



# **EASTRIP**

Skills for Transformation & Regional Integration

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

**Tracer Study Report**  
**for**  
**Textile and Garment Graduates 2011**

**Hawassa, Ethiopia**

**July/2021**

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## **Executive Summary**

*This study was conducted in Hawassa city of Sidama region with the objective measuring the relevance of Hawassa Polytechnic College Textile and Garment department training programs and the number of trainees who have been employed or unemployed in their fields of training, as well as to assess their skill gaps for further training. The data were collected from 2013 E.c (2020/2021) Textile and Garment graduates and their employers. Ms-Excel and SPSS software were used to accomplish the analysis. Census survey technique has been used to collect the necessary data from the respondent. The initial target of respondents was 23 Textile and Garment (2013 batch) graduates of Hawassa Polytechnic College respondent to the questionnaire. 73.9% (17) of the graduate were from Textile department and the remaining 26.1 % (6) were from Garment department. From the total Textile and Garment graduates 73.9% of graduates were female and the remaining 26.1 % were male. Employer's organizations were also included in this study. The general employment status of 2013 textile and Garment graduates, 73.9 % of respondents were employed and the remaining 26.1% were unemployed. Among of employed 2013 graduates 88.1% of them were Wage employed and the remaining 11.8 % self-employed.*

*Keywords: Tracer survey, demand driven training program, Textile and Garment*

## **Acknowledgment**

First and foremost, the study team extraordinary thanks go to our Almighty God. Made it possible to begin and finish this study successfully.

We would like to express our deepest gratitude and sincere thanks to team Leader PIU of EASTRIP for immeasurable and priceless support, constructive criticism, and guiding as well as coordinating of this study. We would also like to thank the HPTC management members, 2012 textile and garment graduates, and employer organizations for providing us different data for this study.

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## ACRONYMS

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



# Chapter 1

## 1. Introduction

### 1.1 General Background

TVET in Africa, however, receives less policy and financial support from governments. African countries on average devote only 2 percent to 6 percent of education budgets to TVET, compared to 10 percent to 30 percent to higher education. Inadequate and often inequitable financing mechanisms for TVET undermine access, equity, and efficiency. Secondary TVET enrolment in Ethiopia was at 38 percent (2012) and Kenya at less than 2 percent (2009). Female enrolment in technology and engineering fields is especially low. Data on employment after graduation and relevant to the program of study are often scant. TVET institutions do not commonly carry out graduate tracer studies. According to the limited data available, TVET employment rates six months after graduation vary widely from 23 percent in Botswana, 52 percent in South Africa, 55 percent in Zambia, 70 percent in Tanzania<sup>10</sup>, and 86 percent in Malawi. (EASTRIP Project Appraisal Document, October 9, 2018)

Ethiopia is one of the fastest-growing economies in Africa that is driven by investments in development programmes. Low-cost wages have attracted an inflow of foreign direct investment, thus boosting special economic zones and industrial parks. Since 2018, a wave of economic reforms has been reshaping the heavily-regulated economy by attempting to expand the role of the private sector. Even though economic growth has produced an evolving middle-class among workers, one out of two (52%) are projected to be among the working poor, defined as living below US\$3.1 per day in 2020 (Ethiopia Labour Market Profile 2020).

Vocational education and training are one of the backbones of sustainable economic development. Where more skilled workers are available, companies can be more competitive. The Technical and Vocational Education and Training (TVET) system have a long history in the Ethiopian education system. It is worthwhile to mention that the TVET system by law expressly excludes children younger than 16 attending vocational schools to avoid the prohibition on hazardous work.

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

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

### **1.1.1 Background of Hawassa Polytechnic College**

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

Now a day's attention given for the TVET development in the country increase of the number of trainees increased considerably from the last couple of years and annual intake reached accounts around 10 thousands in both short and long term programs. Regarding, the human power of the college there are 309 workforces of which 87 (male 42 and 45 female) were supportive staff and 218 (male 159 and 59 female) were academic staff. Among the academic staff 7 (male 6 and 1 female) are textile and 10 (2 male and 8 female) garment. The academic level of textile and garment trainers are 2 of them are A-level, 15 B-level and 1 C-level.

### **Overview of East African Skill for Transformation Regional Integration Project**

In recognition of the fact that a regional approach to developing specialised Technical and Vocational Education and Training (TVET) skills can have a number of benefits and can complement existing national skills and TVET programmes, in October 2018, the World Bank approved the East African Skills for Transformation and Regional Integration Project (EASTRIP) with the East African countries of Ethiopia, Kenya and Tanzania.

**EASTRIP** aims to support the development of highly specialized TVET programs as well as industry recognized short-term level training. It will train technicians and provide training of teachers/trainers at the certificate, diploma and degree levels, targeting regional priority sectors that are in high demand such as transport, energy, manufacturing, and ICT. Hawassa polytechnic college is among EASTRIP implementing RFTI and expected to play a key role in anchoring the region's deeper movement into industrialization serving as training centre that provide competent labour force for the fast growing need of industries. The textile and garment department going to be supported by the EASTRIP project is one among others in the college required multidimensional improvement to enhance access, quality and strengthening regional integration. Even though, Hawassa polytechnic college has many development challenges; this EASTRIP project has presented an opportunity to realize access and quality of skills in the area of textile and garment. Through implementation of the project, the collage envisaged to meet its vision "becomes flagship institute for garment and textile technicians in Ethiopia and East Africa". Accordingly, producing highly qualified technicians in the area of textile and garment technology is the key mission statement of the EASTRIP.

### Overview of Textile and Garment Department

Academic structure of the Hawassa polytechnic college has structured by three sectors as economy, industry and hotel and tourism. Each sector has arrangement of trades literally called departments. Textile and garment in which the EASTRIP project focusing categorized under industry sector have been started during 2014 aiming to produce competent operators and midlevel technicians. The program /occupation provided under Textile and Garment Technology Sector at the project starting is discussed as the following tables.

**Table 1.1**Textile Technology Long term Training

Occupational Level	Program/Occupation
I (10 to 12 months)	Basic Textile operation
II & III (15 to 17 months)	Textile chemical processing
IV (24 to 30 months)	Textile technology and production

**Table 2.2** Garment Technology Long term Training

Occupational Level	Program/Occupation
I (10 to 12 months)	Basic Apparel Production
II (15 to 17 months)	Intermediate apparel production
III (20 to 24 months)	Advanced apparel production

## Tracer Survey

A tracer survey implies tracing the whereabouts of graduates, - whether they are employed or not, - as well as assessing how effective and efficient training centres are meeting their objectives of creating qualified skilled labour force, as well as entrepreneurial attitudes among graduates for self-employment. One of the rationales for undertaking tracer surveys at regular intervals is to generate information on the extent graduates are linked to the labour market, - both wage employment and self-employment.

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

### An Overview of Tracer Study and EASTRIP

According to EASTRIP PAD, financing to the flagship TVET institutes will be channelled through a results-based financing (RBF) approach with Disbursement Linked Indicators (DLIs) linking the funding with a mix of output and process indicators aligned with the objectives of access, quality, and regional integration (see the list of DLIs in the below table).

DLI	No	DLR
DLI 1. Institutional readiness	1.	DLR 1.1. Establishment of Project Implementation Unit
	2.	DLR 1.2. Establishment of Industry Advisory Board
DLI 2. Access	3.	DLR 2.1. Number of student enrolment

DLI 3. Quality	4.	DLR 3.1. Number of demand-driven programs
	5.	DLR 3.2. Number of staff with industrial attachment
	6.	DLR 3.3. Number of staff with exchange programs
	7.	DLR 3.4. Signing of MoUs
	8.	DLR 3.5. Tracer study

(EASTRIP Project Appraisal Document, October 9, 2018)

The project will also be improving the quality and relevance of TVET programs, measured by the share of graduates who are employed within six months after graduation and the number of demand-driven programs developed that are accredited and/or industry recognized. The project will help increase the likelihood of students' employment after graduation by providing good quality and relevant training programs to students, training, and exchange opportunities for trainers and management staff in academic, industry, and pedagogy skills areas. The signing of Memoranda of Understanding (MoUs) with industries will help collaboration with industries in curriculum development and industry attachment. At the national level, quality assurance and coordination mechanism will be strengthened by implementing activities in national work plans. To trace graduates, flagship TVET institutes will conduct tracer studies annually. (EASTRIP Project Appraisal Document, October 9, 2018)

The project will develop capacity to routinely conduct tracer studies as an important tool for evaluation of training programs and assessing the impact of innovations on labour market, According to PAD, conducting tracer study will associated with results framework which help to measure percentage of graduates from long-term programs, at regional flagship TVET institutes, who are employed/self-employed within six months after graduation. In addition, if graduates pursue the next level of training/ education, those graduates are counted as results for this indicator. For instance, if graduates from an engineering diploma courses pursue engineering degree course at the same or any other TVET institutes/ universities, and are enrolled within six months after graduation from diploma courses, flagship TVET institutes count those graduates as results achieved. Namely, the following numbers are counted as results:

- I. Graduates who are employed within six months after graduation (disaggregated by gender)



- II. Graduates who are self-employed within six months after graduation (disaggregated by gender)
- III. Graduates who are enrolled in the next level of training/ education within six months after graduation (disaggregated by gender)

The indicator urges the flagship TVET institutes conduct annual tracer studies and publish the studies on-line (for instance, institute's websites), and institutes organize stakeholder consultation workshops, including with industries. Flagship TVET institutes will conduct tracer studies for existing programs until new programs are developed or existing programs are revised. After new programs are developed, or existing programs are revised, institutes will conduct tracer studies for graduates from new or revised programs. Each institute's progress is measured by 'Yes/No' each year. (EASTRIP Project Appraisal Document, October 9, 2018)

To conclude, as per HPTC strategic investment plan, tracer study is aligned with results framework indicator stated under;

PDO Indicators by Objectives/ Outcomes	Unit	Baseline	Year I	Year 2	Year 3	Year 4	Year 5
PDO 2. Graduate employment rates six months after graduation	%	65	75	80	85	90	95
2.1. Graduate employment rates six months after graduation (female student)	%	70	80	85	90	95	98
PDO 5. Beneficiary satisfaction	%	70	72	75	80	85	90
IR 9. Tracer study conducted annually	Y/N	Y	Y	Y	Y	Y	Y

Table 3 strategic investment plan

## 1.3 Objective of the Survey

### 1.3.1 General objective

The primary objective of a tracer survey is to measure the relevance of Hawassa Polytechnic College Textile and Garment department's training programs and the number of trainees who have been employed or unemployed in their fields of training, as well as to assess their skill gaps for further training.

### 1.3.2 Specific Objectives

- To provide HPTC and other concerned stakeholders with practical and hands on information on the employment status of Textile and Garment graduates in the labour market.
- To assess the skills gap and training needs of the Textile and Garment graduates
- To identify changes in the labour market demand.
- To know the number of trainees finding employment on the field of occupations they had been trained.
- To assess why unemployed trainee graduates could not be able to find employment in the labour market

## 1.4 Scope of the study

The scope of this tracer study limited to tracing the where about of 2011 graduates of Textile and Garment who have effectively passed the national competency assessment. The study also limited to assess the employers view of the graduates aimed to evaluate the competency, quality and gaps observed of their employees (graduates) in the work place day-to-day engagement and document their suggestions as to what skills the sector under study should improve upon to make its graduates more employable.

## **1.5 significance of the study**

This tracer study may have the following implications:

- It brings together certain basic types of information concerning the level of employment, self-employment, unemployment and underemployment amongst graduates.
- It helps the college to see the whereabouts of itself in the eyes of stakeholders.
- It provides insight for the HPTC on where to focus in order to realize its missions and visions.
- It enables the HPTC to see the correspondence between training qualifications and required work skills.
- It can also indicate possible deficits in a given training programme and serve as a basis for future planning activities, at both the institutional and national levels, such that training programmes might be brought more closely in line with the needs of the industry .

## **1.6. Limitations of the Study**

The study is conducted as per ‘Tracer Study Manual’ published by Ministry of Education; Technical and Vocational Education and Training Agency, TVET sector Delivery Unit; Addis Ababa, Ethiopia.

However HPTC has a total of more than twenty two departments, this study is limited to trace only 2011 EC graduates of Textile and Garment department. It also fails to review tracer follow-up (baseline) report that should be conducted monthly basis aimed to compile the progress of linked graduates with job opportunities due to lack of data .

## **Chapter 2**

### **2. Methodology**

#### **2.1 Location**

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

#### **2.2 survey procedures**

##### **2.2.1 Organizing Study Team Members**

Terms of Reference developed (ToR) and approved by the college governing bodies to undertake tracer study for textile and garment sector graduates of the year 2011. Following this, the college established team of expertise composed of seven members to carry out tasks specified in the ToR.

The study team were organized from 2 members from EASTRIP, 2 members from Hawassa poly technic college sector head, Garment and textile Department heads and one Human Resource Development Expert. The established team has conducted successive meeting and developed work plan schedule, reviewed data collection tool and developed study methodology.

##### **2.1.2 Sampling Procedure and Technique**

The total number of the graduates for the year 2011 was 45. Considering our resource, census method applied and all graduated trainees were included in the study.

### 2.1.3 Study Design

The study involves both qualitative and quantitative type of data from primary and secondary source. The quantitative study was used to identify and describe the where about of textile and garment graduates, learn the graduate view of the training they acquired and its suitability to labour market, competency of graduate under the market as per employers view and etc.

Quantitative data were collected from graduate employees (both wage and self), unemployed and employers using standard questionnaire prepared for this purpose by Ethiopian TVET Agency. The questionnaires comprised both closed and open ended questions. The open ended questionnaire was entertain in the qualitative source and used to analyse graduates gap during training, reason for unemployment/underemployment, challenges identified at work place and areas of improvement. In general, as indicated in the questionnaire attached as annex all key issues were included in the questionnaire.

The questionnaire was prepared in both English and Amharic. Mainly three types of questionnaire were applied during the study;

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

## 2.3 Data Sources and Method of Collection

The required data was collected from primary and secondary sources. The primary source was collected using structured and semi structured questionnaires from the targeted textile and garment graduates and their employers.

## 2.4 Method of Data Analysis

A combination of different methods was employed to generate necessary data from different sources. Quantitative data collected through structured questionnaire was analysed by using SPSS software and MS-excel. Descriptive statistics based on percentages were used to analyse employment rate of graduates and quantitative data collected. Semi-structured questionnaire was facilitating under the qualitative analysis part. Under these parts, the employees and employers view on the TVET training gaps, reason for unemployment/underemployment, challenges identified at work place and areas of improvement.

### **3.5 Ethical Considerations**

Upon meeting a potential informant/respondent, the objectives of the study were explained to him/her, and then they were left to decide whether they wanted to participate in the study or not. The respondents and key informants were assured that all information collected would be treated in confidence and only used for the purpose of this tracer study

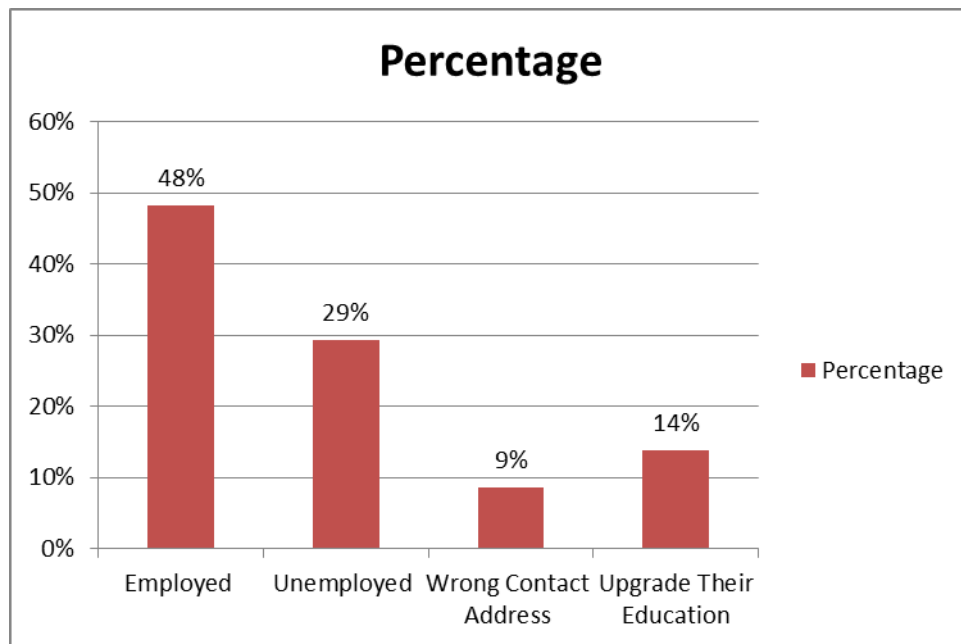
## Chapter 3

### 3. RESULTS AND DISCUSSION

#### 3.1 Findings and Discussion of employed 2011 Graduates

##### 3.1.1 Profile of graduates respondents

The initial target of respondents was 45 Textile and Garment (2011 batch) graduates of Hawassa Polytechnic College respondents to the questionnaire. Employer's organizations were also included in this study 82% (37) of the graduate were from the Garment department and the remaining 18 % (6) were from the Textile department. Of 45 total Textile and Garment graduates, 89.3% of graduates were female and the remaining 10.3 % were male.

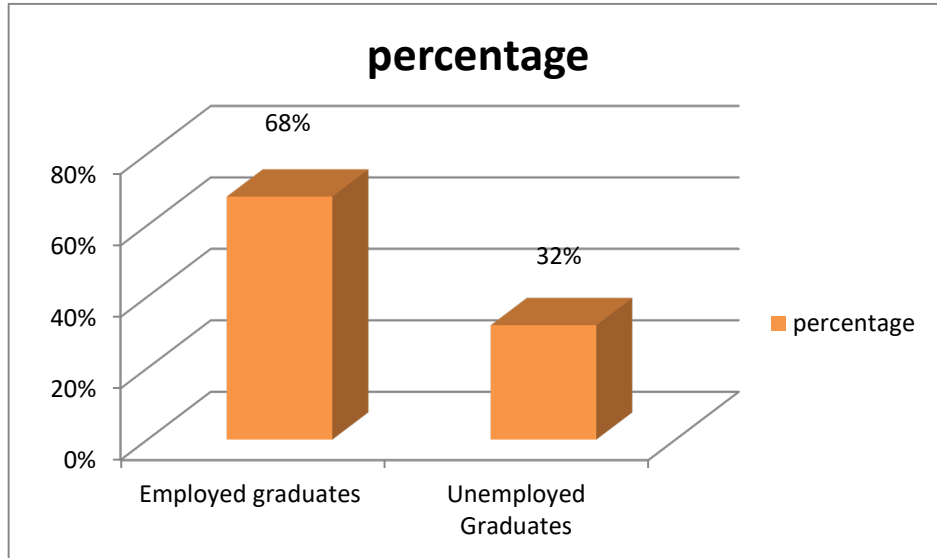


This tracer study is conducted on graduates with the objective of assessing their status and determining how effective and efficient the college's instruction was during the training period.

As a result, the data acquired to assess the 2011 graduates' condition is assessed as follows.

According to the data above, Hawassa Polytechnic College graduated 58 Textile and garment trainees in 2011 E.C. Of these, 48 percent were employed, 29 percent were looking for job, 14 percent were Continue training, and 9 percent were wrong contact address. 7 trainees are undergoing direct training and one is undergoing another occupational training out of the eight (14%) of graduates who are improving their education.

### 3.1.2 Employment status



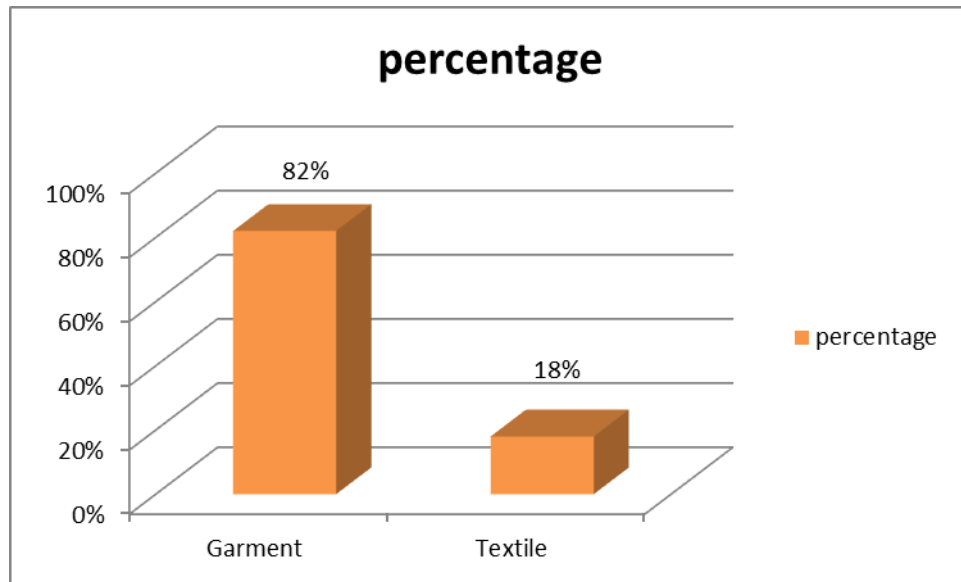
**Figure 2. 1 Employment and unemployment status**

As stated on EASTRIP Project Appraisal Document (PAD) “Tracer Study the following numbers are counted as results: 1) Graduates who are employed within six months after graduation 2) Graduates who are self-employed within six months after graduation 3) Graduates who are enrolled in the next level of training/ education within six months after graduation.”

The graduates were asked to indicate whether they are currently employed, self-employed, and unemployed. The general employment status of graduates is shown in Figure 2.2 shows from 2011 graduates that 68 % of respondents were employed and the remaining 32 % were unemployed. The results show that the employment rate of Textile and Garment is generally high in 2011.



### 3.1.3. Occupational Level and department of Graduates

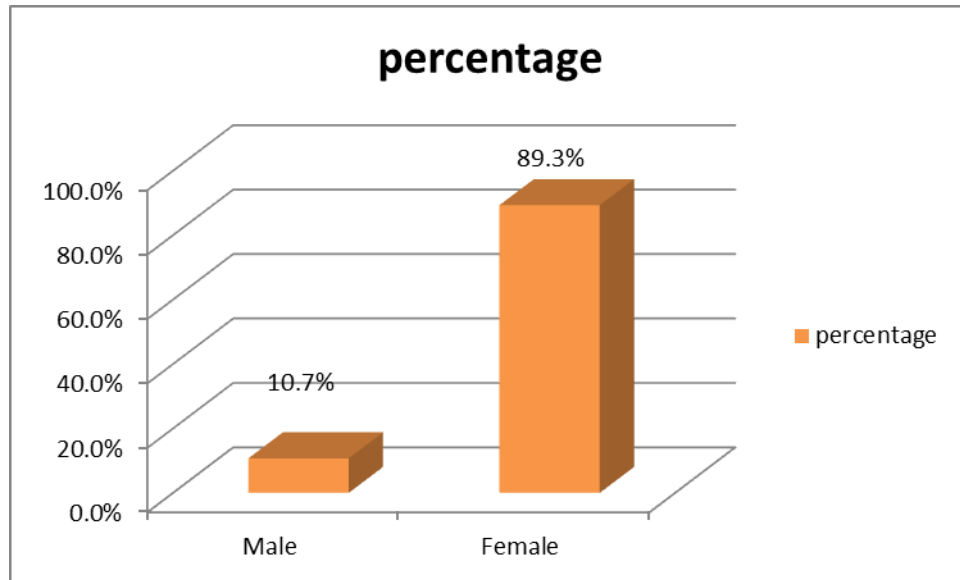


Occupation of graduates

Hawassa Polytechnic College has produced a large number of experts who may contribute to the region's and country's growth by creating individuals with appropriate knowledge, skills, and perspective in a variety of fields. Currently, the college offers training in over 25 occupational fields, and the tracer study focuses on Textile and Garment graduates from the 2011 E.C.

According to shown above graph 82% of the employed graduates were trained in the Garment department, while 18% were trained in the Textile department. This does not imply that the Garment Occupation employed the most people, but rather that the Textile Occupation had fewer graduates.

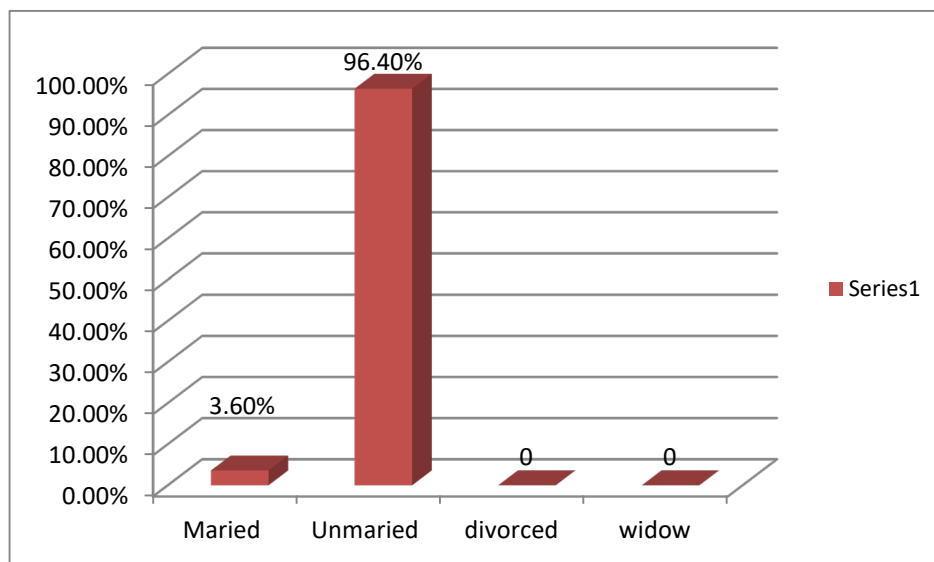
### 3.1.4. Employment status by gender



**Figure 2. 2 Employment status of graduates by gender**

The “Gender” distribution of the sample of male and female graduates from Hawassa PTC Textile and Garment departments is depicted in the graph above. 89.3% of the traced graduates were female, whereas 10.7% of the traced graduates were Male. This indicates that, the highest numbers of the employee were females.

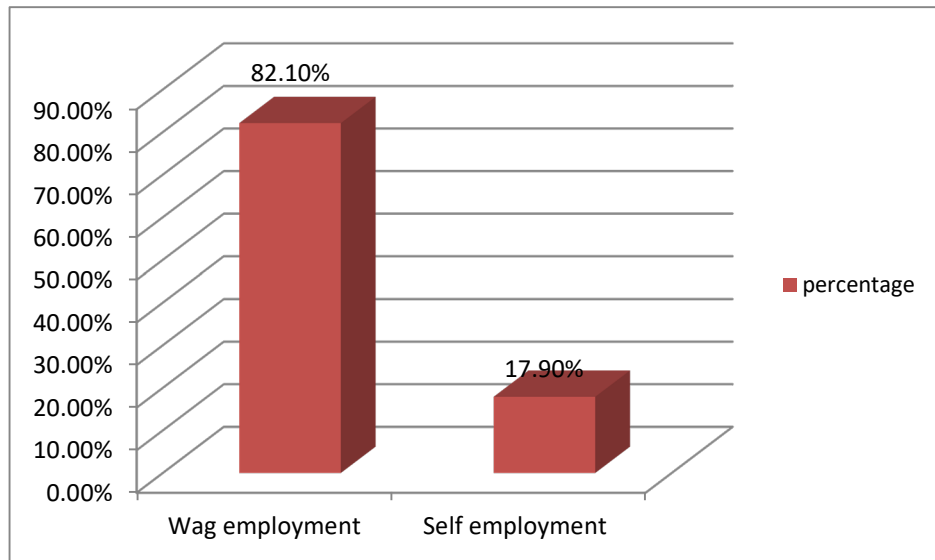
### 3.1.6. Marital status of Graduates



**Figure 2. 3 Marital status of Graduates**

The above graph shows the marriage status of graduates. A total of 48 TVET graduates were identified during the survey and, 96.4 percent of the graduates who were traced were unmarried, while only 3.6 percent were married.

### 3.1.7. Types of employment

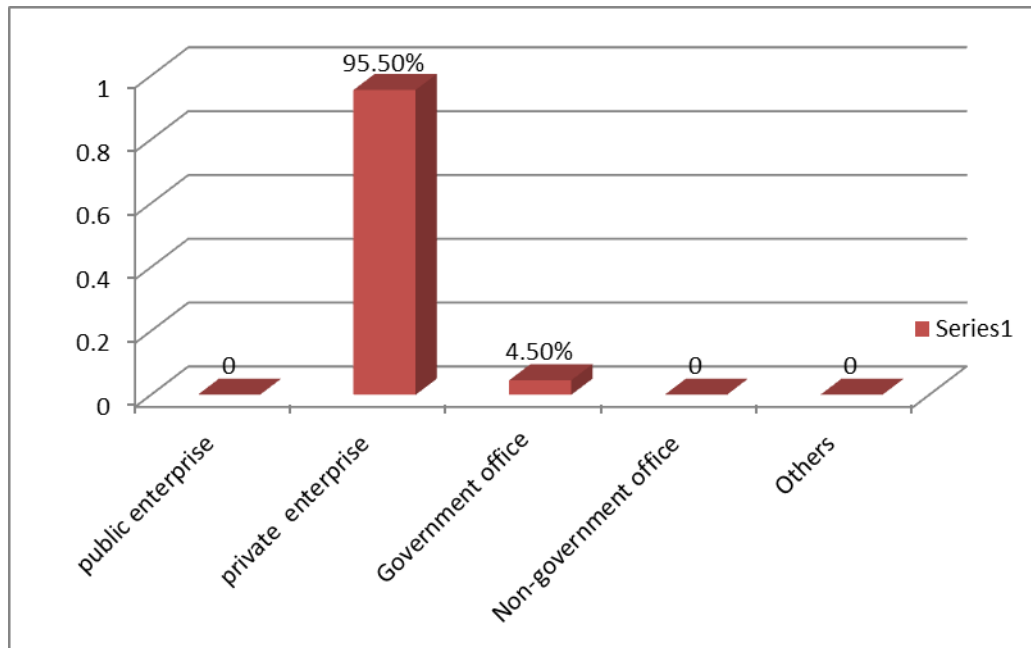


**Figure 2. 4Types of employment**

The graph above shows the types of jobs that graduates of Hawassa Polytechnic College found in their first six months following graduation. It reveals that 82.1 percent of employed grads were employed and 17.9% were self-employed.

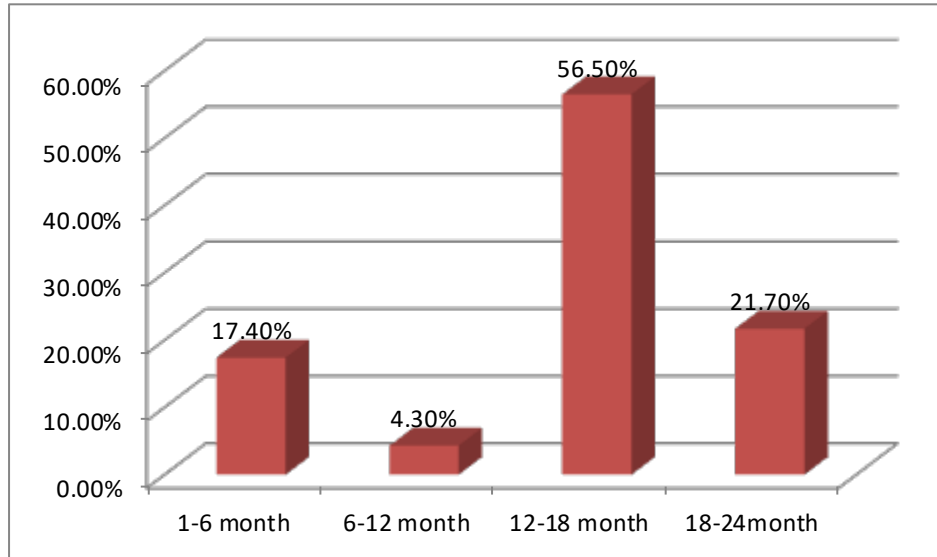
This finding shows that the college has weaknesses in the effectiveness of project-based training to create self-employed graduates. Based on these findings, it can be concluded that the training methods of the college should be improved.

### 3.1.8. Types of employer organization



Among employed graduates 95.5 per cent were in private enterprise and 4.5 per cent were in governmental offices. The study indicates that the Hawassa Industry Park was provided job opportunities for graduates. It was also observed that the companies have need to hire graduates from short term training programs.

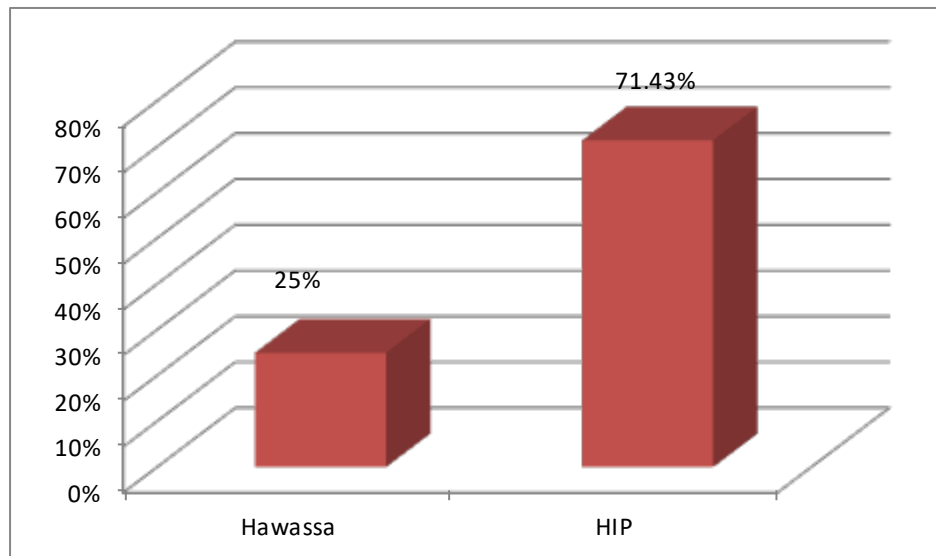
### 3.1.9. Employed Graduate work experience



**Figure 2. 5 Employees work experience**

The information above refers to the "Duration How long the graduates have been working on their employment" after being hired. Out of the graduates who have get job, 56.5 percent have been working for 12-18 months, 21.7 percent have been working for 18-24 months, 14.4% have been working for 1-6 months, and 4.3 percent have been working for 6-12 months. This shows that a majority of graduates have worked for 12 to 18 months.

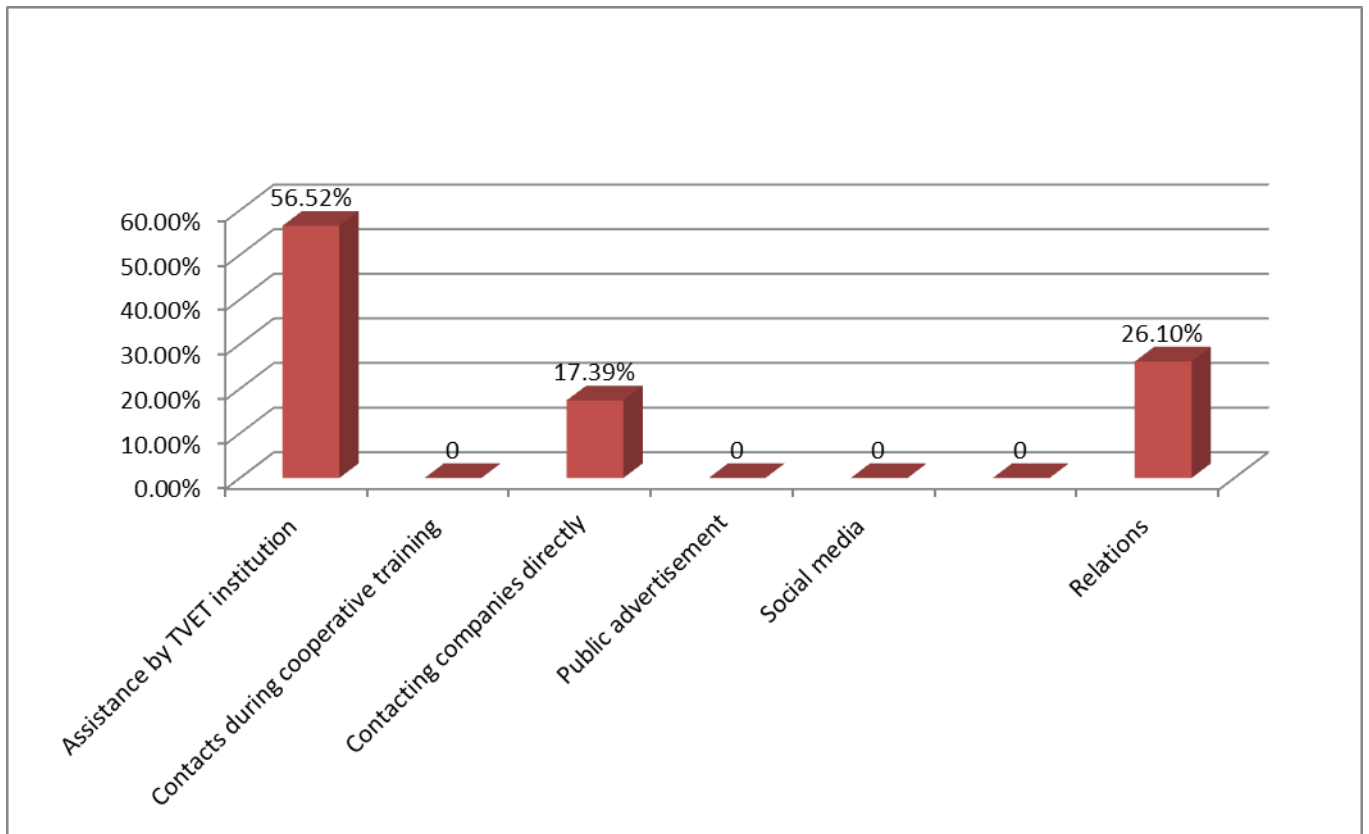
### 3.1.10. Employees work place



**Figure 2. 6 Employees work place**

According to the findings, the private sector plays a significant role in the creation of career possibilities for TVET graduates. Particularly in Hawassa, job prospects for textile and Garment graduates are prioritized in the key areas linked to the industry parks.

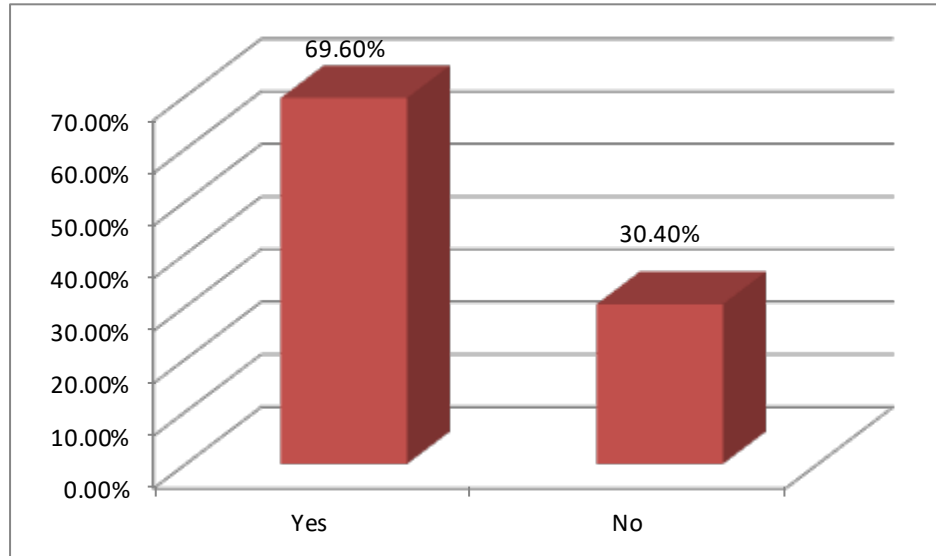
### 3.12. Job finding Mechanisms



**Figure . 7 job finding mechanism of employed**

The graduates have different mechanisms to find jobs in employment endeavours. The mechanisms were indicated in this study for employed graduates as an options are Assistance by TVET institution, Contacts during cooperative, training Contacting companies directly, Public advertisement, Social media, Contacted a commercial working and agency and relations (e.g. parents/relatives/friends). According to the graduates responds, the total employed graduates, finds jobs 56.5% were finds by the assistance of Hawassa poly technic college, 26.1% by means of relations (e.g. parents/relatives/friends) and 17.39% by means of contacting companies direct. Due to this study the contribution and assistance of college has high to get the graduates their job in early and second by means of

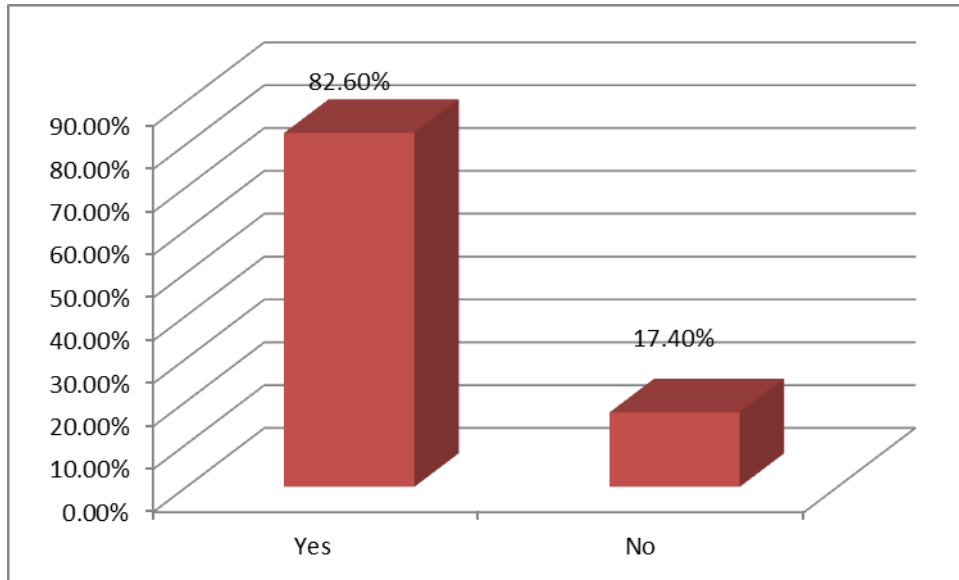
### 3.13. The relation of Employee's work to their occupation



The finding of this study indicates that from the total employed graduates, 69.6% are employed on the related training occupation and the rest 30.4% are employed on unrelated occupation. According to the graduates were asked to answer the question ***“is your current job related to your trained occupations?”*** in order to identify how many of them may already have any job opportunity ***related to their trained occupations***. Their responses indicate that some of them did not get job on their occupation because of no vacancy advertisement at moment.



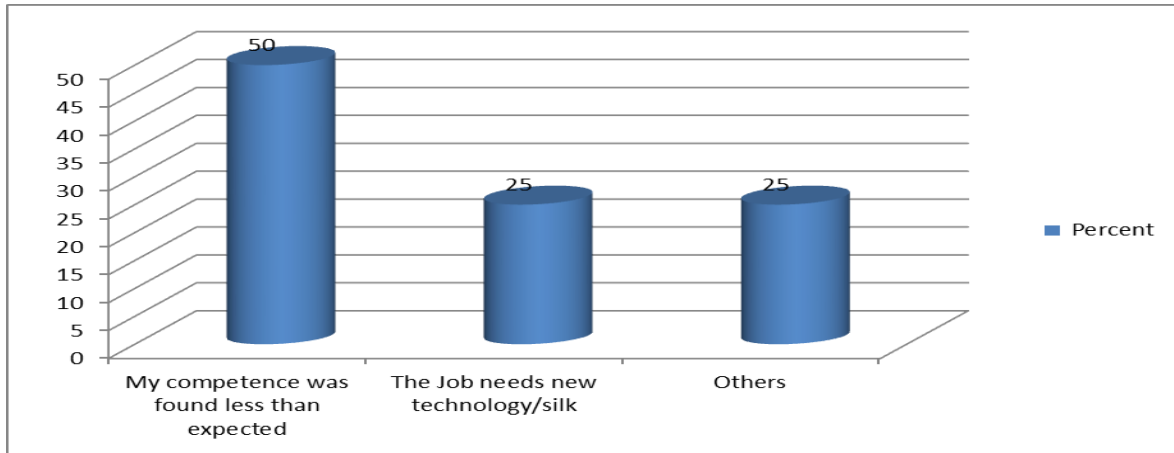
### 3.1.14. Job related training



Employee's job related training

More Textile and Garment manufacturing companies are gives job starting up training for fresh employs before assign on the right position. According to 2011 graduates responses, 82.6% were received training that job related since started working, and 17.4% were responded did not received job related training since started working. According to the graduates responds, mean reasons of 57.9% employed graduates receiving of training since started working, due to the competence were found less than expected, 26.3% were the job needs new technology/silk and 15.8% received on others training such as on how to manage group and team leading skills.

### 3.1.15. Reason of employees taking training while starting job



**Figure 2. 8 Reasons of respondents taking training when starting job**

Before beginning their positions, most organizations provide training to their employees to introduce them to their company's rules, systems, and other associated tasks. According to the same premise, the study result (fig....) demonstrates that 50% of employees attend job kick-off training since their competence is deemed to be less than what the firms expect in the specific job.

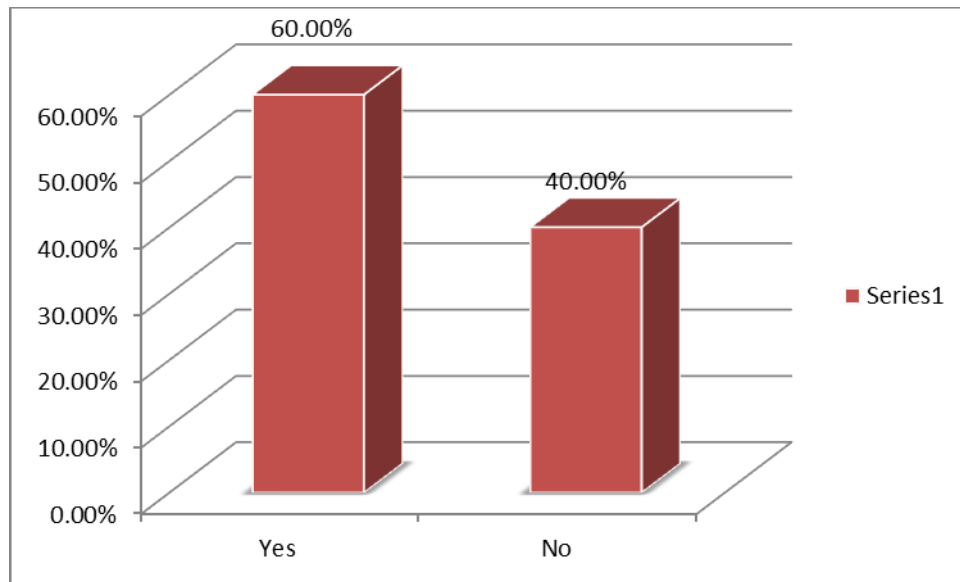
### 3.1.16 Employed graduates opinion on important aspects of employment

1=Not very important / 2=Not important/ 3=somewhat important 4=Important 5=Very important/								
Opinions	Employed aspects					n	Mean	SD
	1	2	3	4	5			
My professional qualification was demanded in the market	0	0	4	5	14	23	4.43	0.78
Participation in cooperative training	0	1	3	10	9	23	4.17	0.8
knowledge competency	0	0	3	7	13	23	4.4	0.7
Skill competency	0	0	1	9	13	23	4.5	0.59

Attitude competency	0	0	1	7	15	23	4.6	0.58
Social and individual relationship	0	2	8	7	6	23	3.7	0.96
Other, please specify:	0	0	0	0	0	23	0	0

Table ---- above captures the measurement (mean score,  $\mu$ ) of satisfaction along 11 individual job parameters. Results have been taken from a sample of 23 TVET graduates. The mean aspects rate of the traced TVET Graduates, varies from 4.6 (“very important”) to 3.7 (“Important”). 6 Opinions have a mean score of between 3.7 and 4.6, and are classified as “Neither important nor very important”. TVET graduates see “Attitude competency” ( $n = 23, \mu = 4.6$ ) and “Social and individual relationship” ( $n = 23, \mu = 3.7$ ).

**Q # 20 has the training you took at the TVET College helped you to manage and operate your job?**



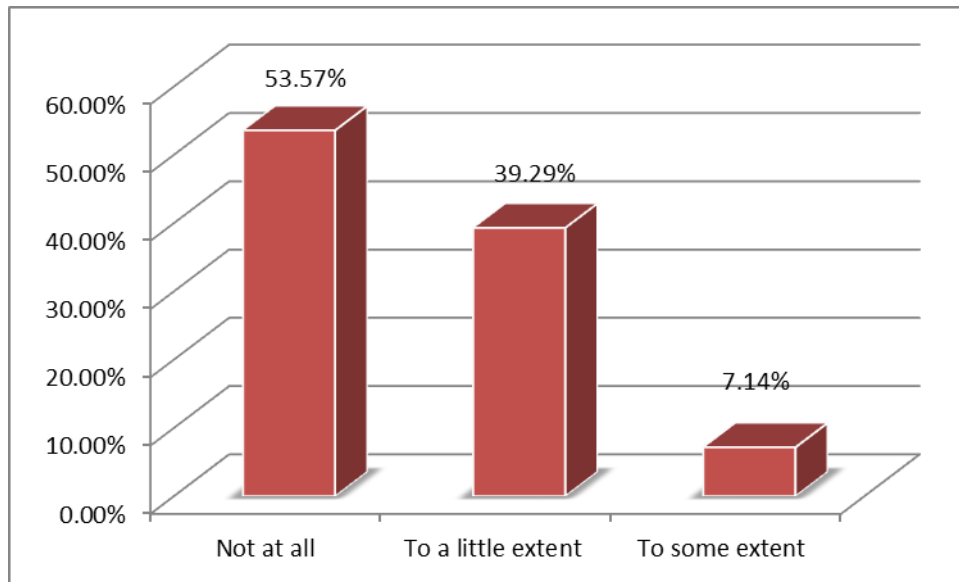
Relevancy of training to their work

The training that took in the college helped to manage and operate their jobs. According to self-employed graduate’s responds of 2011, 40% responded the training token at the TVET College

are helps to manage and operate their jobs and 60% self-graduates were responded does not help the training manage and operate their jobs due to the training and the job are not much related.

### 3.1.18 training gaps

**Q# 21 If your answer for Q-20 is No, choose your main reason**



The graduates were asked to answer the question *“in your opinion what is lacking in your training and in what extent?”* in order to identify the gaps of training. Their responses indicate different reason, some of them said There is a shortage of materials, machines, equipment, tools, computers, the training was mostly theory oriented and lacked industrial experience and practice, the trainers improper use of time and the others said trainers should upgrade themselves to be skilled in theoretical and practical, the college should be better focused on cooperative training and ethics of trainees finally they said the college must have the industrial linkage to student broad their knowledge and to be familiar with industry.

## 3.2. Unemployed Graduates

### 3.2.1 Socio-Demographic Information

#### 3.2.1.1 Response rate by gender and age

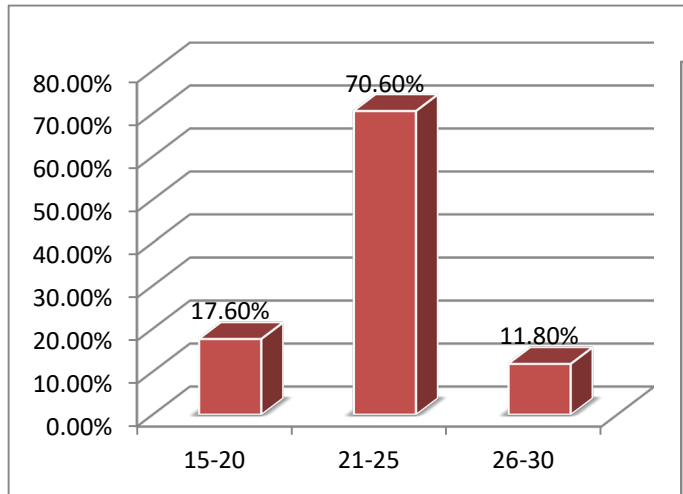


Fig 2: Age of the respondents

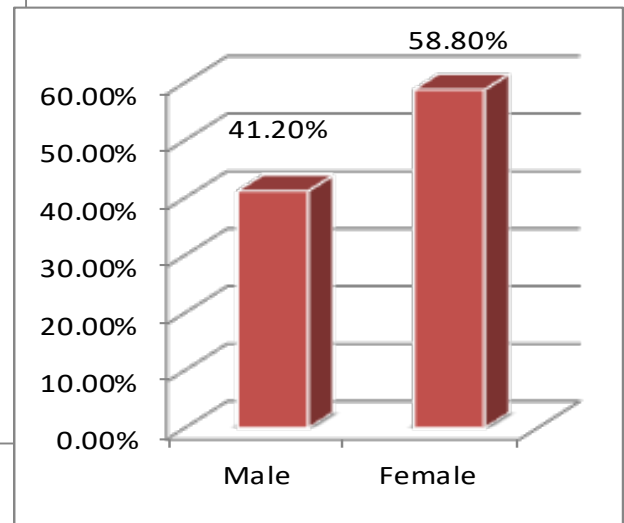


Fig1: Sex of respondents

In this trace survey, 17 unemployed graduates were taken as target population. As it is shown in the fig1 below 7 respondents were male and 10 were female. This proportion shows the study made gender balances.

As shown in the fig 2 below, around 70.6 % of the total respondents were youths of year between 21-25 years. This shows that the college has been equipping those youths who are back bone of economic activities of the country with different skill and providing trained, skilled and human work forces for the local economic activities.

### 3.2.1.2 Marital status

As we can see from fig 3 below, more than 94.1% of the graduates were unmarried. This could be taken as an advantage for economic activities because of less restriction to move and work anywhere in the country.

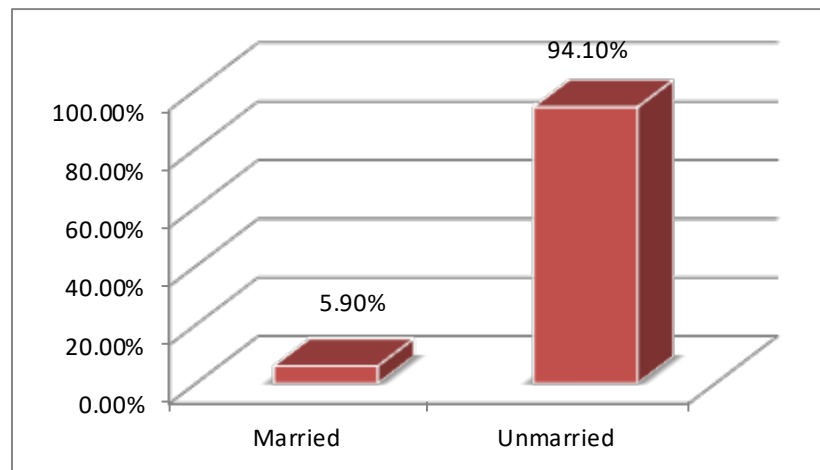


Fig3: Marital status

### 3.2.2 Educational Background

#### 3.2.2.1 Occupations and level

The following graph indicates 2017/18 unemployed graduate respondents were from 2 different occupations of which larger number drawn from garment followed by Textile. As we can see from fig 4 below, 70.6% of the unemployed graduates were from garment whereas 29.4% were from Textile. This shows that attention should be given to job creation for garment. All the respondents were level II graduates.

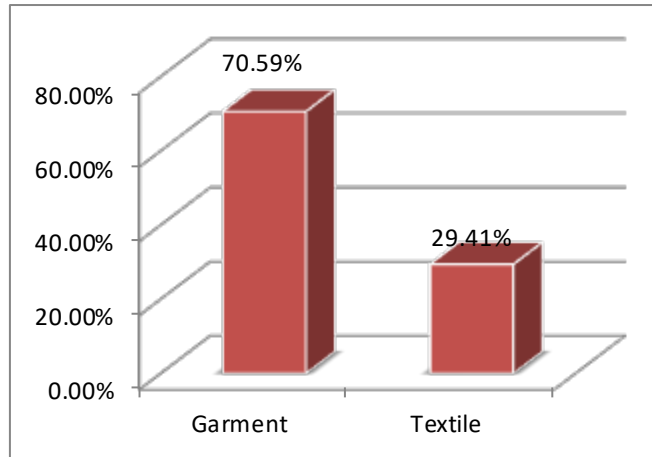


Fig3: unemployment level

### 3.2.3 Current Situation of the respondent

Current Situation of the respondent

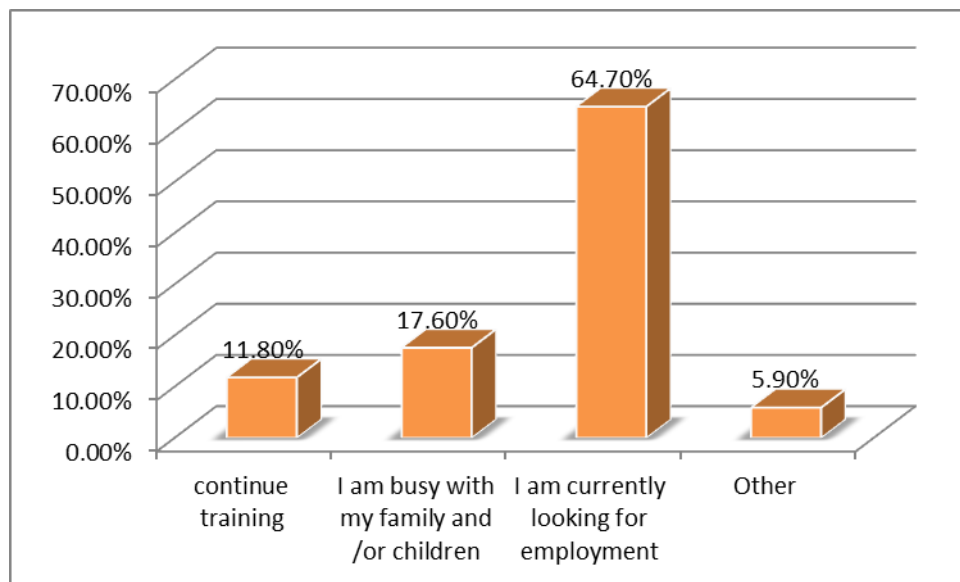


Fig. 2.16. Current situation of the respondents

Based on the survey from 17 unemployed graduate respondents 11.8% of them were looking for further education especially level two graduates. 17.6% of the respondents were busy with their family and children and the 64.7 % of the respondent is looking for employment.

From the statistics shown above most graduates were looking for employment, and therefore the college should work on the graduates that they should not only looking for vacancy rather create jobs by themselves.

### 3.2.4 Duration spent for job searching

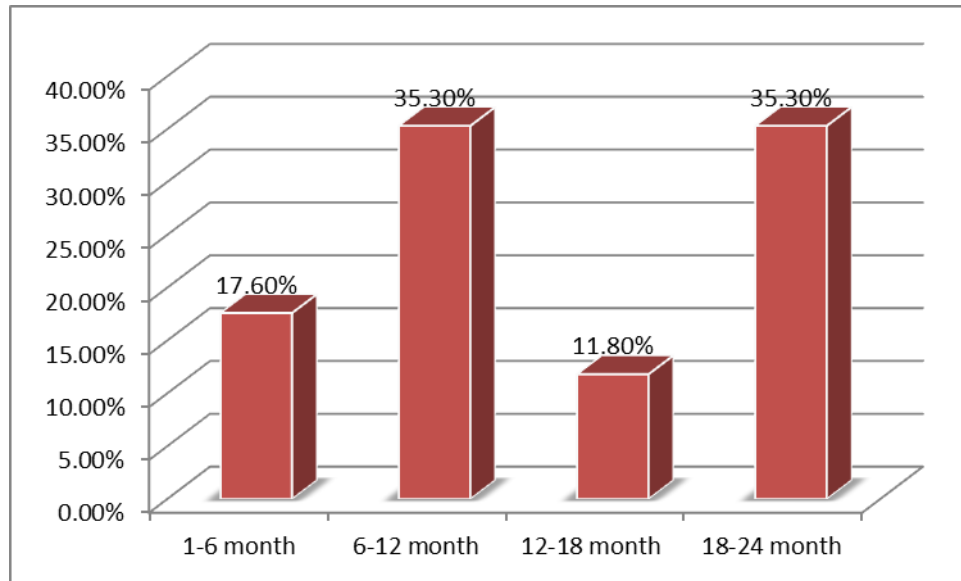


Fig. 2.17. Duration spent for job searching

From the above graph it can be seen that (70.6%) of the unemployed graduates were searching job for more than 6 months.

### **Job finding mechanisms**



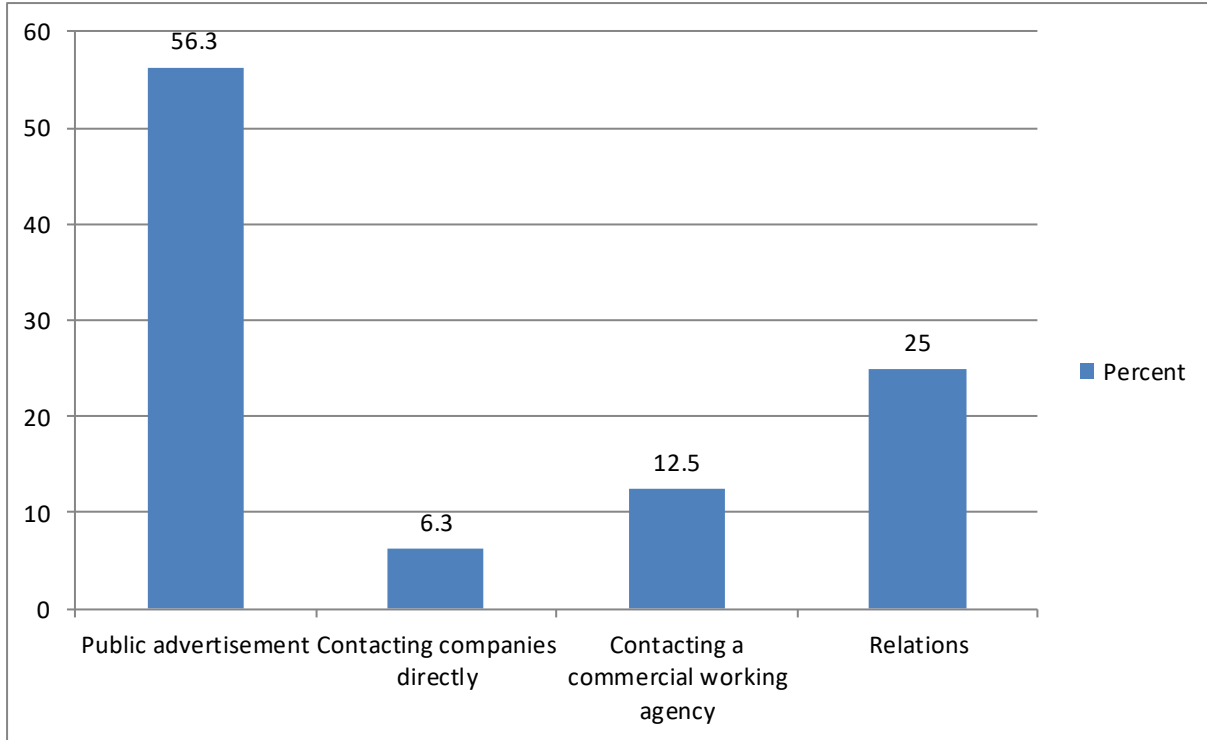
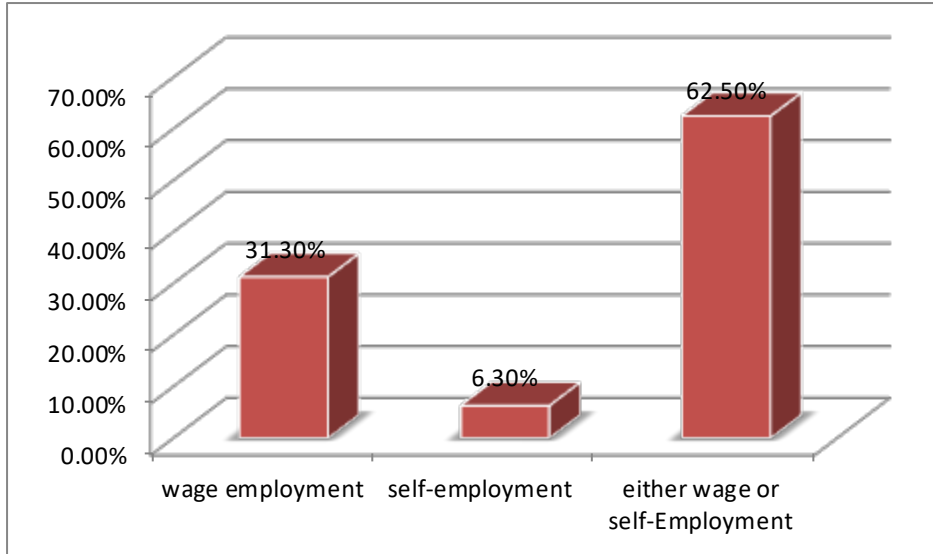


Fig. 2.18. Job finding mechanisms

Based on the result stated in fig. 2.18, it can be said most of unemployed graduates (56.3%) were using public advertisement to search a job, 25% of them used family (parents, relatives, friends...etc) relations, 12.5% used contacting commercial working agency and 6.3% used different method of job searching mechanisms like contacting companies directly and other media of communication.

### 3.2.5 Type of employment search by unemployed graduates



**Fig. 2.18.** Type of employment you have been searching for

Based on the result stated in fig. 2.18, it can be said 62.5% of unemployed graduates were chosen either wage or self-employment, 31.3% of them preferred wage employment, and 6.3% were selected self-employment.

#### 1.1.4. For which jobs have you been applying?

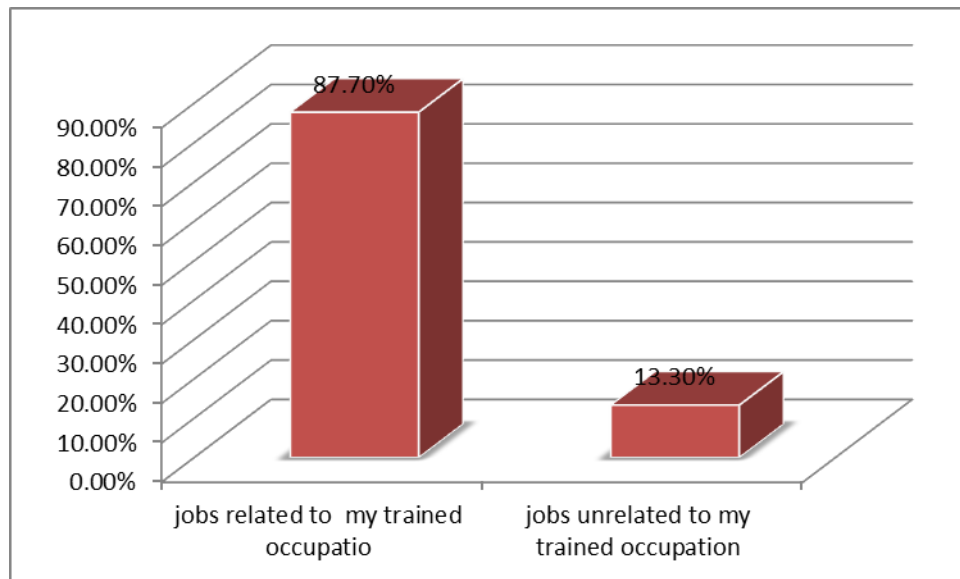


Fig. 2.19. Job relationship with field of study

From the above fig.2.19 it can be said that 86.7 % of the unemployed graduates were applying for job direct to related their trained occupation whereas,13.3% of them were applying for unrelated job to their trained occupation. This implied that, the effectiveness of training occupation fit with the job which they were applying.

### 3.2.6 Challenges in searching job opportunity

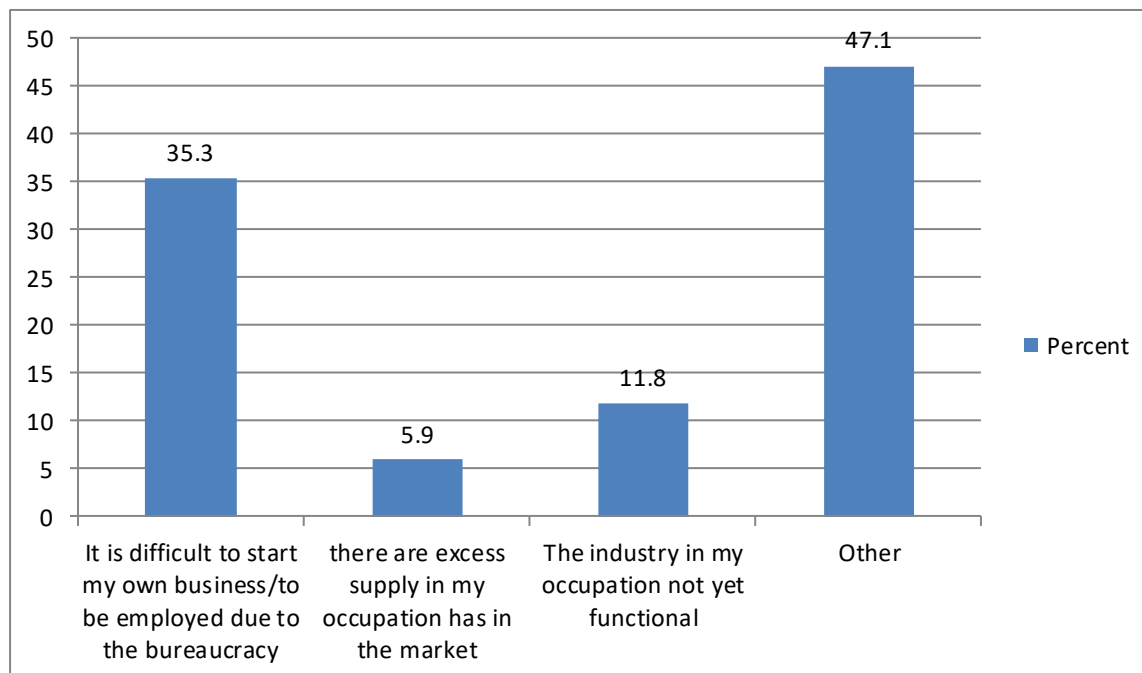


Fig. 2.20. Challenges in searching job opportunity

The study data in fig 2.20 showed that 42.1 % of unemployed graduates were indicated other obstacles such as the need of private company employers for work experience to be employed, the need of textile industry mostly to employ degree graduates rather than TVET graduates and some companies have similar hiring criteria for a vocational graduate and untrained workers with low salary, 35.3% were indicated difficult to start their own business due to the bureaucracy, 11.8% of them were indicated the industry in their occupation was not yet functional and 5.9 % of them were indicated there were excess supply in their occupation has in the market.

### 3.3. Result and discussion of Employer organization

#### 3.3.1 Nature of the Employer organization

The graduate employers were communicated with separate questionnaire prepared for the capture basic quantitative and qualitative data. Using the questionnaire, the nature of the employer organization assessed by possible five response that includes whether they are Public enterprise' or Private enterprise or Government office or Non-Government Organization (NGO) or space provided to specify if other options.

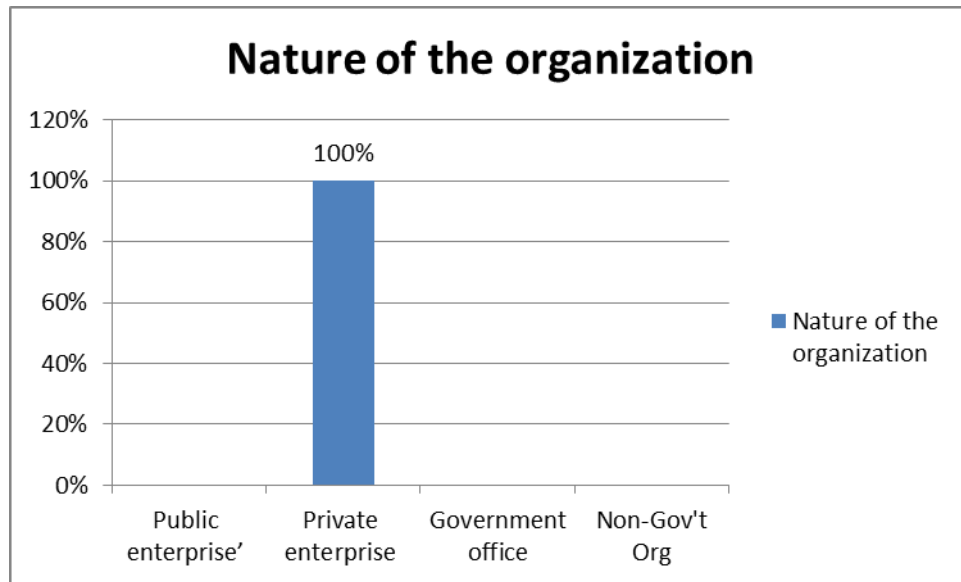


Fig. 2.21 Nature of organization

According to the tracer survey, almost all employers were found private enterprise. From these, the entire private enterprises were located under Hawassa Industrial Parke.

#### 3.3.2 Employers view regarding the employees competency

The employers were requested how they rate the competencies of the TVET graduates working in their organization with five possible responses ranged from very unsatisfactory to very satisfactory.

According to the employer response (see figure below), majority of the employers (57%) were rated the competency of their employees satisfactory whereas 29% rated fair and the remaining 14% categorized as very-satisfactory.

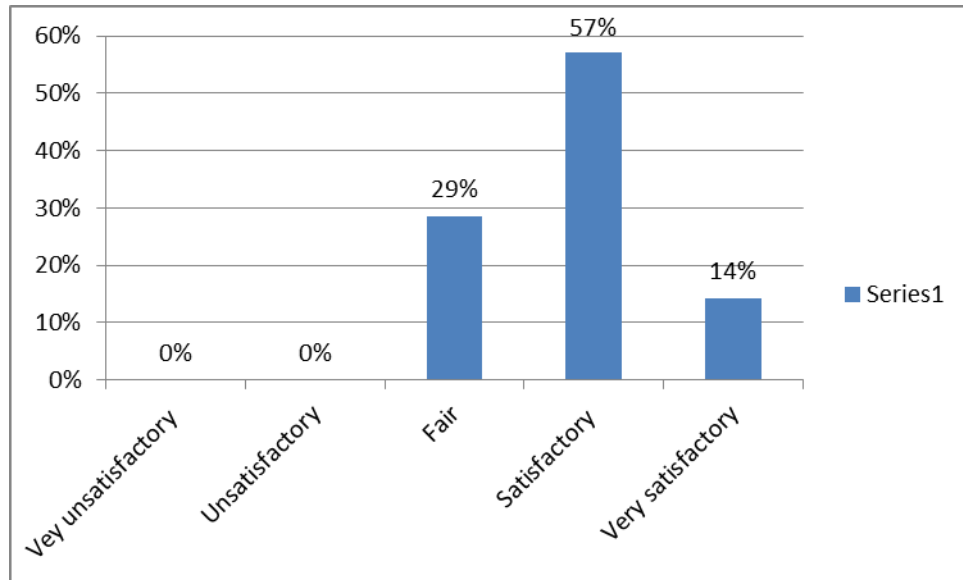


Fig. 2.22 employer response

Regarding the above response fig 2.22 , the employer requested to give reason for why they rated their employees. Accordingly, major reasons are summarized as follows;

- The graduate employees lacked more industry experience and they have to attached to industry experience at each level their education side by side theoretical learning
- The graduate employees have strong theoretical background and easily adaptable with industry practice with limited induction effort

### 3.3.3 Employers view regarding the employee qualities

Employers were requested to value/rank qualities of their graduate employees. For each quality attributes, respondents were provided to tick, as appropriate, five level scales covered from very high to very low.

Based on the result of the study (fig. From ---to---) indicates that, the employers response were summarized as follows;

The graduate employees were found highly (71%) loyalty to the organization; possessed high and strong professional skills which accounts 85.7% (sum of high and very high); team work practice of the graduate employees were also valued high and which rated 57% of the respondents and to some extent the graduates were found medium(42.9%) in terms of their work ethics

According to the employers response, related to willingness to learn new things and creativity, strong numerical skill and understanding, strong technical literacy skills and understanding, problem solving skills, strong professional skills the employee has a medium value. However, the graduates' employees found low in their communication skills

### 3.3.3.1 Loyalty to the organization

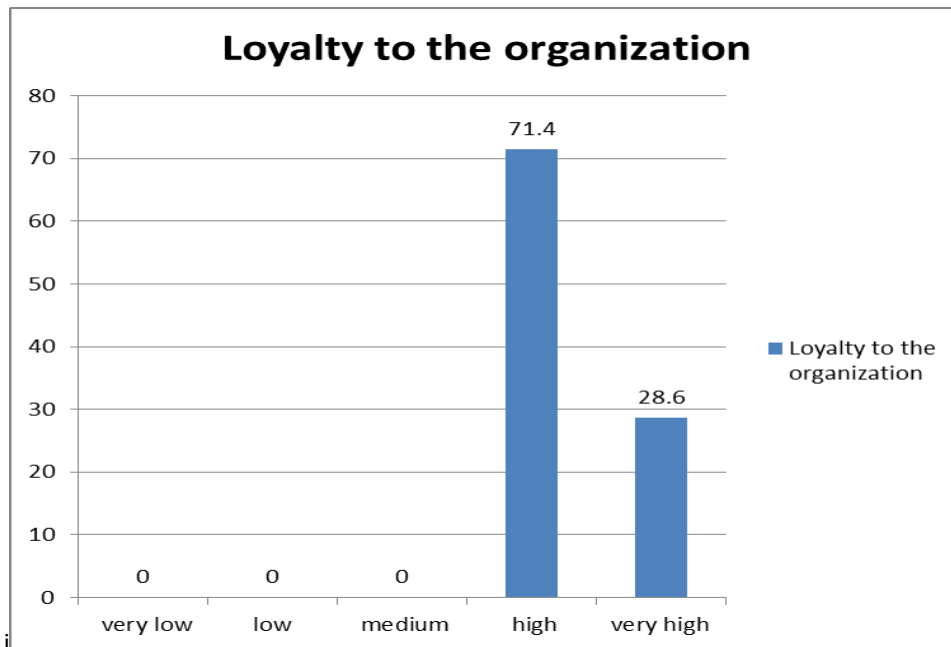


fig 2.23 Employees Loyalty to the organization

Employee loyalty can be defined as a psychological attachment or commitment to the organization and develops as a result of increased satisfaction. Satisfaction results from a process of internal evaluation, and if an employee's expectation level is met or exceeded, then satisfaction grows. Employee loyalty then develops into a generalized emotional attitude towards the organization

The above figure 3. ... shows that the employer's view of Employees Loyalty to their organization and 71.4% of the employers rate the employees have high Loyalty to their organization and 28.6% of the respondents rate the employees have high Loyalty to their organization.

The result shows that, the graduate employees have high loyalty towards their organization.

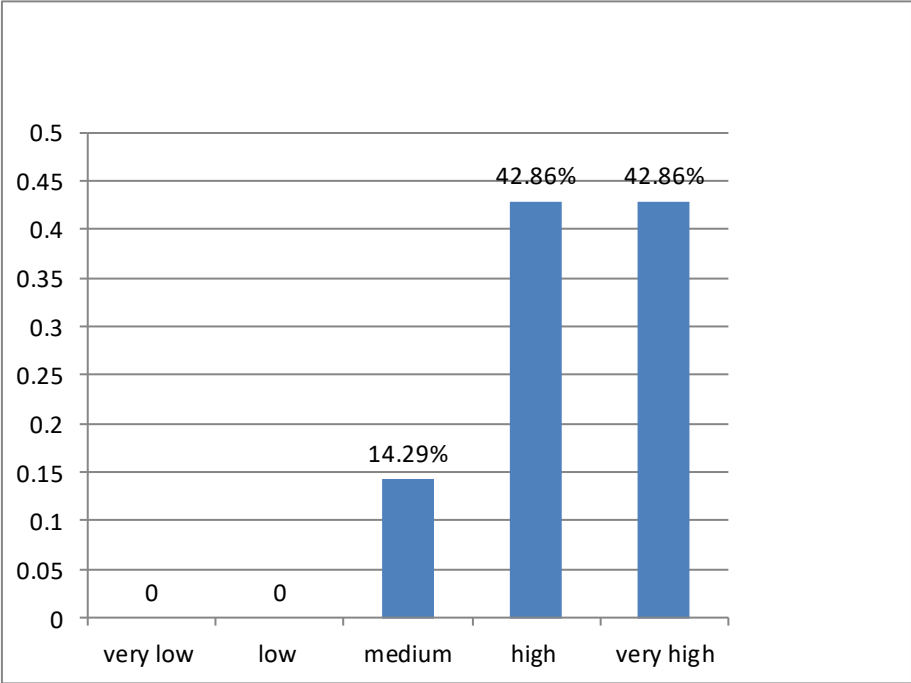
Employees' loyalty towards organization is often referred as organizational loyalty of the employees. It is the most important factor that determines the effectiveness and efficiency of the

organization. It is the one of the key elements that measures the compatibility between employees on one hand and the organization on the other hand, since if this compatibility increases, the organization achieves a lot of its goals and aspirations. Employees with loyalty towards organization are committed employees with a sense of belongingness towards the organization.

### 3.3.3.2 Strong professional skill

Professionals skills are abilities that can help you succeed in one’s job. A professional skill describes a habit, personality trait or ability that positively affects your performance in the workplace. Having professional skills can benefit people in nearly all job positions, industries and work environments.

Professional skills are also called soft skills, meaning skills easily transferred from one job to another. Whereas, hard skills refer to more technical or specialized knowledge related to a specific job or industry.

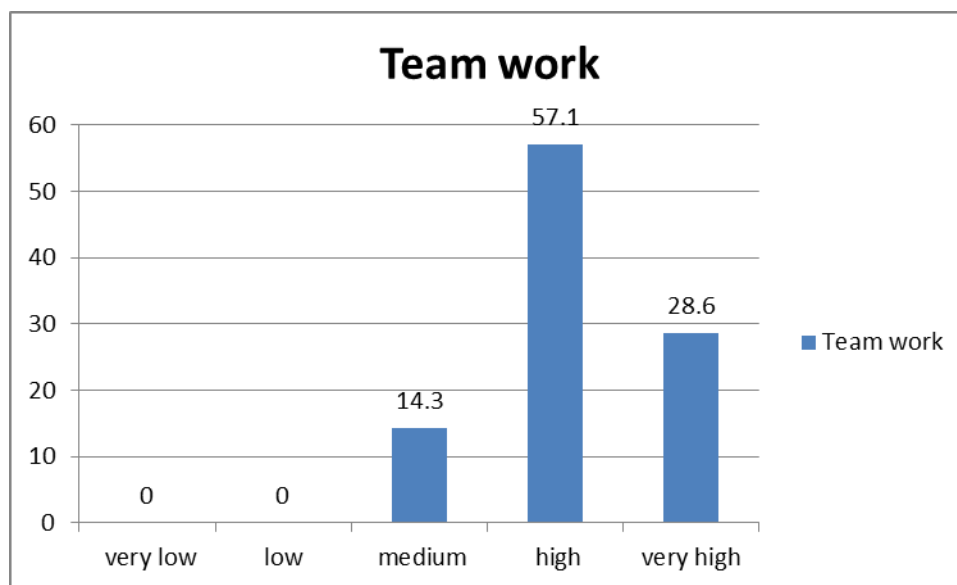


The result shows that



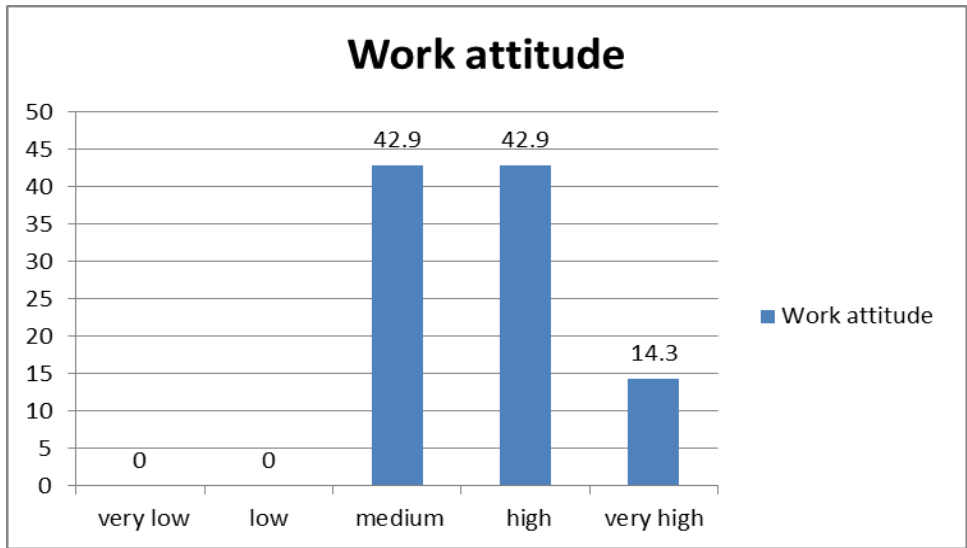
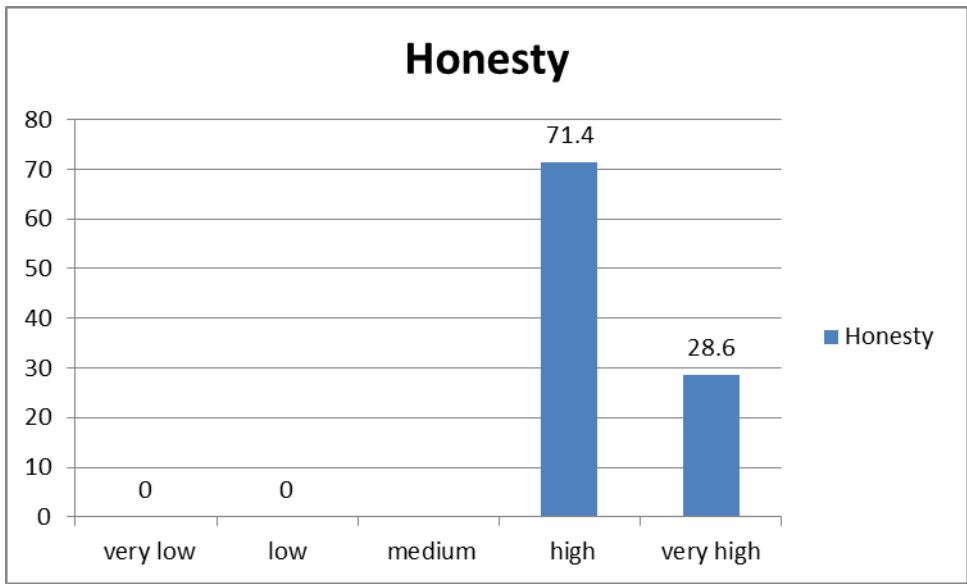
## 2. Teamwork

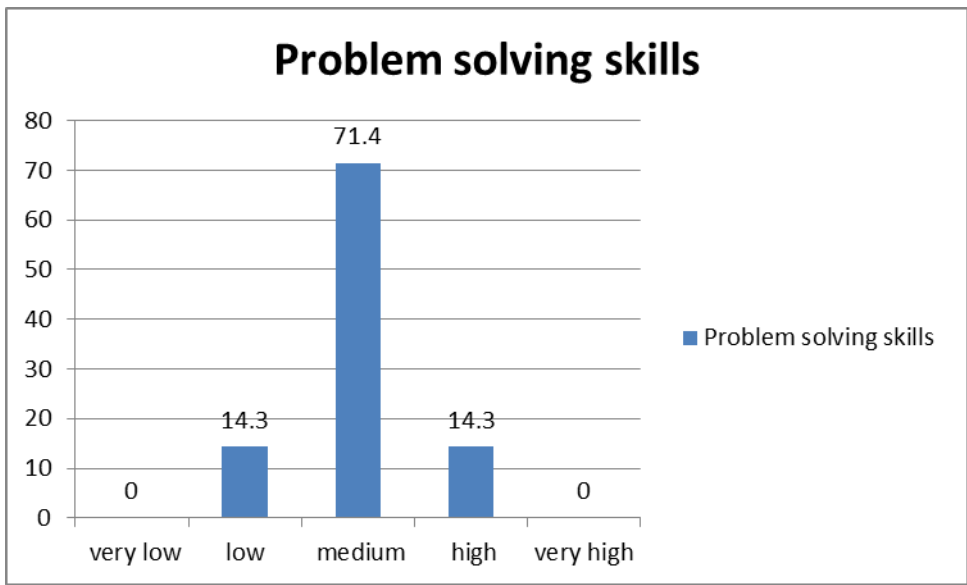
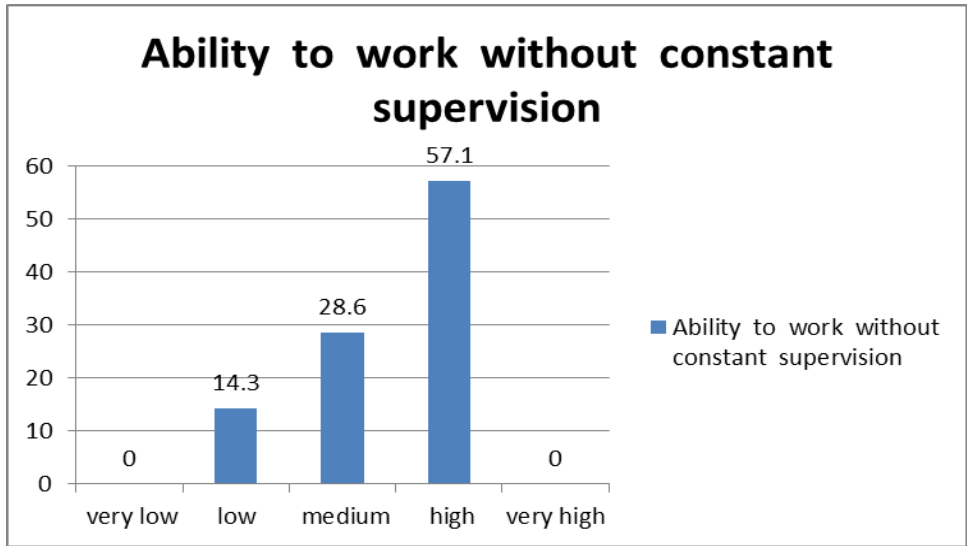
People who work well on teams have interpersonal skills, or skills that help them effectively collaborate. Many employees work in groups with their coworkers or supervisors to fulfill at least some of their job responsibilities. Professionals with teamwork skills understand how to accomplish their tasks while remaining aware of others' assignments and needs.



The above figure shows that 57.1% of the employer organizations believe graduate employees have high team work in their organization and 28.6% of them believe that graduate employees have very high team work spread in the organization and the remaining 14.3 % of the employer organization believe that graduate employees have medium team work spread in the organization.

The result shows that , the majority (85%) of graduate employees work in groups with their coworkers or supervisors to fulfill at least some of their job responsibilities.

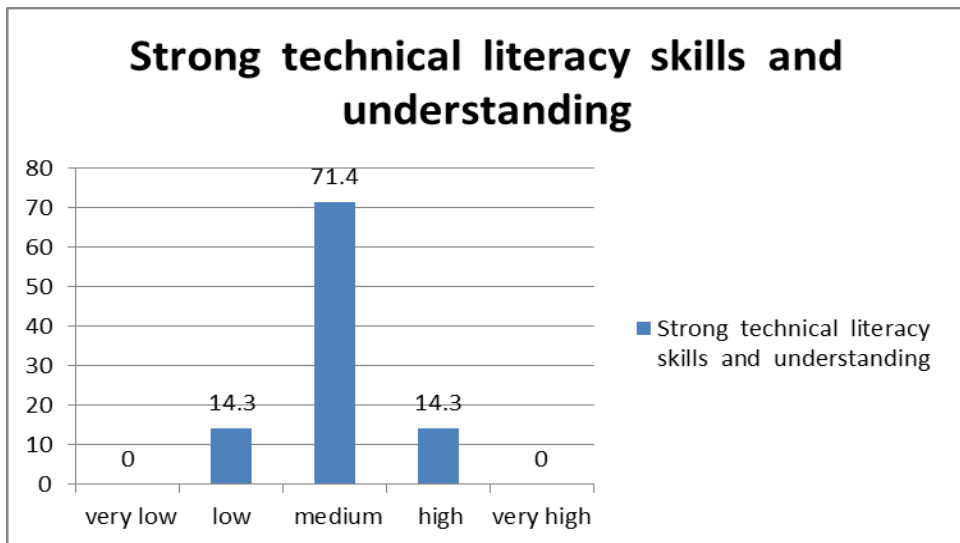
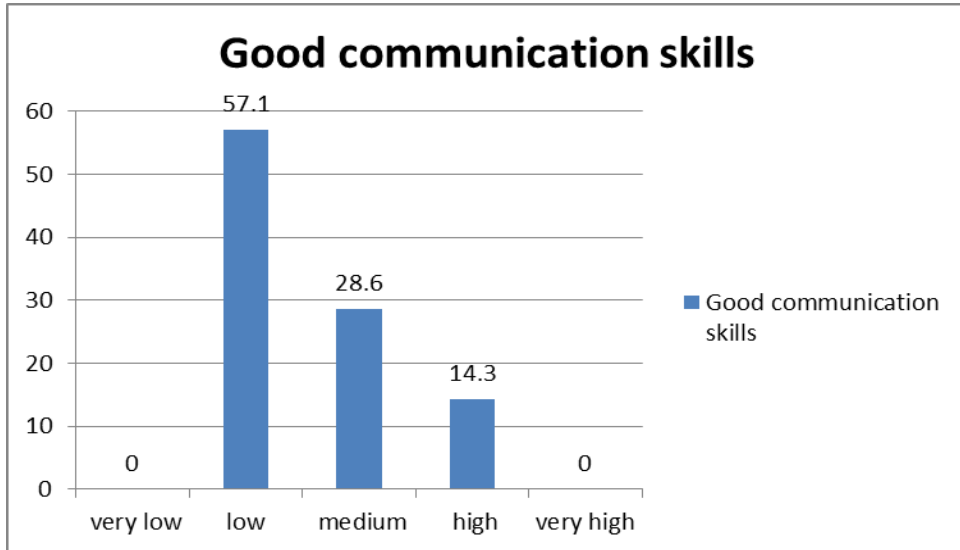




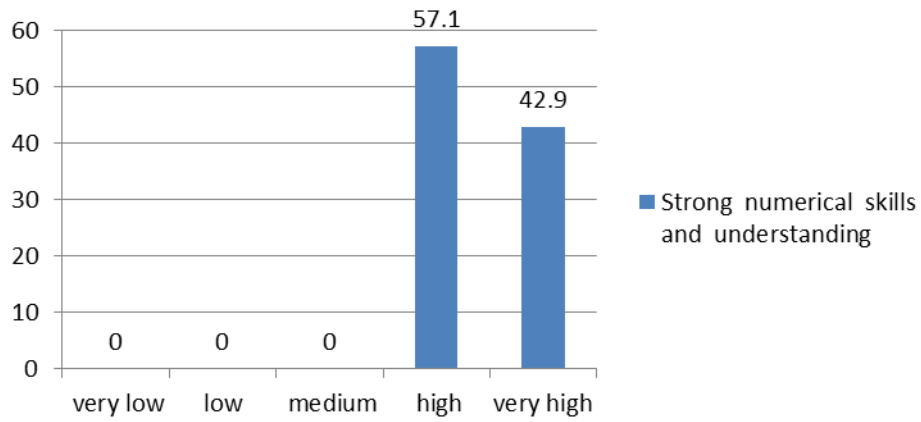
## . Communication

Most professionals use a variety of communication methods, such as in-person conversations, meetings, emails, instant messaging systems and telephone calls. People skilled at communication understand how to efficiently deliver information, exchange ideas and pay attention to the other person's message. Communication skills most often involve either written or verbal words, but may also involve interpreting body language. Professionals with

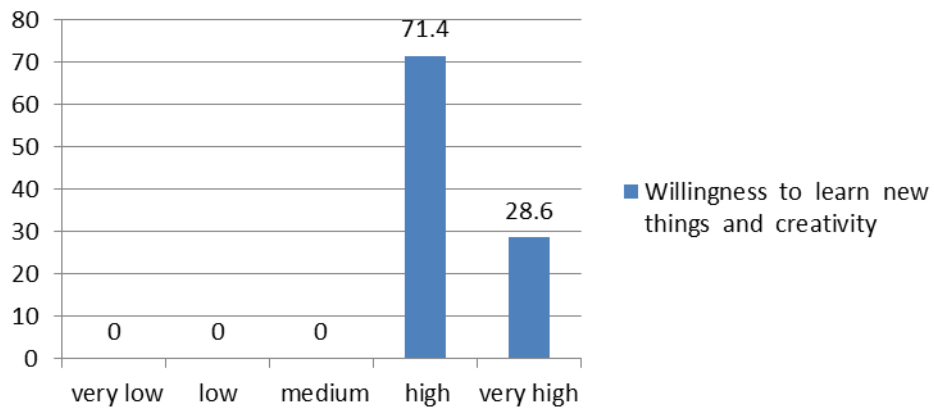
communication abilities also can adeptly manage challenging social situations, such as negotiating or finding compromises.

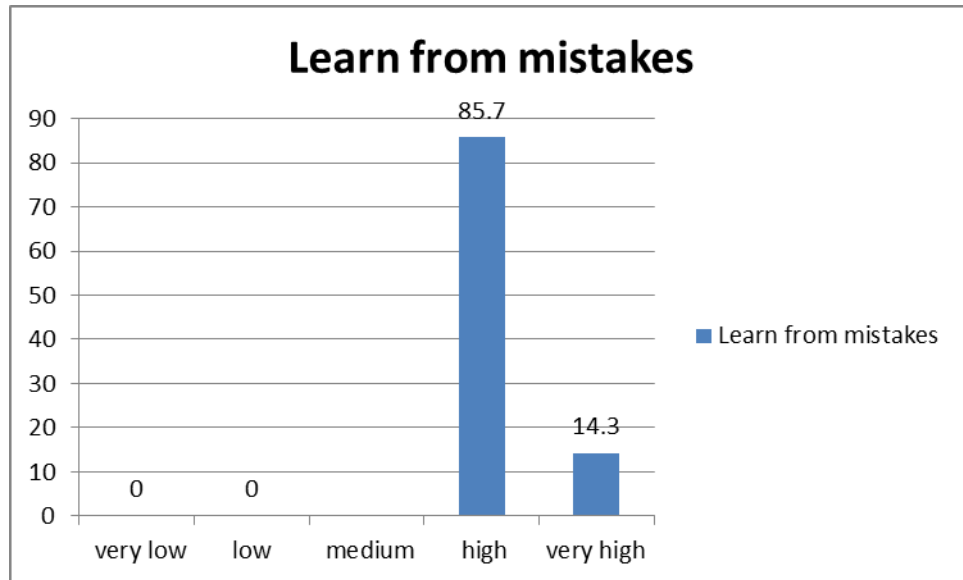


### Strong numerical skills and understanding



### Willingness to learn new things and creativity





### 3.3.3 Skill Gaps of the Graduates

To increase the employability of the graduate, the employer requested to provide the institute with some suggestions as to what skills the TVET College/institution should improve upon to make its graduates more employable. Accordingly, the followings were commonly suggested gaps;

- Limited communication skill
- Absenteeism and disciplinary gaps
- Lacked Basic English communication
- Punctuality

### 3.3.4 Recommendation on New Occupations to be opened

The employers were asked to answer the question<sup>n</sup> *please tell us what occupations the TVET should introduce*” and recommended to develop the following new training programs. These are:-

- ☞ Sewing machine maintenance,
- ☞ Quality checking,
- ☞ Line leader training,
- ☞ Supervision training,
- ☞ Cutting,
- ☞ Pattern making,
- ☞ Finishing training and
- ☞ Sewing

## Chapter 4

### 4. Conclusion and Recommendation

## **Conclusion and Recommendation**

### **Conclusion**

This tracer study has generated information that could possibly feed into actions/interventions geared at producing 2013 E.C graduates that are suitable for the job market. The main findings as per the specific objectives are explained as follow.

- The graduates are mostly dependent on wage employment than job creation or self-employment.
- Showed that 50% of unemployed graduates were indicated difficult to start their own business due to the bureaucracy.
- Almost all of the unemployed graduates were applying for job directly related to their trained occupation.
- The general employment status of graduates is shown in Figure 2.2 shows from 2013 graduates that 73.9 % of respondents were employed and the remaining 26.1% were unemployed.
- Majority of the employees have been gained their jobs by assistance of TVET institutions.
- The graduate employees were found highly (71%) loyalty to the organization; possessed high and strong professional skills which accounts 85.7% (sum of high and very high); team work practice of the graduate employees were also valued high and which rated 57% of the respondents and to some extent the graduates were found medium(42.9%) in terms of their work ethics
- More than quarters of the graduates were looking for further education than job seeking.
- The job finding mechanisms of the graduates are mostly depends on public advertisement than job linking with a facilitator of TVET.
- Most of the graduates have been taken job kick-off training before commencing the job.

### **Recommendation**

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



- The training given in the college shall be linked with the needs of the companies' requirement and it is better to give job kick-off training to the graduates before joining the work place.
- The college shall be strongly works on the students on training saving to enhance the capacity of the graduates to start their own business.
- Hawassa polytechnic college should provide trainings to solve employee's gap like communication skill, Absenteeism and disciplinary gaps, Lacked Basic English communication and Punctuality.

**Citations/Reference - if any Appendix (if any)**

## Appendix I

### Study team members

No.	Name	Position	Responsibility
1.	Lemma Bunara	EASTRIP-IL Specialist	Co-Team Leader
2.	Biruk Kassahun	EASTRIP-M&E Specialist	Team Leader
3.	Lengamo Lenteta	Head-Garment Department	Member
4.	Betemariam Lemenewu	Head-Textile Department	Member
5.	Fanta Dejene	EIS sector head	Secretary
6.	TYesfaye H/Georgis	Human Resource Development Expert	Member
7.	Melese Worku	Hotel Sector Head	Member

## Appendix II

### Questioners for employed graduate

Dear -----

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

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

ለ \_\_\_\_\_

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

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

**Section-1 Personal Information/ የግል መረጃ**

- 1. Address:- Region / ክልል----- Zone/ዞን ----- Woreda/ወረዳ ----- City/ከተማ-----
- 2. Full name/----- Name of TVET College/የት/ሙ/ስተቋሙ ስም:-----
- 3. Trained occupation/ የሰለጠኑበት ሙያ-----level (ደረጃ) -----
- 4. Sex/ጾታ
  - 1. Female/ ሴት
  - 2. Male/ ወንድ
- 5. Age / ዕድሜ/.....
- 6. Marital status /የጋብቻሁኔታ/
  - Unmarried/ ያላገባ/ች
  - Divorced/የፈታ/ች
  - Married/ ያገባ/ች
  - Widowed/የሞተበት/ባት
- 7. Type of Employment /የቅጥር ዓይነት/
  - Wage Employment በደሞዝ ቅጥር (if so go to section 2&4 /ከሆነ ወደ 2&4 ሴክሽን ይሂዱ)
  - Self-Employment በስራ ፈጠራ (if go to section3&4 /ከሆነ ወደ 3&4 ሴክሽን ይሂዱ))

**Section-2 WAGE EMPLOYMENT/ የቅጥር ሁኔታ/**

- 8. What is your employed job? / Specify/ የተቀጠሩበት ሙያ ምንድን ነው?  
ግለጽ \_\_\_\_\_
- 9. For how long have you been working on this job? /ስራውን ከጀመሩ ስንት ጊዜ ሆነ? \_\_\_\_ Month /ወር
- 10. Where is your work place? የሚሰሩበት ቦታ የት ነው? \_\_\_\_\_
- 11. Name of Employed organization/የቀጣሪ ድርጅት ስም \_\_\_\_\_
- 12. Types of employer organization? / የቀጣሪ ድርጅት ዓይነት
  - Public enterprise/ የመንግስት ልማት ድርጅት
  - Private enterprise/ የግልድርጅት
  - Government office/ መንግስታዊ መ/ቤት
  - Non-Government Organization (NGO)/ መንግስታዊ ያልሆነ ድርጅት
  - Other, please specify/ ሌላካለ ቢገለጽ: \_\_\_\_\_
- 13. By what means did you find this job? ስራው በምን መንገድ ተገኘ?
  - Assistance by TVET institution /በት/ሙ/ት/ስ/ተቋም በተሰጠኝ አገዛ
  - Contacts during cooperative training / በትብብር ስልጠና ጊዜ ግንኙነትን በመፍጠር

- Contacting companies directly/ ከካምፓኒዎች ጋር ቀጥተኛ ግንኙነት
- Public advertisement/ በመገናኛ ብዙሀን
- Social media /በማህበራዊ መገናኛ
- Contacted a commercial working agency / በስራና ስራተኛ አገናኝ ኤጀንሲ
- Relations (e.g. parents/relatives/friends)/በግል ግንኙነት በዘመድ በጓደኛ እና በቤተሰብ

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

- በሰለጠኑበት ሙያ ነው? 1. yes/አዎ  2. No/ አይደለም

15. if your answer for Q#14 was No please specify the reason/ ለጥያቄ 14 መልስዎ አይደለም ከሆነ ምክንያቱን ይግለጹ \_\_\_\_\_

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

1. yes/አዎ  2. No/የለም

17. If yes for Q#16 what is the reasons for taking job related training? (multiple answers are possible)/በተራ ቁጥር 16 መልስዎ አዎ ከሆነ ሙያዊ ስልጠና የወሰዱበት ምክንያት /ከአንድ በላይ መልስ ይቻላል/

- My competence was found less than expected /የነበረኝ ክህሎት ከሚጠበቀው በታች ስለነበር
- The Job needs new technology/silk/ ስራው አዲስ ቴክኖሎጂ ስለሚፈልግ
- Others (specify)/ ሌላ ካለ ይገለጹ \_\_\_\_\_



21. If your answer for Q-20 is No, choose your main reason/መልስዎ የለም ከሆነ ምክንያቱን ይምረጡ/

I need more or new skills /ተጨማሪ ወይም አዲስ ክህሎት ስለምፈልግ/

The training and the job are not much related/ስራውና የሰለጠንኩበት ሙያ

ስለማይዛመድ/

Other specify/ሌላ ካለይገለጽ/.....



**Section-4 FOR BOTH WAGE & SELF EMPLOYED QUALITY OF TRAINING AT**

**TVET COLLEGE/ የቴክኒክና ሙያ ትምህርትና ስልጠና ጥራት**

22. In your opinion what was lacking in your training and to what extent? / በእርሶዎ አስተያየት በስልጠናው አሠጣጥ ወቅት ጎደለ የሚሉት ምንድን ነው? በምን ያህል መጠን?/

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

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

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ለተሳትፍዎ እናምሰግናለን!!

Thank you for your participation

## Appendix III

### Questioners for unemployed graduate

Dear -----

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

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

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

ለ \_\_\_\_\_

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

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



B. How long have you been searching for a job?/ስራ እየፈለጉ ከሆነ ምን ያህል ጊዜ ሆኖታል?

\_\_\_\_\_ Months/ ወራት

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

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

Contacting companies directly/ከካምፓኒዎች ጋር ቀጥተኛ ግንኙነት በማድረግ

Contacting a commercial working agency/ በስራ ስራተኛ አገናኝ ኤጀንሲ

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

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

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

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

Wage employment/ የደግሞዝ ቅጥር

self-employment /በግል ሥራ መስራት

Both /በሁለቱም

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

1. Jobs related to my trained occupation / በሠለጠንኩበት ሙያ

2. Jobs unrelated to my trained occupation / ከሠለጠንኩበት ሙያ ውጭ

If your answer for Q3E is 2 why?/ መልስዎ ከሠለጠንኩበት ሙያ ውጭ ከሆነ

ለምን? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

- There are excess supply in my occupation has in the market/ገበያዉ. ከሚፈልገዉ በላይ በሰለጠንኩበት ሙያ የሰለጠነ የሰው ሐይል በመኖሩ
- The industry in my occupation not yet functional/ በሰለጠንኩበት ሙያ ኢንዱስትሪዉ ወደ ስራ ባለመግባቱ
- Other, please specify/ሌላ ካለ ይገለጽ

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**Thank you for your participation!**  
**ስለተሳትፎዎ እና ምስግናለን!**

## Appendix IV

### Questioners for employers

Dear Sir / Madam

Hawassa polytechnic College is planning to assess the performances of its graduate trainees with the sole objective of harmonizing the skills of training with the requirement of the labour market. Accordingly, we are collecting information on the performances of our TVET graduates in the place of their employment. As one of the organizations employing our graduates we kindly request your cooperation to provide us with some information on the work performances of our graduates.

The results of this survey will only be presented in a summary form and individual responses will be kept strictly confidential. We would, therefore, highly appreciate if you could complete the following questionnaire and return it to us, at your earliest convenience to our assigned staff/ team member -----.

Thank you for your kind cooperation and support

ለክቡር /ት-----

ሀዋሳ ፖሊቴክኒክ ኮሌጅ ለእንደስትሪ ልማት ተስማሚ የሆነ የሰለጠነ የሰው ሃይል የማፍራት ተልኮውን በአግባቡ ለመወጣት እንዲችል በተመራቂዎች ስራ አፈጻጸም ላይ የዳሰሳ ቅኝት ለማካሄድ አቅዷል። በዚህም መሰረት የርስዎ ተቋም የተመራቂዎቻችንን ቀጣሪ ድርጅት እንደመሆኑ መጠን የተመራቂዎቻችንን የስራ አፈጻጸም በተመለከተ መረጃ በመስጠት ረገድ እንዲተባበሩን በአክብሮት እንጠይቃለን። በቃለ መጠይቁ የሚሰጡንን መረጃ በሙሉ የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋሙን አካሄድ ለመገምገም የምንጠቀምበት ብቻ ስለሚሆን የሚሰጡን መረጃ ሁሉ በሚሰጥር የተጠበቀ ይሆናል። ይህ ደግሞ እኛ ምን ማሻሻልና ምን መቀየር እንዳለብን የሚጠቁመን ስለሆነ መልካም ትብብርዎን እንሻለን። የእርሶዎ ምላሽ በጣም ይበረታታል አልፎም ለሀገሪቱ እድገት ትልቅ አስተዋጽኦ ያደርጋል። ቃለ መጠይቁ የሚፈጀው ጊዜ ጥቂት ደቂቃዎች ብቻ ነው።

**A. ORGANIZATIONAL INFORMATION: ድርጅታዊ መረጃ**

- 1. Name of organization: የድርጅቱ ስም -----Sector /የስራው ዘርፍ-----
- 2. Address of organization /የድርጅቱ አድራሻ/: Region/ክልል; \_\_\_\_\_ Zone /ዞን \_\_\_\_\_ City/ከተማ \_\_\_\_\_ Woreda/ወረዳ \_\_\_\_\_ Kebele ቀበሌ \_\_\_\_\_
- 3. Type of organization/የድርጅቱ አይነት:
  - Public enterprise/ የመንግስት ልማት ድርጅት
  - Private enterprise/ የግል ድርጅት
  - Government office/ መንግስታዊ መ/ቤት
  - Non-Government Organization (NGO)/ መንግስታዊ ያልሆነ ድርጅት
  - Other, please specify/ ሌላካለ ቢገለጽ: \_\_\_\_\_
- 4. Year of establishment /የተቋቋመበት ዓመት ምህረት: \_\_\_\_\_
- 5. Position of contact Person /መጠይቁን የሞላው ሰው የስራ ድርሻ: \_\_\_\_\_
- Phone No/ስልክ:- Office /የቢሮ \_\_\_\_\_ Mob /ሞባይል. \_\_\_\_\_ -
- Email /ኢ.ሜል: \_\_\_\_\_ P.O Box/ፖስታ ሳጥን ቁጥር \_\_\_\_\_

**B. Competence/የሙያ ብቃት**

1. How do you rate the competence of the TVET graduates working in your Organization> (Please tick in the appropriate box)? የቴክኒክ እና ሙያ ተመራቂዎቻችንን የስራ ላይ ችሎታ እንዴት ይገልጻታል? (በሳጥኑ ውስጥ ምልክት ቢያድርጉ)

- Vey unsatisfactory /በጣም አጥጋቢ አይደለም
- Unsatisfactory/ አጥጋቢ አይደለም/
- Fair/መልካም ነው/
- Satisfactory /አጠጋቢ ነው/
- Very satisfactory/ በጣም አጥጋቢ ነው/

Please give us the reason/s for your opinions አባክዎ ለመረጡት መልስ ምክንያቶቹን በአጭሩ ይግለጹ:-----

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2. Which qualities do you value/rank the most in your employee TVET graduates? Please tick, as appropriate, by ranking from 5 =very high, 4 =high, 3= medium,2= low,1 =very low. / የቴክኒክና ሙያ ተመራቂዎቻችንን ጥራት እንዴት ይለኩታል? በሰንጠረዥ የተጠቀሱትን ምክንያቶች 5= በጣም ከፍተኛ፣ 4 =ከፍተኛ፣ 3= መካከለኛ፣ 2= ዝቅተኛ፣ 1= በጣም ዝቅተኛ በሚል በተሰጡት ቁጥሮች ትይዩ እንደአስፈላጊነቱ ምልክት ያድርጉ

Qualities/ጥራት	Tick /ምልክት ያድርጉ (✓)				
	1	2	3	4	5
Loyalty to the organization/ለድርጅቱ ያለው ተቆርቋሪነት ና ታማኝነት					
Strong professional skills /የክህሎት ብቃት					
Team work/ የቡድንነራ					
Work ethics/ የስራ ላይ ስነ-ምግባር					
Honesty /ታማኝነት					
Work attitude /ስራ ላይ ያላቸው አመለካከት					
Ability to work without constant supervision/ካለብዙ ቁጥጥር በራስ የመስራት ችሎታ					
Problem solving skills /ችግሮችን የመፍታት ችሎታ					
Good communication skills/የመግባባት ችሎታ					
Strong technical literacy skills and understanding /ሙያዊን በማንበብና በመረዳት የማሳድግ /ማዳበር ችሎታ					
Strong numerical skills and understanding/ቁጥሮችና ንድፎችን አምብቦ የመረዳት ችሎታ					
Willingness to learn new things and creativity/አዳዲስ ነገሮችን ለማወቅ ያለው ፍላጎት					
Learn from mistakes /ከስህተት ለመማር ያለው ዝግጁነት					

Others / ሌሎች ካሉ ይጠቀሱ.....

3. Please provide us with some suggestions as to what skills the TVET College/institution should improve upon to make its graduates more employable. In case space in the table is not sufficient to write answers please use separate sheet of paper.

/አባዘዎ የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋም ቢሰጡንም ስልጣኞችን ከስራ ጋር ለማስተሳሰር ማሻሻል የሚገባውን የክህሎት ስልጠና በተመለከተ አስተያየትዎን ቢሰጡን። በሰንጠረዥ ለመጻፍ የቦታ ጥበት ከገጠመዎት ባዶ ወረቀት ላይ መጻፍ ይችላሉ።

No./ተ.ቁ	Occupation/ሙያ	Skill gap/የክህሎት ክፍተት
1		
2		
3		
4		

4. Please tell us what occupations the TVET should introduce/ የቴ/ሙ/ት/ስኮሌጆች/ተቋሞች መጀመር ያለባቸውን አዳዲስ ሙያዎች ቢጠቁሙን

1. ....
2. ....
3. ....
4. ....

Thank you for your participation!

ስለተሳትፎዎ እናመሰግናለን!

