

THE SIAYA NATIONAL POLYTECHNIC

P.O. BOX 1087 - 40600 SIAYA. TEL: 0768509509

Email: info@siayapolytechnic.ac.ke.

GRADUATE TRACER STUDY REPORT 2026



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Abbreviations and Acronyms

Acronym	Meaning
CBET	Competency-Based Education and Training
CDACC	Curriculum Development, Assessment and Certification Council
FY	Financial Year
HOD	Head of Department
ICT	Information and Communication Technology
KNEC	Kenya National Examinations Council
NGO	Non-Governmental Organization
PC	Performance Contract
TSNP	The Siaya National Polytechnic
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority



Executive Summary

The Siaya National Polytechnic (TSNP) is a public technical and vocational institution whose mandate covers training in engineering, applied sciences, agriculture, business and technology. Its career-services function is intended to prepare trainees for employment and self-employment and to strengthen access to jobs, internships, mentorship and skills-development opportunities. This report presents the results of a 2026 Graduate Tracer Study conducted among recent graduates of TSNP. The study examined graduates' demographic and academic profiles, current labour-market status, employment and self-employment outcomes, industrial attachment experiences, satisfaction with training and recommendations for institutional improvement. approach was used.

A descriptive cross-sectional survey revealed that most respondents graduated in 2025 (121; 66.1%), followed by 2024 (46; 25.1%). Consequently, the findings largely reflect graduates who were still in the early stages of labour-market transition. The principal concern was unemployment. A total of 110 respondents (60.1%) reported that they were unemployed and seeking work. Formal employment accounted for 21 respondents (11.5%), self-employment for 12 (6.6%), internship or attachment for 22 (12.0%), and further studies for 18 (9.8%). The combined employment rate, defined as formal employment plus self-employment, was 18.0%. The positive-destination rate, including employment, self-employment, internship and further studies, was 39.9%.

Graduate ratings of training were generally favourable. The highest average rating was teaching quality (4.32/5), followed by curriculum relevance (4.19), practical training (4.09), facilities (3.92) and overall satisfaction (3.53). A total of 169 respondents (92.3%) indicated that they would recommend TSNP. Open-ended responses consistently emphasized the need for more practical training, modern tools and equipment, additional trainers, stronger attachment placement and supervision, updated software and technology, timely certification and graduation, and direct institutional support in linking graduates to employment and entrepreneurship opportunities. Graduates also expressed appreciation for the

institution, supportive trainers and the practical knowledge gained. The report recommends prioritising career services, industry partnerships, practical-training resources, entrepreneurship support, alumni tracking, timely certification and regular graduate follow-up.

CHAPTER ONE: INTRODUCTION

1.1 Background of The Siaya National Polytechnic

The Siaya National Polytechnic is a public technical and vocational education and training institution in Siaya County. It offers programmes in engineering, applied sciences, agriculture, business, hospitality, information technology and related occupational fields. As a public TVET institution, its central mandate is to develop practical and employable skills that respond to changing labour-market and self-employment needs (Ministry of Education, 2020). Training is delivered through several academic departments and is supported by functions such as industrial liaison, quality management, career guidance, information and communication technology services, examinations and student support. These functions are important because graduate outcomes are shaped not only by classroom instruction but also by workplace exposure, certification, career information and the quality of institutional support.

The institutional emphasis on practical competence, entrepreneurship and labour-market relevance provides the basis for evaluating graduate outcomes. National policy assigns tertiary career-service functions a broad role that includes career guidance, work-based learning, labour-market information, incubation, tracer studies and education–industry linkages (Ministry of Education, 2023). The tracer study therefore provides evidence for assessing the extent to which training and graduate-support systems are contributing to employment, self-employment and further learning.

1.2 Background to Graduate Tracer Studies

A graduate tracer study follows former trainees after completion to determine their transition into employment, self-employment, internships, further education or unemployment. It also examines the relevance of training, the usefulness of workplace exposure, graduate satisfaction and areas requiring

improvement. Tracer studies are especially important in TVET because training is expected to produce practical, occupation-specific and transferable competencies that can be applied in the labour market.

Graduate tracer studies are used to assess employment outcomes, the relevance of training and graduates' satisfaction with their learning experience (International Labour Organization, 2016).

1.3 Rationale for the Study

The study was undertaken to provide evidence on what happens to graduates after leaving TSNP. Without systematic graduate data, the institution may rely on isolated success stories or informal impressions when reviewing programmes, allocating resources or setting performance targets. The tracer study addresses this gap by generating a baseline on graduate destinations, employment quality, training relevance and satisfaction. The results are intended to support programme review, performance contracting, practical-resource planning, trainer development, industrial linkage, career guidance and alumni engagement. They also allow the institution to identify departments and graduate groups that may require targeted support.

1.4 Statement of the Problem

TSNP has expanded its training portfolio and institutional infrastructure, but there has been limited consolidated evidence on graduates' labour-market outcomes. Preliminary results show that a substantial proportion of respondents were unemployed and seeking work. At the same time, graduates generally rated teaching and curriculum relevance positively and strongly recommended the institution. This combination raises an important institutional question: why do favourable training perceptions coexist with slow transition into employment? Possible explanations include the recency of graduation, limited job opportunities, inadequate employer linkages, insufficient practical resources, delays in certification, differences between departments, and the need for stronger entrepreneurship and job-

search support. A systematic analysis is required to distinguish these issues and guide realistic institutional action.

1.5 Purpose of the Study

The purpose of the study was to assess the employment, self-employment, internship, further-study and unemployment outcomes of TSNP graduates and to evaluate the relevance, quality and usefulness of the training they received.

1.6 Objectives of the Study

1.6.1 General Objective

To assess graduate outcomes, training relevance and satisfaction among graduates of The Siaya National Polytechnic.

1.6.2 Specific Objectives

- Describe the demographic and academic characteristics of respondents.
- Establish graduates' current employment, self-employment, internship, further-study and unemployment status.
- Examine labour-market outcomes by gender, graduation year and academic department.
- Describe employer categories and industries among formally employed graduates.
- Assess graduate satisfaction with teaching quality, practical training, facilities and curriculum relevance.
- Assess graduates' willingness to recommend TSNP.
- Identify recurring graduate recommendations for improving training and employability support.
- Propose institutional actions and performance indicators informed by the findings.

1.7 Research Questions

- What are the demographic and academic characteristics of the respondents?
- What is the current situation of graduates after graduation?
- How do graduate outcomes vary by gender, graduation year and department?
- Which employer categories and industries absorb formally employed graduates?
- How do graduates rate teaching, practical training, facilities and curriculum relevance?
- Would graduates recommend TSNP?
- What improvements do graduates consider most important?
- What actions should TSNP prioritize to improve graduate outcomes?

1.8 Scope of the Study

The study covered graduates who completed their studies between 2022 and 2025. The target population was 1,700 graduates. The analysis examined gender, age, year of graduation, academic department, current graduate status, employer category, industry, satisfaction ratings, willingness to recommend the institution and open-ended comments on training and graduate support.

1.9 Significance of the Study

The findings are relevant to management, academic departments, Quality Management, Career Services, Industrial Liaison, Examinations, students, alumni, employers and performance-contract target holders. They provide a baseline for planning interventions and measuring improvement in later tracer-study cycles.

1.10 Limitations of the Study

The principal limitation was the response rate. Of the target population of 1,700 graduates, 185 submitted questionnaires and 183 consented to participate, producing a valid response rate of 10.8%. The findings therefore describe the respondents accurately but cannot be assumed to represent every graduate in the 2022–2025 population. According to Groves et al. (2009), low participation may introduce non-response bias when the experiences of respondents differ systematically from those who did not take part. The study also relied on voluntary self-reports and was dominated by graduates from 2024 and 2025, many of whom were still in the early stages of transition to work. Some departments and employment categories contained small numbers, and employer, income and industry fields were incomplete for a proportion of respondents. These factors limit the precision of subgroup comparisons. Finally, the cross-sectional design describes associations and current circumstances but does not establish causal relationships between particular aspects of training and employment outcomes. Open-ended responses were coded thematically and, although recurring themes were identified systematically, some comments could reasonably fit more than one category. The results should therefore be interpreted as an institutional baseline and strengthened through repeated cohort follow-up and complementary employer studies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the evidence relevant to graduate tracer studies, employability, labour-market relevance, practical training, industrial attachment, entrepreneurship, career services and graduate satisfaction.

2.2 Graduate Tracer Studies in TVET

Tracer studies are institutional monitoring tools used to establish graduate destinations and assess how effectively training supports the transition to work, further learning and occupational progression. According to the International Labour Organization, (2016), these studies complement administrative records by providing evidence on employment status, job relevance, working conditions and graduates' assessment of their training. A strong tracer study should distinguish between formal employment, self-employment, internship, further studies and unemployment. It should also consider the quality of employment, including job relevance, contract security, income and time taken to secure work. Merely reporting an employment percentage may conceal substantial differences in job quality and career progression.

2.3 Graduate Employability and Labour-Market Transition

Employability includes occupational knowledge, practical competence, communication, teamwork, problem-solving, digital capability and the ability to adapt to changing work requirements. Employment is a status measured at a specific point in time, while employability is the broader capacity to obtain, retain and progress in productive work. The ILO identifies core and transferable skills as important complements to technical competence in TVET systems (International Labour Organization, 2015). The transition from training to work is not immediate for every graduate. The International

Labour Organization (2016)'s tracer-study guidance recommends following graduates over time because employment status, job relevance and employment quality can change substantially during the first years after completion.

2.4 Practical Training and Curriculum Relevance

TVET programmes are expected to integrate theoretical understanding with substantial hands-on practice. Practical learning develops equipment familiarity, procedural accuracy, safety awareness, confidence and problem-solving ability. Kenya's TVET policy direction emphasises quality, relevance, work experience and skills suited to immediate and emerging labour-market needs (Ministry of Education, 2020). Curriculum relevance depends on the alignment of learning outcomes, teaching methods, assessment and current industry practice. Across African TVET systems, weak links between institutions and employers can reduce responsiveness to changing skills needs; stronger work-based learning, social-partner participation and investment in modern training resources are therefore recommended (African Development Bank; International Labour Organization, 2023).

2.5 Industrial Attachment and Work-Based Learning

Industrial attachment provides an opportunity to apply classroom learning in real work settings. It can help graduates build professional networks, understand workplace expectations and acquire skills that may not be available in institutional workshops. However, attachment quality depends on appropriate placement, supervision, meaningful tasks and coordination between the institution and the host organization.

2.6 Self-Employment and Entrepreneurship

Self-employment is a central pathway for TVET graduates, especially where formal jobs are limited. Technical training can support small enterprises in repair, construction, fashion, beauty, hospitality,

agriculture and trade. Nevertheless, graduate businesses often face limited capital, equipment shortages, small markets, high operating costs and weak management systems.

Entrepreneurship education is most effective when it is connected to practical business development, mentoring, incubation, financing and market access. A classroom entrepreneurship unit alone may not be sufficient to move graduates from intention to sustainable enterprise.

2.7 Career Services and Industry Linkages

Career services support the transition from training to work by providing labour-market information, career guidance, application and interview preparation, employer engagement and referrals to employment or internship opportunities. Their effectiveness should be judged through measurable outputs and outcomes, including graduates reached, employers engaged, vacancies shared, placements achieved and enterprises supported (International Labour Organization, 2016b). The effectiveness of these services should be measured through concrete indicators such as graduates reached, employers engaged, vacancies shared, placements achieved and businesses supported. Tracer data provides the outcome evidence needed to evaluate these activities.

2.8 Graduate Satisfaction

Graduate satisfaction reflects perceptions of teaching, facilities, practical exposure, curriculum relevance and institutional support. High satisfaction is important for institutional reputation and alumni engagement, but it should not be treated as a substitute for employment outcomes. An institution may be well regarded while graduates still face difficult labour-market conditions.

2.9 Conceptual Framework

The study assumes that graduate outcomes are influenced by both institutional and external factors. Institutional factors include teaching quality, practical training, facilities, curriculum relevance,

industrial attachment, career support and entrepreneurship preparation. Graduate characteristics include gender, age, programme and graduation year. External factors include employer demand, economic conditions, recruitment practices, professional requirements and access to finance. These factors shape formal employment, self-employment, internship, further studies, unemployment, income and job relevance.



CHAPTER THREE: METHODOLOGY

3.1 Research Design

The study adopted a descriptive cross-sectional survey design. This design was appropriate because it enabled the collection and summary of information on graduates' current circumstances, experiences and perceptions at a defined point in time. Descriptive survey designs are suitable for documenting patterns, distributions and relationships without manipulating the study environment (Creswell, 2014).

3.2 Study Population and Sampling

The target population comprised 1,700 graduates who completed their studies at TSNP between 2022 and 2025. All eligible graduates were intended to have an opportunity to participate, making the approach census-oriented rather than sample-based.

3.3 Respondents and Consent

Table 1: Response and consent summary

Measure	Result
Total submissions received	185
Consented and included in substantive analysis	183
Did not consent and excluded	2
Official target population	1,700 graduates (2022–2025)

All substantive percentages in this report use the 183 consenting respondents as the denominator unless a table explicitly indicates a smaller valid base.

3.4 Data Collection Instrument

Data were collected using a structured questionnaire that included closed-ended and open-ended questions. The questionnaire covered informed consent, demographics, year of graduation, department, current status, employment characteristics, self-employment, industrial attachment, skills acquired, satisfaction ratings and recommendations.

3.5 Data Collection Procedure

The questionnaire was administered electronically, and the dataset records responses submitted between June and July 2026. The survey link was shared via email and through WhatsApp groups of TSNP graduates. Completed responses were exported to Microsoft Excel for cleaning, coding and analysis. Only records from respondents who provided consent were included in the substantive findings.

3.6 Data Management and Cleaning in Microsoft Excel

Microsoft Excel was used to manage and analyse the data. The workflow preserved the original export, created a separate cleaned dataset, standardized categorical labels, excluded non-consenting records, checked for duplicate or invalid entries, coded multiple-response items and generated frequencies, percentages, cross-tabulations, descriptive statistics and charts.

3.7 Data Analysis

Quantitative data were analysed using frequencies, percentages, means, standard deviations and cross-tabulations. Ratings were summarized on a five-point scale. The percentage rating an item positively was also calculated using responses of 4 or 5. Qualitative responses were reviewed and grouped into recurring themes.

3.8 Ethical Considerations

The research followed appropriate ethical guidelines. Participation was voluntary and respondents were asked whether they agreed to participate. Results are presented in aggregate form. Individual graduates are not identified. Data was securely kept and used solely for the purpose of the study.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Survey Participation

The analytical dataset contained 183 consenting respondents. All figures and percentages in the main results chapter are based on this group unless otherwise indicated. The study achieved wide departmental representation, but the distribution was not even, and recent graduates accounted for most responses.

4.2 Demographic Characteristics

4.2.1 Gender

Table 2: Respondents by gender

Gender	Frequency	Percentage
Female	113	61.7%
Male	70	38.3%



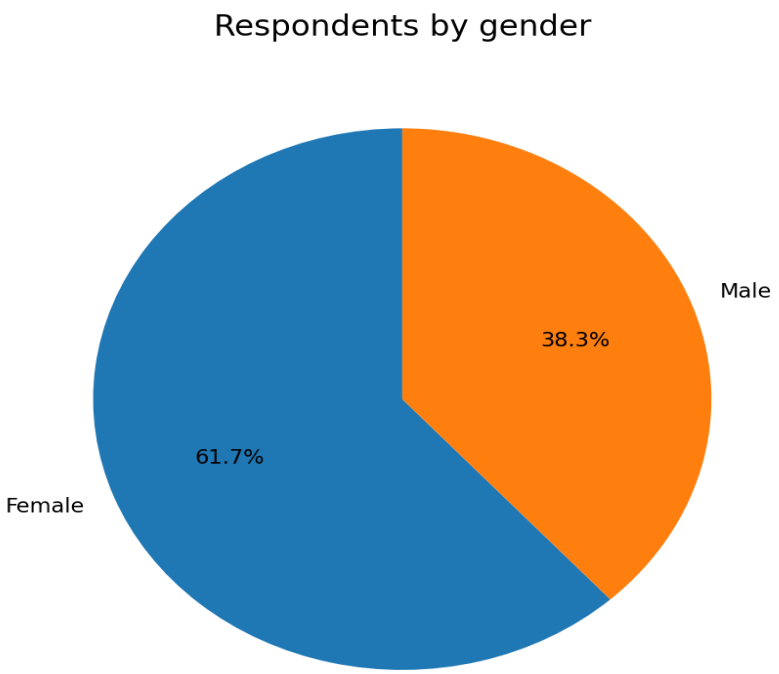


Figure 1: Respondents by gender

Female graduates formed the majority of respondents at 61.7%, compared with 38.3% male. The pattern reflects the composition of the achieved sample, including strong representation from Health Sciences, Hospitality, Fashion and related programmes. It should not be interpreted as the gender distribution of the entire population of 1,700 graduates because participation was voluntary and the response rate was 10.8%.

4.2.2 Age Group

Table 3: Respondents by age group

Age group	Frequency	Percentage
Below 20	2	1.1%
20-24	89	48.6%
25-29	72	39.3%

Age group	Frequency	Percentage
30-34	17	9.3%
35+	3	1.6%

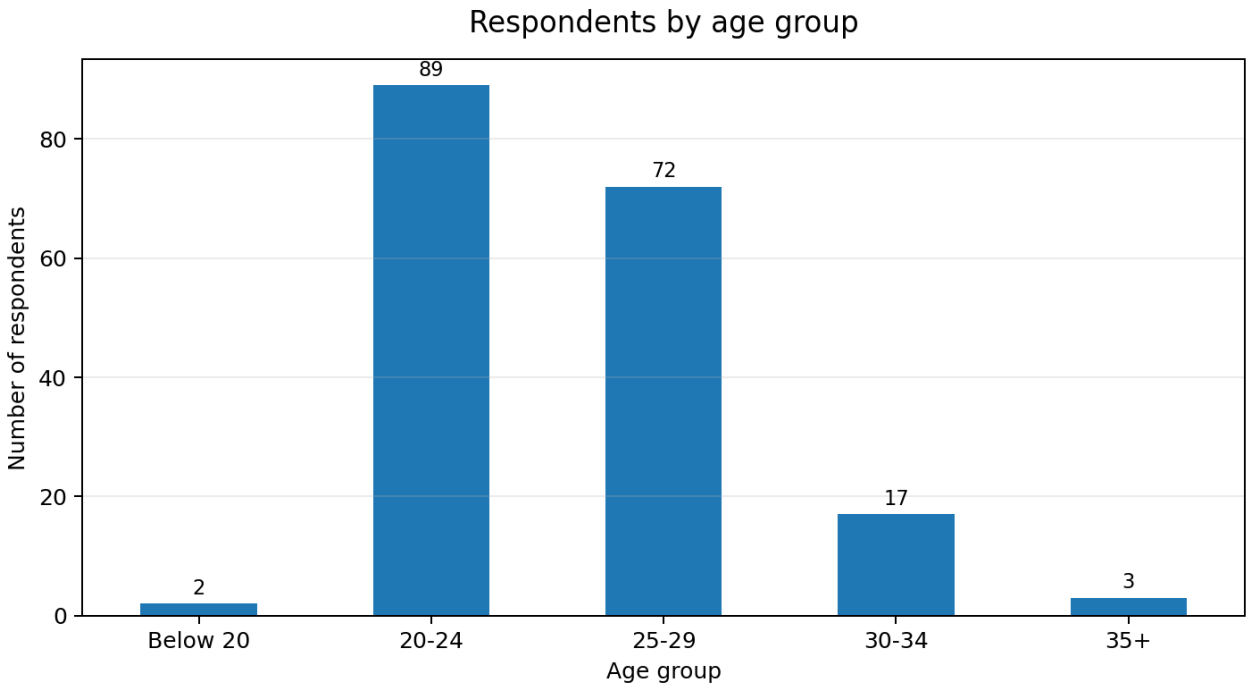


Figure 2: Respondents by age group

The respondents were predominantly young. Those aged 20–24 represented 48.6%, while those aged 25–29 represented 39.3%. Combined, 88.0% were between 20 and 29 years. This age profile reinforces the importance of youth employment, entrepreneurship and structured transition support.



4.3 Academic Profile

4.3.1 Year of Graduation

Table 4: Respondents by year of graduation

Graduation year	Frequency	Percentage
Before 2022	5	2.7%
2022	4	2.2%
2023	5	2.7%
2024	46	25.1%
2025	121	66.1%
Other	2	1.1%

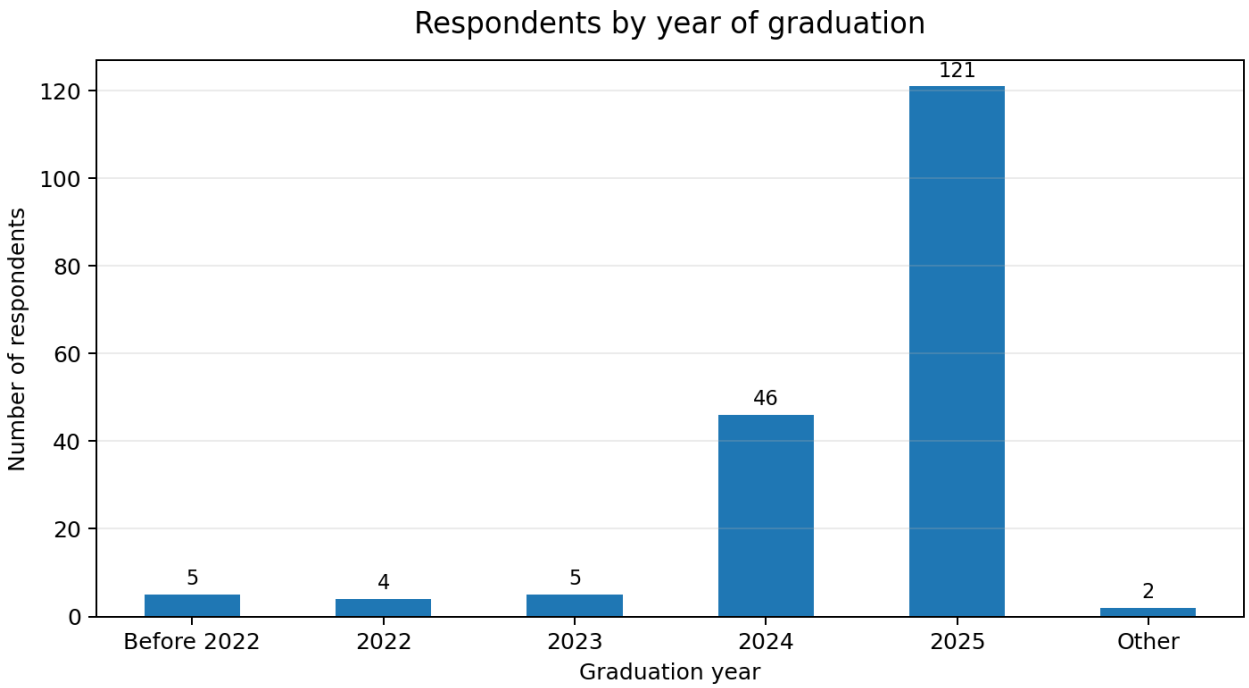


Figure 3: Respondents by year of graduation

The 2025 cohort comprised 66.1% of respondents and the 2024 cohort 25.1%. Therefore, 91.3% graduated in the two most recent years. Employment outcomes should be interpreted in this context because recent graduates have had less time to secure stable work.

4.3.2 Academic Department

Table 5: Respondents by academic department

Academic department	Frequency	Percentage
Health Sciences	36	19.7%
Building and Civil Engineering	33	18.0%
Hospitality and Institutional Management	23	12.6%
Electrical and Electronics Engineering	18	9.8%

Academic department	Frequency	Percentage
Fashion Design and Cosmetology	18	9.8%
Agriculture and Environmental Studies	16	8.7%
Business Studies and Entrepreneurship	12	6.6%
Mechanical and Automotive Engineering	9	4.9%
Liberal Studies	8	4.4%
Information Communication and Technology	6	3.3%
Applied Sciences	2	1.1%
Beauty, Hairdressing, and Cosmetology	2	1.1%



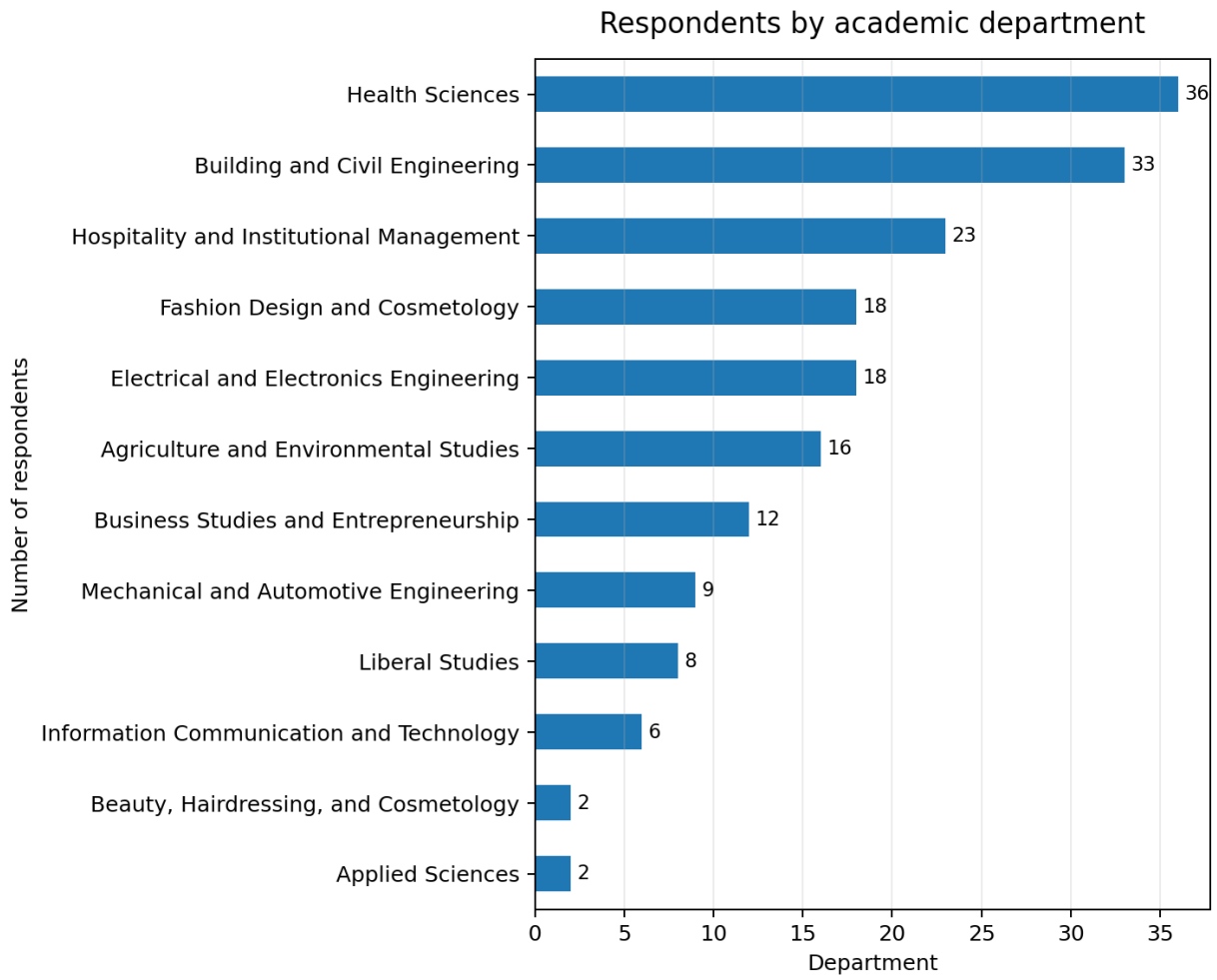


Figure 4: Respondents by academic department

The largest groups were Health Sciences, Building and Civil Engineering, Hospitality and Institutional Management, Electrical and Electronics Engineering, and Fashion Design and Cosmetology. Applied Sciences and Beauty, Hairdressing and Cosmetology had only two respondents each. Departmental percentages based on very small numbers should therefore be treated as indicative rather than conclusive.

4.4 Current Situation After Graduation

Table 6: Current situation after graduation

Current situation	Frequency	Percentage
Employed (Formal sector)	21	11.5%
Self-employed	12	6.6%
Internship / Attachment	22	12.0%
Further studies	18	9.8%
Unemployed (seeking work)	110	60.1%

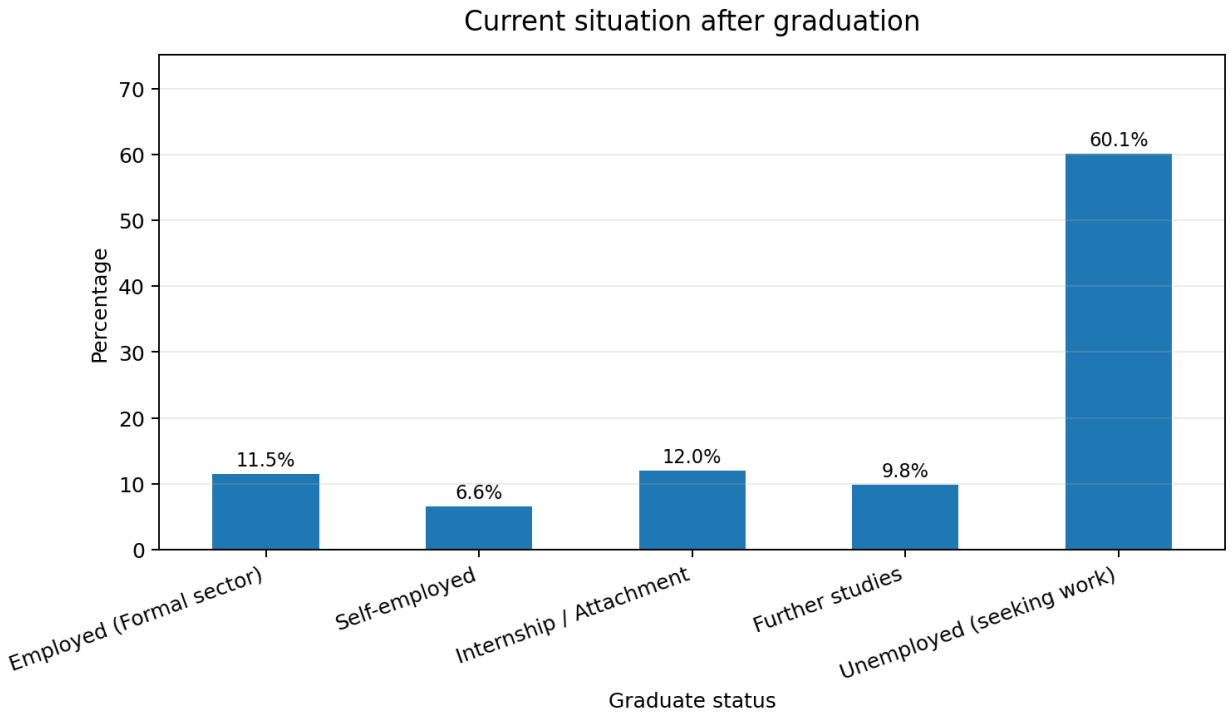


Figure 5: Current situation after graduation

Unemployment was the dominant outcome, reported by 110 graduates (60.1%). Formal employment and self-employment together accounted for 33 respondents (18.0%). When internship and further studies are included, the positive-destination rate was 39.9%.

The high unemployment rate requires institutional attention, but it should not be interpreted without considering the recency of graduation. The sample is heavily weighted toward the 2025 cohort, and some graduates may still have been completing internships, waiting for certification or searching for their first job. Future tracer studies should follow cohorts at fixed intervals—such as six, twelve and twenty-four months after completion – because employment status and job quality often change during the first years after graduation (International Labour Organization, 2016a).

4.4.1 Graduate Status by Gender

Table 7: Graduate status by gender

Gender	Formal employment	Self-employment	Internship	Further studies	Unemployed
Female	10 (8.8%)	9 (8.0%)	15 (13.3%)	11 (9.7%)	68 (60.2%)
Male	11 (15.7%)	3 (4.3%)	7 (10.0%)	7 (10.0%)	42 (60.0%)

Formal employment was reported by 15.7% of male respondents and 8.8% of female respondents. Female respondents were more represented in further studies and internships, while male respondents had a higher self-employment share. These differences may reflect programme composition, sectoral labour demand, gendered access to technical occupations or cohort effects. The study did not test these explanations, so they should be examined in future research.

4.4.2 Graduate Status by Year of Graduation

Table 8: Graduate status by year of graduation

Year	N	Formal employment	Self-employment	Internship	Further studies	Unemployed
Before 2022	5	40.0%	0.0%	0.0%	0.0%	60.0%

Year	N	Formal employment	Self-employment	Internship	Further studies	Unemployed
2022	4	50.0%	0.0%	25.0%	0.0%	25.0%
2023	5	20.0%	20.0%	0.0%	0.0%	60.0%
2024	46	21.7%	4.3%	8.7%	13.0%	52.2%
2025	121	5.0%	7.4%	14.0%	9.9%	63.6%
Other	2	0.0%	0.0%	0.0%	0.0%	100.0%

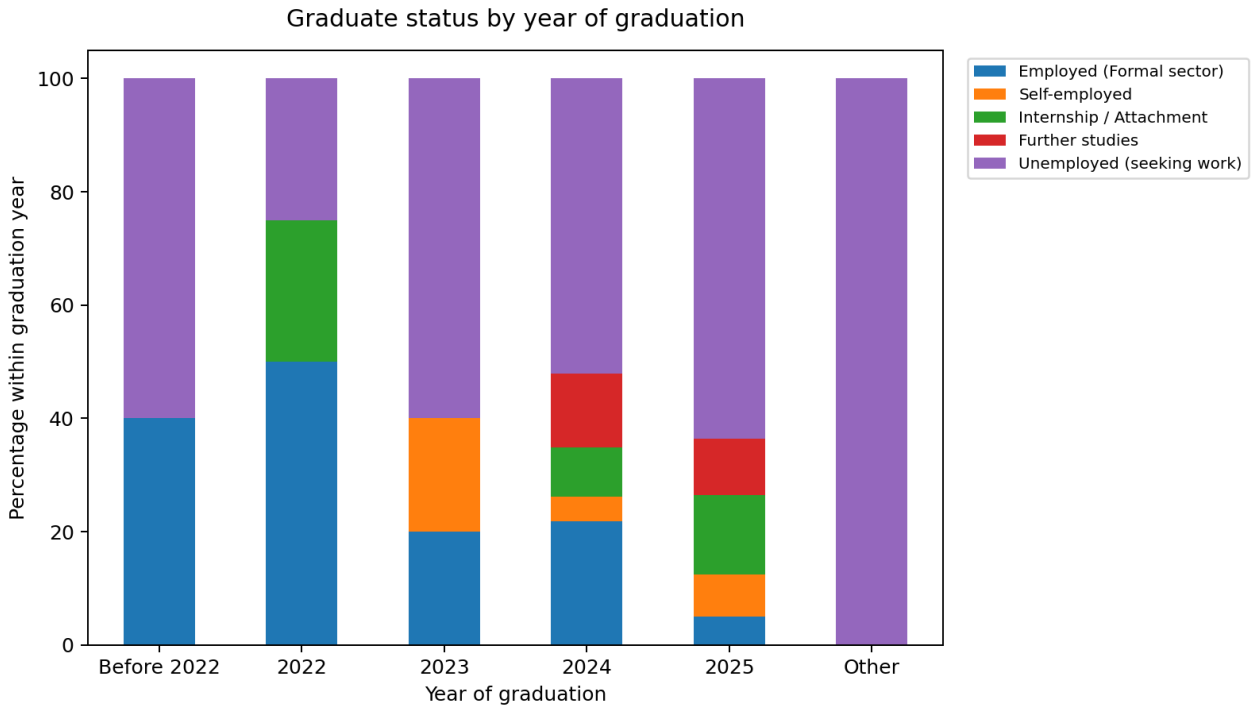


Figure 6: Graduate status by year of graduation

The 2025 cohort recorded the highest unemployment share, consistent with a shorter transition period. Older cohorts generally had higher formal employment or self-employment shares, although the numbers for 2022, 2023 and before 2022 were small. This finding supports the use of cohort-specific indicators rather than combining all years into one employment rate.

4.4.3 Graduate Status by Department

Table 9: Graduate outcomes by department

Department	N	Formal	Self-employed	Internship	Further study	Unemployed
Health Sciences	36	8.3%	11.1%	13.9%	2.8%	63.9%
Building and Civil Engineering	33	12.1%	3.0%	9.1%	9.1%	66.7%
Hospitality and Institutional Management	23	26.1%	4.3%	8.7%	21.7%	39.1%
Electrical and Electronics Engineering	18	11.1%	5.6%	11.1%	0.0%	72.2%
Fashion Design and Cosmetology	18	11.1%	16.7%	5.6%	11.1%	55.6%
Agriculture and Environmental Studies	16	12.5%	0.0%	6.2%	18.8%	62.5%
Business Studies and Entrepreneurship	12	8.3%	0.0%	33.3%	8.3%	50.0%
Mechanical and Automotive Engineering	9	11.1%	11.1%	11.1%	0.0%	66.7%

Department	N	Formal	Self-employed	Internship	Further study	Unemployed
Liberal Studies	8	0.0%	0.0%	12.5%	12.5%	75.0%
Information Communication and Technology	6	0.0%	0.0%	16.7%	33.3%	50.0%
Applied Sciences	2	0.0%	0.0%	50.0%	0.0%	50.0%
Beauty, Hairdressing, and Cosmetology	2	0.0%	50.0%	0.0%	0.0%	50.0%

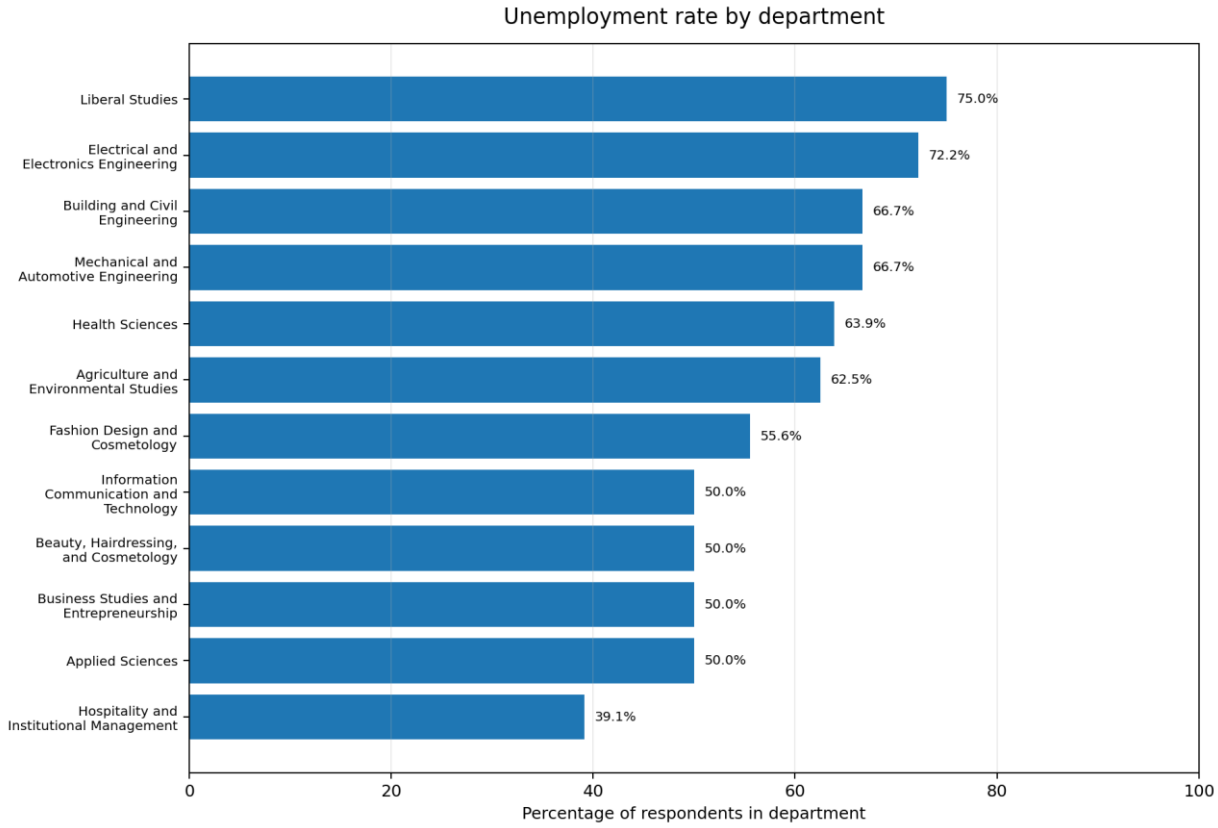


Figure 7: Unemployment rate by department

Departmental results reveal substantial variation, but some percentages are based on very small numbers. Hospitality and Institutional Management showed a comparatively stronger formal employment share, while several departments recorded high unemployment. Programme-specific follow-up should combine tracer results with employer feedback, certification requirements and labour-market demand before decisions are made.

4.5 Characteristics of Formal Employment

4.5.1 Employer Type

Table 10: Employer type among formally employed graduates

Employer type	Frequency	Percentage of formally employed
Private sector	10	47.6%
Government/Public sector	8	38.1%
NGO	2	9.5%
International organization	1	4.8%

Among the 21 formally employed graduates, the private sector was the largest employer, followed by government/public-sector institutions, NGOs and an international organization. The private sector accounted for 47.6% of formal employment. This indicates that employer engagement should not focus exclusively on government institutions.

4.5.2 Industry

Table 11: Industry among formally employed graduates

Industry	Frequency	Percentage of formally employed
Hospitality	5	23.8%
Other	3	14.3%
Health	2	9.5%
Education	1	4.8%
Engineering/Construction	1	4.8%

Hospitality was the most frequently recorded industry among formally employed respondents, followed by health, education, engineering/construction and other industries. Eleven formally employed respondents did not have a clearly captured industry value in the analytical extract, which limits detailed sectoral interpretation. Future questionnaires should make the industry field mandatory for employed respondents and provide a standardized sector list.

4.6 Graduate Satisfaction with Training

Table 12: Descriptive statistics for training ratings

Area rated	Mean (1–5)	Standard deviation	Rated 4 or 5
Overall satisfaction	3.53	0.77	66.1%

Area rated	Mean (1–5)	Standard deviation	Rated 4 or 5
Teaching quality	4.32	0.94	83.6%
Practical training	4.09	1.15	74.9%
Facilities	3.92	1.10	68.9%
Curriculum relevance	4.19	1.02	79.8%

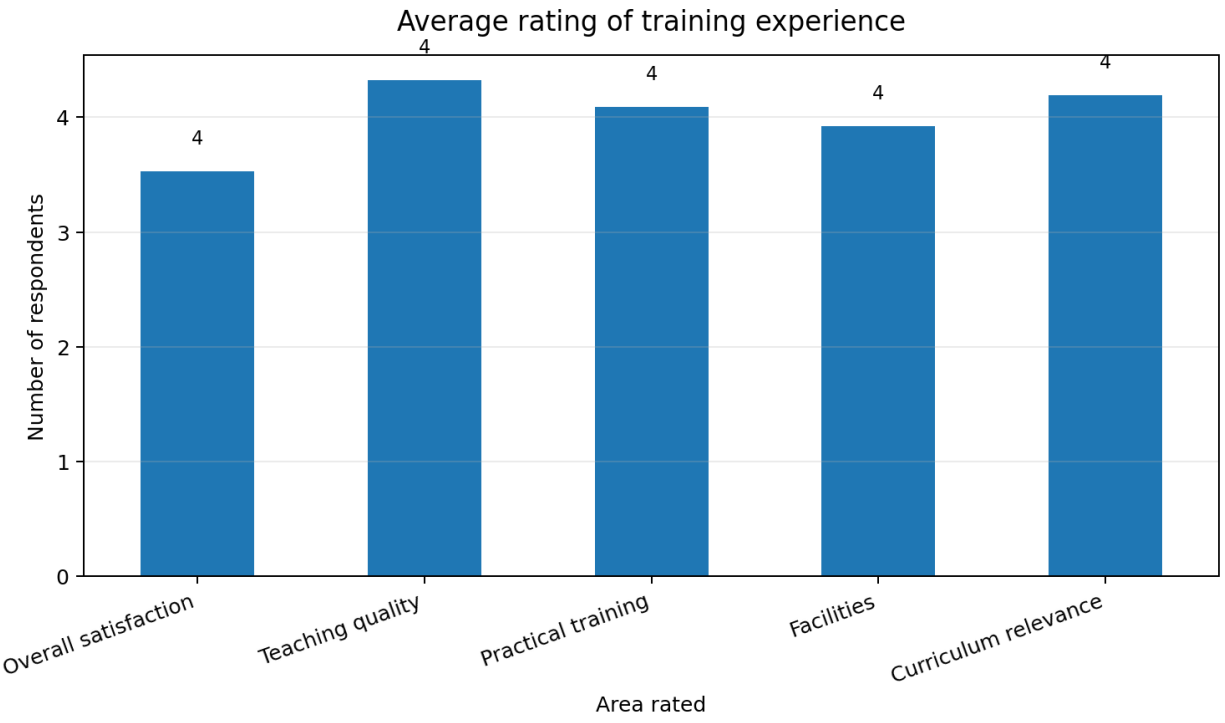


Figure 8: Average rating of training experience

Teaching quality received the strongest mean rating at 4.32, and 83.6% rated it 4 or 5. Curriculum relevance also performed strongly at 4.19. Practical training scored 4.09, indicating generally positive

perceptions but greater variation across respondents. Facilities received a mean of 3.92, while overall satisfaction was lower at 3.53.

The difference between strong teaching and curriculum ratings and lower overall satisfaction suggests that graduates may value the academic content while remaining concerned about resources, practical exposure, services or post-training transition. This interpretation is consistent with the open-ended responses, which repeatedly requested more equipment, workshops, trainers and job linkages.

4.6.1 Willingness to Recommend TSNP

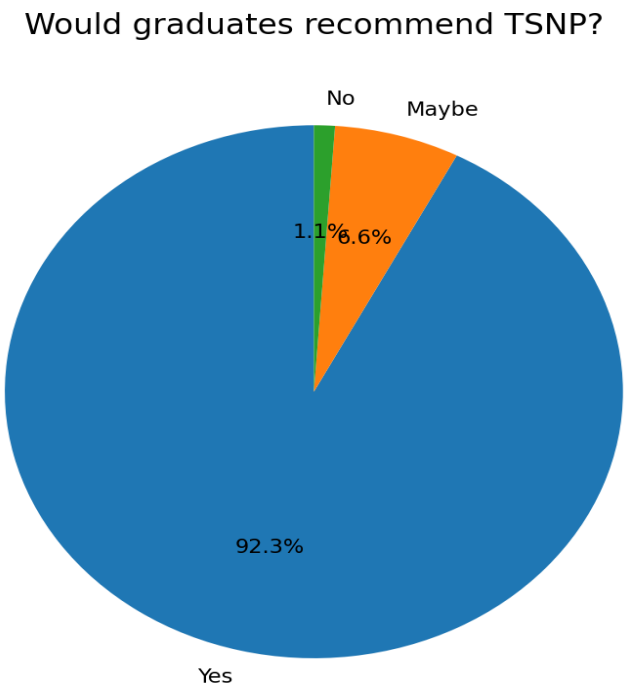


Figure 9: Willingness to recommend TSNP

A total of 169 respondents (92.3%) would recommend TSNP. This is a major institutional strength and indicates positive alumni sentiment. The recommendation rate should be protected through visible action on the concerns raised in the survey.

4.7 Industrial Attachment and Skills

The original survey responses show that most graduates undertook industrial attachment and generally considered it useful. Graduates reported gaining technical, practical, communication, ICT, entrepreneurship and workplace skills. Comments described improved confidence, exposure to real equipment, customer interaction, workplace ethics, teamwork, problem-solving and professional behaviour.

A small number of respondents described attachment as less useful or reported that the placement did not provide sufficient exposure. Graduates recommended stronger institutional involvement in identifying suitable placement sites, conducting follow-up visits and orienting workplace supervisors on mentoring and assessment tools.

4.8 Qualitative Findings: Areas for Improvement

Table 13: Summary of major qualitative themes

Theme	Summary of graduate feedback
Practical training	Increase hands-on sessions, fieldwork, demonstrations and practical exposure for all levels, including diploma programmes.
Tools, equipment and facilities	Procure and maintain workshop machines, computers, hospitality equipment, sewing machines, laboratory resources, classrooms and furniture.
Trainer capacity and accountability	Recruit additional qualified trainers, improve punctuality, monitor lesson attendance and strengthen trainer attitudes and learner support.
Attachment and industry exposure	Place trainees in vetted organizations, increase supervision, organize study tours, site visits and employer talks.
Employment and career support	Create job-opportunity groups, strengthen career guidance, link graduates to employers and follow up alumni.

Theme	Summary of graduate feedback
Certification and graduation	Reduce delays in certificates and graduation because missing documents hinder employment.
Technology and curriculum currency	Expand access to AutoCAD, ArchiCAD and other current software and align training with emerging industry practice.
Entrepreneurship and incubation	Provide practical business support, mentorship, finance linkages and market access.
Student services and communication	Improve portal reliability, communication, classroom access, treatment at gates and support for vulnerable learners.

The qualitative findings reinforce the quantitative results. Facilities and practical training were rated positively overall, but graduates still identified specific equipment and exposure gaps. This is not contradictory: respondents may appreciate the training while believing it could be strengthened further.

4.9 Discussion of Major Findings

The most important finding is the high unemployment share. However, the dominance of the 2025 cohort means that the result is primarily an early-transition measure rather than evidence of long-term graduate failure. International tracer-study guidance recommends reporting outcomes by cohort and at consistent periods after graduation because employment status, job relevance and job quality change over time (International Labour Organization, 2016a). TSNP should therefore report formal employment, self-employment, internship, further studies and unemployment separately at six-, twelve- and twenty-four-month follow-up points.

The strong ratings for teaching and curriculum relevance indicate that graduates recognise the value of the training received. Lower overall satisfaction and repeated concerns about equipment suggest that the main quality gap lies partly in the conditions under which the curriculum is delivered. Evidence from African TVET systems similarly identifies current equipment, practical exposure and productive-sector linkages as central to labour-market relevance (African Development Bank & International

Labour Organization, 2023; UNESCO International Institute for Educational Planning, 2020). Investment in workshops, laboratories, software and consumables should therefore accompany curriculum review.

The high recommendation rate is an important source of institutional goodwill and can support a more active alumni programme. Graduates can contribute as mentors, employer contacts, attachment hosts and sources of labour-market information. A structured alumni database, supported by regular communication and outcome tracking, would strengthen both tracer-study coverage and graduate transition support.

Formal employment was concentrated in the private and public sectors, with limited representation in NGOs and international organizations. Employer mapping and career engagement should therefore extend across a wider range of sectors. The low level of self-employment also points to the need for practical incubation, finance and market linkages rather than entrepreneurship instruction alone. Research on TVET in Africa consistently emphasises that training-provider linkages with productive sectors and enterprise-support systems are critical to employment and business outcomes (African Development Bank & International Labour Organization, 2023).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The study analysed 183 consenting graduate responses using descriptive methods suitable for implementation in Microsoft Excel. The analysis covered demographic profile, graduation year, department, current graduate status, employer type, industry, satisfaction ratings and willingness to recommend TSNP. Open-ended responses were analysed thematically to identify institutional improvement priorities.

5.2 Summary of Major Findings

The respondent group was predominantly female (61.7%) and young, with 88.0% aged between 20 and 29 years. Most respondents were recent graduates: 91.3% completed their studies in 2024 or 2025. This composition is important because recent graduates have had less time to establish themselves in the labour market.

At the time of the survey, 60.1% of respondents were unemployed and seeking work. Formal employment and self-employment together accounted for 18.0%, while the broader positive-destination rate, including employment, self-employment, internship and further study, was 39.9%. Teaching quality received the highest mean rating at 4.32 out of 5, and 92.3% of respondents indicated that they would recommend TSNP.

Industrial attachment was widely regarded as useful, particularly for developing technical, practical, communication, ICT and entrepreneurship skills. The most frequent suggestions for improvement concerned practical training, equipment, trainer availability, industry exposure, job linkages, timely certification and the use of current technology.

5.3 Conclusions

TSNP graduates generally hold positive views about the quality and relevance of their training. Teaching quality, curriculum relevance and practical training received favourable ratings, and the overwhelming majority would recommend the institution. These findings indicate strong institutional goodwill and a solid foundation for continued quality improvement.

The transition from graduation into work remains the major challenge. Six in every ten respondents were unemployed and seeking work at the time of the survey. Because most respondents were recent graduates, this result should be understood as an early-transition baseline. Nevertheless, it demonstrates the need for stronger career services, employer linkages, attachment pathways, entrepreneurship support and systematic graduate follow-up.

Moreover, resource and delivery conditions require attention. Graduates repeatedly requested more practical sessions, modern equipment, current software, additional trainers and stronger supervision. Delays in certification and graduation were described as direct barriers to employment. Addressing these concerns is likely to improve both graduate satisfaction and labour-market readiness.

5.4 Recommendations

5.4.1 Strengthen Graduate Career Services

The Polytechnic should maintain an active graduate database containing current contact and employment information and should use it to provide verified job, internship and apprenticeship opportunities. Final-year trainees and recent graduates should receive structured support in curriculum vitae preparation, applications, interviews and digital job searching. At least two career fairs or employer forums should be organized during each financial year, and placements arising from institutional referrals should be recorded. Career services are most useful when they combine labour-

market information, counselling, employer engagement and measurable placement support (International Labour Organization, 2016b).

5.4.2 Expand Industry Partnerships

Employer mapping should be undertaken by academic department and economic sector to identify placement, apprenticeship and recruitment opportunities. Formal partnerships should specify the contributions of the institution and the employer, including attachment places, practitioner demonstrations, curriculum feedback, site visits and possible recruitment pathways. Employer feedback should be considered alongside tracer-study findings during programme review. Stronger and more systematic industry linkages are widely recognised as necessary for improving the relevance of TVET and supporting the transition from training to work.

5.4.3 Improve Practical Training Resources

A department-by-department equipment and facilities gap assessment should guide resource allocation. Priority should be given to tools, machines, consumables and software that are directly linked to assessed competencies and current industry practice. Workshops and laboratories require clear maintenance and utilization plans, and all trainees, whether enrolled at Level IV, Level V or Level VI, should receive adequate practical exposure. The institution should also monitor the proportion of instructional time devoted to practical learning. This recommendation is supported by the African Development Bank & International Labour Organization (2023) and UNESCO International Institute for Educational Planning (2020) evidence that effective TVET systems depend on current equipment, work-based learning and close alignment with productive-sector needs.

5.4.4 Strengthen Trainer Capacity and Accountability

Trainer shortages should be addressed in departments where trainee-to-trainer ratios or programme demands affect delivery. Continuous professional development should focus on competency-based education and training, digital tools, current industry technologies and learner-centred pedagogy. Class attendance, practical-session delivery and learner feedback should be monitored through established quality-assurance processes, with professional conduct and mentorship treated as part of instructional quality.

5.4.5 Improve Attachment Quality

Industrial attachment sites should be vetted against programme outcomes and the quality of learning opportunities available. Workplace supervisors should be oriented on mentoring and assessment requirements, and institutional follow-up visits should be strengthened. A confidential reporting mechanism would enable trainees to raise concerns about poor placements, inadequate exposure or mistreatment. Feedback from trainees and supervisors should then be used to identify and retain high-quality host organizations.

5.4.6 Promote Graduate Entrepreneurship

Entrepreneurship support should extend beyond classroom instruction to business incubation, mentorship and practical enterprise development. Graduates should be linked to financial institutions, public enterprise funds and business-development services, while targeted support should cover costing, licensing, bookkeeping, digital marketing and customer acquisition. The Polytechnic should also maintain records of graduate-owned enterprises and the jobs they create and, where feasible, facilitate shared access to selected production equipment or workspaces. Evidence from African TVET systems shows that enterprise outcomes improve when entrepreneurship education is reinforced by

finance, mentoring and market linkages (African Development Bank & International Labour Organization, 2023).

5.4.7 Improve Certification and Graduation Processes

The Polytechnic should establish and communicate clear timelines for course completion, results processing, certification and graduation. Graduates should receive regular status updates, while delays involving external examining bodies should be escalated through the appropriate channels. Where legally permissible, institutional completion documents should be issued promptly so that graduates are not unnecessarily disadvantaged when applying for employment or further study.

5.4.8 Institutionalize Annual Tracer Studies

Graduate tracer studies should be conducted annually using a stable core questionnaire so that results can be compared across cohorts and years. Each graduating cohort should be followed at approximately six, twelve and twenty-four months after completion, with the denominator drawn from an official graduate register. Employer satisfaction surveys should be undertaken periodically to complement graduate self-reports. Management should approve an action plan after each study and review implementation progress at least quarterly.

5.5 Proposed Implementation Matrix

Table 14: Proposed implementation matrix

Priority	Action	Responsible office	Timeline	Indicator
Graduate tracking	Update alumni database and conduct 6/12/24-month follow-up	Career Services, ICT, Registrar	Continuous	At least 80% contact coverage

Career support	Conduct job-readiness training and two employer forums	Career Services	FY 2026/27	Number trained; forums held; placements
Industry linkages	Sign and activate employer partnerships	Industrial Liaison, HODs	Quarterly	Active MoUs and placement slots
Practical resources	Complete equipment gap assessment and priority procurement	Management, HODs	FY 2026/27	Equipment procured and utilized
Trainer development	Deliver CBET and industry-technology CPD	Academic Office	Annual	Trainers trained; sessions delivered
Entrepreneurship	Launch mentoring/incubation and finance-linkage programme	Career Services	FY 2026/27	Businesses supported; jobs created
Certification	Monitor and communicate certification status	Registrar Academics, Examinations Office	Quarterly	Average turnaround time
Quality assurance	Track implementation of tracer recommendations	Quality Management	Quarterly	Percentage actions completed

5.6 Proposed Performance Indicators

Table 15: Proposed performance indicators

Indicator	2026 baseline	Proposed target	Evidence
Graduate employment rate	18.0% formal + self-employment	Increase to at least 30% for eligible cohort	Annual tracer study
Positive destination rate	39.9%	Increase to at least 60%	Annual tracer study
Graduate database coverage	Not established	At least 80% of recent graduates	Updated alumni register

Indicator	2026 baseline	Proposed target	Evidence
Employer engagement	Not established	At least 20 active partnerships	Signed and active MoUs
Career events	Not established	At least 2 per year	Event reports and attendance
Graduate businesses supported	Not established	At least 30 per year	Incubation/mentorship records
Graduate recommendation rate	92.3%	Maintain at or above 95%	Annual tracer study
Teaching quality rated 4 or 5	83.6%	Maintain at or above 85%	Graduate survey
Facilities rated 4 or 5	68.9%	Increase to at least 75%	Graduate survey
Certification turnaround	Not established	Establish baseline and reduce delays	Examinations records

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APPENDICES

Appendix I: Survey Questionnaire

Graduate Tracer Study Survey

Dear Alumni,

We invite you to participate in the Siaya National Polytechnic Graduate Tracer Study.

This study seeks to understand your employment journey after graduation and evaluate how well your training prepared you for the labour market.

Your feedback will help the institution:

✓ Improve training quality

✓ Strengthen industrial attachment programmes

✓ Align courses with labour market needs

✓ Enhance graduate employability



⏱ Estimated completion time: <5 minutes

All responses are confidential and used strictly for academic and institutional improvement.

🙏 Your participation is highly valued and will directly contribute to improving future training for students.

Thank you for being part of this important institutional improvement process.

* Indicates required question

Consent to Participate

Do you agree to participate in this tracer study? *

Mark only one oval.

Yes No

About You

Gender *

Mark only one oval.

Male Female

Age *

Mark only one oval.

Below 20

20-24

25-29

30-34

35+

Year of graduation *

Mark only one oval.

Before 2022

2022

2023

2024

2025

Academic department you were enrolled *

Mark only one oval.

- Agriculture and Environmental Studies
- Applied Sciences
- Beauty, Hairdressing, and Cosmetology
- Building and Civil Engineering
- Business Studies and Entrepreneurship
- Electrical and Electronics Engineering
- Fashion Design and Cosmetology
- Health Sciences
- Hospitality and Institutional Management
- Information Communication and Technology
- Liberal Studies
- Mechanical and Automotive Engineering

After Graduation Journey

Which of the following best describes your current situation after graduation? *

Mark only one oval.

- Employed (Formal sector) *Skip to question 7*
- Self-employed *Skip to question 12*
- Internship / Attachment *Skip to question 17*
- Further studies *Skip to question 20*
- Unemployed (seeking work) *Skip to question 24*
- Unemployed (not seeking work) *Skip to question 25*

Formal Employment

Employer type *

Mark only one oval.

- Government/Public sector
- Private sector
- NGO
- International organization

Industry *

Mark only one oval.

- Engineering/Construction
- ICT
- Health
- Hospitality
- Business/Finance
- Education
- Other

Contract type *

Mark only one oval.

- Permanent
- Contract
- Temporary
- Casual

Time taken to get job *

Mark only one oval.

- <3 months
- 3–6 months
- 7–12 months
- 12 months +

Income range *

Mark only one oval.

- Below 10,000
- 10,000–30,000
- 30,000–50,000
- Above 50,000

Skip to question 26

Self-Employment

Type of business

Mark only one oval.

- Civil works/plumbing
- Electrical services
- Salon/Beauty
- Mechanical/repairs
- Agriculture
- Retail/Trade
- Food and Beverage Services

Other:

Is it relevant to your training? *

Mark only one oval.

- Yes *Skip to question 14*
- No *Skip to question 15*

Relevant

Please tell us how it is related to your training. *

Skip to question 16

Not relevant

Why did you choose a different field? *

Challenges faced in your business

Main challenge *

Mark only one oval.

- Capital
- Market access
- Skills
- Competition
- Licensing
- Other:

Skip to question 26

Internship

Is internship related to your course? *

Mark only one oval.

Yes No

Duration *

Mark only one oval.

<3 months

3–6 months

6 months +

Likelihood of employment after internship *

Mark only one oval.

Yes No

Not sure

Skip to question 26

Further Studies

Current study level *

Mark only one oval.

Certificate (Level V) Diploma (Level VI) Degree

Postgraduate

Is the current study related to TVET training? *

Mark only one oval.

Yes No

Reason for further studies *

Mark only one oval.

- Better job opportunities
- No job found
- Career progression
- Personal interest

Skip to question 26

Employed

Are you seeking employment? *

Mark only one oval.

- Yes *Skip to question 24*
- No *Skip to question 25*

Seeking employment

What do you think is the biggest hindrance to securing employment? *

Mark only one oval.

- Lack of experience
- Lack of jobs
- Skills mismatch
- Financial constraints
- Other

Skip to question 26

Not seeking employment

What reason do you have for not seeking work? *

Mark only one oval.

- Further studies
- Family responsibilities
- Personal choice
- Other

Skip to question 26

Training Relevance

How relevant was your training at the Siaya National Polytechnic to your current activity? *

Mark only one oval.

1 2 3 4

Not Very relevant

Most useful skills you gained *

Check all that apply.

- [ ] Technical skills
- [ ] Communication skills
- [ ] ICT skills
- [ ] Entrepreneurship skills
- [ ] Practical skills

Did you do industrial attachment? *

Mark only one oval.

- Yes *Skip to question 29*
- No *Skip to question 30*

Industrial attachment

How useful was the attachment? *

Satisfaction with Training You Received

How satisfied are you with the training you received at the Siaya National Polytechnic? *

Mark only one oval.

1 2 3 4

Dis Very satisfied

Teaching quality *

Mark only one oval.

1 2 3 4 5

Ver o Excellent

Practical training *

Mark only one oval.

1 2 3 4 5

Ver o Excellent

Facilities *

Mark only one oval.

1 2 3 4 5

Ver o Excellent

Curriculum relevance *

Mark only one oval.

1 2 3 4 5

Ver o Excellent

Would you recommend the college? *

Mark only one oval.

Yes No Maybe

Your Feedback

Please let us know what should be improved in training.

Additional comments or suggestions

Thank You for Your Time

Thank you for completing this survey. Your feedback is valuable and will help improve training quality and graduate employability at The Siaya National Polytechnic.

We wish you success in your career and future endeavors.

Appendix II: Detailed Departmental Outcome Table

Department	Graduate status	Frequency	Department percentage
Agriculture and Environmental Studies	Employed (Formal sector)	2	12.5%
Agriculture and Environmental Studies	Self-employed	0	0.0%
Agriculture and Environmental Studies	Internship / Attachment	1	6.2%
Agriculture and Environmental Studies	Further studies	3	18.8%
Agriculture and Environmental Studies	Unemployed (seeking work)	10	62.5%
Applied Sciences	Employed (Formal sector)	0	0.0%
Applied Sciences	Self-employed	0	0.0%
Applied Sciences	Internship / Attachment	1	50.0%
Applied Sciences	Further studies	0	0.0%
Applied Sciences	Unemployed (seeking work)	1	50.0%
Beauty, Hairdressing, and Cosmetology	Employed (Formal sector)	0	0.0%
Beauty, Hairdressing, and Cosmetology	Self-employed	1	50.0%
Beauty, Hairdressing, and Cosmetology	Internship / Attachment	0	0.0%
Beauty, Hairdressing, and Cosmetology	Further studies	0	0.0%
Beauty, Hairdressing, and Cosmetology	Unemployed (seeking work)	1	50.0%
Building and Civil Engineering	Employed (Formal sector)	4	12.1%
Building and Civil Engineering	Self-employed	1	3.0%
Building and Civil Engineering	Internship / Attachment	3	9.1%

Building and Civil Engineering	Further studies	3	9.1%
Building and Civil Engineering	Unemployed (seeking work)	22	66.7%
Business Studies and Entrepreneurship	Employed (Formal sector)	1	8.3%
Business Studies and Entrepreneurship	Self-employed	0	0.0%
Business Studies and Entrepreneurship	Internship / Attachment	4	33.3%
Business Studies and Entrepreneurship	Further studies	1	8.3%
Business Studies and Entrepreneurship	Unemployed (seeking work)	6	50.0%
Electrical and Electronics Engineering	Employed (Formal sector)	2	11.1%
Electrical and Electronics Engineering	Self-employed	1	5.6%
Electrical and Electronics Engineering	Internship / Attachment	2	11.1%
Electrical and Electronics Engineering	Further studies	0	0.0%
Electrical and Electronics Engineering	Unemployed (seeking work)	13	72.2%
Fashion Design and Cosmetology	Employed (Formal sector)	2	11.1%
Fashion Design and Cosmetology	Self-employed	3	16.7%
Fashion Design and Cosmetology	Internship / Attachment	1	5.6%
Fashion Design and Cosmetology	Further studies	2	11.1%
Fashion Design and Cosmetology	Unemployed (seeking work)	10	55.6%

Health Sciences	Employed (Formal sector)	3	8.3%
Health Sciences	Self-employed	4	11.1%
Health Sciences	Internship / Attachment	5	13.9%
Health Sciences	Further studies	1	2.8%
Health Sciences	Unemployed (seeking work)	23	63.9%
Hospitality and Institutional Management	Employed (Formal sector)	6	26.1%
Hospitality and Institutional Management	Self-employed	1	4.3%
Hospitality and Institutional Management	Internship / Attachment	2	8.7%
Hospitality and Institutional Management	Further studies	5	21.7%
Hospitality and Institutional Management	Unemployed (seeking work)	9	39.1%
Information Communication and Technology	Employed (Formal sector)	0	0.0%
Information Communication and Technology	Self-employed	0	0.0%
Information Communication and Technology	Internship / Attachment	1	16.7%
Information Communication and Technology	Further studies	2	33.3%
Information Communication and Technology	Unemployed (seeking work)	3	50.0%
Liberal Studies	Employed (Formal sector)	0	0.0%
Liberal Studies	Self-employed	0	0.0%

Liberal Studies	Internship / Attachment	1	12.5%
Liberal Studies	Further studies	1	12.5%
Liberal Studies	Unemployed (seeking work)	6	75.0%
Mechanical and Automotive Engineering	Employed (Formal sector)	1	11.1%
Mechanical and Automotive Engineering	Self-employed	1	11.1%
Mechanical and Automotive Engineering	Internship / Attachment	1	11.1%
Mechanical and Automotive Engineering	Further studies	0	0.0%
Mechanical and Automotive Engineering	Unemployed (seeking work)	6	66.7%

