



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 2013

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 Tanzania¹⁰, 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 whereabouts of TVET graduates. The best way of getting information on their status 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 1.1Textile 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 whereabouts of 2013 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 2013 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 & 2013 EC. 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 2013 was 33. 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 2013 Graduates

3.1.1 Profile of graduates respondents

The initial target of respondents was 23 Textile and Garment (2013 batch) graduates of Hawassa Polytechnic College respondents to the questionnaire. Employer's organizations were also included in this study. 73.9% (17) of the graduate were from the Textile department and the remaining 26.1 % (6) were from the Garment department. Of 23 total Textile and Garment graduates, 73.9% of graduates were female and the remaining 26.1 % were male.

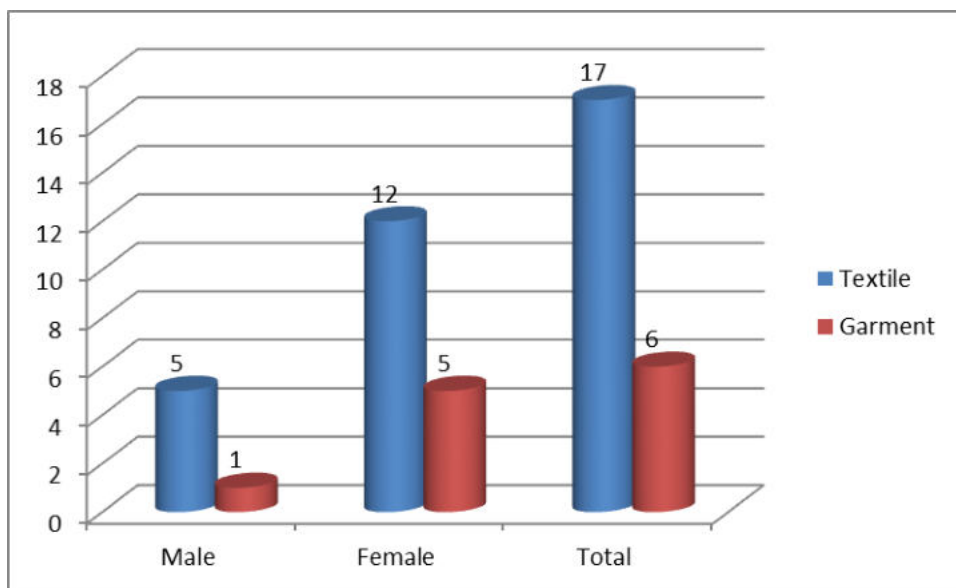


Figure 2.1 Textile and Garment Graduates profile

3.1.2 Employment status

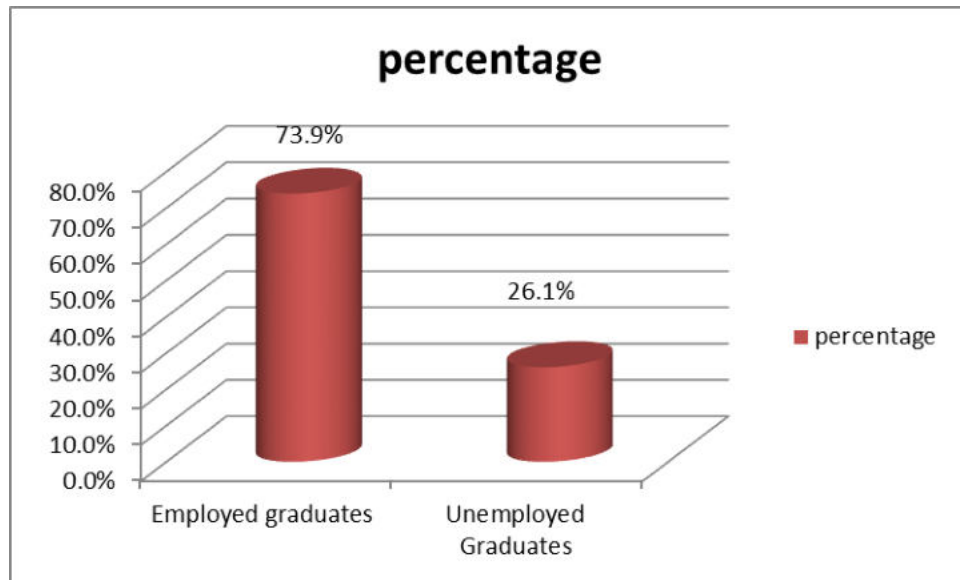


Figure 2. 2 Employment and unemployment status

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 2013 graduates that 73.9 % of respondents were employed and the remaining 26.1% were unemployed. The results show that the employment rate of Textile and Garment is generally high in 2013.

3.1.3. Occupational Level of Graduates

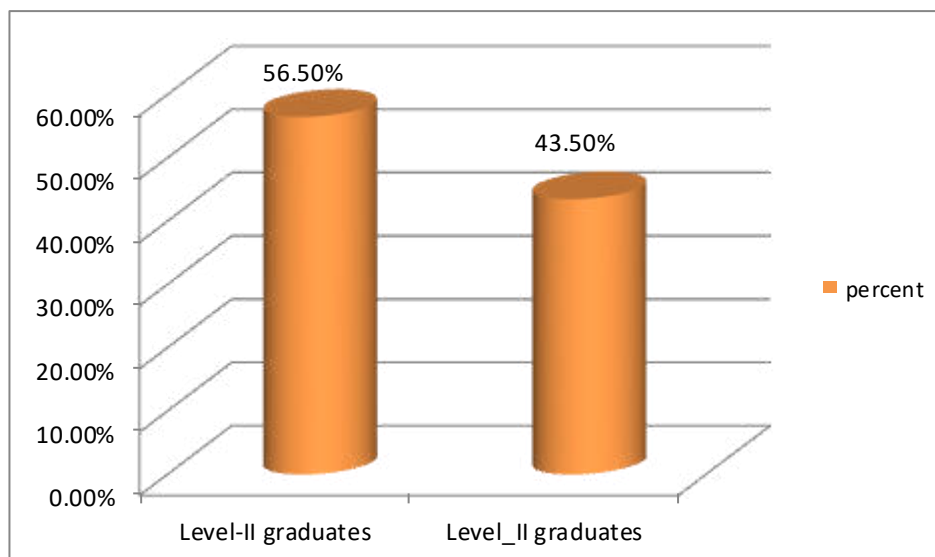


Figure 2. 3 level of graduates

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

According the above graph, the majority of respondents (56.5%) graduated were Level_2 and the remaining 43.5% who graduated with Level_4 and who certified with a National Assessment.

3.1.4. Employment status by gender

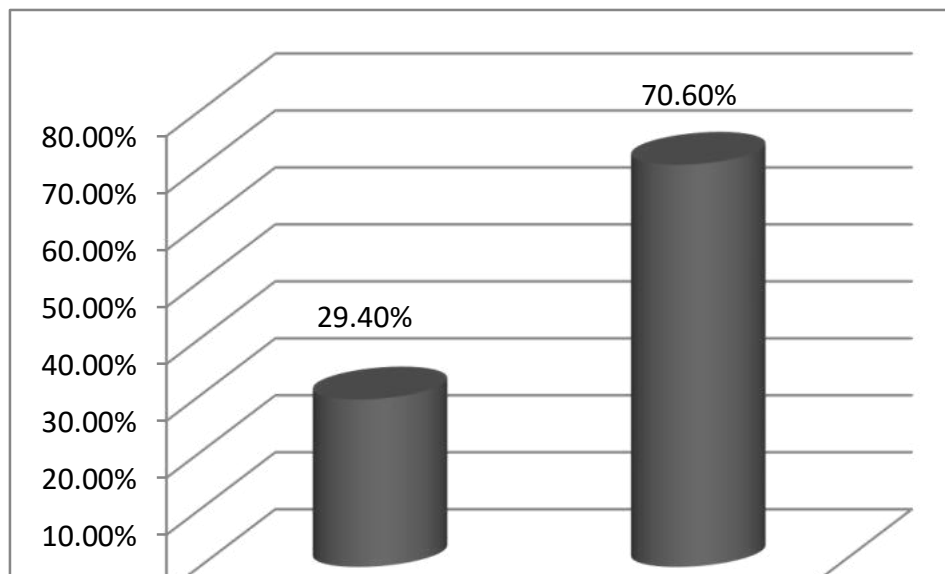


Figure 2. 4 Employment status of graduates by gender

The employed graduates were classified by gender (male, female) as shown in **Figure 2.4** Shows the majority of those employed graduate (70.6% were females the remaining 29.4% of employed were males. The result of this study found that the majority of employed graduates were female.

3.1.5. Ages of Graduates

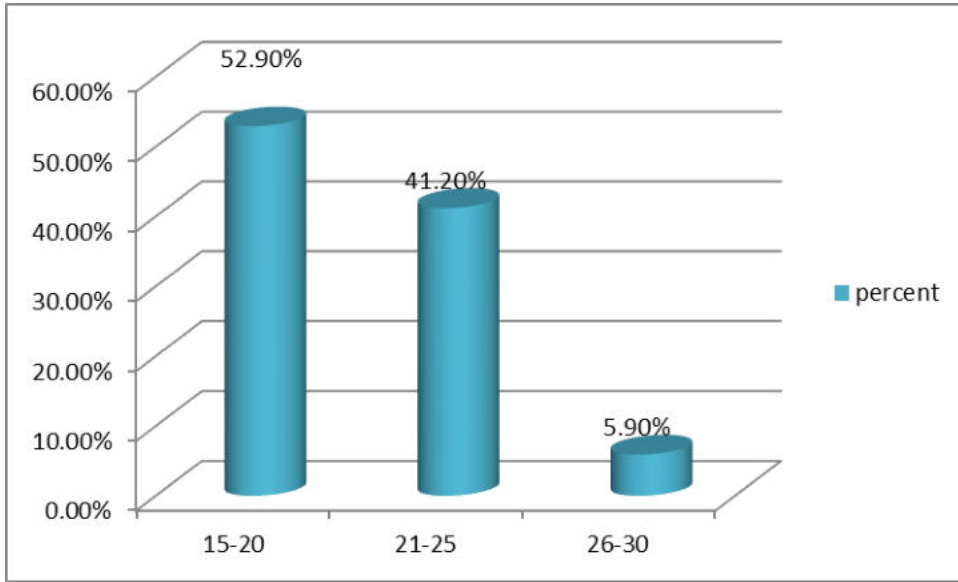


Figure 2. 5 Ages of graduates

3.1.6. Marital status of Graduates

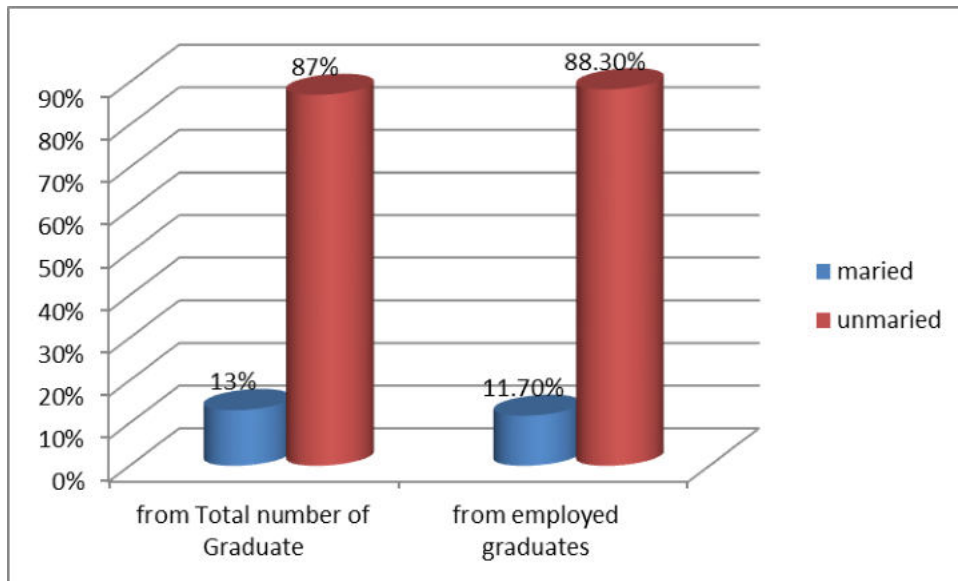


Figure 2. 5 Marital status of Graduates

The above graph shows the marriage status of graduates. A total of 23 graduates were identified during the survey and, 87 percent of the graduates who were traced were unmarried, while only 13 percent were married. From total number of employed 11.7 percent were married and 88.3% were unmarried.

3.1.7. Types of employment

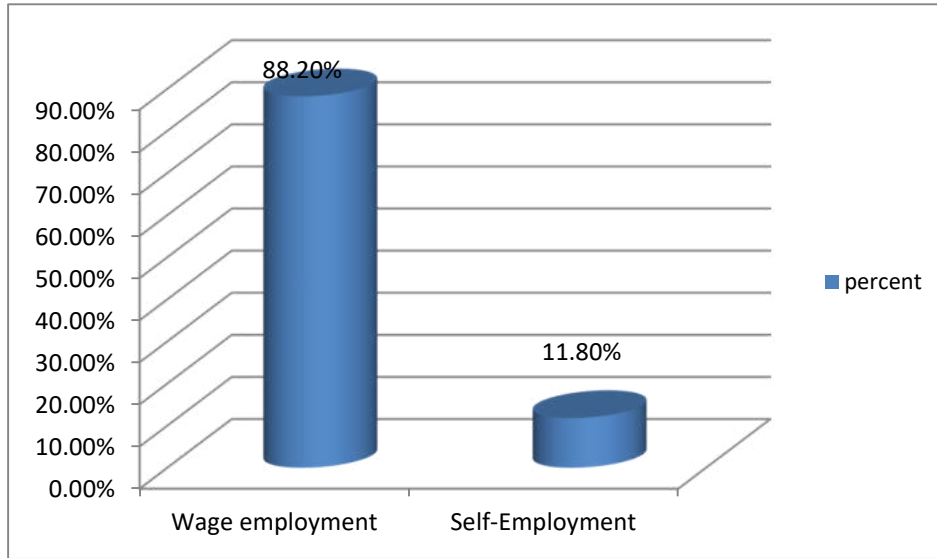


Figure 2. 6Types of employment

Polytechnic College graduates found in their first six months after graduation. It shows that 88.1 percent of employed graduates were Wage employed, while 11.8 percent is 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. Job position of employees

According to the graph above, the highest percentage of employees (29.4%) worked as line leaders, while the lowest percentage (17.6%) worked as operators. Furthermore, 11.8 percent of employees were self-employed, as well as quality controllers and technicians, while the lowest 5.9% worked as quality auditors, technical assistants, and product salespeople.

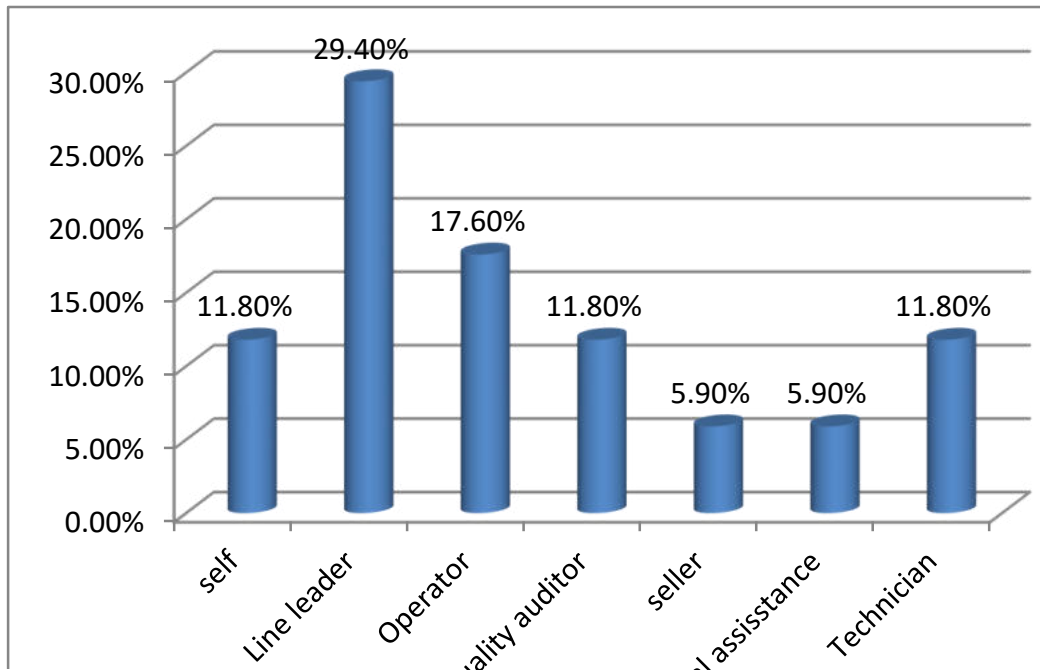


Figure 2.7 Job position on employment

3.1.9. Employed Graduate work experience

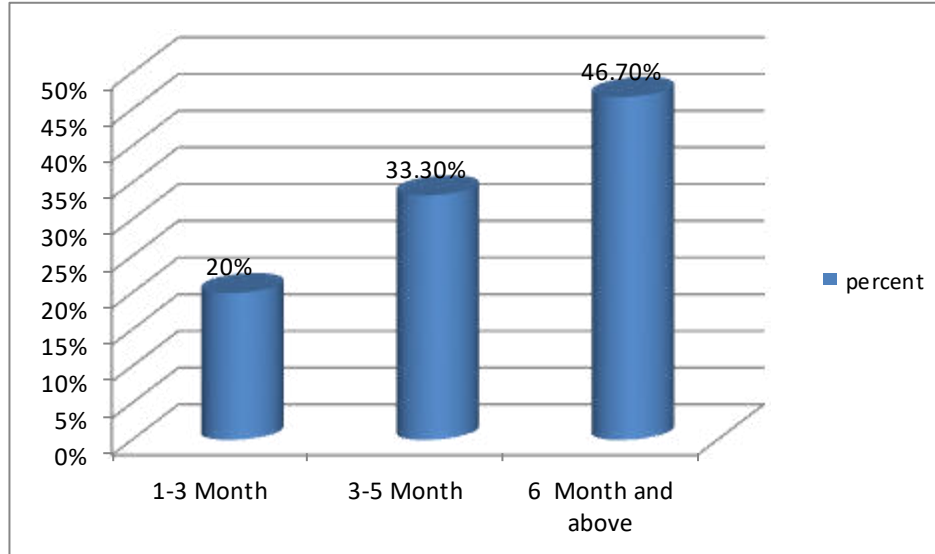


Figure 2.8 Employees work experience

As summarized as above figure, 46.7% of employees were working for above 6 months, 33.3% of the employees were working for 3 to 5 months and remaining 20% of employees were

working for 1 to 3 months. This indicates that most of Textile and Garment graduates secured the job in the six months after graduation.

3.1.10. Employees work place

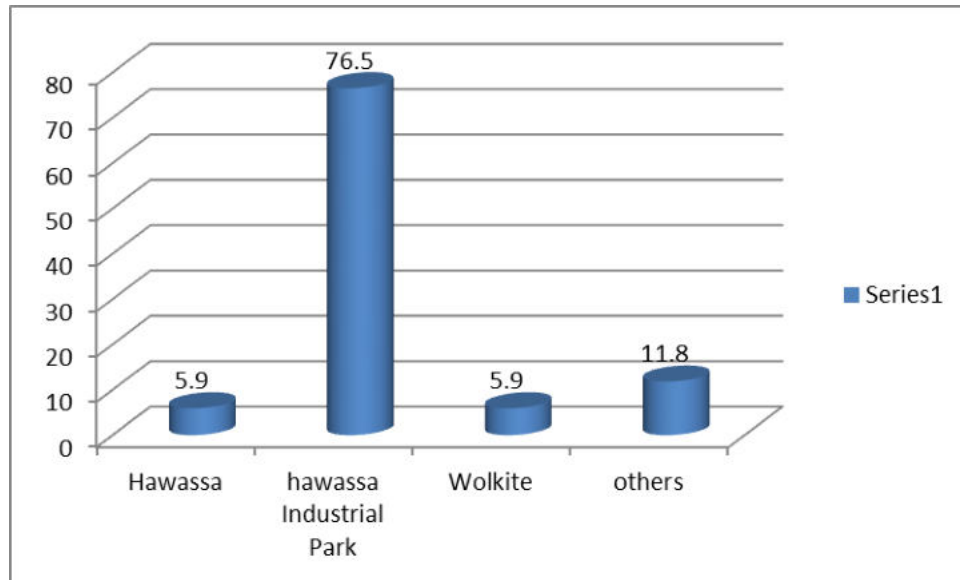


Figure 2. 9 Employees work place

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. As shown above 11.8% of employees were self-employed while 5.9% of employees were working in Wolkite University.

Name of Employer Organization

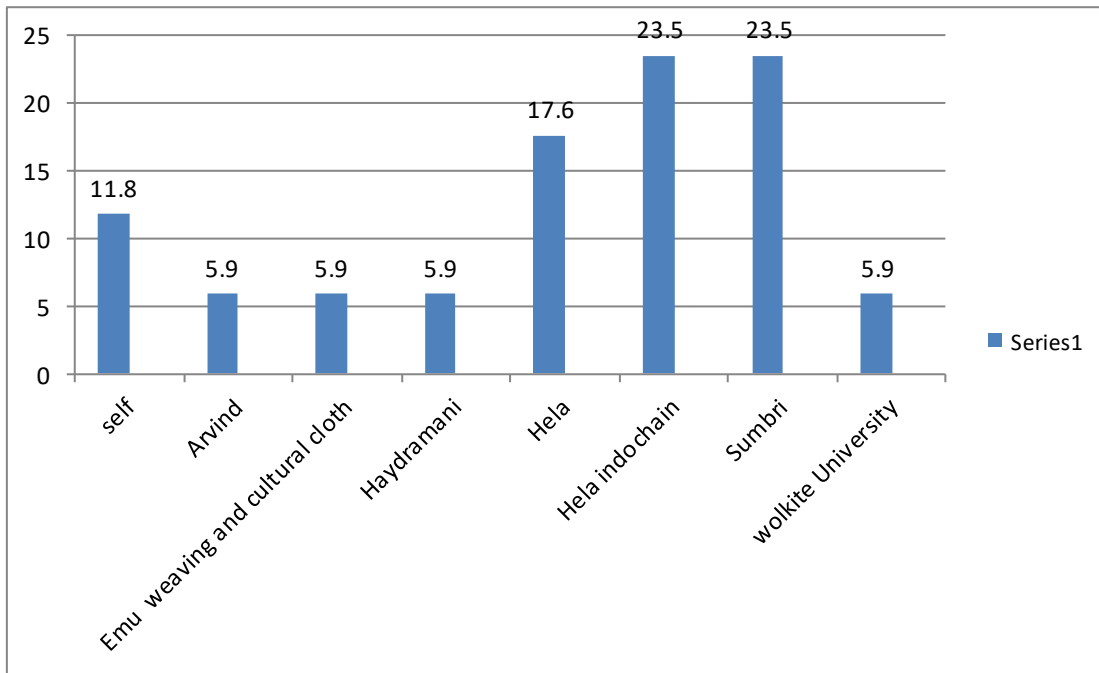


Figure 2. 10 Name of employer organizations

Hawassa Industry Park is carefully selected, as stated in the HIP profile, to create coherent and amicable interactions among investors with a shared objective of increasing productivity and competitiveness in the park. Many of the HIP enterprises are up and running and have even begun exporting. Based on the study result stated on fig, Shows that, HELA INDOCHAIN and SUMBRI companies hire 23.5% of employed, and the other remaining graduates were employed in HIDRAMANI, HELA and enterprises.

3.1.11. Types of Employers organization

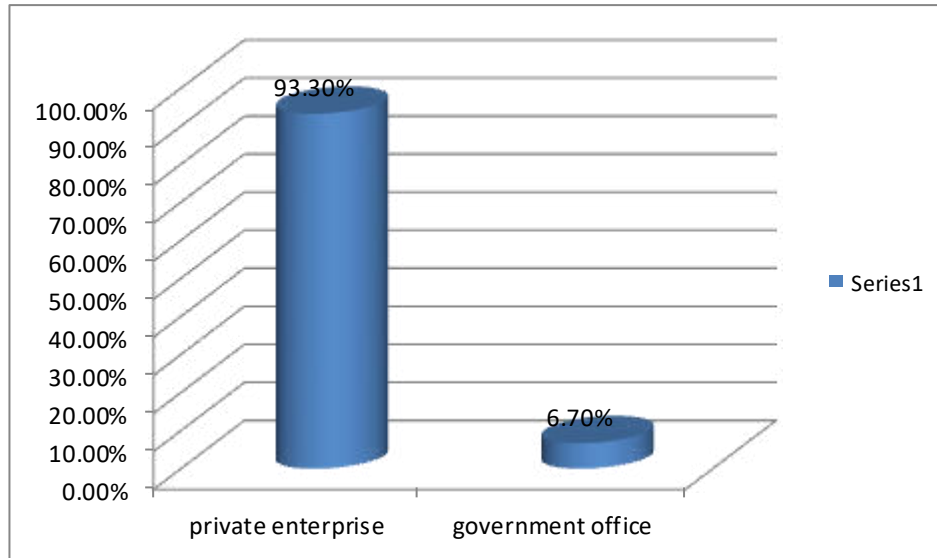


Figure 2. 11 Employers category

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

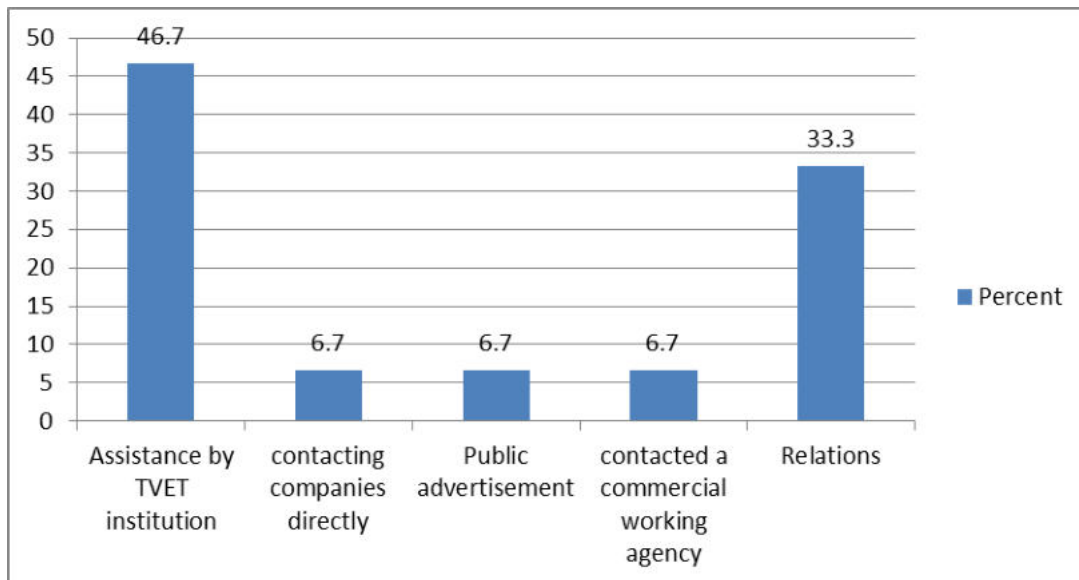


Figure 2. 12 job finding mechanism of employed

The above figure 2.13 Shows that, 46.7 percent of the employees have been gained their jobs by assistance of TVET institutions. By relations and employing public advertisement, contact during cooperative training, and by relation, respectively, the remaining 33.3 percent and 6.7 percent are obtained. This finding demonstrates that the TVET Assistants has a significant impact on the activity of job matching between graduates and employers.

3.1.13. The relation of work to Employee’s occupation

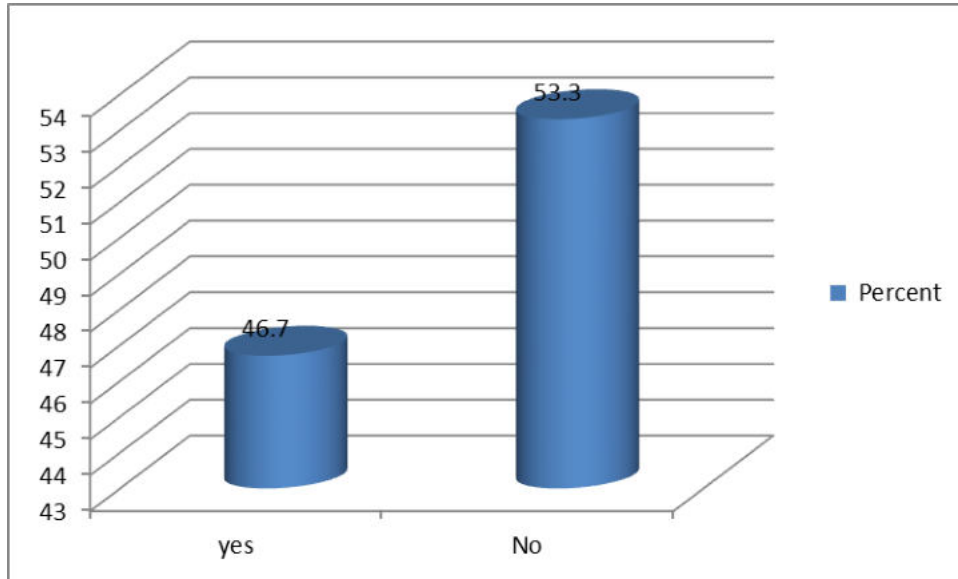
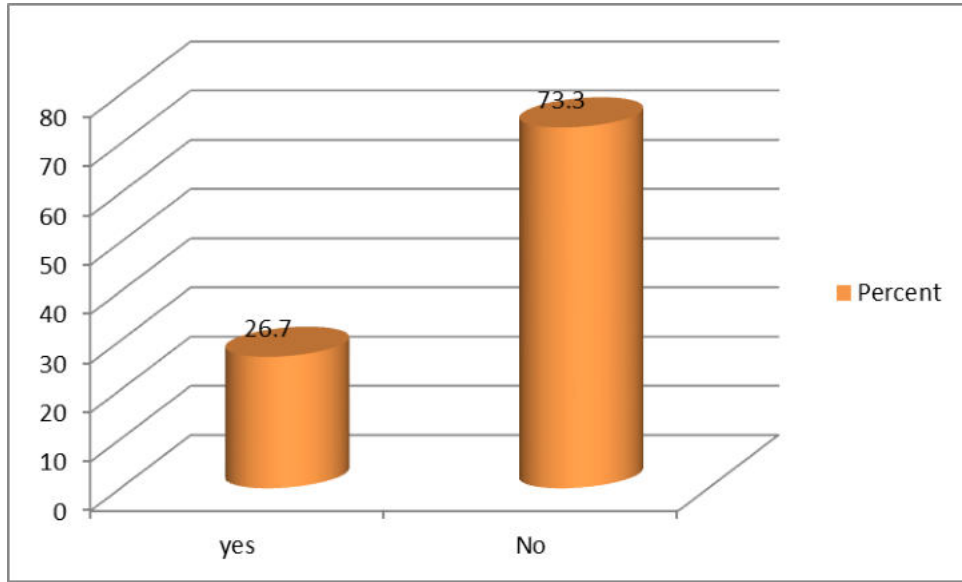


Figure 2. 13 The relation of work to their field of study

To become effective and successful in any field of study and employment position, the job position and the trained occupation must be the same or similar. According to the study's findings (fig.2.17), 53.3 percent of employees work in roles linked to their occupation, while the remaining 46.7 percent work in related positions.

3.1.14. Job related training



Employee's job related training

According to the study's findings, 26.7 percent of employees, or less than half, receive kick-off training before starting their jobs. The remaining 73.3 percent, on the other hand, enter the workforce without any prior training.

3.1.15. Reason of employees taking training while starting job

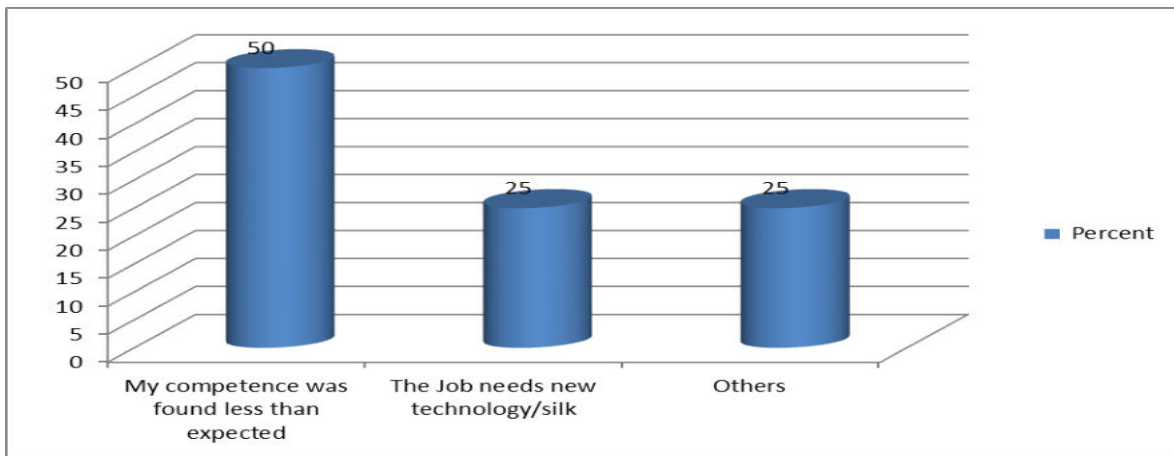


Figure 2. 14 Reasons of respondents taking training when starting job

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

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

1=Not very important /

2=Not important/

3=somewhat important

4=Important

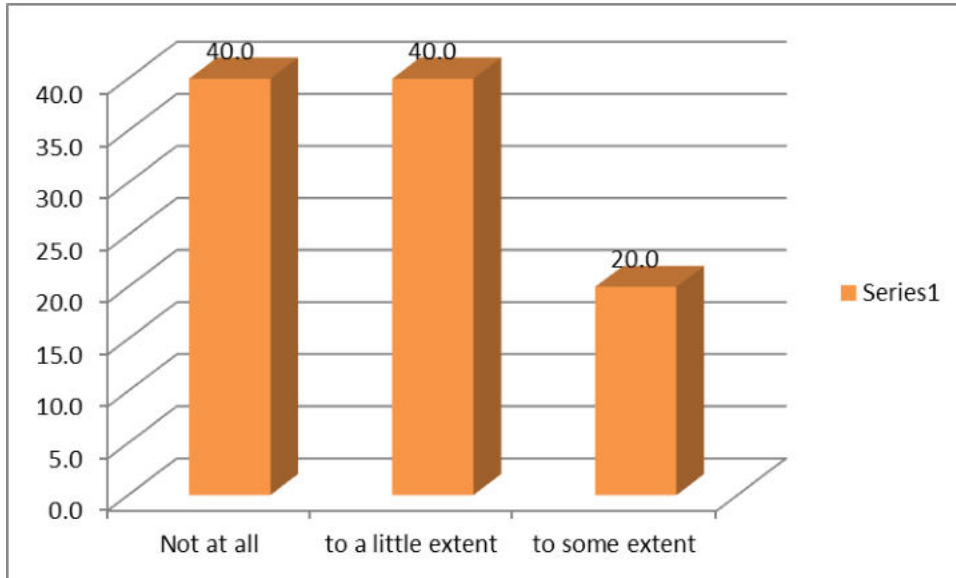
5=Very important/

How important were the following aspects for your employment?								
Opinions	Employed aspects					n	Mean	SD
	1	2	3	4	5			
My professional qualification was demanded in the market	0	1	4	10	2	17	3.76	0.75
Participation in cooperative training	0	1	5	10	1	17	3.65	0.7
knowledge competency	0	0	0	11	6	17	4.35	0.49
Skill competency	0	0	0	9	8	17	4.47	0.51
Attitude competency	0	0	0	9	8	17	4.47	0.51
Social and individual relationship	0	1	7	5	4	17	3.65	1
Other, please specify :	0	0	0	0	0	17	0	0

Table ---- above captures the measurement (mean score, μ) of satisfaction along 6 individual opinion parameters. Results have been taken from a sample of 17 graduates. The mean aspects rate of the traced Graduates varies from 4.47 (“very important”) to 3.35 (“Important”). 3 Opinions have a mean score of between 3.35 and 4.47, and are classified as “important or very important”. TVET graduates see “Attitude competency” and “Skill competency” ($n = 17, \mu = 4.47$)

and “knowledge competency” (n = 23, $\mu = 3.35$).

3.1.18 training gaps



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

Gender and age were not considered key variables in sampling of graduates in this study. However, information on respondents by gender and age is presented here to give insightful understanding of respondents to the study by these variables.

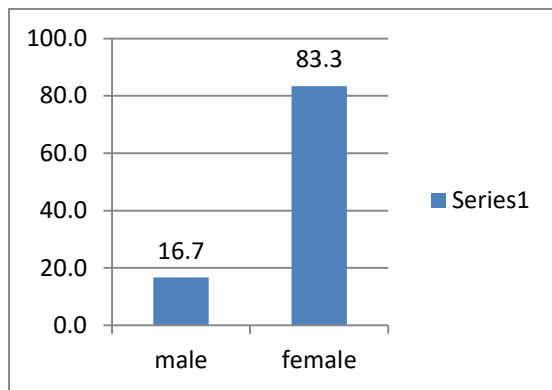
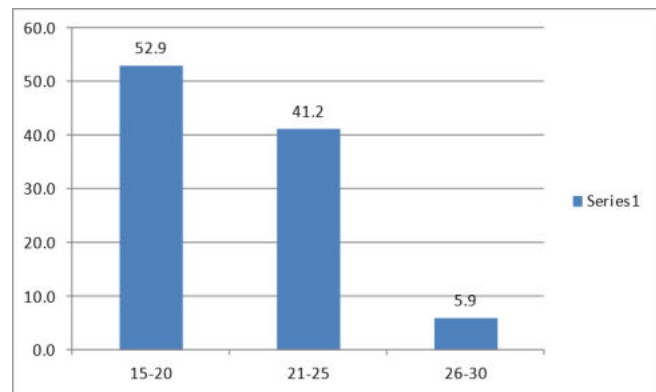


Fig1: Sex of respondents



1.1.2 Age of the respondents

In this tracer survey, 6 unemployed graduates were taken as target population. As it is shown in the fig1 above 1 respondent was male and 5 were female. This proportion showed that the study made gender unbalances.

As shown in the fig 2 above, around 94.1 % of the total respondents were youths of year between 15-25 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

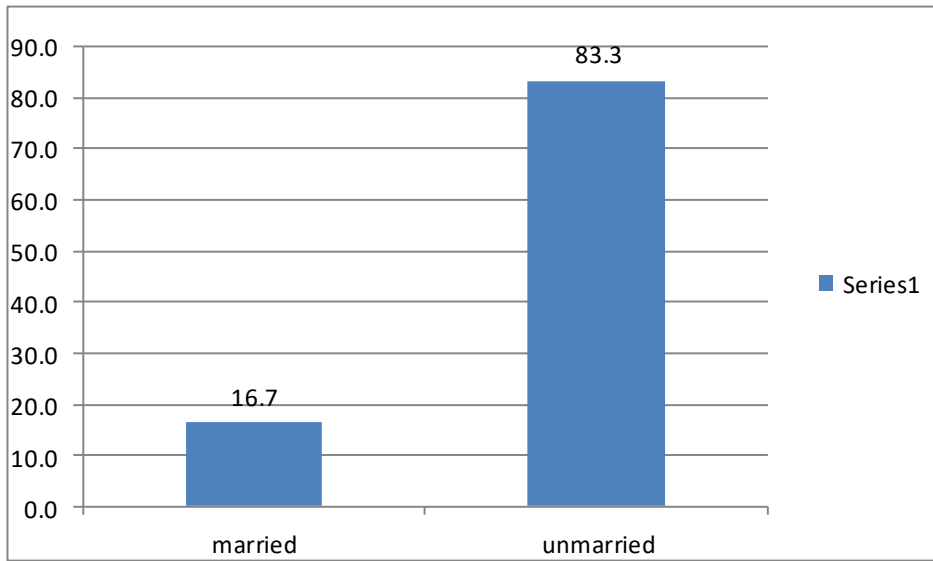


Fig3: Marital status

As we can see from fig 3 above, more than 83.3% 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.

3.2.2 Occupation and Qualification of the graduates

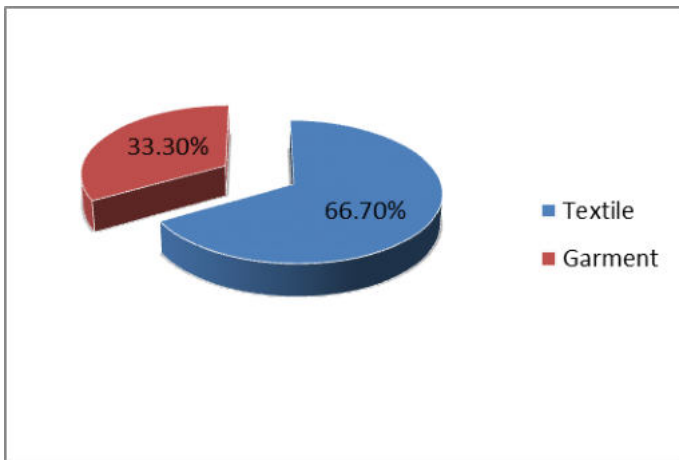


Fig4: occupation

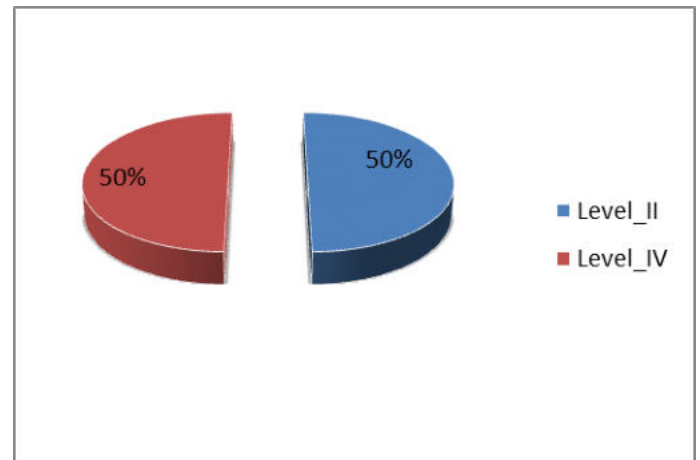


Fig 5: level of graduates

The following graph indicates 2013 E.C unemployed graduate respondents were from 2 different occupations of which larger number drawn from Textile followed by Garment As we can see from

fig 4 above, 66.7% of the unemployed graduates were from Textile whereas 33.3% were from Garment. This shows that attention should be given to job creation for textile. All the respondents were level II graduates.

Levels of occupations in which 2013 E.C graduates have been trained were from level 2 and 4. The above fig 5 showed the number of the graduates from each category of the levels. As we can see in the figure below the percentage of graduates of both level 2 and 4 was the same (50%).

3.2.3 Current Situation of the respondent



Fig. 2.16. Current situation of the respondents

Based on the survey from 6 unemployed graduate respondents 33.3% of them were looking for further education especially level two graduates and 66.7 % 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

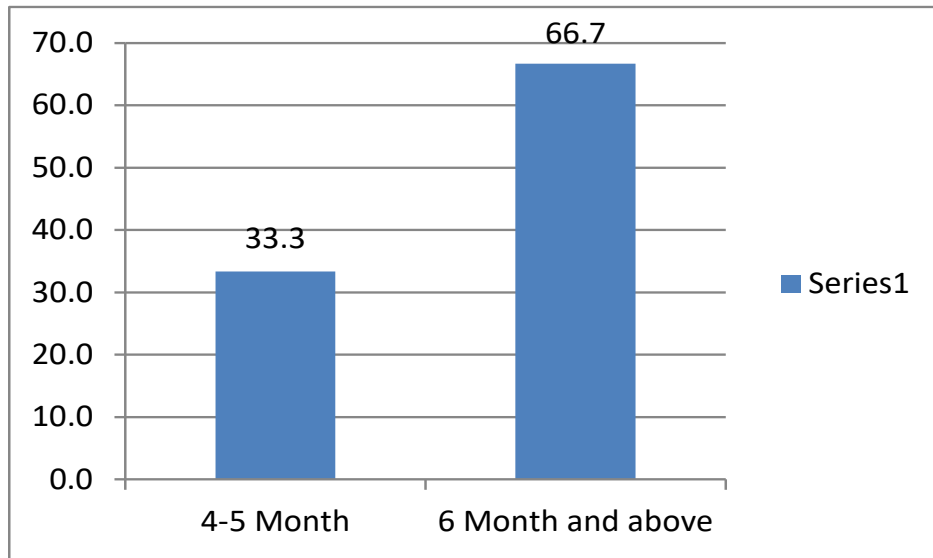


Fig. 2.17. Duration spent for job searching

From the above graph it can be seen that (66.7%) of the unemployed graduates were searching job for more than 6 months. All of unemployed graduates were using public advertisement to search a job.

3.2.5. Type of employment search by unemployed graduates

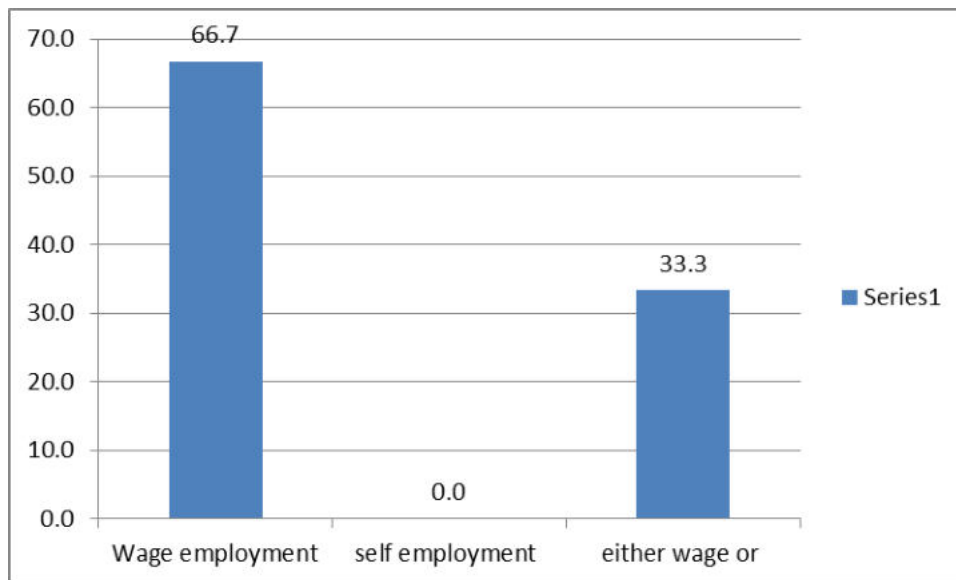


Fig. 2.18. Type of employment you have been searching

Based on the result stated in fig. 2.18, it can be said that 66.7% of unemployed graduates were chosen wage employment and 33.3% of them preferred either wage or self-employment. This implied that the college should be strongly work on the graduate to give attention for self-employment.

For which jobs you have been applying?

According to the collected data it can be said that 100 % of the unemployed graduates were applying for job directly related to their trained occupation. This implied that, the effectiveness of training occupation fit with the job.

3.2.6. Challenges in job searching

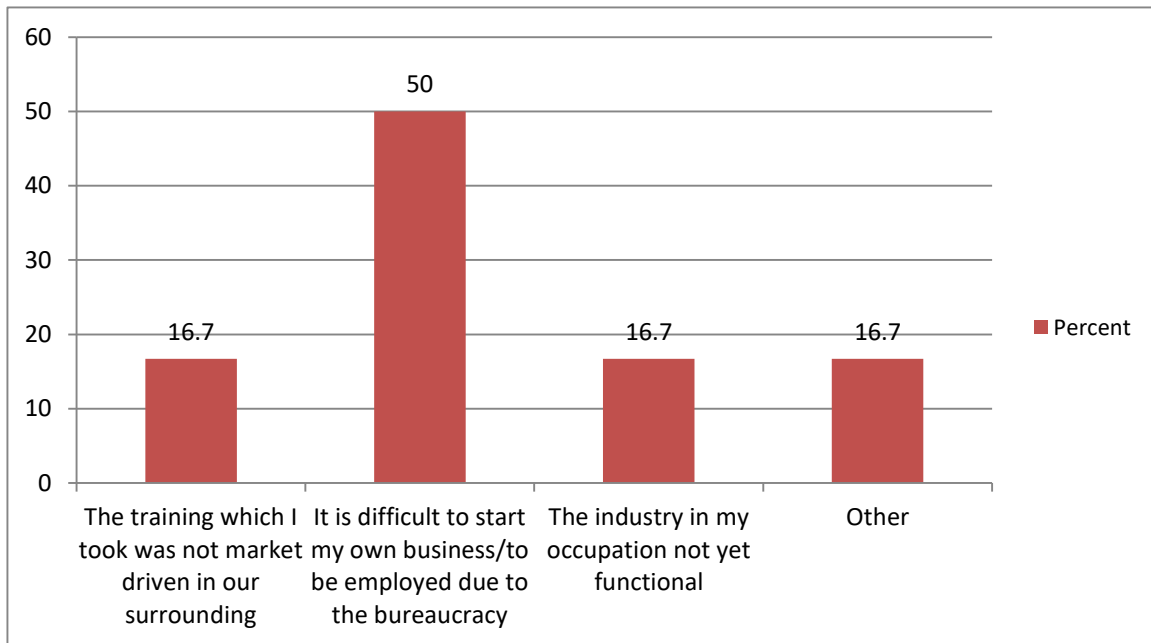


Fig. 2.20. Challenges in searching job opportunity

The study data in fig 2.20 showed that 50% of unemployed graduates were indicated difficult to start their own business due to the bureaucracy, 16.7 % 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, 16.7% of them were indicated the industry in their occupation was not yet functional and 16.7 % 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.

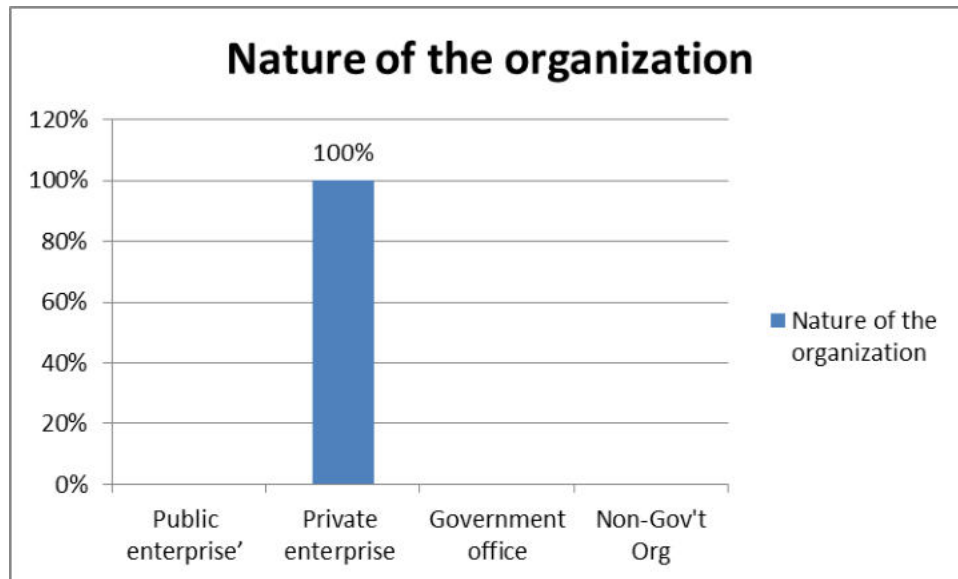


Fig. 2.21 Nature of organization

According to the tracer survey, almost all employers were found private enterprise. From these, the entire private interposes 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 vey 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.

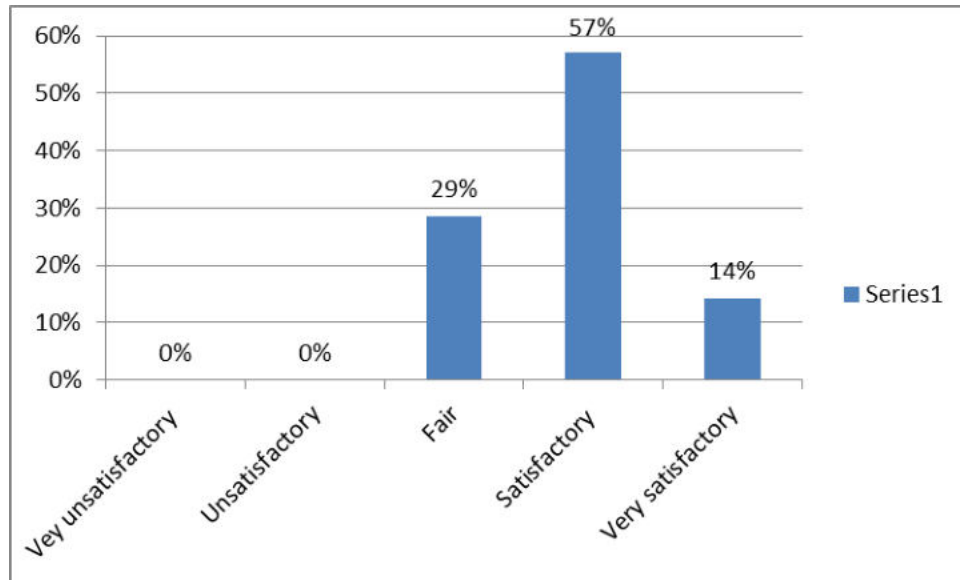


Fig. 2.22 employer response

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

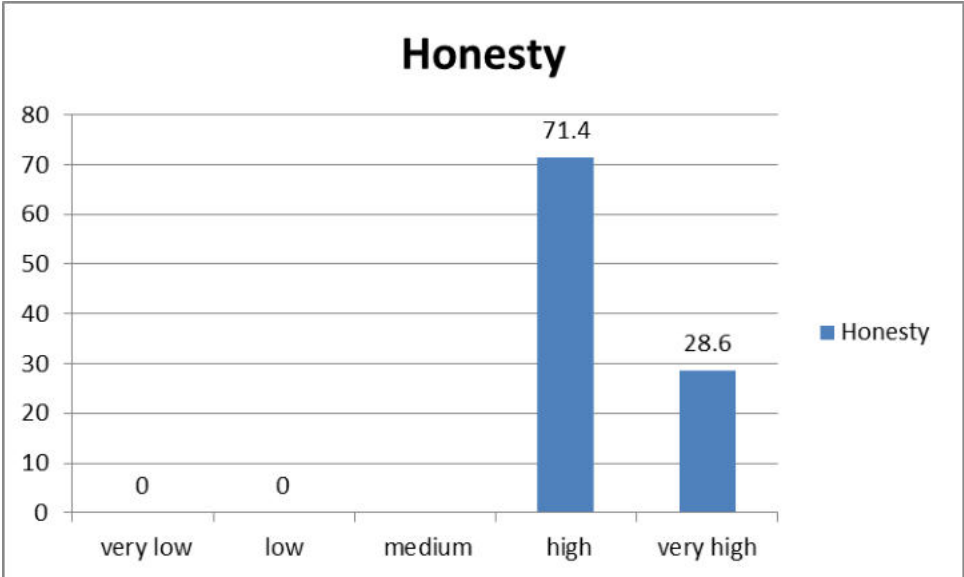
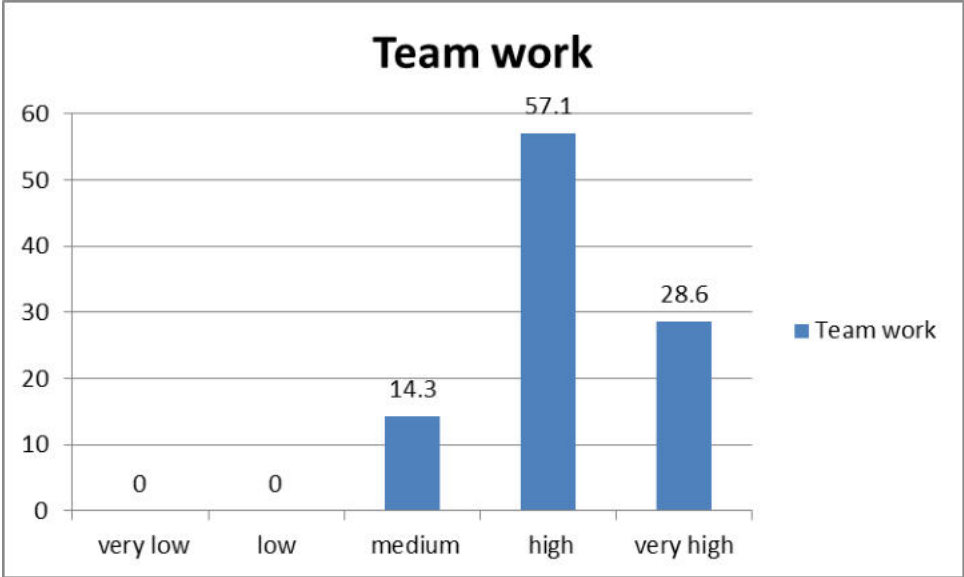
Employers were requested to value/rank qualities of their graduate employees. For each quality attributes, respondents were provided to tick, as appropriate, five level scales covered from very high to very low.

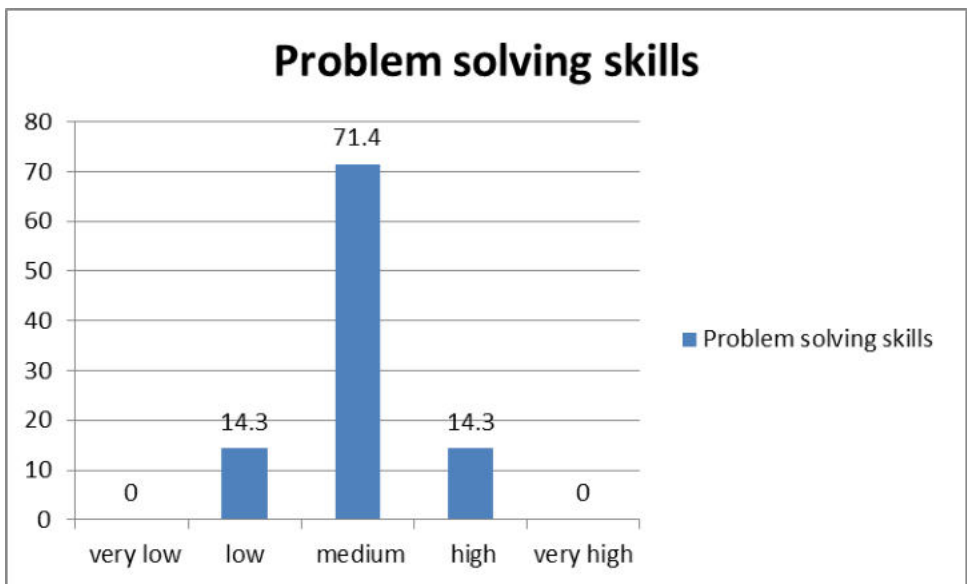
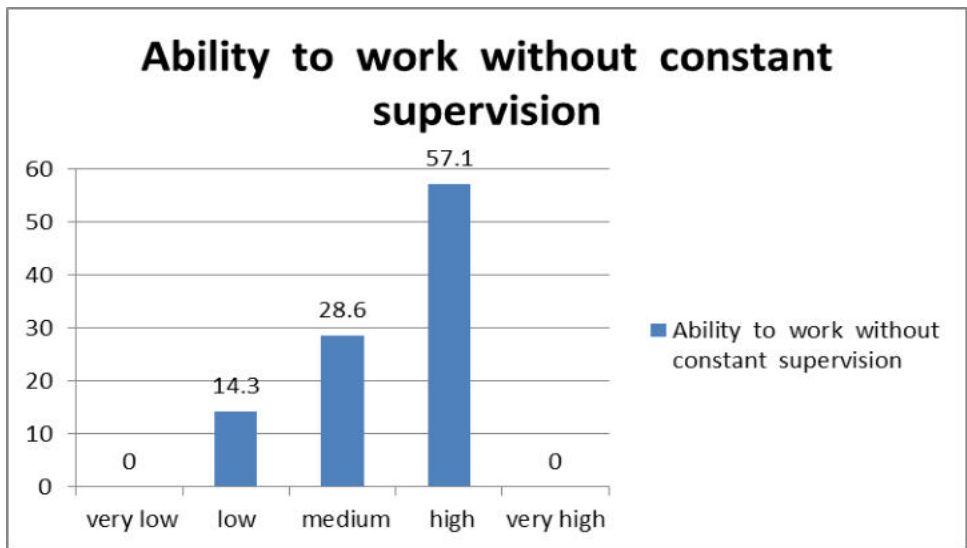
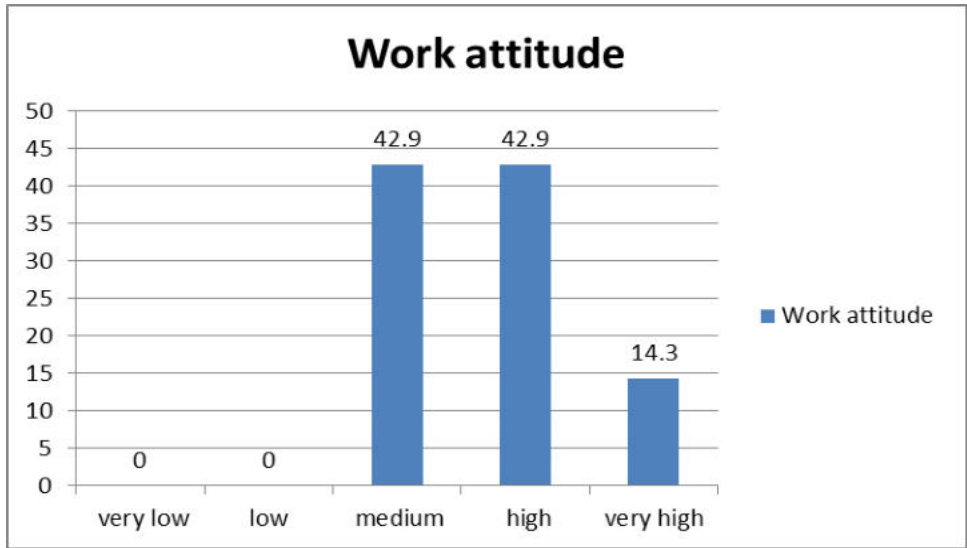
Based on the result of the study (fig. From ---to---) indicates that, the employers response were summarized as follows;

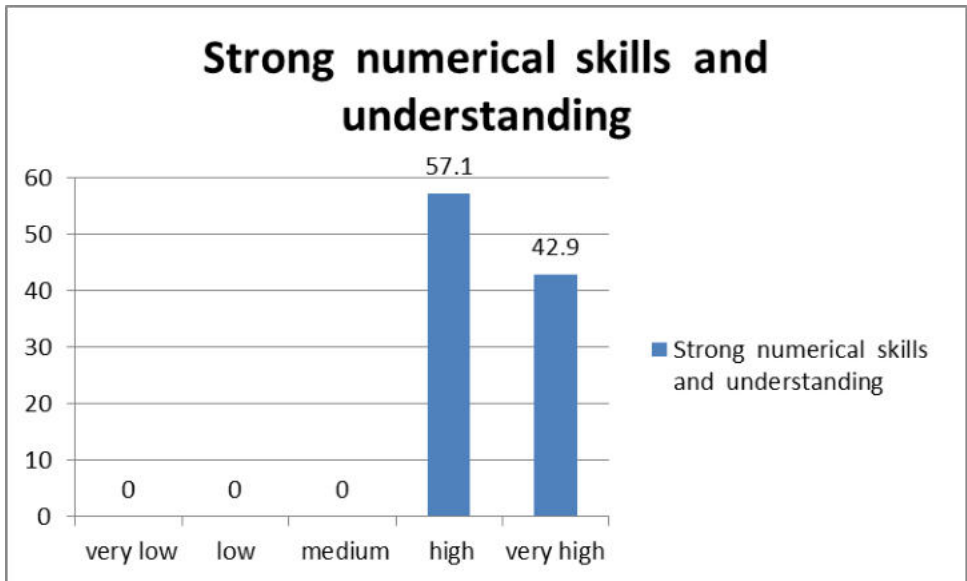
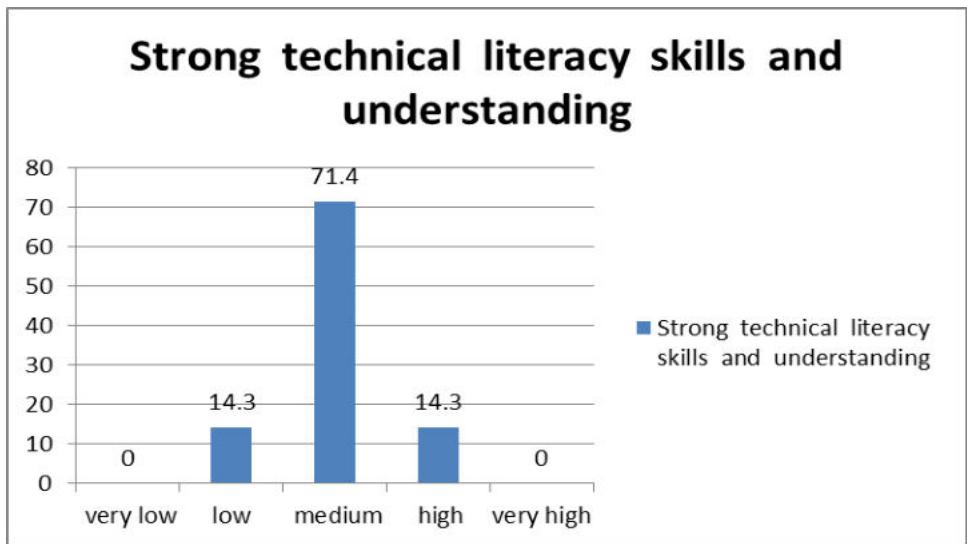
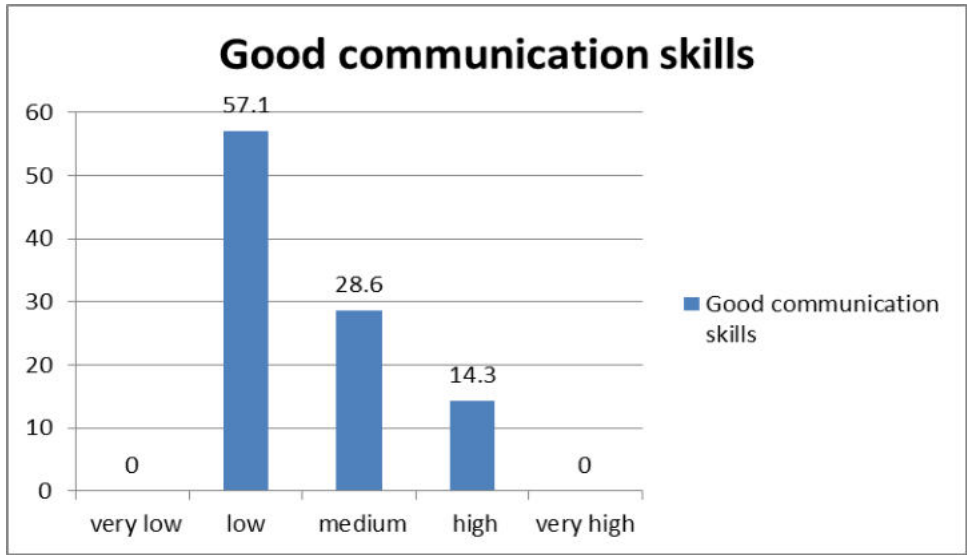
The graduate employees were found highly (71%) loyalty to the organization; possessed high and strong professional skills which accounts 85.7% (sum of high and very high); team work practice of the graduate employees were also valued high and which rated 57% of the respondents and to some extent the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

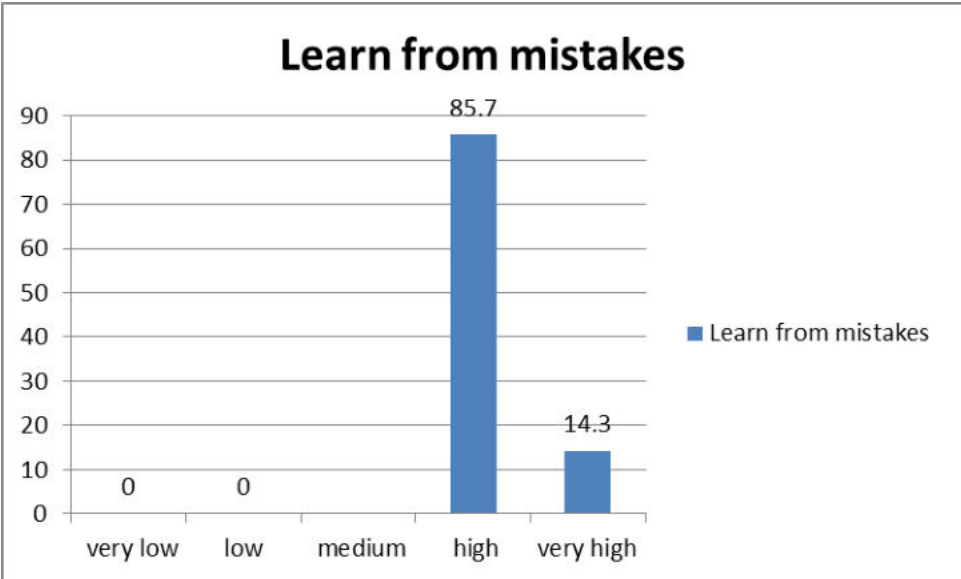
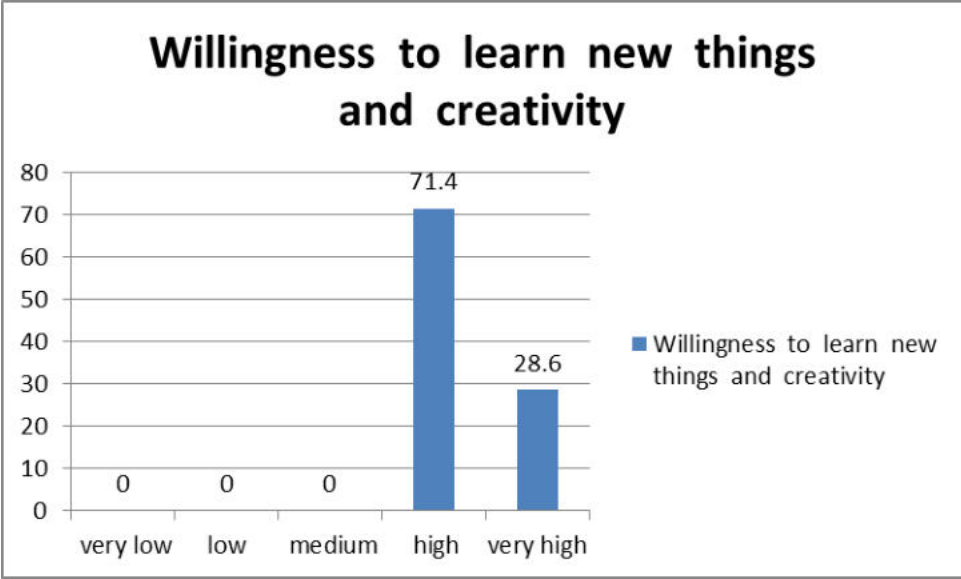
According to the employers response, related to willingness to learn new things and creativity, strong numerical skill and understanding, strong technical literacy skills and understanding, problem solving skills, strong professional skills the employee has a medium value. However, the graduates' employees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











3.3.3 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 " *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?

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Section-1 Personal Information/ □□□ □□□

- 1. Address:- Region / □□□----- Zone/□□ ----- Woreda/□□□ ----- City/□□□-----

- 2. Full name/----- Name of TVET College/□□/□/□□□□ □□:-----
- 3. Trained occupation/ □□□□□□ □□-----level (□□□) -----
- 4. Sex/□□
 - 1. Female/ □□ □
 - 2. Male/ □□□ □
- 5. Age / □□□/.....
- 6. Marital status /□□□□□□□/
 - Unmarried/ □□□□/□
 - Divorced/□□□/□
 - Married/ □□□/□
 - Widowed/□□□□□/□□
- 7. Type of Employment /□□□□ □□□□/
 - Wage Employment □□□□ □□□ (if so go to section 2&4 /□□□ □□ 2&4 □□□□ □□□)
 - Self-Employment □□□ □□□ (if go to section3&4 /□□□ □□ 3&4 □□□□ □□□)

Section-2 WAGE EMPLOYMENT/ □□□□ □□□/

- 8. What is your employed job? / Specify/ □□□□□□□ □□ □□□□ □□?
□□□ _____
- 9. For how long have you been working on this job? /□□□□ □□□□ □□□ □□ □□? ____Month /□□
- 10. Where is your work place? □□□□□□ □□ □□ □□? _____
- 11. Name of Employed organization/□□□□ □□□□ □□ _____
- 12. Types of employer organization? / /□□□□ □□□□ □□□□
 - Public enterprise/ □□□□□□ □□□ □□□□
 - Private enterprise/ □□□□□□□□
 - Government office/ □□□□□□ □/□□
 - Non-Government Organization (NGO)/ □□□□□□ □□□□ □□□□
 - Other, please specify/ □□□□ □□□□ : _____
- 13. By what means did you find this job? □□□ □□□ □□□□ □□□?
 - Assistance by TVET institution /□□/□/□/□/□□□ □□□□ □□□
 - Contacts during cooperative training / □□□□□ □□□□ □□ □□□□□□ □□□□□
 - Contacting companies directly/ □□□□□□□ □□ □□□□ □□□□□

- Public advertisement/ □□□□ □□□□
- Social media /□□□□□□ □□□□
- Contacted a commercial working agency / □□□□ □□□□ □□□□ □□□□
- Relations (e.g. parents/relatives/friends)/□□□ □□□□□ □□□□ □□□□ □□ □□□□□□

14. Is your current job related to your trained occupation? / □□□ □□□□□ □□□ □□

- □□ □□? 1. yes/□□ 2. No/ □□□□□□

15. if your answer for Q#14 was No please specify the reason/ □□□□ 14 □□□□ □□□□□ □□□□

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16. Did you receive any job related training since you started working? / □□ □□□□ □□□□

□□ □□□ □□□ □□□□ □□□□ □□□□□?

1. yes/□□ 2. No/□□□□

17. If yes for Q#16 what is the reasons for taking job related training? (multiple answers are possible) /□□□ □□□ 16 □□□□ □□ □□□ □□□ □□□□□ □□□□□□ /□□□□

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My competence was found less than expected /□□□□□□ □□□□ □□□□□□□ □□□ □□□□□□

The Job needs new technology/silk/ □□□ □□□ □□□□□ □□□□□□□

Others (specify)/ □□ □□ □□□□ _____

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

/□□□□□ □□□□□□ □□□□□ □□□□ □□□□ □□□/

1=Not very important / □□□ □□□□□ □□□□□□ 2=Not important/ □□□□□ □□□□□□

3=somewhat important /□□□□ □□□□□ □□□ 4=Important/□□□□□ □□□

5=Very important/ □□□ □□□□□ □□□

	Tick /□□□□□□□□\ (√)				
	1	2	3	4	5
1. My professional qualification was demanded in the market /□□□□□□□□ □□ □□□ □□ □□□□ □□ □□□					
2. Participation in cooperative training / □□□□□ □□□□ □□□□					
3. knowledge competency /□□□□□ □□□□□ /					
4. Skill competency/□□□□□ □□□□□/					
5. Attitude competency/□□□□□□ □□□□□/					
6. Social and individual relationship / □□□/□□□□□ □□□ □□□□□					
7. Other, please specify : /□□ □□ □□□□.....					

Section.3. ONLY FOR SELF EMPLOYED/ □□ □□□ □□□□ □□/

19. Why did you start your own business? /□□□□□ □□ □□□□□ □□□□□ □□?

- TVET institution helped me (□□□/□/□/□/□/□□□□)
- By help of job creation agency (□□□ □□□ □□□ □□□□ □□□)
- It was my own wish/ □□□ □□□□ □□
- I inherited the business / □□□□ □□□□ □□
- I did not find wage employment/ □□□□□ □□□ □□□□□□□
- Other (please specify) / □□ - □□ □□□□-----

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

1. Yes/□□ 2. No/□□□

21. If your answer for Q-20 is No, choose your main reason/□□□□ □□□ □□□ □□□□□□
□□□□□/

- I need more or new skills /□□□□ □□□ □□□ □□□□ □□□□□□□/
- The training and the job are not much related/□□□□ □□□□□□□□ □□
□□□□□□□□/

Other specify/□□ □□□□□□/.....

Section-4 FOR BOTH WAGE & SELF EMPLOYED QUALITY OF TRAINING AT TVET COLLEGE/ □□□□□□ □□ □□□□□□ □□□□ □□□

22. In your opinion what was lacking in your training and to what extent? / □□□□□ □□□□□□ □□□□□□ □□□□ □□□ □□□ □□□ □□□□ □□□□ □□? □□□ □□□ □□□?/

- 1=Not at all/□□□□ □□□□ □□□□□
- 2=to a little extent/□□□□ □□□ □□□□ □□□□
- 3=to some extent/ □□□□ □□□□ □□□□
- 4=to a great extent/□□□□ □□□ □□□□ □□□□
- 5=to a very great extent/□□□ □□□□ □□□ □□□□ □□□□

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

□□□□□□ □□□□□□□□!!

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?

^_____

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1. Personal information / የግል መረጃ/

A. Full Name / ስም ስም _____

B. Name of TVET College/የትምህርት/ም/ም/የትምህርት/ም/ም : _____

C. Region / የክፍለ-መድኀኒት/ Zone/የዞን/ም Woreda /የወ/ም City/የቀበሌ/ም_____

2. Socio-Demographic Information/ የሰላማዊ ደንበኞች መረጃ

A. Sex/ጾታ Female/ ሴት Male/ ወንድ

B Age / ስድስት-----

C. Marital status / የባህሪ ደንበኞች

Unmarried/ የልጅ የባህር

Divorced/የባህር/ም

Married/ ስድስት

Widowed ስድስት/የባህር የባህር/ም

D. Occupation----- level -----

3. JOB SEARCH / የስራ ፍጠራ

A. What describes your current situation?(Multiple answers possible) /የስራ ፍጠራ ስድስት

የስራ ፍጠራ ስድስት? (የስራ ፍጠራ ስድስት ስድስት)

Continue training (please specify subject / location) / ስድስት ስድስት ስድስት ስድስት (የስራ ፍጠራ ስድስት ስድስት ስድስት) : _____

I am busy with my family and/or children / የስራ ፍጠራ /የስራ ፍጠራ ስድስት

Giving voluntary services /የስራ ፍጠራ ስድስት ስድስት ስድስት /

I am currently looking for employment / ስድስት ስድስት ስድስት

Other / ስድስት (please specify/ (ስድስት) ._____

B. How long have you been searching for a job?/የስራ ፍጠራ ስድስት ስድስት ስድስት ስድስት?

_____Months/ ስድስት

C. How do you search for a job (Please prioritize)? /የስራ ፍጠራ ስድስት ስድስት ስድስት (ስድስት ስድስት

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

Contacting companies directly/የስራ ፍጠራ ስድስት ስድስት ስድስት ስድስት

- Contacting a commercial working agency/ □□□□ □□□□ □□□□ □□□□
- Relations (e.g. parents, relatives, friends)/ □□□ □□□□□ □□□□ □□□□ □□ □□□□□
- Assistance by TVET institution/□□/□/□/□/□□□ □□□□□ □□□
- Other, please specify: □□ (□□□□) -----

D. Which type of employment you have been searching for? /□□□□□ □□□ □□□□ □□□□ □□□□?

- Wage employment/ □□□□ □□□
- self-employment /□□□ □□ □□□□
- Both /□□□□□

E. For which jobs have you been applying? □□□□□□□ □□□ □□ □□□□□□ □□□?

1. Jobs related to my trained occupation / □□□□□□□□ □□ □
2. Jobs unrelated to my trained occupation / □□□□□□□□ □□ □□ □

If your answer for Q3E is 2 why?/ □□□□ □□□□□□□□ □□ □□ □□□
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F. In your opinion what do you think the obstacles to get job? /□□□□□ □□□□□□ □□ □□
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- The training which I took was not market driven in our surrounding?/□□□□□
 /□□□□□ □□□□□ □□□□ □□□□ □□□□□
- It is difficult to start my own business/to be employed due to the
 bureaucracy/□□□ □□ □□□□□/□□□□□ □□□□□ □□□ □□□□
- There are excess supply in my occupation has in the market/□□□□ □□□□□□ □□□
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- The industry in my occupation not yet functional/ □□□□□□□□ □□ □□□□□□□ □□
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- Other, please specify/□□ □□ □□□□

Thank you for your participation!
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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

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A. ORGANIZATIONAL INFORMATION: □□□□□□□□

1. Name of organization: □□□□□ □□ -----Sector /□□□□
□□□-----

2. Address of organization /□□□□□ □□□□/: Region/□□□; _____Zone
/□□ _____City/□□□ _____Woreda/□□□ _____ Kebele □□□

3. Type of organization/□□□□□ □□□□:

- Public enterprise/ □□□□□□ □□□ □□□□
- Private enterprise/ □□□□□□□□
- Government office/ □□□□□□ □/□□
- Non-Government Organization (NGO)/ □□□□□□ □□□□ □□□□
- Other, please specify/ □□□□ □□□□: _____

4. Year of establishment /□□□□□□□□ □□□ □□□□: _____

5. Position of contact Person /□□□□□ □□□□ □□ □□□ □□□: _____

Phone No/□□□:- Office /□□□ _____ Mob /□□□□. _____-

Email /□□□: _____ P.O Box/□□□ □□□ □□□ _____

B. Competence/□□□□□□□

1. How do you rate the competence of the TVET graduates working in your Organization>

(Please tick in the appropriate box)? □□□□□ □□ □□ □□□□□□□□□ □□□ □□ □□□ □□□□
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- Vey unsatisfactory /□□□ □□□□ □□□□□
- Unsatisfactory/ □□□□ □□□□□/
- Fair/□□□□ □□/
- Satisfactory /□□□□ □□/
- Very satisfactory/ □□□ □□□□ □□/

Please give us the reason/s for your opinions □□□□ □□□□□ □□□

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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. / በባለሙያዎች ላይ በጣም የሚጠበቅ ዓላማዎች? በጣም በጣም በጣም? በጣም በጣም በጣም 5= በጣም በጣም 4 =በጣም 3= በጣም 2= በጣም 1= በጣም በጣም በጣም በጣም በጣም በጣም በጣም በጣም

Qualities/ጥራት	Tick /ምልክት ያድርጉ (√)				
	1	2	3	4	5
Loyalty to the organization/በጣም በጣም በጣም በጣም በጣም					
Strong professional skills /በጣም በጣም					
Team work/ በጣም በጣም					
Work ethics/ በጣም በጣም በጣም-በጣም					
Honesty /በጣም በጣም					
Work attitude /በጣም በጣም በጣም በጣም በጣም					
Ability to work without constant supervision/በጣም በጣም በጣም በጣም በጣም					
Problem solving skills /በጣም በጣም በጣም በጣም በጣም					
Good communication skills/በጣም በጣም በጣም በጣም					
Strong technical literacy skills and understanding /በጣም በጣም በጣም በጣም /በጣም በጣም					
Strong numerical skills and understanding/በጣም በጣም በጣም በጣም በጣም					
Willingness to learn new things and creativity/በጣም በጣም በጣም በጣም በጣም					
Learn from mistakes /በጣም በጣም በጣም በጣም በጣም					

Others / በጣም በጣም በጣም.....

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.

/□□□□ □□□□□□ □□ □□□□□□ □□□□ □□□ □□□□□□ □□□□□□ □□□ □□ □□□□□□□□ □□□□ □□□□ □□□□□ □□□□ □□□□ □□□□□□□□ □□□□ □□□ □□□ □□□□□ □□ □□□□ □□ □□□ □□□□□

No./□.□	Occupation/□□	Skill gap/□□□□□ □□□□
1		
2		
3		
4		

4. Please tell us what occupations the TVET should introduce/□□/□/□/□□□□□/□□□□ □□□□ □□□□□□ □□□□ □□□□ □□□□□

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

Thank you for your participation!

□□□□□□□□ □□□□□□□□!