቻለሁም ወይ አልረከሁም ማለት አልቻልኩም	ረከቻለሁ	በጣም ረከቻለሁ

እውቀትና ክሊሎት ነክ ነገሮች/ KNOWLEDGE AND SKILLS ASPECTS	1	2	3	4	5
እውቀት (ከተሰማራሁበት የሥራ ዘረፍና ከሠላጠንነቱ በፊት ሙያ ጋር የተያያዘ በንድፈ ሀሳብ የተደገፈ ሥልጣን)	( )	( )	( )	( )	( )
ተግባራዊ ከሥራ ጋር የተያያዙ ክሊሎቶች/Practical, job-related skills(እንደ የእጅ መሣሪያዎች፣ መገልገያ እቃዎችና ማሽኖች አጠቃቀም፣ ቁሳቁሶችን እና የክፍሎቻቸውን አጠቃቀም እና የመገልገያ እቃዎች ጥገናን የመሳሰሉ)	( )	( )	( )	( )	( )
የተግባቦት ክሎት /Communication skills (መናገር፣ መጻፍ፣ ማዳመጥ፣ ማንበብ)	( )	( )	( )	( )	( )
የአይ.ቲ ክሊሎቶች IT skills (የኮምፒዩተር አጠቃቀም)	( )	( )	( )	( )	( )
የችግር ፈቺነት ክሊሎቶች( ች ግ ር ን መተነተንና ፈጠራ የታከለበት መፍትሄ ማስቀመጥ)Problem-solving skills (being able to analyse a problem and find creative solutions)	( )	( )	( )	( )	( )

የሥራ ስነ-ምግባር/Work ethics (እንደ ስነ-ሥርዓት ማክበር፣ አዘውትሮ በሥራ ላይ መገኘት፣ አስተማማኝነት፣ ሰዓት አክባሪነት፣ በቡድን መሥራት ያሉ)	( )	( )	( )	( )	( )
የሥራ ፈጠራ ክህሎቶች/Entrepreneurship skills (እንደ ገቢያ ጥናት፣ የንግድ አቅድ፣ የገንዘብ አያያዝ፣ አመራር ሰጭነት ወዘተ ያሉ)	( )	( )	( )	( )	( )
ደምበኞችን የሚገልገል ክህሎት/Customer service skills ( እንደ ራስን ማስተዋወቅ/መሸጥ፣ ትሕትና መላበስ፣ የደንበኞችን ፍላጎት ተረድቶ ማሟላት የመሳሰሉትን)	( )	( )	( )	( )	( )
የጤናና ደህንነት ክህሎቶች/Health and Safety skills( እንደ የደህንነትና የአደጋ ምላሽ ግንዛቤ፣ የአደጋ ጊዜ ምላሽ ሰጭነት ዝግጁነት፣ ደህንነቱ የተጠበቀ የሥራ ሁኔታ የመሳሰሉ)	( )	( )	( )	( )	( )
ማከናወን/Performance(እንደ የተለያዩ ንድፎችን አንገብ መረዳት እና ወረቀት ላይ ማስቀመጥ፣ በሥራ ላይ መለኪያዎችን መጠቀም መቻል፣ እና በጽሁፍ የተሰጡ ትዕዛዞችንና መመሪያዎችን መጠቀም የመሳሰሉት)	( )	( )	( )	( )	( )

1.2 አይ ካሉ ምክንያቶች/ችዎ ምንድን ነው/ናቸው?(እርስዎ ለእኔ መልስ ይሆናል በሚሉት ላይ ሁሉ ምልክት ያድረጉ)

- ( ) ከሠላጠንነቱ በስተቀር የሚዘመድ የሥራ ዕድል አላገጠመኝም
- ( ) የሚዘመድ ሥራ አግኝቻለሁ ነገር ግን የተሻለ ክፍያና ጥቅማጥቅም አለው
- ( ) በግል ምክንያት/ቶች
- ( ) የሥራ ቦታው ለመኖሪያ ቤቱ ቅርብ ስለሆነ
- ( ) ሌላ ካለ እባክዎ እዚህ ይግለጹት-----

**3. U.3. የሥራ ላይ እርካታ ለተቀጠሩ ምሩቃን**

1. ቀጥሎ ከተገለጹት ነጥቦች አንፃር አሁን በያዙት ሥራዎ ላይ ያሉትን እርካታ እንዴት ይለኩታል? እባክዎን ከታች በቀረቡት 10 ነጥቦች ከሥር በሠንጠረዥ ላይ በተቀመጡት ባለ አምስት እርከን መለኪያዎች መሠረት ምላሽ ይሰጡ።

ሥፋት/Range	1	2	3	4	5
መገለጫ Verbalisation	ፈጽሞ አልረከሁም	በመጠኑም ቢሆን አልረከሁም	ረክቻለሁም ወይ አልረከሁም ማለት አልችልም	ረክቻለሁ	በጣም ረክቻለሁ

የሥራ እርካታ	1	2	3	4	5
አሰሪዎች የሥራ ተግባራት	( )	( )	( )	( )	( )
በተወሰነ ደረጃ ሥራን በነፃነት መሥራት መቻል	( )	( )	( )	( )	( )
ግልጽና በአግባቡ ቁጥጥር የሚደረግባቸው ተግባራት	( )	( )	( )	( )	( )
የተማሩትን በተግባር ላይ ለማዋል ያሉ እድሎች	( )	( )	( )	( )	( )
የሥራ ደህንነት	( )	( )	( )	( )	( )
በማህበረሰቡ ዘንድ ያለው ደረጃና እውቅና/ Social status and recognition	( )	( )	( )	( )	( )
ገቢና ጥቅማጠቅም	( )	( )	( )	( )	( )
መልካም ማህበራዊ መስተጋብር/ የሥራ መቼት/Good social climate / work setting	( )	( )	( )	( )	( )
መልካም የሥራ እድገት እድሎች/ Good career advancement prospects	( )	( )	( )	( )	( )

ቅንጅት መፍጠር መቻል/ ሥራን መከታተልና መደገፍ	( )	( )	( )	( )	( )
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**3.U.4 - የትምህርት እድል ለተቀጠሩ ምሩቃን**

1. ከተመረቁ በኋላ የትምህርት ማሻሻያ ላይ ተሳትፈው ያውቃሉን?

- ( ) አዎ (ካሉ ወደ ጥ. 1.1 እና 1.2 ይሂዱ)                      ( ) አይ (ካሉ ወደ ጥ. 2 ይሂዱ)

1.1 አዎ ካሉ፡ በምን አይነት የትምህርት ማሻሻያ ላይ ነው ተሳትፎ ያደረጉት? (በአንድ ቅጽ ውስጥ ብቻ ምልክት ያድርጉ)

- ( ) መደበኛ ሥልጠናን መቀጠል (በከፍተኛ ትምህርት፣ ለምሳሌ ዲግሪ)  
 ( ) የቴክኒክና ሙያ ሥልጠና/ትምህርትን መቀጠል (እንደ ሰርተፊኬት፣ ዲፕሎማ፣ እና ከፍተኛ ዲፕሎማ ያሉ)  
 ( ) ቀጣይ ሙያዊ ሰርተፊኬት የሚያስገኙ/የሥራ ፈቃድ

1.2 ትምህርትህን በቀጠልክበት ወቅት የትኞቹን ኮርሶች ወሰድክ?

- ( ) ሥልጠና/Course 1-----  
 ( ) ሥልጠና/Course 2-----  
 ( ) ሥልጠና/ Course 3-----

2. አይ ካሉ ለምን ትምህርትዎን አላሻሻሉም? (እርስዎ ለእኔ መልስ ይሆናል በሚሉት ላይ ሁሉ ምልክት ያድርጉ)

- ( ) ጠቃሚ ሥልጠና ስለሌለ/No relevant course available  
 ( ) ትምህርት መቀጠል አያስፈለግም/No need for further training  
 ( ) ለሥልጠና የምክፍለው ገንዘብ የለም  
 ( ) ለሥልጠና መከታተያ የሚሆን ጊዜ የለም  
 ( ) ሌላ ካለ እባክዎ እዚህ ይግለጹት-----

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3. ትምህርትዎንን መቀጠል ይፈልጋሉ?

- ( ) አዎ (ካሉ ወደ ጥ. 3.1 ይሂዱ)
- ( ) አይ (ካሉ ወደ ክፍል 4 ይሂዱ)

3.1 አዎ ካሉ፡ ምን አይነት የትምህርት ማሻሻያችዎ ነው የሚፈልጉት? እባክዎ እዚህ ይግለጹት-----  
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**ንዑሥ-ክፍል 3.ለ - በግል ሥራ ላይ ለተሰማሩ ምሩቃን**

**3.ለ 1 በግል ሥራ ላይ የተሰማሩ ምሩቃን የንግድ ሥራ /Business Activities/ዝርዝር ሁኔታ**

1. ይህን የግል ንግድ ሥራዎን ለመጀመር ምን ያህል ጊዜ ወሰድብዎ? (ይህ ለመጀመሪያ ጊዜ የከፈቱት ንግድ ሥራዎ ከሆነአይመልሱ)

- ( ) 0-3 ወራት
- ( ) 4-6 ወራት
- ( ) 7-9 ወራት
- ( ) 10-12 ወራት
- ( ) ከ12 ወራት በላይ

2. በየትኛው የኢንዱስትሪ ዘርፍ ላይ ነው የተሰማሩት?

- ( ) በእርሻ፣ ደን እና አሳ ሃብት ልማት
- ( ) በማዕድን ማውጣትና የግምባታ ግብዓቶች ቁፋሮ/Mining and quarrying
- ( ) በአምራች ተቋማት (በጨርቃጨርቅና ተዛማጅ ፋብሪካዎች)/Manufacturing (textile, garment)
- ( ) በኤሌክትሪክ፣ ጋዝ፣ እንፋሎት እና የአየር ማቀዝቀዣ አቅርቦት ላይ
- ( ) የውኃ አቅርቦት፣ የፍሳሽ ማስወገጃ ሥርዓት ዝርጋታ፣ የቆሻሻ ማሰወገድ አያያዝ እና የመልሶ ማገገም እንቅስቃሴዎች/Water supply; sewerage, waste management and remediation activities
- ( ) ግንባታ/Construction
- ( ) ጅምላና ችርቻሮንግድ፣ የመኪናዎችና የሞተር ሳይክሎች ጥገና
- ( ) የማጓጓዣና ማከማቻት (እንደ መንገድ፣ ባቡር፣ የውኃ እና አየር ያሉ)
- ( ) የማረፊያና መስተንግዶ እና የምግብ አገልግሎት እንቅስቃሴዎች/Accommodation and food service



- ( ) የመረጃና ተግባር/Information and communication
- ( ) የገንዘብና ሙድሕን ዋሳትና እንቅስቃሴዎች/Financial and insurance activities
- ( ) የቤቶች ልማት እንቅስቃሴዎች /Real estate activities
- ( ) የሙያ፣ የሠይንሳዊ እና ቴክኒካዊ እንቅስቃሴዎች/Professional, scientific and technical activities
- ( ) የአስተዳደር እና ድጋፍ ሰጫ አገልግሎቶች እንቅስቃሴዎች/Administrative and support service
- ( ) የሕዝብ አስተዳደር እና መከላከያ/Public administration and defence; compulsory social security
- ( ) ትምህርት
- ( ) የሰብዓዊ ጤና እና የማበረሰብ ሥራ እንቅስቃሴዎች/Human health and social work activities
- ( ) ጥበብ፣ መዝናኛ እና የጊዜ ማሳለፊያ/Arts, entertainment and recreation
- ( ) የሌሎች አገልግሎቶች እንቅስቃሴዎች
- ( ) ሌላ ካሉ፤ እባክዎ እዚህ ይግለጹት: -----

**3. ለ2 - በግል ሥራ ላይ የተሰማሩ ምሩቃን የንግድ ሥራ ሥፋት እና የገንዘብ አቅርቦት**

1. ተቀጣሪ ሠራተኞች አሉዎት?

- ( ) አዎ በግል እየሠራሁ ተቀጣሪዎች አሉኝ
- ( ) አይ በግል እየሠራሁ ተቀጣሪዎች የሉኝም

2. ለንግድ ሥራዎ የገንዘብ አቅርቦት ተደራሽ ነበሩ?

- ( ) አዎ (ወደ ጥ. 2.1)
- ( ) አይ (ወደ ጥ. 3)

2.1 በትኞቹ የንግድ ገንዘብ አቅርቦት አማራጮች ተደራሽ ለመሆን ችለዋል? (እርስዎ ለእኔ መልስ ይሆናል በሚሉት ሁሉ ላይ መልስ ይስጡ)

- ( ) አነስተኛና ጥቃቅን የገንዘብ ቁጠባና ብድር ተቋማት/Microfinance
- ( ) የባንክ ብድር/Bank loan
- ( ) ከመንግስት ምንጮች/Government sources
- ( ) ከወዳጅና ዘመድ/Friends & Relatives
- ( ) ከንግድ ማቋቋሚያ ድጋፎች/Business Incubation
- ( ) ሌላ ካሉ፤ እባክዎ እዚህ ይግለጹት: -----

3. ከንግድ ሥራ ጋር በተያያዘ እያጋጠመዎት ያለ ማንኛውም አይነት ችግር አለ?

( ) አዎ (ካለ ወደ ጥ. 3.1 ይሂዱ) ( ) አይ

3.1 ምን ዓይነት የንግድ ሥራ ተግዳሮቶች ናቸው እያጋጠምዎት ያሉት?(እርስዎ ለእኔ መልስ ይሆናል በሚሉት ሁሉ ላይ መልስ ይስጡ)

- ( ) የገንዘብ ፍሰት/Cashflow
- ( ) የሰለጠነ ሠራተኛ አለመኖር/No qualified workers
- ( ) የደምበኛ/ተገልጋይ እጥረት/No Customers/clients
- ( ) ሌላ ካሉ፤ እባክዎ እዚህ ይግለጹት:-----

**3. ለ3 በግል ሥራና ሥልጠና መካከል ያለው ግንኙነት (እውቀትና ክህሎትን በሥራ ላይ ማዋል)/**

**Relationship Between Study and Self-Employment (Demonstration of Knowledge and Skills)**

1. የአሁኑ የንግድ ሥራዎ በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ከተማሩት ሙያ መስክ ጋር ተዛማጅነት አለውን?(በአንዱ ቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

( ) አዎ (ወደ ጥ. 1.1 ይሂዱ) ( ) አይ (ወደ ጥ. 1.2 ይሂዱ)

1.1 አዎ ካሉ (በትምህርትና በንግድ ሥራዎ ላይ ተመርኩዘው) በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ በቀሰሙት እውቀትና ክሎት ምን ያህል ረክተዋል? እባክዎን ከታች የቀረቡትን 10 ጉዳዮች ከሥር በሠንጠረዥ ላይ በተቀመጡት ባለ አምስት እርከን መለኪያዎች መሠረት ምላሽ ይሰጡ።

Range	1	2	3	4	5
መገለጫ Verbalisation	ፈጽሞ አልረከሁም	በመጠኑም ቢሆን አልረከሁም	ረክቻለሁም ወይም አልረከሁም ማለት አልቻልኩም	ረክቻለሁ	በጣም ረክቻለሁ

እውቀትና ክሎት ነክ ነገሮች KNOWLEDGE AND SKILLS ASPECTS	1	2	3	4	5
እውቀት (ከተሰማራሁበት የሥራ ዘረፍና ከሠለጠንኩበት ሙያ ጋር የተያያዘ በንድፈ ሀሳብ / theoretical የተደገፈ ሥልጣን)	( )	( )	( )	( )	( )

ተግባራዊ ክሥራ ጋር የተያያዙ ክህሎቶች/Practical, job-related skills (እንደ የእጅ መሣሪያዎች ፣ መገልገያ እቃዎችና ማሽኖች አጠቃቀም፣ ቁሳቁሶችን እና የክፍሎቻቸውን አጠቃቀም እና የመገልገያ እቃዎች ጥገናን የመሳሰሉ)	( )	( )	( )	( )	( )
የተግባቦት ክሎት/Communication skills (መናገር፣ መጻፍ፣ ማዳመጥ፣ ማንበብ)	( )	( )	( )	( )	( )
የአይቲ ክሎት ( የኮምፒዩተር አጠቃቀም) IT skills (use of computers)	( )	( )	( )	( )	( )
የችግር ፈቺነት ክህሎቶች ( ችግርን መተነተንና ፈጠራ የታከለበት መፍትሄ ማስቀመጥ) Problem-solving skills (being able to analyse a problem and find creative solutions)	( )	( )	( )	( )	( )
የሥራ ስነ-ምግባር/ Work ethics (እንደ ስነ-ሥራዎች ማክበር፣ አዘውትሮ በሥራ ላይ መገኘት፣ አስተማማኝነት፣ ሰዓት አክባሪነት፣ በቡድን መሥራት ያሉ)	( )	( )	( )	( )	( )
የሥራ ፈጠራ/Entrepreneurship ክሎት (እንደ ገቢያ ጥናት፣ የንግድ አቅድ፣ የገንዘብ አያያዝ፣ አመራር ሰጪነት ያሉ)	( )	( )	( )	( )	( )
ደምበኞችን የመገልገል/ Customer service ክሎት (እንደ ራስን ማስተዋወቅ/መሸጥ፣ ትሕትና መላበስ፣ የደንበኞችን ፍላጎት ተረድቶ ማሟላት የመሳሰሉትን)	( )	( )	( )	( )	( )
የጤናና ደህንነት ክሎት (እንደ የደህንነትና የአደጋ ምላሽ ግንዛቤ፣ የአደጋ ጊዜ ምላሽ ሰጪነት ዝግጁነት፣ ደህንነቱ የተጠበቀ የሥራ ሁኔታ የመሳሰሉ)	( )	( )	( )	( )	( )
ማከናወን/ Performance (እንደ የተለያዩ ንድፎችን አንብቦ መረዳት እና ወረቀት ላይ ማስቀመጥ፣ በሥራ ላይ መለኪያዎችን መጠቀም መቻል፣ እና በጽሁፍ የተሰጡ ትዕዛዞችንና መመሪያዎችን መተግበር የመሳሰሉት)	( )	( )	( )	( )	( )

1.2 አይ ካሉ ምክኒያት/ችዎ ምንድን ነው/ናቸው?

( ) ከሠላጠን ኩባን መስክ ጋር የሚዛመድ የንግድ ሥራ ዕድል አላጋጠመኝም

- ( ) የማይዘመድ የንግድ ሥራ አግኝቻለሁ ነገር ግን የተሻለ ትርፍ አለው
- ( ) በግል ምክኒያት/ቶች
- ( ) የንግድ ሥራዬ የሚገኝበት ቦታ ለመኖሪያ ቅርብ ስለሆነ
- ( ) ሌላ ካሉ፤ እባክዎ እዚህ ይግለጹት:-----

**3.1.4 የትምህርት እድል በግል ሥራ ላይ ለተሰማሩ ምሩቃን**

1. ከተመረቁ በኋላ የትምህርት ማሻሻያ ሥልጠና ላይ ተሳትፈው ያውቃሉን?

- ( ) አዎ (ካሉ ወደ ጥ. 1.1 እና 1.2 ይሂዱ)      ( ) አይ (ካሉ ወደ ጥ. 2 ይሂዱ)

1.1 አዎ ካሉ፡ በምን አይነት የትምህርት ማሻሻያ ላይ ነው ተሳትፎ ያደረጉት? (በአንዱ ቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

- ( ) መደበኛ ሥልጠናን መቀጠል (በከፍተኛ ትምህርት፣ ለምሳሌ ዲግሪ)
- ( ) የቴክኒክ ሙያ ሥልጠና/ትምህርትን መቀጠል (እንደ ሰርተፊኬት፣ ዲፕሎማ፣ እና ከፍተኛ ዲፕሎማ ያሉ)
- ( ) ሙያዊ ሰርተፊኬት የሚያስገኙ ሥልጠናዎች መቀጠል /የሥራ ፈቃድ

1.2 ትምህርቶን በቀጠሉበት ወቅት የትኞቹን ኮርሶች ወሰዱ?

- ( ) ሥልጠና/Course 1-----
- ( ) ሥልጠና/Course 2----- ( )
- ሥልጠና/Course 3-----

2. አይ ካሉ ለምን ትምህርቶን አላሻሻሉም?

- ( ) ጠቃሚ ሥልጠና ስለሌለ/No relevant course available
- ( ) ትምህርት መቀጠል አያስፈለግም/No need for further training
- ( ) ለሥልጠና የምክፍለው ገንዘብ የለም
- ( ) ለሥልጠና መከታተያ የሚሆን ጊዜ የለም
- ( ) ሌላ ካለ እባክዎ እዚህ ይግለጹት-----

3. ትምህርትዎን መቀጠል ይፈልጋሉ?

- ( ) አዎ (ካሉ ወደ ጥ. 3.1 ይሂዱ)      ( ) አይ (ካሉ ወደ ክፍል 4 ይሂዱ)

3.1 አዎ ካሉ፡ ምን አይነት ተጨማሪ ሥጦና ነው የሚያስፈልግዎት? እዚህ ይግለጹት -----  
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**ንዑሥ-ክፍል 3. ሐ- ሥራ ያልተቀጠሩና በግል ሥራ ላይ ያልተሰማሩ /Neither Employed Nor Self-Employed/ ተመራቂዎች**

**3. ሐ1- ሥራ ያለመቀጠሮና በግል ሥራ ላይ ያለመሰማራት ምክንያቶች**

1. ሥራ ካልተቀጠሩ እባክዎ ምክንያቶን/ችዎ ላይ (✓) ምልክት ያስቀምጡ (ለእኔ መልስ ይሆናል የሚሉት ላይ ሁሉ ምልክት ያድርጉ)

- ( ) የቤተሰብ ኃላፊነት/Family concerns
- ( ) ሥራ ለመቀጠር ስላልፈለግኩኝ/Opted not to look for a job
- ( ) ያመለከትኩት ስላልተሳካኝ/Unsuccessful application
- ( ) የበፊት ሥራዬን በማጣቴ/Lost previous job
- ( ) በምፈልገው የሥራ መሥክ የሥራ እድል ባለመኖሩ/No job opportunity in the desired field
- ( ) የሙያ ሰርተፊኬት ሥላሌለኝ/No professional certification
- ( ) ሌሎች ምክንያቶች ካሉዎት እባክዎ እዚህ ይግለጹቸው-----  
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**3.ሐ2 የትምህርት እድል ሥራ ላልተቀጠሩና በግል ሥራ ላይ ላልተሰማሩ ተመራቂዎች**

1. ከተመረቁ በኋላ የትምህርት ማሻሻያ ሥልጠና ላይ ተሳትፈው ያውቃሉን?

- ( ) አዎ (ካሉ ወደ ጥ. 1.1) ( ) አይ (ካሉ ወደ ጥ. 2 ይሂዱ)

1.1 አዎ ካሉ፡ በምን አይነት የትምህርት ተጨማሪ ሥልጠና ላይ ነው ተሳትፎ ያደረጉት? (መልሥ ይሆናል ብለው በሚሉት ቅንፍ ውስጥ ሁሉም ምልክት ያድርጉ)

- ( ) መደበኛ ሥልጠናን መቀጠል/Further academic education (በከፍተኛ ትምህርት፣ ለምሳሌ ዲግሪ)
- ( ) የቴክኒክና ሙያ ሥልጠና/ትምህርትን መቀጠል ( እንደ ሰርተፊኬት፣ ዲፕሎማ፣ እና ከፍተኛ ዲፕሎማ ያሉ)
- ( ) ሙያዊ ሰርተፊኬት የሚያስገኙ ሥልጠናዎች መቀጠል /የሥራ ፈቃድ

1.2 በሥልጠና ላይ እያሉ የትኞቹን ሥልጠናዎች ወሰዱ?

- ( ) ሥልጠና/ Course 1-----
- ( ) ሥልጠና/Course 2-----
- ( ) ሥልጠና/ Course 3-----

2. አይካሉ ለምን ትምህርቶን አላሻሻሉም?(መልሥ ይሆናል ብለው በሚሉት ቅንፍ ውስጥ ሁሉ ምልክት ያድርጉ)

- ( ) ጠቃሚ ሥልጠና ስለሌለ/No relevant course available
- ( ) ትምህርት መቀጠል አያስፈለግም/No need for further training
- ( ) ለሥልጠና የምክፍለው ገንዘብ የለም
- ( ) ለሥልጠና ለመከታተያ የሚሆን ጊዜ የለም
- ( ) ሌላ ካለ እባክዎ እዚህ ይግለጹት-----  
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3. ትምህርትዎን መቀጠል ይፈልጋሉ?

- ( ) አዎ (ካሉ ወደ ጥ. 3.1 ይሂዱ)      ( ) አይ (ካሉ ወደ ክፍል 4 ይሂዱ)

3.3.1 አዎ ካሉ: ምን ዓይነት ተጨማሪ የትምህርት ማሻሻያ ሥልጠና ነው የሚፈልጉት? እባክዎ እዚህ ይግለጹት---

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**ንዑሥ-ክፍል 3.መ ትምህርታቸውን ለቀጠሉ ተመራቂዎች/Graduates Pursuing Further Training**

1.በአሁኑ ወቅት የማሻሻያ ትምህርትዎን (በዩኒቨርሲቲ፣ በማታ ትምህርት፣ በአጭጭር ሥልጠናዎች) በመከታተል ላይ ከሆኑ ምን ዓይነት የትምህርት ማሻሻያ ሥልጠናዎች ላይ በመሳተፍ ላይ ይገኛሉ?(በአንዱ ቅንፍ ውስጥ ብቻ ላይ ምልክት ያድርጉ)

- ( ) መደበኛ ሥልጠናን መቀጠል/Further academic education (በከፍተኛ ትምህርት፣ ለምሳሌ ዲግሪ)
- ( ) የቴክኒክና ሙያ ሥልጠና/ትምህርትን መቀጠል ( እንደ ሰርተፊኬት፣ ዲፕሎማ፣ እና ከፍተኛ ዲፕሎማ ያሉ)

( ) ሙያዊ ሰርተፊኬት/professional certification የሚያስገኙ ሥልጠናዎች መቀጠል /የሙያ ፈቃድ/license to practice

2. የማሻሻያ ትምህርቶችን በመከታተል ላይ እያሉ ምን የትምህርት አይነቶች ወስደዋል?

( ) ሥልጠና/Course 1-----

( ) ሥልጠና/ Course 2-----

( ) ሥልጠና/Course 3-----

3. ትምህርትዎን መቀጠል ይፈልጋሉ?

( ) አዎ (ካሉ ወደ ጥ. 3.1 ይሂዱ)      ( ) አይ (ካሉ ወደ ክፍል 4 ይሂዱ)

3.1 አዎ ካሉ ምን አይነት ተጨማሪ ሥልጠና ነው የሚያስፈልግዎት? እዚህ ይግለጹት-----

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#### ክፍል 4-አስተያየቶችና የመፍትሔ አቅጣጫዎች/Comments and Recommendations

4.1. በሐዋሳ ፖሊቴክኒክ ኮሌጅ በተከታተሉት የሥልጠና መርኅ ግብር ላይ ምንምን ዋና ዋና ማሻሻያዎች እንዲደረጉ ምክር ይለግሱ? (እባክዎ ይህን ማሻሻል ያስፈልጋል ብለው በሚሏቸው አካባቢዎች ላይ ሀሳብዎን ይስጡ)

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4.2. ለወደፊቱ ወደ ሐዋሳ ፖሊቴክኒክ ኮሌጅ ለሚገቡ ሠልጣኞች እርስዎ በተማሩበት ትምህርት ክፍል ገብተው እንዲሠሉት ይምክራሉን?

( ) አዎ      ( ) አይ (ወደ ጥ. 4.3 ይሂዱ)

4.3 አይ ካሉ እባክዎ ምክንያቶችዎን እዚህ ይግለጹቸው-----

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4.4. ይህን ጥናት በሚመለከት የሚሠጡት አስተያየት አለዎት ወይ?

( ) አዎ (ወደ ጥ. 4.5 ይሂዱ)                      ( ) አይ

4.5. አዎ ካሉ እባክዎ እዚህ ይግለጹት-----

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**ለትብብርዎ በጣም እናመሰግናለን!**



**2. 'የአሠልጣኞች' መጠይቅ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ተመራቂዎች የሚገኙበትን ሁኔታ ለሚያሳይ ዳሰሳ ጥናት**

ይህ ክፍል የተመራቂዎች ሁኔታ ክትትል ጥናት ላይ ጥቅም ላይ የሚውሉ ሁለት ሰነዶችን ይዟል። እነርሱም የሚከተሉት ናቸው፡-

- አሠልጣኞች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት መግቢያ ደብዳቤ
- የአሠልጣኞች መጠይቅ

**2.1. አሠልጣኞች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት መግቢያ ደብዳቤ**

ውድ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ አሠልጣኞች፤

እንደ ጥናት ቡድን መሪነቴ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ የ2014 ዓ.ም ተመራቂዎች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት ላይ ተሳትፎ እንዲያደርጉ ስል ጥያቄዬን በትህትና አቀርባሁ። ትምህርታቸውን ከሀዋሳ ፖሊ ቴክኒክ ኮሌጅ ካጠናቀቁ በኋላ የደረሱበትን ደረጃ ለማወቅ እንፈልጋለን። ስራ ይዘዋል ወይስ ገና በፍለጋ ላይ ናቸው፣ የወሰዷቸውት ሥልጠናዎች ለተሰማሩበት የሥራ መስክ በበቂ ሁኔታ አዘጋጅተዋቸዋል ወይ እና በስልጠና ወቅት የቀሰሙትን እውቀትና ክህሎት ተጠቀሙበት ወይ? የሚሉትን የመሳሰሉ ዋናዎና ጥያቄዎችን በጥናቱ ውስጥ ትጠየቃላችሁ።

የጥናቱ ዋና ዓላማ በተለያዩ ትምህርት ክፍሎች የሚሰጠውን ሥልጠና ማሻሻል ሲሆን በተለይም የሥርዓተ ትምህርት ክለሳ ተግባርን አቅጣጫ ማስያዝን ያለመ ነው። የሚሰጡት መረጃ በሚስጥር የሚያዝ ሲሆን የጥናቱ ውጤት በሚቀርብበት ጊዜም የመላሾች ማንነት በማይለይበት መልኩ ይሆናል። የዚህ ጥናት የሕትመት ውጤት በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ድረ ገጽ ላይ የሚለቀቅ ይሆናል። መጠይቁን በጥሞና ሞልተው ለመረጃ ሰብሳቢዎቻችን ይመልሱ ዘንድ በትህትና ይጠየቃሉ። በቅርብ ዓመታት በአለፏቸው የሥራ ልምዶች ላይ ተመሥርቶ ግማሽ ሰዓት (30 ደቂቃ) ያሕል ይወስድባቸዋል።

በከፍተኛ ሁኔታ ደረጃውን የጠበቀ መጠይቅ ያዘጋጀን ሲሆን በዋናነት በሰጡት ውስጥ ተገቢ በሚሉት መልስ ላይ (✓) ምልክት በማስቀመጥ እንዲመልሱ ይጠየቃሉ። በዚህም አቀራረብ ምላሾችን ቀለል ባለ መንገድ እንዲሰጡ ምቹ እንዲሆን አድርገናል ብለን አናምናለን። እባክዎትን ሁሉንም እርሶን በትክክል የሚመለከቱትን ትያቄዎች ምላሽዎን ይስጡባቸው። በመጠይቁ ውስጥ አንዳንድ ቦታዎች ላይ እርሶን የማይመለከቱ ጥያቄዎችን እንዲያልፉ (ምሳ. ወደ ጥ. ይሂዱ) የሚል ያገኛሉ።

በመጠይቁ ውስጥ የሚከተሉት ክፍሎች ተካትተዋል።

- ክፍል 1 - የግል ሁኔታ መረጃ
- ክፍል 2 - የጨርቃ ጨርቅ ውጤቶች ትም/ክፍል ዝርዝር ሁኔታ
- ክፍል 3- የምድረ ግቢ አካላዊ እና አስተዳደር ነገ ጉዳዮች
- ክፍል 4 - እውቀትና ክህሎትን በሥራ ላይ ማዋል
- ክፍል 5 - ከኢንዱስትሪ ጋር የሚደረግ ግንኙነት
- ክፍል 4 - አስተያየተቶችና የመፍትሔ አቅጣጫዎች

ማንኛውም አይነት ጥያቄ ካሉት ወይም ይበልጥ ማብራሪያ የሚፈልጉ ከሆነ እባክዎት ከታች በተቀመጠው ስልክ ይደውሉ ወይም የኤሌክትሮኒክና መልዕክት አድራሻ ደብዳቤ ይላኩልን።

ሥም: ዶ/ር ገነነ አበበ

ሥልክ: 09 11 46 15 26

ኤሌክትሮኒክ ሙልኦክት (E-mail): geneneabebetd@gmail.com

ለትብብር በቅድሚያ እጅግ ላቅ ያለ ምስጋና እናቀርባለን።

ከሰላምታ ጋር፣

ገነነ አበበ (ዶ/ር)

የፕሮጀክቱ ቡድን ሙሪ

2.2 የሐዋሳ ፖሊ ቴክኒክኮሌጅ የአሠልጣኞች መጠይቅ

**ክፍል 5 – የግል መረጃዎች**

ከተዘረዘሩት ውስጥ ከሁሉም በይበልጥ እርስዎ በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ውስጥ የሚጫወቱትን ሚና ሊገልጽ የሚችለው የቱ ነው? (በአንዱ ቅንፍ ውስጥ ብቻ ምልት ያድረጉ)

- ( ) የትምህርት ክፍል ኃላፊ (Head of Department)
- ( ) ምክትል የትምህርት ክፍል ኃላፊ (Deputy Head of Department)
- ( ) አሠልጣኝ (Course Instructor)
- ( ) የወረክሾፕ ሠራተኛ (Workshop Technician )

የትምህርት ክፍልዎ የትኛው ነው? -----

በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ የተመደቡት ወይም የተቀጠሩት ሙሹ ነበር? (በአንዱ ቅንፍ ውስጥ ብቻ ምልት ያድረጉ)

- ( ) ከ3 ዓመታት ያነሰ ( ) በ3 እና 5 ዓመታት መካከል ( ) ከ5 ዓመታት በላይ

**ክፍል 1: የመረገ ግብሩ ዝርዝር ሁኔታ**

እርስዎ እየሠሩበት የሚገኙት ትምህርት ክፍል በዓለም አቀፍ ደረጃ እውቅና (internationally accredited) ያለው ነው? (እንደ ከተማና ጊልድ፣ አይሲኤም አዲኤክስኤል/City & Guilds, ICM, Edexcel)

- ( ) አዎ (ወደ ጥ. 1.1 ይሂዱ) ( ) አይ (ወደ ጥ. 2 ይሂዱ)

1.1 አዎ ካሉ እሰከ ሦስት የሚደርሱ ዓለም አቀፍ የሽልማት ሰጭዎች በርድ አባላትን ይዘርዝሩ

( ) ሽላሚ በርድ/Awarding Board/ 1-----

( ) ሸላሚ ቦርድ /Awarding Board/ 2-----

( ) ሸላሚ ቦርድ/ Awarding Board 3-----

2. ቀጥሎ ከቀረቡት አማራጮች ውስጥ በሥልጠና መርኅ-ግብሩ ሊሸፈኑ ከሚገባቸው ተግባራዊ ብቃቶች እና ንድፈ ሀሳባዊ እውቀት (Practical competences and theoretical Knowledge) መካከል ያለውን ምጥጥን/ጥምርታ (balance/ratio) በይበልጥ የሚገልጸው የትኛው ነው? (በአንዱ ቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

( ) 10 ፕሮሰንት ተግባራዊ ፣ 90 ፕሮሰንት ንድፈ ሀሳብ

( ) 20 ፕሮሰንት ተግባራዊ ፣ 80 ፕሮሰንት ንድፈ ሀሳብ

( ) 30 ፕሮሰንት ተግባራዊ ፣ 70 ፕሮሰንት ንድፈ ሀሳብ

( ) 40 ፕሮሰንት ተግባራዊ ፣ 60 ፕሮሰንት ንድፈ ሀሳብ

( ) 50 ፕሮሰንት ተግባራዊ ፣ 50 ፕሮሰንት ንድፈ ሀሳብ

( ) 60 ፕሮሰንት ተግባራዊ ፣ 40 ፕሮሰንት ንድፈ ሀሳብ

( ) ሌላ (እባክዎ እዚህ ይግለጹት).....

3. የመርኅ-ግብሩ ሥርዓተ ትምህርት ወቅቱን ጠብቆ ክለሳ ይደረግለታል?

( ) አዎ (ወደ ጥ. 3.1 ይሂዱ) ( ) አይ (ወደ ጥ. 3.3 ይሂዱ)

3.1 በየሰዓት ጊዜው ነው የመርኅ-ግብሩ ሥርዓተ ትምህርት (program curricula) የሚከለሰው? (በአንዱ ቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

( ) ከ24 ወራት ያነሰ

( ) 25 ወራት እስከ 48 ወራት

( ) 49 ወራት እስከ 60 ወራት

( ) ከ60 ወራት በላይ

3.2 የመርኅ-ግብሩ ሥርዓተ ትምህርት (program curricula) እንዴት ነው የሚከለሰው? (በአንዱ ቅንፍ ውስጥ ብቻ ምልክት ያድርጉ)

( ) በቀጥታ ከቀጣሪዎች ጋር ሆኖ በማረጋገጥ/Directly checking with employers

( ) የሙያ ደረጃ መሥፈርቶችን በመጠቀም/Using occupational standards

( ) ሌላ (እባክዎ እዚህ ይግለጹት): .....

3.3 አይ ካሉ ለምንድን ነው የማይደረገው?

( ) እባክዎ እዚህ ይግለጹት -----

**ክፍል 2: የምድረ ግቢ እና አስተዳደር ነክ ጉዳዮች (Physical and Administrative Factors)**

በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ በአሠልጣኝነት በቆዩበ ጊዜ ውስጥ፣ በአሥሩ (10) ምድረ ግቢ እና አስተዳደር ነክ ጉዳዮች ላይ ያገኙት የእርካታ ደረጃ ምን ያህል ነበር? እባክዎን ከታች የቀረቡትን 10 ጉዳዮች ላይ ከሥር በሠንጠረዥ በተቀመጡት ባለ አምስት እርከን መለኪያዎች መሠረት ምላሽ ይሰጡ።

ሥፋት /Range	1	2	3	4	5
<b>መገለጫ</b> <b>Verbalisation</b>	<b>ፈጽሞ አልረከሁም</b>	<b>በመጠኑም ቢሆን አልረከሁም</b>	<b>ረክቻለሁም ወይ አልረከሁም ማለት አልችልም</b>	<b>ረክቻለሁ</b>	<b>በጣም ረክቻለሁ</b>
<b>የምድረ ግቢ እና አስተዳደር ነክ ጉዳዮች</b> Physical and Administrative factors	1	2	3	4	5
እንደ ኢንዱስትሪ ጆርናሎች እና በዘረፉ የተመረጡ የማጣቀሻ መጽሐፍትን የያዘ የመረጃ ማዕከል Resource Centre with reference materials (such as, industry journals, recommended text books)	( )	( )	( )	( )	( )
ተገቢ የሆኑ ኮርሶችን የያዘ ሥርዓተ ትምህርት/Relevant Course Curriculum	( )	( )	( )	( )	( )
የውጭ ትብብሮች/External collaborations ( እንደ የውጭ ምዘና ሰጪዎች፣ ተጋባዥ አሠልጣኞች፣ የኢንዱስትሪ ባለሙያዎች እና የልምድ ልውውጥ መርኅ ግብሮች ያሉ)	( )	( )	( )	( )	( )
የመለማመጃ ወርክሾፖች/Practice Workshops ሲሙሌተሮችን ጨምሮ መሣሪያዎችና ቁሳቁሶች የተሟሉላቸው /ላብራቶሪዎች	( )	( )	( )	( )	( )
የኢንዱስትሪ ትስስር/Industrial linkages (እንደ ኢንተርናሽናል መርኅ ግብርና ከኢንዱስትሪ ጋር የሚሰጥ የትብብር ሥልጠናን የመሳሰሉ)	( )	( )	( )	( )	( )

የአይ-ትመገልገያዎች(እንደ የኮምፒዩተር አጠቃቀም፣ በቴክኖሎጂ የተደገፉ በባይነ መረብ በቀጥታ የሚሰጡ ሥልጠናዎች ያሉ) / IT facilities (such as, computers, online learning technologies)	( )	( )	( )	( )	( )
ድምጽ-ወምስል መርጃዎች / Audio-Visual Aids	( )	( )	( )	( )	( )
የሐዋሳ ፖሊቴክኒክ ኮሌጅ ሥራ አመራር / Management	( )	( )	( )	( )	( )
በግቢው ውስጥ የሚገኙ የመዝናኛ ሥፍራዎች	( )	( )	( )	( )	( )
የሙያ ምክር አገልግሎቶች / Careers advice and guidance (እንደ ሥራ ፍለጋ ላይ እገዛ ማድረግ ያሉ)	( )	( )	( )	( )	( )

**ክፍል 3: እውቀትና ክህሎትን በሥራ ላይ ማዋል / Demonstration of Knowledge and Skills**

ተመራቂዎችን ያሰለጠኑ ከሆነ በሚከተሉት የእነርሱን እውቀትና ክህሎቶችን በሥራ ላይ የማዋል ሁኔታቸውን በሚገልጹ ጉዳዮች ላይ ምን ያህል ረክተዋል? እባክዎ ከሥር ባለው ባለ አምስት እርከን መለኪያ በቀረበው መሠረት በአሥሩም ጉዳዮች ላይ ምላሾቻዎን ይሰጡ።

ሥፋት / Range	1	2	3	4	5
<b>መገለጫ</b> <b>Verbalisation</b>	<b>ፈጽሞ አልረከሁም</b>	<b>በመጠኑም ቢሆን አልረከሁም</b>	<b>ረክቻለሁም ወይ አልረከሁም ማለት አልችልም</b>	<b>ረክቻለሁ</b>	<b>በጣም ረክቻለሁ</b>
<b>እውቀትና ክህሎት ነክ ነገሮች</b> <b>KNOWLEDGE AND SKILLS ASPECTS</b>	1	2	3	4	5
እውቀት (ከተሰማራሁበት የሥራ ዘረፍና ከሠለጠንኩበት ሙያ ጋር የተያያዘ በንድፈ ሀሳብ የተደገፈ ሥልጣን)	( )	( )	( )	( )	( )
ተግባራዊ ከሥራ ጋር የተያያዙ ክህሎቶች / Practical, job-related skills (እንደ የእጅ መሣሪያዎች ፣ መገልገያ እቃዎችና ማሽኖች አጠቃቀም፣ ቁሳቁሶችን እና የክፍሎቻቸውን አጠቃቀም እና የመገልገያ እቃዎች ጥገናን የመሳሰሉ)	( )	( )	( )	( )	( )

የተግባቦት ክሎት/Communication skills (መናገር፣ መጻፍ፣ ማዳመጥ፣ ማንበብ)	( )	( )	( )	( )	( )
የአይ.ቲ ክሎት IT skills ( የኮምፒዩተር/ኢንተርኔት)	( )	( )	( )	( )	( )
የቸግሮ ፈቺነት ክሎት ( ቸግሮን መተነተንና ፈጠራ የታከለበት መፍትሄ ማስቀመጥ)/Problem-solving skills (being able to analyse a problem and find creative solutions)	( )	( )	( )	( )	( )
የሥራ ስነ-ምግባር/ Work ethics (እንደ ስነ-ሥርዓት ማክበር፣ አዘውትሮ በሥራ ላይ መገኘት፣ አስተማማኝነት፣ ሰዓት አክባሪነት፣ በቡድን መሥራት ያሉ)	( )	( )	( )	( )	( )
የሥራ ፈጠራ/Entrepreneurship ክሎት (እንደ ገቢያ ጥናት፣ የገገግ አቅድ፣ የገንዘብ አደጋ፣ አመራር ሰጪነት ያሉ)	( )	( )	( )	( )	( )
ደምበኞችን የማገልገል/Customer service ክሎት (እንደ ራስን ማስተዋወቅ/መሸጥ፣ ትሕትና መላበስ፣ የደንበኞችን ፍላጎት ተረድቶ ማሟላት የመሳሰሉትን)	( )	( )	( )	( )	( )
የጤናና ደህንነት ክሎት/ Health and Safety skills( እንደ የደህንነትና የአደጋ ምላሽ ግንዛቤ፣ የአደጋ ጊዜ ምላሽ ሰጪነት ዝግጁነት፣ ደህንነቱ የተጠበቀ የሥራ ሁኔታ የመሳሰሉ)	( )	( )	( )	( )	( )
ማከናወን/ Performance (እንደ የተለያዩ ንድፎችን አንብቦ መረዳት እና ወረቀት ላይ ማስቀመጥ፣ በሥራ ላይ መለኪያዎችን መጠቀም መቻል፣ እና በጽሁፍ የተሰጡ ትዕዛዞችንና መመሪያዎችን መተግበር/የመሳሰሉት)	( )	( )	( )	( )	( )

**ክፍል 4: የኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር/Industrial Exchange Program/**

1. በኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር ላይ ተሳትፎ አድርገው ያውቃሉን? (አንዴ ብቻ ምልክት ያድርጉ)

( ) አዎ (ወይ ጥ. 1.2 ይሂዱ)                      ( ) አይ (ወይ ጥ. 2 ይሂዱ)

1.1 አዎ ካሉ መቼ ነበር ለመጨረሻ ጊዜ በኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር ላይ የተሳተፉት መቼ ነበር? (አንድ ብቻ ምልክት ያድርጉ)

- ( ) 0 - 6 ወራት
- ( ) 7 - 12 ወራት
- ( ) 13 - 18 ወራት
- ( ) 19 - 24 ወራት
- ( ) ከ24 ወራት በላይ

2. በኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር ላይ በነበሮት ተሳትፎ ያጋጠምዎት ተግዳሮት ነበር?

- ( ) አዎ (ወደ ጥ. 2.1 ይሂዱ) ( ) አይ (ወደ ጥ. 3 ይሂዱ)

2.1 አዎ ካሉ እባክዎ እዚህ

ይግለጹት .....

3. በኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር ላይ ተሳትፈው የማያውቁ ከሆነ ለዚህ ዋና ወሳኝ ምክንያቶች ምንድናቸው?

እባክዎ እዚህ

ይግለጹ: .....

**ክፍል 5: አስተያየተችና የመፍትሔ አቅጣጫዎች/Comments and Recommendations**

1. እርስዎ አባል በሆኑበት በሐዋሳ ፖሊቴክኒክ ኮሌጅ የሥልጠና መርኅ ግብር ላይ ምንምን ዋና ዋና ጠቃሚ ለውጦች እንዲደረጉ ምክር ይለግሳሉ? (እባክዎ ይህን ማሻሻል ያስፈልጋል ብለው በሚሏቸው አካባቢዎች ላይ ሀሳብዎን ይስጡ)

- ( ) አዎ (ወደ ጥ. 1.1 ይሂዱ) ( ) አይ (ወደ ጥ. 2 ይሂዱ)

1.1 **አዎ** ካሉ እባክዎ እዚህ ይግለጹት .....

.....

2. ለወይሬቱ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅን ለሚቀላቀሉ ሠልጣኞች በዚህ መርኅ ግብር ላይ እንዲሳተፉ የበረታታሉን?

( ) አዎ (ካሉ ወደ ጥ. 3 ይሂዱ)      ( ) አይ (ካሉ ወደ ክፍል 2.1 ይሂዱ)

2.1 **አይ** ካሉ እባክዎ እዚህ ይግለጹት .....

.....

3. ይህን ጥናት በሚመለከት የሚሠጡት አስተያየት አለዎት ወይ?

( ) አዎ (ወደ ጥ. 3.1 ይሂዱ)      ( ) አይ

3.1 **አዎ** ካሉ እባክዎ እዚህ ይግለጹት .....

.....

**ለትብብርዎ በጣም እናመሰግናለን!**



### 3 'የቀጣሪዎች' መጠይቅ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ተመራቂዎች የሚገኙበትን ሁኔታ ለሚያሳይ የዳሰሳ ጥናት

ይህ ክፍል የተመራቂዎች ሁኔታ ክትትል ጥናት ላይ ጥቅም ላይ የዋሉ ሁለት ሰነዶችን ይዟል። እነርሱም የሚከተሉት ናቸው፡-

- የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ቀጣሪ ደምበኞች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት መግቢያ ደብዳቤ
- የቀጣሪዎች መጠይቅ

#### 3.1 የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ቀጣሪ ደምበኞች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት መግቢያ ደብዳቤ

ውድ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ቀጣሪ ደምበኞች፤

እንደ ጥናት ቡድን መሪነቴ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ የ2014 ዓ.ም ተመራቂዎች የሚገኙበትን ሁኔታ የሚያሳይ ዳሰሳ ጥናት ላይ ተሳትፎ እንዲያደርጉ ስል ጥያቄዬን በትኩረት አቀርባሁ። ትምህርታችውን ከሀዋሳ ፖሊ ቴክኒክ ኮሌጅ ካጠናቀቁ በኋላ የደረሱበትን ደረጃ ለማወቅ እንፈልጋለን። ስራ ይዘዋል ወይስ ገና በፍለጋ ላይ ናቸው? የጨርቃጨርቅ ውጤቶች ላይ የወሰዱት ሥልጠና ለተሰማሩበት የሥራ መስክ በበቂ ሁኔታ አዘጋጅቷል ወይ እና በስልጠና ወቅት የቀሰሙትን እውቀትና ክህሎት ተጠቀሙበት ወይ? የሚሉትን የመሳሰሉ ዋና ዋና ጥያቄዎችን በጥናቱ ውስጥ ትጠየቃላችሁ።

የጥናቱ ዋና ዓላማ በትምህርት ክፍሎች የሚሰጠውን ሥልጠና ማሻሻል ሲሆን በተለይም ለሥርዓተ ትምህርት ክለሳ ሥራው አቅጣጫ ማስቀመጥን ያለመ ነው። የሚሰጡት መረጃ በሚስጥር የሚያዝ ሲሆን የጥናቱ ውጤት በሚቀርብበት ጊዜም የመላሾች ማንነት በማይለይበት መልኩ ይሆናል። የዚህ ጥናት የሕትመት ውጤት በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ድረ ገጽ ላይ የሚለቀቅ ይሆናል። መጠይቁን በጥሞና ሞልተው ለመረጃ ሰብሳቢዎቻችን ይመልሱ ዘንድ በትኩረት ይጠየቃሉ። በቅርብ ዓመታት በአለፉበቸው የሥራ ልምዶች ላይ ተመሥርቶ ግማሽ ሰዓት (30 ደቂቃ) ያሕል ይወስድበታል።

በከፍተኛ ሁኔታ ደረጃውን የጠበቀ መጠይቅ ያዘጋጀን ሲሆን በዋናነት በሰጥኑ ውስጥተገቢ በሚሉት መልስ ላይ (✓) ምልክት በማስቀመጥ እንዲመልሱ ይጠየቃሉ። በዚህም አቀራረብ ምላሾችን ቀለል ባለ መንገድ እንዲሰጡ ምቹ እንዲሆን አድርገናል ብለን አናምናለን። እባክዎትን ሁሉንም እርሶን በትክክል የሚመለከቱ ትያቄዎች ላይ ምላሽዎን ይስጡባቸው። በመጠይቁ ውስጥ አንዳንድ ቦታዎች ላይ እርሶን የማይመለከቱ ጥያቄዎችን እንዲያልፉ (ምሳ. ወደ ጥ. ይሂዱ) የሚል ያገኛሉ።

በመጠይቁ ውስጥ የሚከተሉት ክፍሎች ተካትተዋል።

- ክፍል 1 - ድርጅቱን/ካምፓኒውን መለየት/Identification of the Company/Organization
- ክፍል 2 - የግል ሁኔታ መረጃ (Demographic Information)
- ክፍል 3 - የጨርቃጨርቅ መርጎ-ግብር ተመራቂዎች የቅጥር ሁኔታ/Employment of Textile and Garment Program Graduates
- ክፍል 4 - የትብብር ሥልጠና ተሳትፎ/Participation in cooperative training

ክፍል 5 - ለጨርቃጨርቅ መርጎ-ግብር አሰልጣኖች ከኢንዱስትሪ ጋር የሚደረግ ግንኙነት /Industrial Exchange for Textile and Garment Program Staff

ክፍል 6 -አስፈላጊው ክህሎት ያላቸውን ሠራተኞች በቀላሉ ስለማግኘት/Ease of Finding Employees with Needed Skills

ክፍል 7 - አስተያየተኞችና የመፍትሔ አቅጣጫዎች /Comments and Recommendations

ማንኛውም አይነት ጥያቄ ካሎት ወይም ይበልጥ ማብራሪያ የሚፈልጉ ከሆነ እባክዎት ከታች በተቀመጠው ስልክ ይደውሉ ወይም የኤሌክትሮኒክና መልዕክት አድራሻ ደብዳቤ ይላኩልን።

ሥም: ዶ/ር ገነነ አበበ

ሥልክ: 09 11 46 15 26

ኤሌክትሮኒክ መልእክት (E-mail): geneeabebetd@gmail.com

ለትብብር በቅድሚያ እጅግ ላቅ ያለ ምስጋና እናቀርባለን።

ከሰላምታ ጋር,

ገነነ አበበ (ዶ/ር)

የፕሮጀክቱ ቡድን መሪ

3. 2. የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ቀጣሪ ደምበኞች መጠይቅ

**ክፍል 1 - ድርጅቱን/ካምፖሪውን መለየት**

1.የኢንተርፕራይዝ ሥም-----

1.1ከተማ -----

1.2 ሀገር -----

1.3ስልክ -----

በየትኛው የኢንዱስትሪ ዘርፍ ላይ ነው እየሠራችሁ ያላችሁት?

- ( ) በእርሻ፣ ደን እና አሳ ሃብት ልማት
- ( ) በማዕድን ማውጣትና የግምባታ ግብዓቶች ቁፋሮ/Mining and quarrying
- ( ) በአምራች ተቋማት (በጨርቃጨርቅና ተዛማጅ ፋብሪካዎች)/Manufacturing (textile, garment)
- ( ) በኤሌክትሪክ፣ ጋዝ፣ እንፋሎት እና የአየር ማቀዝቀዣ አቅርቦት ላይ

- ( ) የውኃ አቅርቦት፣ የፍሳሽ ማስወገጃ ሥርዓት ዝርጋታ፣ የቆሻሻ ማሰወገድ አያያዝ እና የመልሶ ማገገም እንቅስቃሴዎች/Water supply; sewerage, waste management and remediation activities
- ( ) ግንባታ/Construction
- ( ) ጅምላና ችረቻሮንግድ፣ የመኪናዎችና የሞተር ሳይክሎች ጥገና
- ( ) (እንደ መንገድ፣ ባቡር፣ የውኃ እና አየር ያሉ) የማጓጓዣና ማከማቸት
- ( ) የማረፊያና መስተንግዶ እና የምግብ አገልግሎት እንቅስቃሴዎች/Accommodation and food service
- ( ) የመረጃና ተግባቦት /Information and communication
- ( ) የገንዘብና መድሕን ዋሰትና እንቅስቃሴዎች/ Financial and insurance activities
- ( ) የቤቶች ልማት እንቅስቃሴዎች/Real estate activities
- ( ) የሙያ፣ የሣይንሳዊ እና ቴክኒካዊ እንቅስቃሴዎች/Professional, scientific and technical activities
- ( ) የአስተዳደር እና ድጋፍ ሰጭ አገልግሎቶች እንቅስቃሴዎች/ Administrative and support service activities
- ( ) የሕዝብ አስተዳደር እና መከላከያ/Public administration and defence; compulsory social security
- ( ) ትምህርት
- ( ) የሰብዓዊ ጤና እና የማበረሰብ ሥራ እንቅስቃሴዎች/Human health and social work activities
- ( ) ጥበብ፣ መዝናኛ እና የጊዜ ማሳለፊያ/Arts, entertainment and recreation
- ( ) የሌሎች አገልግሎቶች እንቅስቃሴዎች
- ( ) ሌላ ካሉ፤ እባክዎ እዚህ ይግለጹት: -----

2. ድርጅታችሁ ሠራተኞችን ለመመልመል የትኛውን የመገናኛ ብዙሀን ማስታወቂያ ይጠቀማል? (መልስ ይሆናል በሚሉት ሁሉ ላይ ምልክት ያድርጉ)

- ( ) በጋዜጣ፣ በቴሌቪዥን ወይም በሬዲዮ-በተለያዩ ክፍት የሥራ ቦታ ማሰታወቂያዎች (እንደ እለታዊ ጋዜጦች እና ልዩ መጽሔቶች ያሉት ላይ)
- ( ) በበይነ-መረብ ማስታወቂያዎች (ምሳ. መንግስታዊ ድሕረ ገጾች፣ የድርጅት ድሕረ ገጾች)
- ( ) በውስጥ ማስታወቂያዎች ላይ በሚገለጹ የክፍት ሥራ ቦታዎች
- ( ) ማመልከቻ በማቅረብ
- ( ) በሐዋሳ ፖሊ ቴክኒክ ኮሌጅ የሙያ ምክር አገልግሎቶች ቢሮ አማካኝነት

- ( ) ከሐዋሳ ፖሊ ቴክኒክ ኮሌጅ በተሰጠ የምርጫ ይሁንታ/እውቅና/Referral/ Endorsement
- ( ) ሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ውስጥ በምናውቃቸው ሰዎች አማካኝነት
- ( ) በግል ወዳጅ(ዘመድ፣ ዳይጆች እና/ወይም ባልደረቦች) አማካኝነት
- ( ) የመንግስት ሥራ አሰጣጥ/Public work administration ( እንደ መንግስት የሥራ ምደባ አገልግሎት፣ የሰው ኃይል ሥርጭት ሥርዓት ያሉ)
- ( ) የግል ሥራ አስቀጣሪ ድርጅቶች /Private employment agencies
- ( ) በሥልጠና ወቅት በተደረገ የኢንዱስትሪ ትሥሥር (ምሳ. አፓረንትሺፕ፣ የሥራ ላይ ሥልጠና)
- ( ) በማህበራዊ ትሥሥር ገጾች (ምሳ. ፌስቡክ፣ ሊንክዲን) /Social networks (e.g. Facebook, LinkedIn)
- ( ) ተማሪዎችን በውጭ አገር የትምህርት እድል በማግኘት/Binding students by scholarships
- ( ) ሌላ (ካሉ እባክዎ እዚህ ይግለጹት): .....

.....

**ክፍል 2 – የግል መረጃዎች**

1. ከተዘረዘሩት አማራጮች ውስጥ ከሁሉም በይበልጥ እርስዎ በድርጅቱ ውስጥ የሚጨመሩትን ሚና/ኃላፊነት ሊገልጽ የሚችለው የቱ ነው?

- ( ) ዳይሬክተር/ ምክትል ዳይሬክተር
- ( ) የሰው ሀብት አስተዳደር ወይም የሰው ሀብት አስተዳደር ምክትል
- ( ) የክፍል ኃላፊ/ ምክትል የክፍል ኃላፊ
- ( ) የድጋፍና ክትትል ባለሙያ/Supervisor

**ክፍል 3 – የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ የተመራቁ የቅጥር ሁኔታ**

**Employment of HPTC Graduates**

1. ከሐዋሳ ፖሊ ቴክኒክ ኮሌጅ የተመራቁ ተቀጣሪዎች አሏችሁ? (ቋሚና ግዚያዊ ሠራተኞችን ጨምሮ)

- ( ) አዎ (ወደ ጥ. 2 ይሂዱ)      ( ) አይ ( ወደ ጥ. 7 ይሂዱ)

2. ከሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ምን ያህል ወንድ እና/ወይም ሴት ተመራቂዎችን ቀጠራችሁ? (ቋሚና ግዚያዊ ሠራተኞችን ጨምሮ)

ወንድ....., ሴት .....

3. ጠቀላላ ባለ መልኩ የሚከተሉት ጉዳዮች ለተመራቂዎች የቅጥር ምልመላ ምን ያህል ጠቃሚ ናቸው? እባክዎ በእያንዳንዳቸው በአሥሩም ጉዳዮች ላይ ከታች በቀረበው በባለ አምስት ደረጃ መለኪያ መሠረት ምላሽዎትን ይስጡ።

ሥፋት	1	2	3	4	5
መገለጫ	ፈጽሞ አልረካሁም	በመጠኑም ቢሆን አልረካሁም	ረክቻለሁም ወይ አልረካሁም ማለት አልቻልኩም	ረክቻለሁ	በጣም ረክቻለሁ

የተመራቂዎች ምልመላ (Recruitment)	1	2	3	4	5
የሠለጠኑበት መሥክና ሙያ	( )	( )	( )	( )	( )
በኮሌጁ ያገኙት የፈተና ውጤት	( )	( )	( )	( )	( )
በሥልጠና ወቅት የተገኘ ተግባራዊ ልምድ	( )	( )	( )	( )	( )
የኮሌጁ መልካም ሥም/ዝና (Reputation)	( )	( )	( )	( )	( )
በሦስተኛ ወገን የተሰጠ ጥቆማ/ ምክር (ecommendations/references)	( )	( )	( )	( )	( )
የቅጥር ፈተና ውጤቶች (Results of recruitments tests)	( )	( )	( )	( )	( )
የውጭ ቋንቋ እውቀት(Knowledge of foreign language)	( )	( )	( )	( )	( )

እራስን ማስተዋወቅ/መሸጥ(Personal presentation)	( )	( )	( )	( )	( )
የተወዳዳሪው አመለካከት(Candidate's own world view)	( )	( )	( )	( )	( )
በብዝሃ ባሕሎችና ወጎች ከባቢ (multiracial environment) የመሥራት ችሎታ	( )	( )	( )	( )	( )

4. የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ተመራቂዎችን ቀጥራችሁ ከሆነ በሚከተሉት የእነርሱን እውቀትና ክህሎቶችን በሥራ ላይ የማዋል ሁኔታን በሚገልጹ ጉዳዮች ላይ ምን ያህል ረክታችኋል? እባክዎ በእያንዳንዳቸው በ10 ጉዳዮች ከሥር ባለው በባለ አምስት እርከን መለኪያ በቀረበው መሠረት ላይ ምላሾችን ይሰጡ።

ሥፋት	1	2	3	4	5
መገለጫ	ፈጽሞ አልረከሁም	በመጠኑም ቢሆን አልረከሁም	ረክቻለሁም ወይ አልረከሁም ማለት አልቻልኩም	ረክቻለሁ	በጣም ረክቻለሁ

እውቀትና ክህሎት ነክ ነገሮች	1	2	3	4	5
እውቀት (ከተሰማራሁበት የሥራ ዘረፍና ከሠላጠንነት በኋላ የተያያዘ በንድፈ ሀሳብ የተደገፈ ሥልጣን)	( )	( )	( )	( )	( )
ተግባራዊ ክህሎት ጋር የተያያዙ ክህሎቶች/Practical, job-related skills (እንደ የእጅ መሣሪያዎች ፣ መገልገያ እቃዎችና ማሽኖች አጠቃቀም፣ ቁሳቁሶችን እና የክፍሎቻቸውን አጠቃቀም እና የመገልገያ እቃዎች ጥገናን የመሳሰሉ)	( )	( )	( )	( )	( )
የተግባባት ክሎት/Communication skills (መናገር፣ መጻፍ፣ ማዳመጥ፣ ማንበብ)	( )	( )	( )	( )	( )

የአይቲ ክህሎቶች IT skills ( የኮምፒዩተር አጠቃቀም)	( )	( )	( )	( )	( )
የችግር ፈቺነት ክህሎቶች ( ችግርን መተነተንና ፈጠራ የታከለበት መፍትሄ ማስቀመጥ) Problem-solving skills (being able to analyse a problem and find creative solutions)	( )	( )	( )	( )	( )
የሥራ ስነ-ምግባር / Work ethics (እንደ ስነ-ሥርዓት ማክበር፣ አዘውትሮ በሥራ ላይ መገኘት፣ አስተማማኝነት፣ ሰዓት አክባሪነት፣ በቡድን መሥራት ያሉ)	( )	( )	( )	( )	( )
የሥራ ፈጠራ ክህሎቶች/Entrepreneurship (እንደ ገቢያ ጥናት፣ የንግድ አቅድ፣ የገንዘብ አያያዝ፣ አመራር ሰጭነት ወዘተ ያሉ)	( )	( )	( )	( )	( )
ደምበኞችን የማገልገል/Customer service ክህሎት ( እንደ ራስን ማስተዋወቅ/መሸጥ፣ ትሕትና መላበስ፣ የደንበኞችን ፍላጎት ተረድቶ ማሟላት የመሳሰሉትን)	( )	( )	( )	( )	( )
የጤናና ደህንነት ክህሎቶች / Health and Safety skills (እንደ የደህንነትና የአደጋ ምላሽ ግንዛቤ፣ የአደጋ ጊዜ ምላሽ ሰጭነት ዝግጁነት፣ ደህንነቱ የተጠበቀ የሥራ ሁኔታ የመሳሰሉ)	( )	( )	( )	( )	( )
ማከናወን /Performance/ (እንደ የተለያዩ ንድፎችን አንገብ መረዳት እና ወረቀት ላይ ማስቀመጥ፣ በሥራ ላይ መላኪያዎችን መጠቀም መቻል፣ እና በጽሁፍ የተሰጡ ትዕዛዞችንና መመሪያዎችን መጠቀም የመሳሰሉት)	( )	( )	( )	( )	( )

5. የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ተመራጭዎች ሥራቸውን በደምብ መሥራት እንዲችሉ ተጠቃሚ ሥልጠና ያስፈልጋቸዋል? ( ከቅንፎቹ በአንዱ ውስጥ ብቻ ምልክት ያድርጉ)

( ) ባሉበት ሁኔታ ሥራውን በደምብ ለመሥራት በሚገባ ዝግጁ ናቸው

( ) የመተዋወቂያ ሥልጠና /introductory training/ ብቻ ያስፈልጋቸዋል

( ) ጥቂት ተጨማሪ ሥልጠናዎችን ብቻ ይፈልጋሉ( እባክዎ ይገለጹት) -----  
-----  
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( ) ሥራ ለመጀመር ከፍተኛ የክህሎት ማሳልባቻ ሥልጠና መውሰድ ያስፈልጋቸዋል

( ) ሙሉ ለሙሉ ሌላ አዲስ ሥልጠና መውሰድ ያስፈልጋቸዋል

6. ከሐዋሳ ፖሊ ቴክኒክ ኮሌጅ በቀጠራችኋቸው ተመራቂዎች የተነሳ ያጋጠማችሁ ከፍተኛ ተግዳሮት አለ?

( ) አዎ ( ወደ ጥ. 6.1 ይሂዱ)                      ( ) አይ ( ወደ ክፍል 4 ይሂዱ)

6.1 አዎ ካሉ እባክዎን ይግለጹት .....  
.....

7. ከሐዋሳ ፖሊ ቴክኒክ ኮሌጅ የቀጠራችኋቸው ምንም አይነት ተመራቂዎች ከሌሉ ለዚህ ወሰኑ ምክኒያት ምንድን ነው?  
እባክዎን ይግለጹት: .....

**ክፍል 4 - የትብብር (cooperative) ሥልጠና ተሳትፎ**

1.3. በትብብር ሥልጠና መርጎ-ግብር ላይ ትሳተፋላችሁ?

( ) አዎ ( ወደ ጥ. 2 ይሂዱ)                      ( ) አይ ( ወደ ክፍል 5 ይሂዱ)

2. የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ተመራቂዎች በድረጅታችሁ/ካምታኒያችሁ ውስጥ የትብብር ሥልጠና ያደረጋሉ?

( ) አዎ                      ( ) አይ

3. በእናንተ ድርጅት ውስጥ በኢንዱስትሪ የልምድ ልውውጥ መርጎ-ግብር ሥንት ወንድ እና /ወይም ሴት  
ሠልጣኞች ናቸው ተሳትፎ እያደረጉ ያሉት?

ወንድ .....,                      ሴት.....

4. በኢንዱስትሪ የልምድ ልውውጥ መርጎ-ግብር ላይ ተሳታፊ በሆኑት ሠልጣኞች አማካኝነት ያጋጠማችሁ ችግር  
አለ/ ያጋጠሟችሁ ችግሮች አሉ?

( ) አዎ (ወደ ጥ. 4.1 ይሂዱ)                      ( ) አይ (ወደ ክፍል 5 ይሂዱ)

4.1 አዎ ካሉ እባክዎ እዚህ ይግለጹት .....  
.....



5. የኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብራችሁ ማንኛውንም አይነት የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ አሰልጣኞችን የማያካትት ከሆነ ለዚህ ዋናው ምክኒያት ምንድን ነው? እባክዎ እዚህ ይግለጹት: .....

.....

**ክፍል 5: ለሐዋሳ ፖሊ ቴክኒክ ኮሌጅ አሰልጣኞች የኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር/**

**Industrial Exchange Program for HPTC Staff**

1. ከሐዋሳ ፖሊ ቴክኒክ ኮሌጅ አሰልጣኞች ጋር የኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር አላችሁ?

( ) አዎ (ወይ ጥ. 2 ይሂዱ)      ( ) አይ (ወይ ክፍል 6 ይሂዱ)

2. በኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር ሥነት ወንድ እና /ወይም ሴት አሰልጣኞች ናቸው ተሳትፎ እያደረጉ ያሉት?

ወንድ ....., ሴት.....

3. በኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብር ላይ ተሳታፊ በሆኑት አሰልጣኞች አማካኝነት ያጋጠማችሁ ችግር አለ?

( ) አዎ (ካሉ ወይ ጥ. 3.1 ይሂዱ)      ( ) አይ (ወይ ክፍል 6 ይሂዱ)

3.1 አዎ ካሉ እባክዎ እዚህ ይግለጹት .....

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4. የኢንዱስትሪ የልምድ ልውውጥ መርኅ-ግብራችሁ የሐዋሳ ፖሊ ቴክኒክ ኮሌጅ አሰልጣኞችን የማያካትት ከሆነ ለዚህ ዋናው ምክኒያት ምንድን ነው? እባክዎ እዚህ ይግለጹት: .....

.....

**ክፍል 6 – ተፈላጊውን ክህሎት የተላበሱ ተቀጣሪዎችን በቀላሉ የማግኘት ሁኔታ/ Ease of Finding Employees with Needed Skills**

1. ድርጅታችሁ/ካምፓኒያችሁ አስፈላጊውን ክህሎት የተላበሱ ተቀጣሪዎችን በቀላሉ የማግኘት ችግር አጋጥሞታል?

( ) አዎ (ወይ ጥ. 2 ይሂዱ)      ( ) አይ (ወይ ክፍል 7 ይሂዱ)

2. ድርጅቶ/ካምፓኒያ በተለምዶ በየትኞቹ የሙያ አይነቶች ላይ ነው የክህሎት ክፍተቶች የሚያጋጥሙት?

( ) ሙያ/Occupation 1-----

( ) ሙያ/Occupation 2-----

( ) ሙያ/Occupation 3-----

( ) ሙያ/Occupation 4-----

( ) ሙያ/Occupation 5-----

**ክፍል 7: -አስተያየተኞችና የመፍትሔ አቅጣጫዎች/Comments and Recommendations**

1. በሐዋሳ ፖሊቴክኒክ ኮሌጅ እየተሰማሩ በሚገኘው የሥልጠና መርኅ ግብር ላይ ምን ምን ዋና ዋና ማሻሻያዎች እንዲደረጉ ምክር ይለግሱ? (እባክዎ ይህን ማሻሻያ ስፈልጋል ብለው ማረጋገጥ ይቻላል ትቶ አካባቢዎች ላይ ሀሳብዎን ይስጡ)

ይግለጹት.....

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2. ለወደፊቱ ወደ ሐዋሳ ፖሊ ቴክኒክ ኮሌጅ ለሚገቡ ሠልጣኞች በዚህ መርኅ-ግብር ሥልጠናቸውን እንዲከታተሉ ይምክራሉን?

( ) አዎ (ወደ ጥ. 3 ይሂዱ)      ( ) አይ (ወደ ጥ. 2.1 ይሂዱ)

2.1 አይ ካሉ እባክዎ እዚህ ይግለጹት .....

.....

3. በዚህ ጥናት ላይ የሚሰጡት ማንኛውም ሀሳብ /አስተያየት አሉት?

( ) አዎ (ወደ ጥ. 3.1 ይሂዱ)                      ( ) አይ

3.1 አዎ ካሉ እባክዎ እዚህ ይግለጹት.....

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**ይህን መጠይቅ ስለ ሞሉልን በጣም እናመሰግናለን!**