

Bahir Dar Poly Technic College Graduates Tracer Study (The Case of 2018/2019)

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Abstract: One of the Major challenges of technical vocational and education and training institutions is unmet demand of the market and unemployment of country's socio-economic development activities. In the last decades, The TVET industries developed vocational and skills training programmers as integral parts of broader strategies to promote development and employment. Even though there is no document/study/ which tell how the former graduates /before reinstated of TVET/ exposed to the real market/work and what faces to them, the informal communication expresses their worthiness on the job has a problem. The primary objective of a tracer study is to measure the relevance of technical and vocational training programmes 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 of graduated trainees, employed and un employed trainees are not well compile as a source at department level as well as at college level as well as shortage of logistics cooperativeness of some departments, The study was Utilized a descriptive survey method for generating qualitative and quantitative data. Secondary data also gathered. Overall results of the tracer study shows that respondents were asked to indicate whether they are currently employed or unemployed and looking for employment. The general employment status of respondents is shows that 56 percent of the respondents were employed while 44 percent of the respondents were unemployed. The assessment result revealed that the respondents are unexpectedly dependent on Family relationship (Nepotism) for looking for their jobs rather than formal mechanisms. In order to give solution for unemployment of youths especially for females we should adjust additional tutorial class as well as financial support with relation to all stake holders. The collage also organized Guidance and counseling service for all trainees in a regular programme and awareness creation for the society as a whole.

Keywords: Bahir Dar Poly Technic, Graduates, Trainees, Tracer

1. Introduction

Technical vocational and education and training (TVET) system in Ethiopia is currently rapidly expanding. The government believes that the present low factor productivity is due to the skill gap, and that left to its own, the industry will provide less training than is socially optimal. Therefore, publicly provided vocational education is seen by the

government as the means to close this skill gap. The government of Ethiopia looks at the public TVET as the key in improving the productivity of the enterprises and increasing their competitiveness in the global market [1].

The history of the now developed countries has demonstrated the fact that Technical and Vocational Education and Training (TVET) institutions played important roles in the industrialization process of their countries. In

doing so TVET systems became key players in the process of poverty alleviation, promotion of peace and stability, conserving the environment and improving the quality of life, as well as promoting gender equity and giving equal opportunity for people with disabilities [5, 6].

Since TVET institutions supply skilled workforce to the economy, it would be important to assess whether their efforts are meeting the needs of the economy for skilled manpower. It would be important to follow up where about of their graduates, i.e., tracer survey. A tracer survey implies tracing the where about of graduates, - whether they are employed or not, - as well as assessing how effective and efficient training centres are meeting their objectives of creating qualified skilled labour force [11, 12]. Precondition for technical and vocational training is that it should be demand driven and fit into the needs of labour market. To ensure a close linkage of training activities with labour market demands, different tasks should be undertaken. One of the tasks is undertaking tracer surveys at regular intervals to generate information on the internal and external effectiveness of education and training. Hence, tracer surveys are most useful and respectable method of getting information on the labour market [14, 15].

According to Ermias 2011 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 advancing, especially in the labour market in terms of being employed or not [4, 10, 13]. 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 [7, 8].

Although, Unemployment is a serious problem there are many who don't become self-employed or end up doing something else. It could be argued that, quality training should result in attaining the objectives for which the training is given those who got TVET training don't find jobs or are self-employed. It is obvious that the job market is not yet well developed and can't absorb all. It appears that there is a need for more job creation. Those who would like to become self-employed also need support in different forms i.e., financial, material, moral etc.

1.1. Statement of the Problem

Even though there is no document/study/ which tell how the former graduates /before reinstated of TVET/ exposed to the real market/work and what faces to them, the informal communication expresses their worthiness on the job has a problem. There also no full information about the later graduates. Specially to evaluate the achievements of the goal of TVET; to enhance the TVET effectiveness and to improve the training system knowing about the status of graduates is most useful. 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.

With the steady increase in the number of TVET graduates, employment opportunities for trainees have become very competitive. In line with the mission of the TVET College to train responsible and committed citizens, the college evaluates how its graduates have fared in their employment prospect after their training. Routine graduates Tracer Studies is needed to be conducted for this purpose.

1.2. Objective of the Study

General Objective

The primary objective of a tracer study is to measure the relevance of technical and vocational training programmes 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.

Specific Objectives

- (a) To assess the skills gap and training needs of the TVET graduates.
- (b) Assess graduates' satisfaction in the level of the curriculum, career guidance, quality of training.
- (c) Evaluate graduates' potential of securing employment.
- (d) Assess the graduates' experience in getting their first job.
- (e) To assess unemployment rate of graduates could not be able to find employment in the labour market.

Such information is vital to assist the college management committee and office management in planning and determining factors linked to trainee intake, curriculum design and improvement in services provided by TVET.

1.3. Scope of the Study

The scope of this tracer study is limited to collecting information/data on the employment status of Bahirdar Poly Technique Collage graduates and already graduated trainees, employers that found in the town and surrounding areas like Marawi and Wiretap. The survey would be involves undertaking 12 months after graduation, using questioners annexed in annexes two, three and four. The study will bound in the period of 2009 graduates. The issues beyond the objectives like Graduates' capability in performing at their job or what are TVET graduates are worth in the job market based on starting pay for first-time employees, according to field and qualifications and other similar issues will not be conducted and left for other studies.

1.4. Limitation of the Study

Since this tracer study is the one of an assessment in the college by following scientific methods and prepared documentation, there were different limitations i.e. The time-span of the tracer study is limited; the data of graduated trainees, employed and un employed trainees are not well

compile as a source at department level as well as at college level as well as shortage of logistics cooperativeness of some departments, therefore this might restrict to remind all trainees of the target group to take viable sample.

2. Literature Review

During the last couple decades, the World Bank's advice to developing countries seems to have been that basic education should be the top priority, and that public expenditure on TVET should be reduced. Such advice is based on the proposition that provision and funding of TVET is best left to the individuals, private enterprises and private institutions. This is justified by the fact that the demand-driven training systems have outperformed supply-driven systems. During the last couple decades, the interest in TVET was also low within the donor community, partly as a result of the increased focus towards the sectarian work. By its nature TVET is multi-sect oral and it was relatively neglected as a result. TVET institutions are encouraged and empowered to develop close working relationships with employers large, medium, and small and micro sized companies in their catchments areas [3]. Based on the objective of the National TVET Strategy frame work, Bahir Dar poly Technique College has been providing trainings in more than 80 Occupations in regular, extension and short-term trainings in 14 departments.

Even if the arguments for centrally directed TVET were convincing, ensuring that such a non-market-based system improves the outcomes of its beneficiaries is challenging in practice. We take as given the supply-driven nature of the TVET in Ethiopia. We argue that the supply-driven nature to TVET calls for mechanisms that would improve its efficiency and evaluate its effectiveness [12].

The TVET system in Ethiopia is currently rapidly expanding. The government believes that the present low factor productivity is due to the skill gap, and that left to its own, the industry will provide less training than is socially optimal [6, 11, 14]. Therefore, publicly provided vocational education is seen by the government as the means to close this skill gap. The government of Ethiopia looks at the public TVET as the key in improving the productivity of the enterprises and increasing their competitiveness in the global market [2].

The TVET program in Ethiopia is primarily supply driven. Even though TVET strategy stresses the importance of ensuring that TVET is flexible enough to accommodate the demand for, the allocation of students to TVET institutions, as well as the curriculum and the specialization offered are determined by government. This is in contrast to market-driven TVET systems, where the demand for particular specialization, as well as the fields of study is governed by the “invisible hand”. In the literature the appropriateness of the first versus the second approach has not been consistently settled, and the best approach may indeed depend on the particular contextual and institutional setting [9].

Technical and Vocational Education and Training (TVET)

provides trainees with the technical skills applicable for the particular trade. In practice, different types of programmes are included under the umbrella of TVET. (Grubb and Ryan, 1999) distinguish the following four types of programmes. (1) Pre employment TVET – prepares individuals for the initial entry into the employment. The regular track of the TVET in Ethiopia falls under this category. (2) Upgrade training provides additional training for the employed individuals; (3) Retraining provides the training for individuals that have lost jobs or for those wishing to switch careers; (4) Remedial TVET provides training to individuals out of the mainstream labour force.

3. Methodology

The study was Utilized a descriptive survey method for generating qualitative and quantitative data. Secondary data also gathered. To generate required data, three types of data collection tools were developed and used. These instruments are:

- (1) Structured questionnaire and an interview guide will develop for collecting primary data.
- (2) Necessary data from trainees.
- (3) Document analysis Issues are also identified and used.

The designed questionnaire was comprising two main themes: 1) Graduate employment and work: This theme is included to obtain the employment status and areas of employment of the TVET graduates as well as targeting those students who are not yet employed and self-employed; 2) Training and other provisions: This theme is included to gather comments about the instructors of Bahirdar poly technic college as well as the cooperative training.

For the tracer study approach, which involves actually enumerating and tracing a sample of Graduates who completed and graduated their training in 2017 G.C/2009 E.C and the Assessment of the relevance of their current engagements to their respective course study, we Adopted the “*retrospective approach*”. This involves research into appropriate files and Students’ records in training institutions with homes, addresses and telephone numbers as a starting point. The main objective was to find out the result and effects of the training.

Experiences of graduated students especially the relevance of the courses to the work they are Currently engaged in and obstacles of employment.

For the mapping out of all current employers of the graduates, we adopted the *employer-oriented tracer study approach*. This approach involved gathering evidence of employers’ Perception and judgments on the graduates and the training they have received from training.

Institutions, their effectiveness, commitment and discipline at work. An overall assessment to Determine the satisfaction of the employers with regards to the level of competence and Their professional ethics was therefore undertaken.

For the self-employed graduates, a tracer and assessment study were undertaken to assess them preparedness for self-employment, performance levels and the extent to which

their training has contributed to their success [11]. In assessing preparedness, we considered a number of factors that constitute preparedness. Prominent among them are the skills and competence required for a particular job.

As regard the relevance of courses to meet the Tracer study demand, a review of the curricula of Training providers was also undertaken to assess their relevance.

The target group for the tracer study included graduates of 2017 G.C/ 2009 E.C. They were totally 400 out of 1600 of total graduates in 2017 G.C/2009 E.C.

The identification of the graduate was primarily based on departments registration conducted by the TVET in relation to the student-enrolment procedure for the TVET program and the address they were left to the TVET after graduation. Through this registration names, addresses, and telephone numbers of all of the graduates were available. However, it appeared necessary to follow up on contact addresses of all students in order to update their address details due to the possibility of movements since many students now have graduated and changed their contact addresses and, in some Departments, there is absence of respondent addresses. The tracer study addresses students who graduated in 2017 G.C/2009 E.C at Bahirdar poly technic college in Bahirdar town and surrounding zones as well as woredas. Then the questioner will be distributed to fill out.

Next, after the identifying the eligible graduates for interview, which are in the skill area, calling will be held to take interviews from the actual address that getting from the questioner respond.

All the results will be entering into the computers using SPSS, Ms Excel windows application program for analysis. Simple static measurement tools will be used and will aggregate accordingly.

Secondary data was reviewed including General education Policy documents of The Federal Democratic Republic of Ethiopia as well as principles and guide lines relating to TVET, reports from Amhara Technical and vocational baroque, B/dar poly technique college and online related documents.

4. Data Analysis and Interpretation

Chapter 4 provides specific results of the tracer study specifically employment status of 2009 E.C graduates of BPTC. Basically, the study focused on Employer, employed and un-employed graduates of the college. Questioners are given to the selected graduates of the college.

The assessment of TVET training programmes and the performance of TVET graduates as it related to the labour market needs. The section below provides analysis of the following:

- analysis of the results 2009 E.C collages graduates tracer study;
- employers of the college graduates of 2009 E.C;
- Training providers' programme on graduates in terms of relevance of the job market.

4.1. Response Rate

As stated earlier in the report, the expected sample size of the collages graduates to be surveyed 1600 collages graduates responded and interviewed giving are response rate of 81.7 percent.

4.2. Data Analysis for Graduates

The analysis includes measuring the quality of training provided by the college where they graduate, the quality/relatedness of the assessment exam given at national level to the real-world working environment challenges, the employing organizations/company/enterprises, the need for on-the job training and the reason of on the training.

4.3. Socio Demographic Profile

As represent in the first graph amongst the total beneficiaries, 63 percent and 35 percent of beneficiaries were males and females respectively. With respect to gender distribution, the percentage of male is greater than the percentage of female.

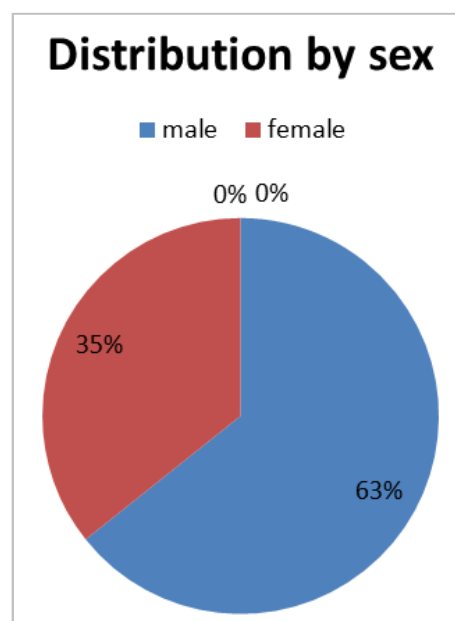


Figure 1. Percentage distribution by sex.

4.4. Individual Respondent Distribution by Age

According to an individual respondent distribution by age is determining and targeting the appropriate beneficiaries. The study indicates that the mean age of the respondents was 22 years while the minimum age was 18 years and the maximum was 26 years. The majority of (38 percent) respondents were between the ages of 22 and 24, followed by 34 percent of respondents who were aged 18 and 21. Small proportions of respondents (4 percent) were the above age of 26. The age distribution of respondents clearly shows that the study addressed those youth who were within the age group as specified in study.

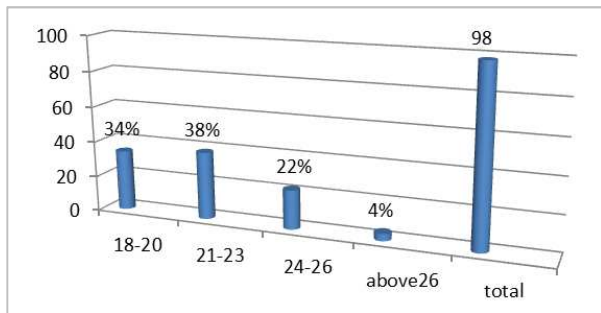


Figure 2. Percentage distribution by age.

4.5. Marital Status

As the represented below, among the total respondents, 73 percent and 27 percent of them are unmarried and married respectively. With respect to marital distribution, the percentage of unmarried is greater than the percentage of married. According to the figure 3 the male respondents greater than female respondents.

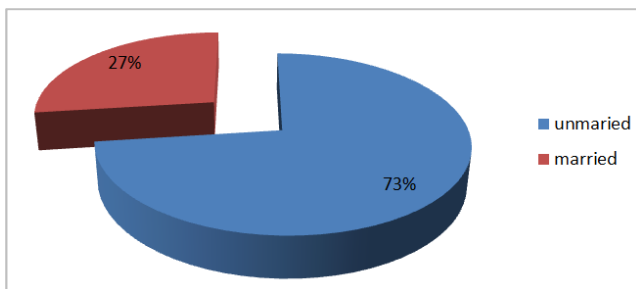


Figure 3. Marital status of respondent.

4.6. Project Preparation

According to the Project preparation of graduate whether they prepare project plan before leaving the collage or not has been done and the percentage distribution is presented in

below. Accordingly, 58% of respondents know and prepare about project plan and 40% of them didn't about it.

Accordingly, the result reveals that majority of graduates took prepare the project during the time of graduation and also ready to know about the feature in spite of the plan for the future career.

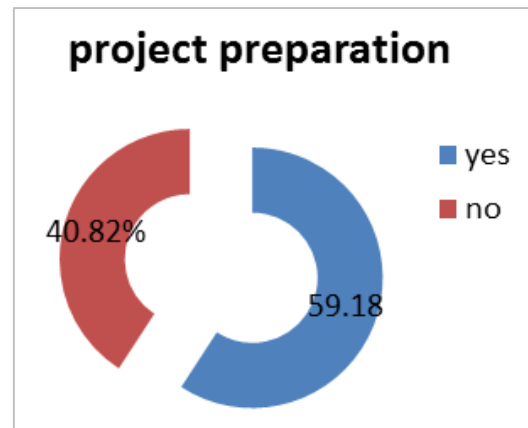


Figure 4. Percentage distribution of saving status.

4.7. Saving

As all we know in addition to the project-based training beginning the culture of saving is one of the major activities of the collage generally and the each and every trainer and trainee particularly. However, during the time of data collection or at the study time we found the result as presented below.

Table 1. Distribution of saving by age.

Department	yes		No		Total	
	male	36	male	22	Yes	no
all	female	22	female	18	58	40

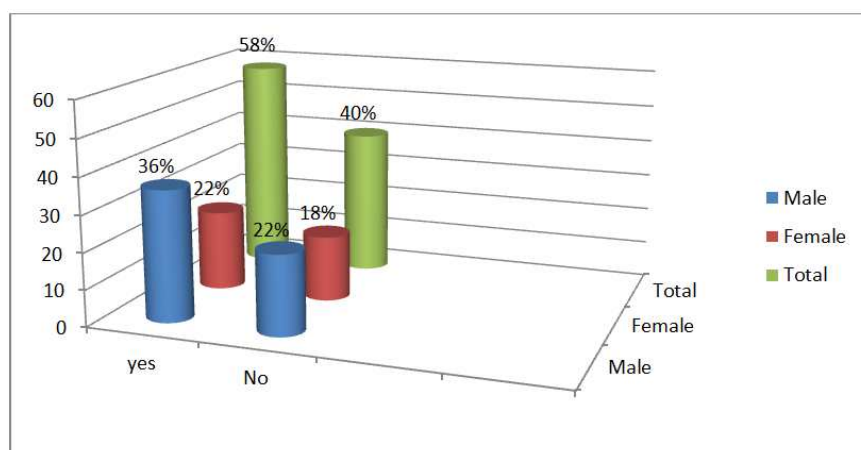


Figure 5. Distribution of saving by age.

The assessment done on how they have been looking for job is given in table 2 Majority of respondents 26 percent replied using company direct contact and 25 percent waiting to help by the collage next to calling by company and very

small percentage (5%) wanted to created their own job. The assessment result shows majority of graduates are looking for employment and very small numbers of them are job creators.

Table 2. Methods to look for job.

Methods of searching job	Frequency	Percent
internet, radio, tv, notice board	13	13
company direct contact	26	26
cooperative training	15	15
calling by company	21	21
Bolsa	5	5
by relation, family	9	9
help by college	25	25
own job creates	6	6
Total	120	100

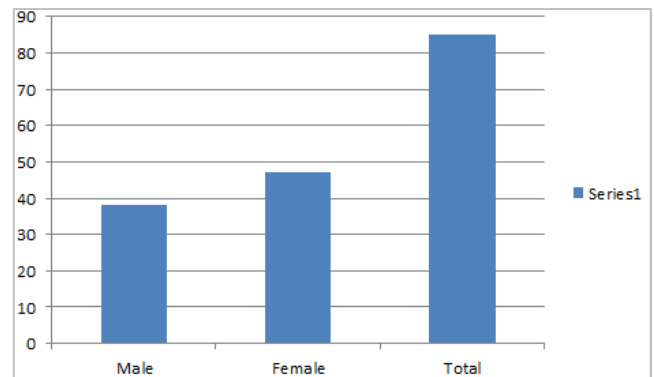
4.8. Data Analysis for Un-employed Graduates

The analysis in this section is mainly focused on un-employed graduates to measure quality of training provided by the college, their current status, how long they are looking for job, kind of job they are looking for, the media they are using to search for job and also measures the obstacles of the un employed respondents to get work in their field of study.

4.9. Socio-biographic Characteristics

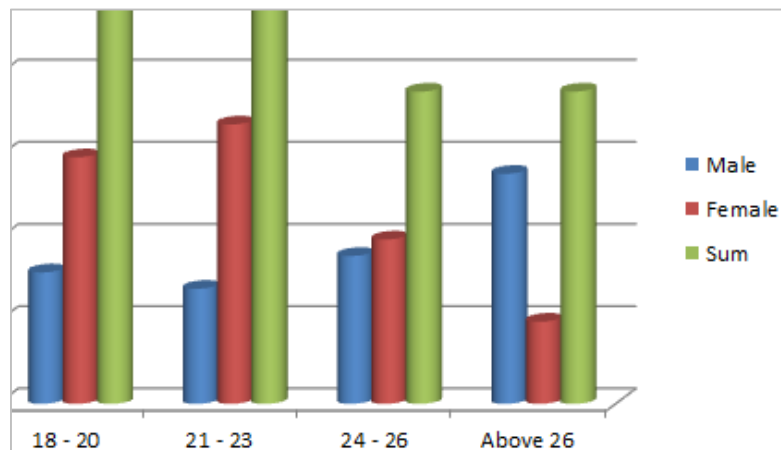
The socio-biographic distribution assessment includes distribution of respondents by age, gender and marital status. Thus, in this sub-section distribution of respondents mentioned is done. Figure 6 shows distribution of respondents by sex/gender. Accordingly, 55.3% of respondents are female and

44.7% are male. As a result, Females are more vulnerable in unemployment problem than Males.

**Figure 6.** Unemployed respondents by sex.**Table 3.** Unemployed respondents by sex.

Male	Female	Total
38	47	85

The assessment has also showed unemployment rate in age range as a result most of unemployed respondents are under the age of 24 that accounts 48 out of 85 (56.47%). This implies youths with in fire age are highly affected in unemployment problem.

**Figure 7.** Unemployed respondents by age range.**Table 4.** Respondents by age range.

Range	Male	Female	Sum
18 - 20	8	15	24
21 - 23	7	17	24
24 - 26	9	10	19
Above 26	14	5	19
Total	38	47	85

As part of the study, the age distribution of respondents for the assessment has been done. Accordingly, 28.23% of the respondents are at the age of 18-20, 28.23% of respondents are at the age of 21-23, 22.19% of respondents are at the age of 24-26, lastly above the age of 26 are scored 21.17%. The majority of respondents are below the age of 24 and relatively small percentages of respondents are above the age

of 26. The age distribution of respondents is given figure 8.

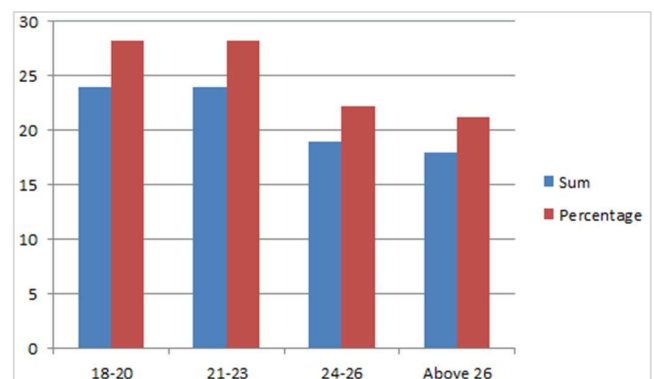
**Figure 8.** Age distribution of respondents by percentage.

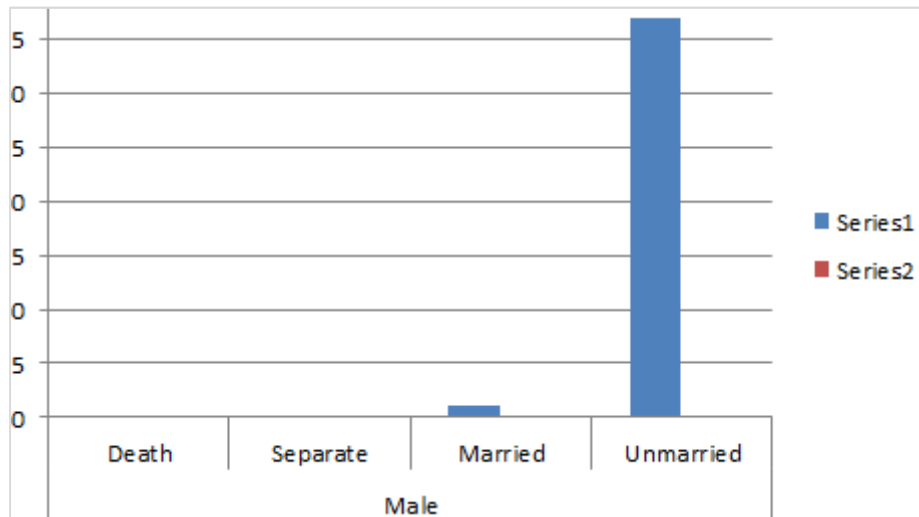
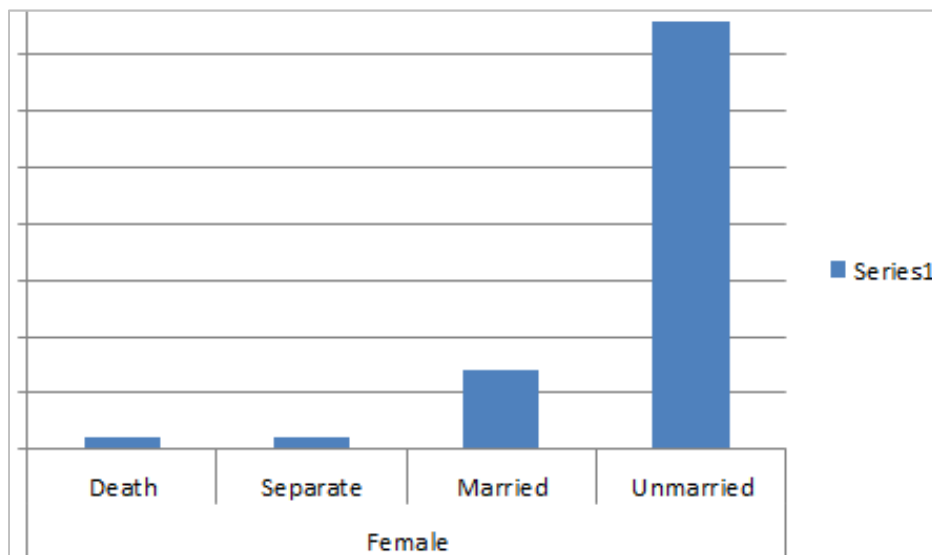
Table 5. Respondent age range distribution by percentage.

Range	Sum	Percentage
18-20	24	28.23
21-23	24	28.23
24-26	19	22.19
Above 26	18	21.17
	85	100

The marital status of respondents has been assessed. Out of the respondents 93.22% are un-married and only 6.78% are married as shown in figure 9. In this case also Females have relatively higher participation in marriage, separate as well as death than Males.

Table 6. Marital status of unemployed respondents.

Male				Female			
Death	Separate	Married	Unmarried	Death	Separate	Married	Unmarried
-	-	1	37	1	1	7	38

**Figure 9.** Marital status of unemployed.**Figure 10.** Marital status of unemployed.

4.10. Looking for Job

The tracer study also assessed the current situation of unemployed respondents, how long they are employed; how they are looking for jobs and type of job they are looking for. This section shows analysis of respondents for the topics mentioned. Assessment of current status of un-employed

respondents has been given in figure 11. According to the percentage distribution 55.29% of them are looking for job, 10.58% of them are upgrading themselves by further study, 9.41% of them are providing free service at different enterprises may be to gain more skill and experience and 15.29% of them are dependent on their family may helping their family and others scored 9.41%.

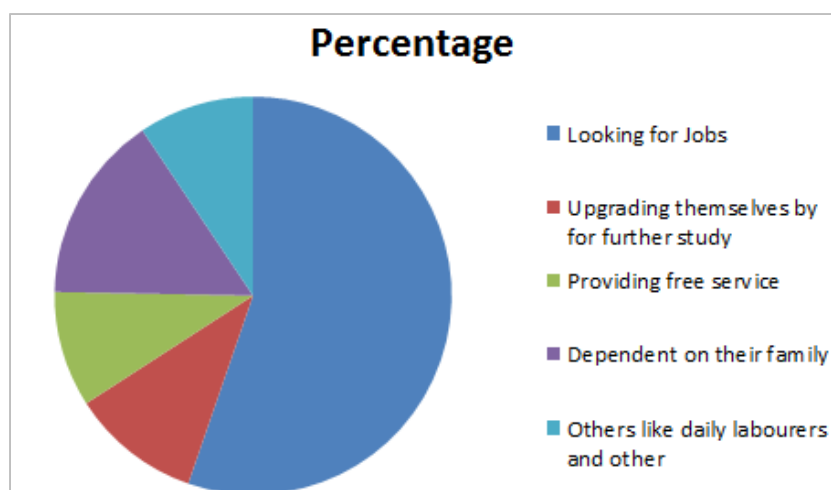


Figure 11. Percentage distribution of looking for job of respondents.

Table 7. Looking for job distribution by percentage.

Situation of looking for jobs	Percentage
Looking for Jobs	55.29
Upgrading themselves for further study	10.58
Providing free service	9.41
Dependent on their family	15.29
Others like daily labourers and other	9.41
Total	100

The assessment also focused on how long the un-employed respondents are looking for job since graduation is given in table 7. Accordingly, 32.94% of them are 10 months, 14.1% of them 8 months, 17.64% of them 9 months, 9.41% of them are 7 months, and 14.11% of them are 12 months. Small percentage of respondents stayed less than 6 months. The majority of respondents stayed between 7 and 12 months.

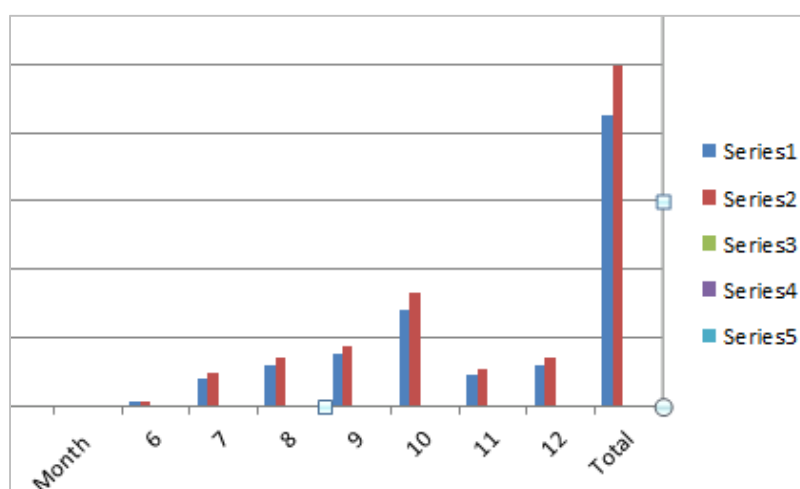


Figure 12. Distribution of months for looking for jobs.

Table 8. Distribution of months for looking for of respondents.

Month	Frequency	Percent
6	1	0.98
7	8	9.41
8	12	14.1
9	15	17.64
10	28	32.94
11	9	10.58
12	12	14.11
Total		100

The assessment has done on how the graduates are looking for jobs and percentage distribution is given in table 8. Accordingly, 30.58%, are using vacancy

announcements via internet, newspaper, notice boards, and radio/TV announcements, 41.17% of respondents also use family/friendship relations, 8.23% respondents are using company as well as 5.88% means to look for job and finally 5.88% choices other. In summary, the assessment result revealed that the respondents are unexpectedly dependent on Family relationships for looking for their jobs rather than formal mechanisms. It may have different causes for their selection of informal communication rather than formal communication. Like increasing corruption and sabotage of employment in the country, The absence of civic and ethical education in TVET Curriculum or other.

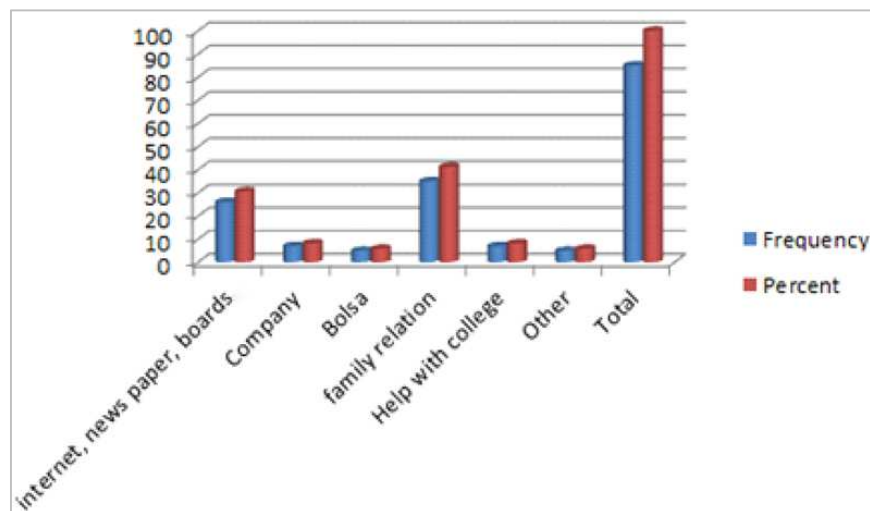


Figure 13. Unemployed mechanism of looking for jobs.

Table 9. Distribution respondents how they look for jobs.

Searching methods	Frequency	Percent
internet, newspaper, boards and radio tv	26	30.58
Company	7	8.23
Bolsa	5	5.88
family relation	35	41.17
Help with college	7	8.23
Other	5	5.88
Total	85	100

The assessment has done for the kind of job the respondents looking for is given in table 9. Majority of respondents, 57.64%, are looking for jobs related to their field of training and 42.35% of them are also looking for jobs out of their field of training.

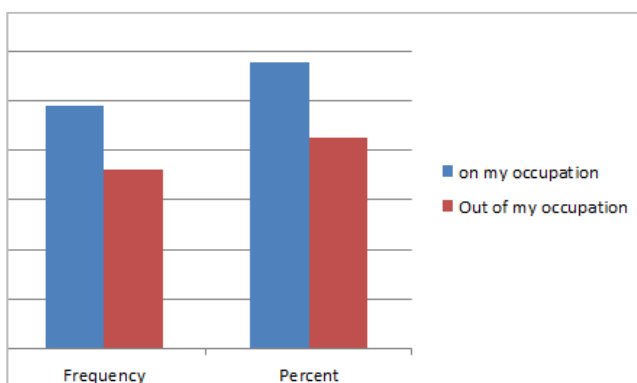


Figure 14. Kind of jobs that unemployed looking for.

Table 10. Distribution respondents' kind of job they are looking for.

Job they are looking for	Frequency	Percent
on my occupation	49	57.64
Out of my occupation	36	42.36
Total	85	100

Finally, the assessment has also done about the major obstacles to get job specially on their profession to solve un employment problem. On the basis of this fact the

respondents have given their response. The respondents gave prioritization of obstacles from complex to simple as follows:

1. Excessive supply of their occupation.
2. The occupation is not functional in the market.
3. The training is not market driven.
4. The Bureaucracy difficultness to start business.

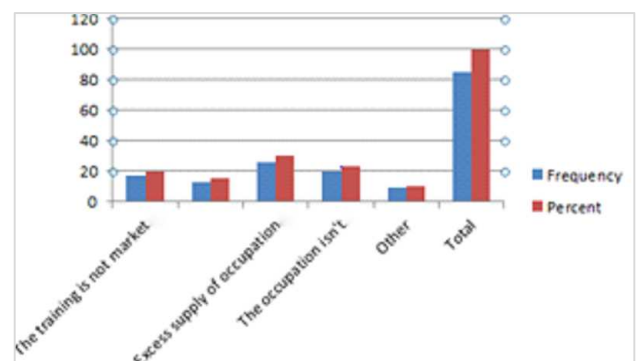


Figure 15. Major obstacles to get jobs.

Major Obstacles of Unemployed to Get Work

Table 11. Major obstacles of unemployed graduates to get work.

Obstacles	Frequency	Percent
The training is not market driven	17	20
Bureaucracy difficultness to start business	13	15.29
Excess supply of occupation in the market	26	30.58
The occupation isn't functional in the market	20	23.52
Other	9	10.58
Total	85	100

Data Analysis for Employed Graduates Demographic and Social

The total selected sample size of employed graduates is 100. Out of these 93 graduates fill questioners properly. As depicted in figure below, 69.9% and 30.1% of graduated beneficiaries were males and females respectively. With respect to gender distribution, the percentage of male is greater more than by half percentage that of female.

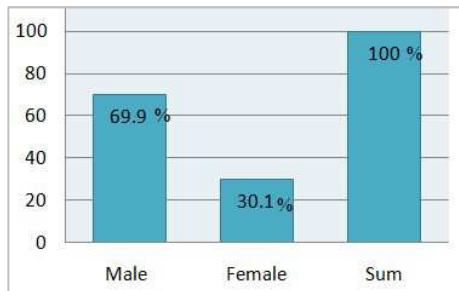


Figure 16. Employed trainees percentage distribution by sex.

Age of an individual is an important variable for determining and targeting the appropriate beneficiaries. As study wants to indicate that the age ranges from 18 - 20 years were minimum age, 21 - 23 years average age and from 24 - 26 maximum age and above 26 were over maximum ages. As depicted in figure below, from 24 - 26 years 32.26%. from 21 - 23 years 29.3%, above 26 27.96% and from 18 - 21 years ago 10.75% were job beneficiaries. Accordingly, the maximum age majority job beneficiaries and the minimum age very less job beneficiaries.

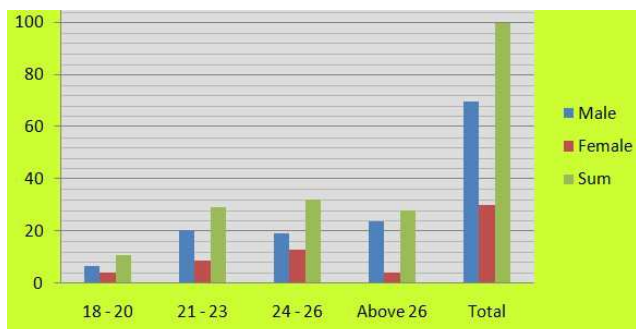


Figure 17. Percentage distributions of trainees by age.

Marital Status

As the depicted in figure below, among the total trainees, 68 percent unmarried, 30 percent of them are married and 2 percent separated. With respect to marital distribution, the percentage of unmarried is greater than the percentage of married and few of them were separated.

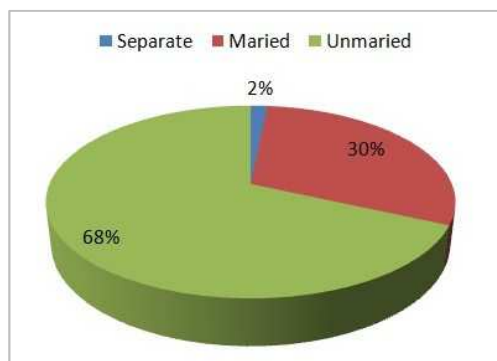


Figure 18. Percentage distributions of respondents by marital status.

Employer Organization

According to the assessment done about the profile of employers, 35% of employers are public enterprises, 32%

private enterprises, 14% governmental enterprises, 5% NGO (Non-Governmental-Organization). The result summary is given in figure below. The percentage distribution of employers shows that 35% percent are public enterprises and took greater share of employment for the graduates of Bahir Dar polytechnic college. This is also an indication about the relative growth of private enterprises compared to governmental enterprises and NGOs.

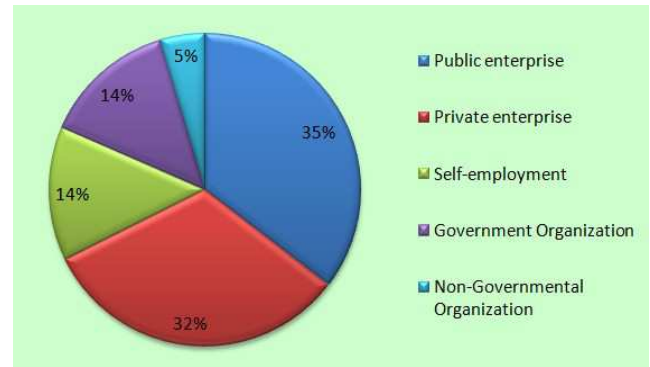


Figure 19. Employer organizations

Means of Finding the Job

The assessment done on how they have been looking for job is given in the figure below, 38% graduates used Contacting companies directly, 28% trainees used assistance by TVET institution, 11% used contacts during cooperative training, 11% helped by public advertisement, 7% used the access by Relations (e.g., parents/relatives/friends), 5% accessed by contacted a commercial working agency. The assessment result shows majority of graduates are looking for employment and very small numbers of them are job creators.

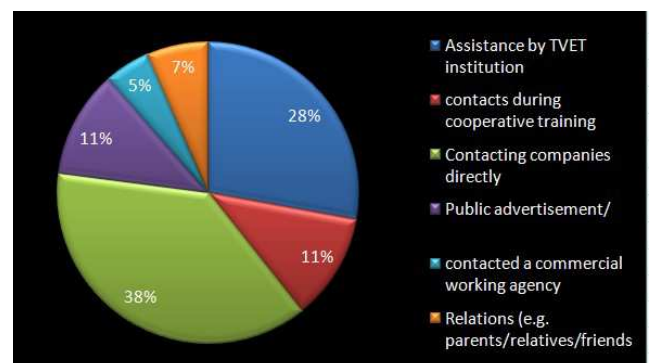


Figure 20. Means of finding job.

Job Relationship to Trained Occupation

An assessment also has been done about the requirements of employment: job relatedness to trained occupation. The bar-chart in figure below shows percentage of graduates for the criterion mentioned. Accordingly, job relatedness takes the lion share of other criterion as an important criterion. Accordingly, out of 93 total respondents, who are actually graduates of Bahir Dar polytechnic college, 73.04% said yes that their job related their occupation and 27.06% said no that

their job didn't related to their occupation. So, the result can give an indication that majority of graduates job is related to their occupation based on the percentage as the figure below.

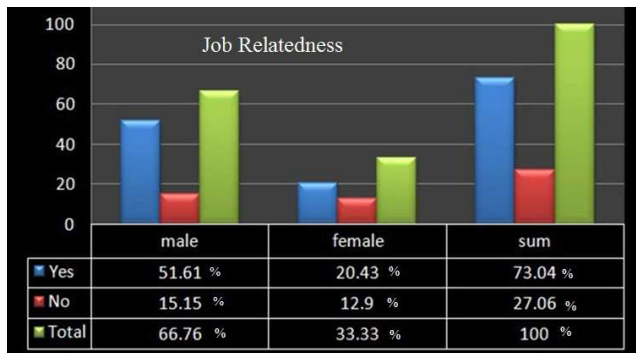


Figure 21. Job relationship to trained occupation.

Job Related Training Since Started from Working

The employment assessment of graduates has been done. Accordingly, out of 93 total respondents, who are actually graduates of Bahir Dar polytechnic college, 50.54% said yes that they have got job related training and 49.46% said no that means, they didn't get job related training occupation in given figure below. The result can give an almost equivalent result as shown in the chart below.

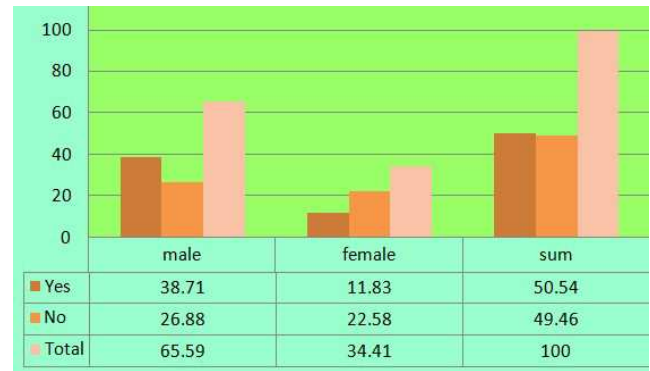


Figure 22. Job relatedness to their department.

The Important Aspects for Employment Criteria

An assessment has been done about the requirements given on the important aspects of employment criterions: as the table given below showed the detail important aspects of employment criteria dates. The total percentage showed that 26% important, 26% very important, 19% somewhat important, 16% not very important and 13 not important as criterion mentioned. As the result indicated the employment criterions important and very important have a greater share from top to bottom, this shows that the listed criterions so are important.

Table 12. The important aspects for employment criteria.

The Important aspects for employment criteria	Not very important	Not important	Somewhat important	Important	Very important
My professional qualification was demanded in the market	13	7	15	23	35
Participation in cooperative training	11	11	19	29	22
knowledge competency	11	11	17	31	23
Skill competency	13	11	19	27	23
Attitude competency	15	15	14	22	27
Social and individual relationship	27	19	20	14	13
Sum	90	74	104	146	143

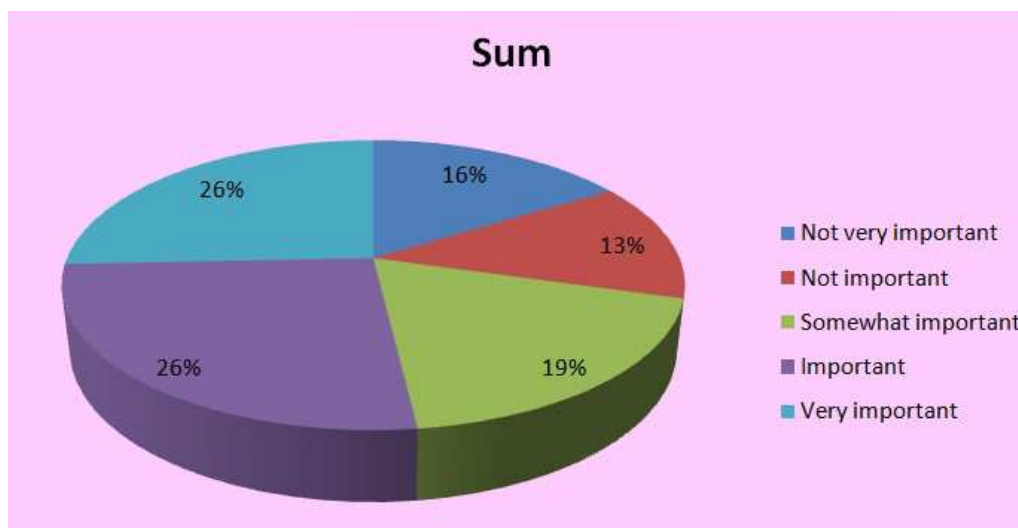


Figure 23. Important aspect of employment criteria.

Quality of Teaching/Training at the TVET College

An assessment has been done about the quality of training given in the college for the measuring criterion of practical skills, theoretical knowledge, training methodology,

Commitment of teaching / training staff and Training materials/equipment. The number of graduates according to the criterion mentioned is given in the table below. Accordingly, 24% said not at all, 21% said to some extent and

to great extent and 17% said to little extent and to very great extent. The result indicated large number of graduates said not at all and small number of graduates said to a very great extent about quality training. The criterions showed that mean value

showed that most of graduates said to some extent about the quality of training that means fair distribution to produce more competent graduates and also the assessment result showed the need to upgrading all criterions.

Table 13. Quality of teaching/training at the vet college.

what was lacking in your training and to what extent	Not at all	to a little extent	To some extent	to a great extent	to a very great extent
Training of practical skills	29	16	19	15	15
Transfer of theoretical knowledge	19	13	24	22	15
Teaching/training methodology	21	14	21	22	15
Commitment of teaching / training staff	22	19	16	21	16
Training materials/equipment	23	18	19	16	17
Sum	114	80	99	96	78
Average	93.4				

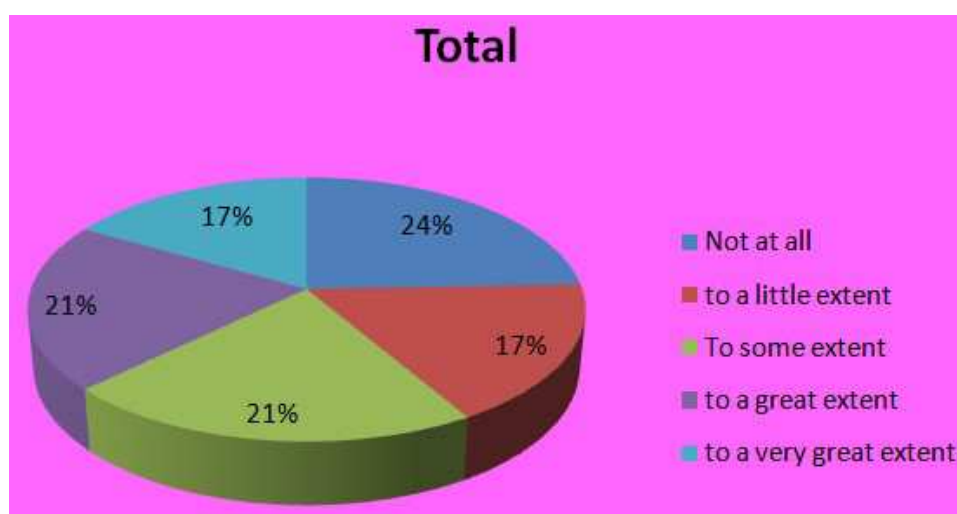


Figure 24. Quality of training in the college.

Data Analysis for Employers

This section provides a review of the effectiveness and relevance of training of TVET graduates from the employer's perspective. There were 4 types of organizations which are addressed by our interview to know the status of TVET graduates.

Types of Organization

The chart below indicates that from the total employers 34.4% is partnership, 30% governmental organization, 17% axon and ownership. The assessment indicates that partnership and governmental took greater share of employment for graduates of Bahir dar poly technical collage than ownership and axiom.

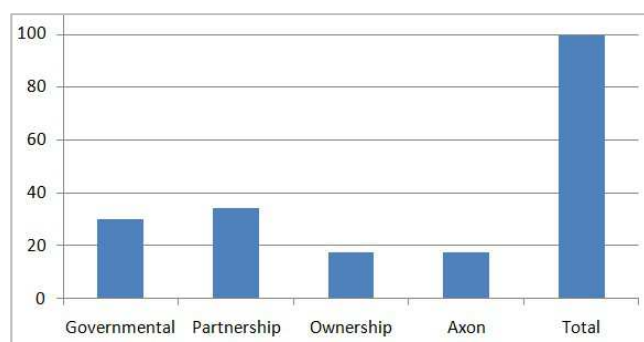


Figure 25. Distribution of employer organization.

Employer's Feedback About Vet Graduates

Employers' level of satisfaction with skills, competency and performance of the TVET graduates. As we know competency is one of the basic and most important to enhance employee performance and ultimately result in organizational success. So, the study indicates that the TVET graduates based on the respondents /organizations the competency of 33% TVET employee is fair, 23% is satisfactory, 15% is very satisfactory, 16% is unsatisfactory and 13% is very unsatisfactory. Accordingly, the result reveals that the competencies of the majority of employees are fair.

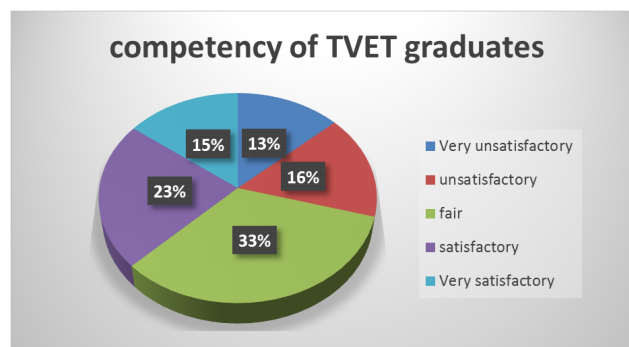


Figure 26. Competency of graduates.

Employee Quality

As we all know the main objective of TVET is to provide quality training to produce the competent and qualified citizens for the country. The information shows us, what the quality of our trainees is. There are parameters to measure the work quality of our trainees.

The figure below indicates us the responds of organizations 31% of employer said that the loyalty of our trainee is high, 24% medium, 16% both very high and low and 13% very low. Accordingly, the result reveals that our trainees/employees are loyal.



Figure 27. Loyalty of Employee.

Employee Quality

The figure below indicates us the responds of organizations 36% of employer said that the professional skill of our trainee is medium, 31% high, 14% low, 10% very low and 9% very high. Accordingly, the result reveals that employees have strong professional skills.



Figure 28. Professional Skill Distribution.

Employee Team Work

The figure below indicates us the responds of organizations 32% of employer said that the team work of our trainee is medium, 23% high, 19% very high, 14% low and 12% very low. Accordingly, the result reveals that employees have medium team work spirit.

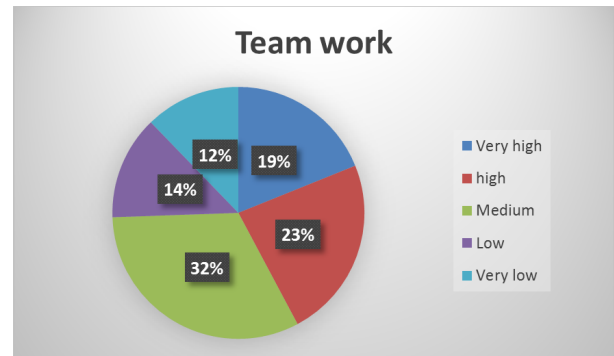


Figure 29. Distribution of Team Work.

Employee Work Ethics

The figure below indicates that the responds organizations show us 32% of employer said that the work ethics our trainee is high, 22% medium and very high, 14% low, 10% very low. Accordingly, the result reveals that employee have high work ethics.



Figure 30. Distribution Work Ethics.

Employee Honesty

The figure below indicates that the responds organizations us 30% of employer said that the honesties of our trainee is high, 28% very high, 21% medium, 11% very low and 10% low. Accordingly, the result reveals that employees are honesty.

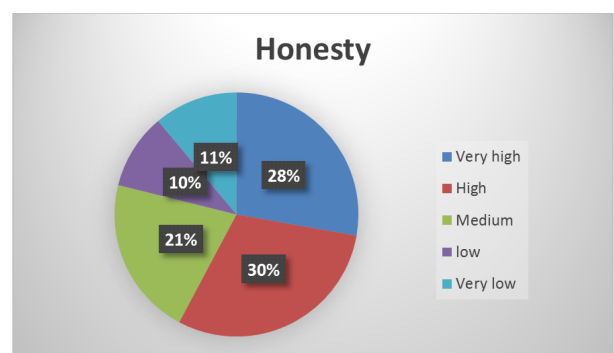


Figure 31. Honesty Distribution of Employee.

Employee Work Attitude

The figure below indicates that the responds of organization 31% of employer said that the work attitude of our trainee is high, 24% medium, 20% very high, 15% low

and 10% very low. Accordingly, the result reveals that employees have high and positive work attitude.

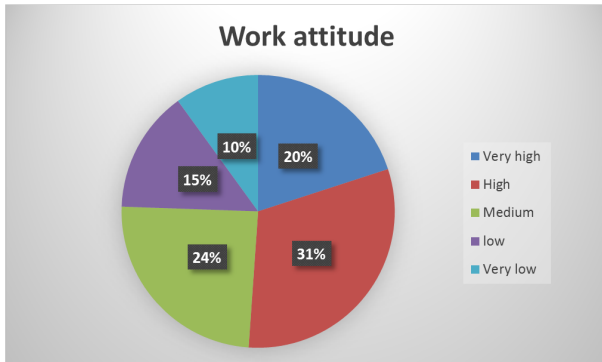


Figure 32. Employee Work Attitudes.

Employee Work Ability

The figure below indicates that the responds of organization 25% of employer said that ability to work without constant supervision of our trainee is high, 24% medium 20% low, 18% very high and 13% very low. The assessment indicates that employees have high ability to work without constant supervision.

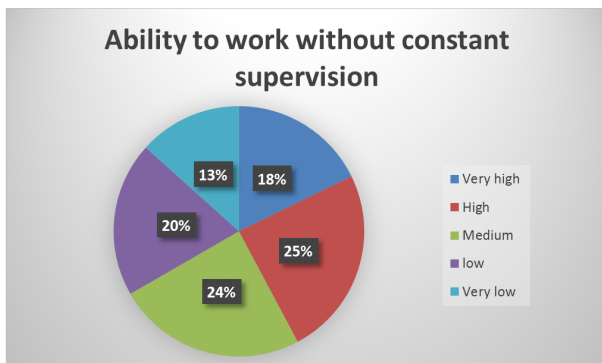


Figure 33. Work Ability of Employee.

Employee Solving Skills

The figure below indicates that the responds of organization 36% of employer said that problem solving ability of our trainee is medium, 21% high, 19% low, 12% very high and 12% very low. The assessment indicates that the problem-solving ability of our trainees are medium.

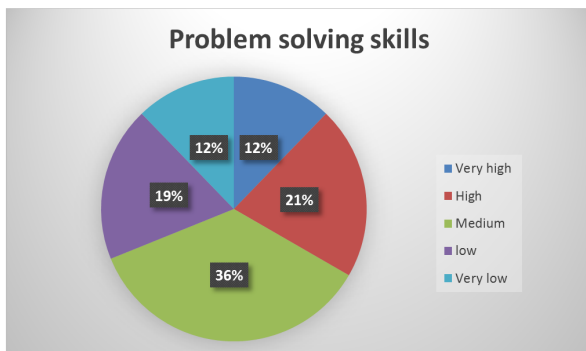


Figure 34. Problem Solving Skills.

Employee Solving Skills

The figure below indicates us the responds of organizations 33% of employer said that their communication skills of our trainee is medium, 23% high, 19% very high, 15% low and 10% very low. The assessment indicates that our trainees have good communication skills.

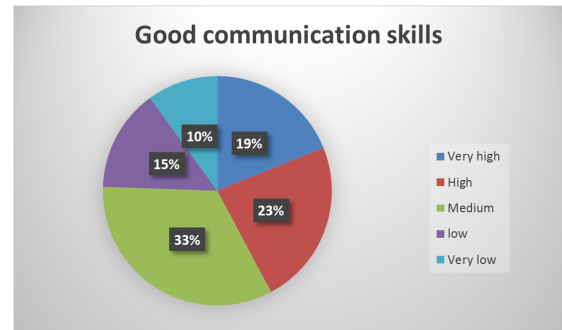


Figure 35. Communication Skill of Employee.

Employee Technical Literacy

The figure below indicates us the responds of organizations 31% of employer said that technical literacy and understanding skills of our trainee is high, 28% medium, 16% low, 14% very high and 11% very low. The assessment indicates that our trainees have strong technical literacy and understanding skills.

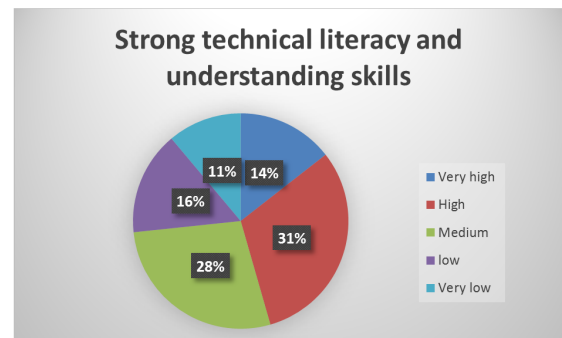


Figure 36. Employee Technical Skill Distribution.

Employee Numerical Skills

The figure below indicates us the responds of organizations 30% of employer said that numerical and understanding skills of our trainee is high, 29% medium, 17% low, 14% very high and 10% very low. The assessment indicates that our trainees have strong numerical and understanding skills.

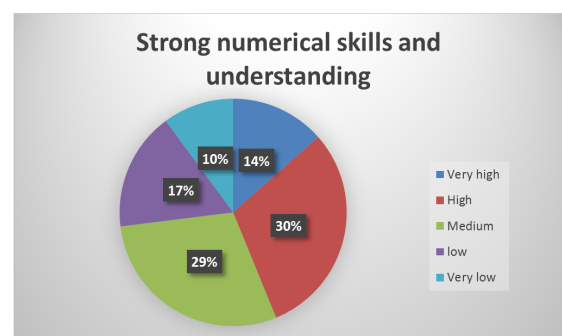


Figure 37. Numerical skills of employee.

Employee Distribution of Creativity

The figure below indicates that the responds of organization 31% of employer said that willingness to learn new things and creativity of our trainee is high, 25% medium, 18% very high, 17% low and 9% very low. The assessment indicates that our trainees are creative.

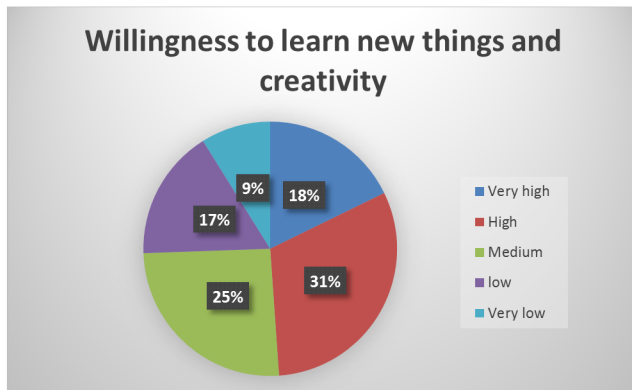


Figure 38. Distribution of creativity.

Employee Mistake Distribution

The figure below indicates that the responds of organization 26% of employer said that learn from mistake of our trainee is high, 24% medium, 21% very high, 18% low and 11% very low. The assessment indicates that our trainees have high ability to learn from their mistakes.



Figure 39. Employee mistake distribution.

5. Conclusion and Recommendation

5.1. Conclusion

Finally, the assessment has also done about the major obstacles to get job especially on their profession to solve unemployment problem. On the basis of this fact the respondents have given their response. The respondents gave prioritization of obstacles from complex to simple as follows:

- (1) Excessive supply of their occupation.
- (2) The occupation is not functional in the market.
- (3) The training is not market driven.
- (4) The Bureaucracy difficultness to start business.
- (5) The quality training should be improved.

The assessment result revealed that the respondents are unexpectedly dependent on Family relationship (Nepotism) for looking for their jobs rather than formal mechanisms. It may have different causes for their selection of informal communication rather than formal communication. Like increasing corruption and sabotage of employment in the country, the absence of delivering civic and ethical education by common course teachers in TVET or other.

According to result regarding how they are looking for jobs next to family relationship respondents are using internet, magazines, TV and radio announcements and this can be an indicate how increasing the awareness of utilizing innovating technology rather than knocking the door of the Employer.

An assessment has been done about the quality of training given in the college for the measuring criterion of practical skills, theoretical knowledge, training methodology, Commitment of teaching / training staff and Training materials/equipment. The number of graduates according to the criterion mentioned is given in the table below. Accordingly, 24% said not at all, 21% said to some extent and to great extent and 17% said to little extent and to very great extent. The result indicated large number of graduates said not at all and small number of graduates said to a very great extent about quality training. The mean value showed that most of graduates said to some extent about the quality of training that means fair distribution to produce more competent graduates and also the assessment result showed need to upgrading all criterions.

5.2. Recommendations

Based on data analysis and findings, following recommendations are made:

- a) Employers, Institutions and Collages in addition to industries should working together to improving the quality of training and that to satisfy demand of the industries.
- b) The trainee's data should be recorded before leaving the collage and should be updated to strengthen the interaction of the trainee, collage and Employers.
- c) Recommended that creating awareness in entrepreneur and civic and ethical education in order to gate the first job in formal ways and reaching consensus about the job ownership rather than depending on the family or minimize nepotism.
- d) The quantitative and qualitative analysis clearly suggests that there is a need for better coordination and support through the collage, city administration and regional stake holders as well as governmental and non-governmental employers. The Authority should urgently review the composition and function of Enterprises responsible for the development of centre of competency. Networking linkage between TVET training institutions and industries should be developed with the collage serving as the "middle"
- e) In order to give solution for unemployment of youths

especially for females we should adjust additional tutorial class as well as financial support with relation to all stake holders.

- f) The collage also organized Guidance and counseling service for all trainees in a regular program and awareness creation for the society as a whole.

Acknowledgements

The tracer study has been piloted successfully and produced many good results after two months of implementation. We would like to express our gratitude to the leaders of our college, especially to Mr. Bantayehu Sentie (v/dean) his close guidance and strong commitment in adopting the tracer study concept to the TVET system highly contributed to the success of the implementation. We also highly appreciate the great cooperation of participating 14 departments. And all of our former trainees to answer the questionnaires as much as possible without their support and active contribution, we would not have been able to successfully implement and improve the tracer study. Thank you very much and we are looking forward to receiving your further contribution to wider replication of Tracer Study in Bahir Dar polytechnic college.

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