



National Council for Higher Education

Tracer Study of Graduates from Higher Education Institutions 1999-2008

October 2011

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Executive Summary

The National Council for Higher Education commissioned a tracer study of graduates from the University of Namibia and the Polytechnic of Namibia who completed their studies in the years 1999 - 2008. The main purpose was to gain information on the current employment and economic status of the graduates, and their assessment of the relevance and quality of their education within their work context. The views of employers of graduates was also to be ascertained, particularly concerning graduates' scholarly abilities, their ability to apply theoretical knowledge to concrete problems, their ability to generate and disseminate knowledge and their competitiveness measured against graduates and non-degree holders from other education providers in the country and beyond.

Graduates were traced through an advertising campaign that invited them to submit contact details by text message, email or fax. A questionnaire was then sent to them. An incentive, ten prizes of N\$1 000, was offered for those who returned completed questionnaires. 862 questionnaires were sent to respondents by mail and 151 by email. 283 questionnaires were returned, and of these 259 (139 from UNAM graduates, 108 from PoN graduates, and 12 from graduates of both institutions) proved to be useable. Forty-three employers were interviewed in both public and private sectors.

The profile of those graduates who completed the questionnaire was found to be similar to that of the graduates in the Namibia Labour Force Survey 2008, in terms of the industries that people are working in.

Based on the information provided by graduates and employers the following recommendations are made:

- Collaboration and **in-depth** dialogue with employers should be intensified. This need not detract from the academic freedom of the institutions, but should rather add to their relevance in the eyes of employers, who do also contribute financially to higher education bodies. Postgraduate studies and the research capacity of the institutions should also be discussed with employers.
- HEIs should assist students to find employment before they leave the institution. Exposure to all possible employers in a particular industry should be facilitated, and assistance provided in the application process and skills such as interviewing and drafting a CV. This service will be facilitated by the closer relationship with employers mentioned above.
- HEIs should constantly seek to improve the quality of the learning experience for students by paying attention to teaching methods, assessment systems, interaction with fellow students, library stock and services, the availability and quality of equipment (for instance ICTs), and the condition of their buildings.
- The NCHE should rapidly commission a narrower tracer study to find unemployed graduates, say those who have been unemployed for more than two years, to determine what has brought about such an unfortunate situation.
- The matter of improved standards of written English should receive attention across the board. Special efforts and arrangements, including curriculum change, special compensatory courses, and guidance to all lecturers, may have to be made until such time as students enter higher education with better levels of written English.

- Additional attention should be focused on improving internships, work experience, and exposure of students to employers and workplaces. More employers could, for instance, be invited to talk to students during their studies, and there could also be more visits to varied workplaces by students. Internships should explicitly be for work and 'getting one's hands dirty', not just for observation from the sidelines. NCHE should request the the Ministry of Labour and Social Welfare to look into the legal provisions for internships.

This was the first attempt to conduct a tracer study of graduates in Namibia. It was a tentative step, and the resources made available were not large. However, it has been shown that such tracer studies are feasible and valuable for the improvement of higher education.

Introduction

The Education and Training Sector Improvement Programme (ETSIP) aims at increasing the supply of middle and high level skills to the Namibian society, so as to bring about more rapid economic growth and contribute to the attainment of Vision 2030. In this context, the National Council for Higher Education (NCHE) wished to investigate, by way of a tracer study and other measures, the quality of graduates from Higher Education Institutions, and particularly their employability. Two publicly funded institutions are relevant here, namely the University of Namibia (UNAM) and the Polytechnic of Namibia (PoN). The term 'graduate' is understood to include any person who obtained a qualification of any kind, including by distance education, from these two bodies in the years 1999 – 2008.² The total number of graduates during this period was 25 062, of which 12 624 were from PoN and 12 438 from UNAM.²

The terms of reference (See Appendix A) require that the consultancy report should:

- Contain a detailed review of the economic and employment status (or otherwise) of graduates from HEIs across various academic disciplines and in various institutions.
- Provide a clear and unbiased picture of the assessment of graduates by their employers in respect of various categories such as their scholarly abilities, their ability to apply theoretical knowledge to concrete problems, their ability to generate and disseminate knowledge and their competitiveness measured against graduates and non-degree holders from other education providers in the country and beyond.
- Provide an in-depth assessment of how graduates assess themselves and the relevance and quality of their education within the world of work.
- Based on the tracer study, suggest ways of improving inter-institutional collaboration in education and training.
- Develop an instrument for future impact assessments.
- Avail the data used in the study so that it may be used in future research.

¹ This includes persons who completed their course work and examinations in the years 1999 – 2008. These persons graduated between July 1999 and June 2009.

² Information supplied by PoN and UNAM.

Approach and Process

By way of an inception report produced by the consultants it was agreed that there would be two main components to the consultancy. Firstly, graduates would be traced and requested to complete a questionnaire. Secondly, employers would be interviewed to garner their views on graduates in their service.

Tracer Study of Graduates

The consultants developed a questionnaire (See Appendix B) based on previous tracer studies of higher education graduates,³ and this was agreed with the NCHE.⁴ An advertising campaign was launched at a well-attended NCHE press conference on 11 November 2010. Full colour adverts were placed repeatedly in national newspapers⁵ and radio spots were used for reinforcement. (See appendix C.) Posters were distributed nationally with the assistance of the Regional Education Offices. The purpose of the campaign was to get relevant graduates to provide their current contact details (especially a mailing address) through a text message to a 'short code' (21021). Details could also be provided by email or fax. Advertisements were repeated in national newspapers early in 2011. A cash incentive was provided for those who returned a completed questionnaire. The consultants were aware, from preliminary discussions with graduates, that there was a major problem in that many graduates feared that their details would be divulged to an agency collecting debts owed to the Namibian Student Financial Assistance Fund. Attempts were therefore made to reassure graduates that their data would be secure, but it was probably not possible to allay this fear in many graduates who have outstanding loans.

Text sent to the short code was captured by a service provider and forwarded daily in tabular form to the consultants. It proved to be extremely time consuming to parse the messages into data that could be used for address labels, inter alia. However, there were regular mailings to respondents from 23 November 2010 to 4 March 2011. A return envelope, not requiring a postage stamp, was provided with each questionnaire. 862 questionnaires were sent to respondents by mail and 151 by email (with 19 receiving both.) 283 questionnaires were returned, and of these 259 (139 from UNAM graduates, 108 from PoN graduates, and 12 who graduated from both institutions) proved to be useable and were analysed.⁶ The draw for the ten cash prizes of N\$1 000 was carried out under the supervision of an auditor and the prizes duly distributed by the NCHE.

Data from the questionnaires was entered into a database constructed for the purpose by MIS, resulting in the tables and graphs which are provided in Appendix D.

³ Schomburg, H. 2003. Handbook for Graduate Tracer Studies. InWent

⁴ Since the questionnaire has been well tested internationally a pilot test was not carried out.

⁵ The Namibian newspaper could not, however, be used for political reasons.

⁶ 24 questionnaires were not analysed for the following reasons: 4 did not state any qualification; 9 did not graduate between 1999 and 2008; 4 did not state a date of graduation; 5 did not state any personal or enrolment details which would have allowed us to verify their graduation; and 2 questionnaires showed major inconsistencies in the responses.

Interviews of Employers

Interviews of employers were conducted by Mr. Justin Ellis of Turning Points Consultancy CC, Ms. Nelago Amadhila, a Masters-level student, and jointly by Ms. Anneley Willemse and Ms. Nangula lipumbu, staff members of the National Council for Higher Education, between November 2010 and March 2011. In total 43 Interviews were conducted. It was sometimes very difficult to make appointments with employers, particularly in the public sector, and this led to the process being protracted. The interview instrument is attached as Appendix E.

An attempt was made to interview a broad spectrum of employers. Larger Ministries of economic significance were chosen. The Namibia Employers Federation and the Namibia Chamber of Commerce and Industry were consulted about suitable interviewees in the Private Sector. Although most employers are based in Windhoek (even when they have branches in the Regions) employers in Caprivi, Erongo, Hardap, Karas, and Oshana Regions were also interviewed. The following indicates the nature of the employers interviewed:

Central Government Ministries and Agencies: Environment and Tourism, Health and Social Services, Home Affairs and Immigration, Justice, Mines and Energy, National Planning Commission, Works and Transport.

Regional Councils: Caprivi (Education, Agriculture), Hardap (Health), Karas (Health, Finance)

Local Authorities: Swakopmund, Walvis Bay

Parastatals: TransNamib, Nampower

Private Sector Companies: engaged in the fields of: Agriculture, Banking, Engineering, Financial Services, Fishing, Health, ICT & Telecommunications, Tourism, Manufacturing, Mining, and Retailing.

In the case of central government it was sometimes necessary to conduct several interviews to cover different areas of technical expertise within a Ministry.

Interviewees were assured that their views would be kept confidential. Some seemed rather nervous about this point. To provide reassurance, no interviews were recorded, and questionnaires were numbered, without any reference to the details of the interviewee on the questionnaire. The names of private sector companies are being withheld.

Information from the Interviews is provided in Annexure E.

Findings

From the Tracer Study

The graduates who volunteered to take part in the tracer study cannot be construed to be a random sample as this is conventionally understood. However, it is interesting to note that the profile of the graduates in the tracer study is similar to that of graduates in the Namibian labour force as indicated by the 2008 Survey⁷ as shown in the table below. The gender balance of those who responded also seems to be reasonable (as shown in table 23 of Annexure D, page 61.) However, the number of graduates who provided usable returns (259) is relatively small and caution needs to be exercised in interpreting the results.

Table: Occupations of graduates in tracer study and labour force survey 2008; distribution by percentage

Industry	Tracer Study 2010/11			Labour Force Survey 2008	
	UNAM	PoN	Both	University	Post Grad Degree
Agriculture, Forestry	7	1	0	5.0	0.7
Fishing	0	1	0	0.0	0.4
Mining and Quarrying	4	3	0	2.4	5.5
Energy, water supply, gas	2	4	0	1.2	2.9
Manufacturing	0	0	0	2.6	2.0
Construction	2	3	0	4.4	3.0
Wholesale and retail trade, repair motor vehicles	0	0	0	5.7	4.2
Hotels, restaurants, tourism	1	3	0	0.7	1.3
Transport, storage and communication	2	4	0	8.8	4.9
Banking, finance insurances	8	19	0	13.6	8.7
Real estate, renting	0	0	0	10.8	10.6
Other Commercial Services	1	1	1	n/a	n/a
Public Administration, social security, police, defence	14	16	5	7.6	11.7
Health and social work	18	2	1	9.1	23.5
Education	46	8	2	23.7	18.5
Other community, social and personal services	6	3	1	4.3	2.2

Source: question 19 of the tracer study and table 5.5 of the Namibia Labour Force Survey 2008

Though benefit can be had from a close study of the tables and diagrams, the following are the main findings of the tracer study of graduates:

⁷ Ministry of Labour and Social Welfare. 2010. *Namibia Labour Force Survey 2008*. The survey is based on a sample.

1. The decision to study at a particular institution is strongly influenced by the reputation of the institution, and to a lesser extent by the availability of a practice-oriented study programme, and the match between the admission standard of the institution compared to the grades of the student.
2. In terms of the study conditions that were experienced by graduates, importance was attached to assistance in preparing for final examinations, the quality of teaching, the testing or examination system, contacts with fellow students, the library stock, the availability and quality of equipment, and the quality of the buildings. On all but the last factor, PoN was rated more highly than UNAM.
3. About half the graduates obtained employment by applying for a vacant position. Four out of five began the search for employment before graduation. However, nearly four out of five only obtained work in their second year after completing their studies. Most graduates contacted up to three employers before their first employment. This number seems rather low, considering that graduates would presumably want to maximise their choices. However, 23 percent of UNAM graduates, compared to 15 percent of PoN graduates contacted only one employer before finding employment. The field of study and area of specialisation were felt to be the most important factors in obtaining employment.
4. More than 60 percent of graduates received on-the-job training.
5. Nearly 60 percent of graduates had not changed their employer since graduation. 78 percent of UNAM graduates, 70 percent of PoN graduates, and 92 percent of those who hold qualifications from both institutions, work for a public employer (including local authorities.) Only one percent of graduates are self-employed. This does raise questions about the engagement of graduates in innovation, and perhaps also about the legal and financial framework for SMEs. It seems that graduates do not easily leave their employers during the first few years of employment.
6. Nearly 60 percent of PoN graduates are employed in the Khomas Region compared to 35 percent of UNAM graduates.
7. 11.7 percent of UNAM graduates and 14.4 percent of PoN graduates are unemployed and seeking employment. This is cause for concern, not least considering the enormous public and private investment in a graduate. Similarly, the Labour Force Survey 2008 (before the international financial crisis) found that 10.2 percent of people with a first university degree were unemployed.
8. There is a tendency for the monthly earnings of UNAM graduates to be slightly higher than those of PoN graduates. This may be because UNAM graduates on average have higher qualifications than those from PoN.
9. Most graduates considered the course content of their major subjects to be the most useful element of their study programme for their current work.
10. Most graduates feel that they have been able to realise the career that they expected at the time of graduation, that they are using the skills acquired during their studies, and that their position and status is appropriate for their level of education. However, some 60 percent of PoN graduates have taken up work not linked to their studies. 27% said that they could not find a job closely linked to their studies, while 24% felt that they had better career prospects in their current job. To some extent this speaks of the flexibility of PoN graduates. However, a closer link between market demand and the training provided also seems to be called for.
11. The education profile of the parents of graduates, compared to the general population, shows a higher proportion of those with tertiary education, as is common in many countries. (See Annexure H.) However, the education system, including tertiary education, does seem to be making a contribution to reduced inequality in that many graduates have parents with

no education or only primary education. Although the education profile of the Namibian population is changing rapidly, the extreme inequalities of the Namibian society dictate that this aspect of the Namibian education system should be closely monitored.

12. Much of the data in the current study will become more interesting when a subsequent tracer study is carried out, enabling comparisons be made over a period of time.

From the Interviews of Employers

Due to its limited scope, the views expressed by those interviewed are not necessarily representative of all employers. This study is only meant to be indicative of possible broad trends.

The following appear to be the major findings flowing from the interviews of employers:

1. Employers do see benefits from the employment of graduates. They value most highly the commitment of graduates to their employer, their willingness to learn, their self-confidence, subject knowledge, their ability to make suggestions for improvement, and their professionalism.
2. However, some employers feel that graduates are not adequately prepared for work. They are seen to lack experience of the workplace. Their training may also not have been sufficiently relevant to the demands of the workplace. They might not have realistic expectations of their contribution or prospects. Internships, insofar as they exist, may not always be adequate preparation for work. The tracer study also shows that employers are providing a lot of on-the-job training.
3. Most employers are apparently not satisfied with the level of written English of graduates. In part this may relate to the level of English with which students enter higher education. However, it still reflects poorly on the standards of writing, reading and argument that are demanded at the higher education institutions.
4. According to employers, most graduates are interested in further studies, a tendency that they are willing to support financially and in other ways. However there are doubts about whether students are seeking promotion, though possession of a paper qualification, or improved knowledge and performance.
5. It seems that a significant proportion of employers do not feel that they have sufficient in-depth contact with institutions of higher learning, although some satisfactory relationships do exist. Where the dialogue is inadequate there is a measure of frustration among employers who would like to play a constructive role by making their views known and providing feedback on how graduates are doing.
6. It appears that higher education institutions are doing little research in collaboration with employers.

Recommendations

From the Tracer Study

The findings of the tracer study suggest that UNAM and PoN should attend to the following:

1. HEIs should assist students to find employment before they leave the institution. Exposure to all possible employers in a particular industry should be facilitated, and assistance provided in the application process and skills such as interviewing and drafting a CV. This correlates with the recommendation below that a closer relationship needs to be developed with employers.
2. HEIs should constantly seek to improve the quality of the learning experience for students by paying attention to teaching methods, assessment systems, interaction with fellow students, library stock and services, the availability and quality of equipment (for instance ICTs), and the condition of their buildings.
3. The NCHE should rapidly commission a narrower tracer study to find unemployed graduates, say those who have been unemployed for more than two years, to determine what has brought about such an unfortunate situation.

From the Interviews of Employers

Based on the findings, the following recommendations are offered for the consideration of UNAM and PoN:

1. Collaboration and **in-depth** dialogue with employers should be intensified. This need not detract from the academic freedom of the institutions, but should rather add to their relevance in the eyes of employers, who do also contribute financially to higher education bodies. Postgraduate studies and the research capacity of the institutions should also be discussed with employers.
2. The matter of improved standards of written English should receive attention across the board. Special efforts and arrangements, including curriculum change, special compensatory courses, and guidance to all lecturers, may have to be made until such time as students enter higher education with better levels of written English.
3. Additional attention should be focused on improving internships, work experience, and exposure of students to employers and workplaces. More employers could, for instance, be invited to talk to students during their studies, and there could also be more visits to varied workplaces by students. Internships should explicitly be for work and 'getting one's hands dirty', not just for observation from the sidelines. NCHE should request the Ministry of Labour and Social Welfare to look into the legal provisions for internships.

Conclusion

This was the first attempt to conduct a tracer study of graduates in Namibia. It was a tentative step, and the resources made available were not large. However, it has been shown that such tracer studies are feasible and valuable for the improvement of higher education. Based on the experience gained, future tracer studies can hopefully be more effective and interesting. A technical note from the consultants (See annexure G) suggests how the questionnaire can be improved for the next round.

Annexure A: Terms of Reference

TERMS OF REFERENCE FOR A CONSULTANCY TO UNDERTAKE A TRACER STUDY OF GRADUATES FROM HIGHER EDUCATION INSTITUTIONS OF THE PAST TEN YEARS (1999 -2008)

1. Introduction

In an attempt to enhance and ensure the quality of graduates from Higher Education Institutions (HEIs) in Namibia, the Ministry of Education (MOE) has embarked upon a 15-year Education and Training Sector Improvement Programme (ETSIP). Quality is at the heart of ETSIP and this includes the quality of graduates from Higher Education Institutions and their employability. Two decades after independence provides a good opportunity to undertake a systematic study of graduates from HEIs of the past ten years.

2. Background

The consultancy will enable the HEIs and the National Council for Higher Education (NCHE) to assemble research-based data on their former graduates. This in turn, will facilitate planning and curriculum assessment and review in terms of specific aspects such as the relevance, academic rigour and impact of graduates from a range of academic programmes, both undergraduate and postgraduate.

3. Purpose of the Consultancy

The purpose of the consultancy is to carry out a systematic review based on a Tracer Study of graduates from HEIs of the past ten years to serve two broad purposes, namely:

- 3.1 An assessment of the achievements and impact of a representative sample of graduates across various areas of study and disciplines;
- 3.2 Assessing how external environmental factors such as the needs of the local labour market may impact on the quality and content of academic programmes in the immediate future; and
- 3.3 Develop a suitable research instrument for future impact studies.

4. Specific Objectives and Activities

The specific objectives and activities of the consultancy are to survey and make recommendations:

- 4.1 The impact of a range of academic programmes/ fields of study on graduates: Assess whether these have enhanced their understanding, professionalism, prospects to find employment and benefited their careers (if they are employed).
- 4.2 The impact on the institutions, ministries, public and private sector where graduates work: assess the impact the graduates have contributed to improvement in the performance of such institutions.
- 4.3 The impact on scholarly achievement: Assess the impact the academic programmes, scholarships and research activities have contributed to build scholarly capacity in the country, the SADC region and beyond.

- 4.4 The opinions of graduates (a form of self-assessment) on the relevance, quality and utility of their respective education in the world of work.
- 4.5 The assessment of employers of the strengths and weaknesses of graduates in their employ.
- 4.6 Provide the way forward on how may HEIs develop to enhance and ensure their relevance and developmental impact.
- 4.7 The income and employment profile of graduates.
- 4.8 Whether HEIs are sufficiently aligned in terms of their strategic priorities and impact on the provision of human resources responsive to national development.

5. Expected Results

The consultancy should culminate in a comprehensive report on the state of graduates in the labour market. Specifically, the report should:

- 5.1 Contain a detailed review of the economic and employment status (or otherwise) of graduates from HEIs across various academic disciplines and in various institutions.
- 5.2 Provide a clear and unbiased picture of the assessment of graduates by their employers in respect of various categories such as their scholarly abilities, their ability to apply theoretical knowledge to concrete problems, their ability to generate and disseminate knowledge and their competitiveness measured against graduates and non-degree holders from other education providers in the country and beyond.
- 5.3 Provide an in-depth assessment of how graduates assess themselves and the relevance and quality of their education within the world of work.
- 5.4 Based on the tracer study, suggest ways of improving inter-institutional collaboration in education and training.
- 5.5 Develop an instrument for future impact assessments.
- 5.6 Avail the data used in the study so that it may be used in future research.

6. Quality Judgment

The quality of the report shall comply with the standards set and acceptable to the NCHE. The consultant shall de-brief the senior management of HEIs individually or collectively and shall accommodate their inputs before submitting the report to the NCHE.

7. Reporting

The consultant shall report to the Executive Director of the NCHE/ACTET Secretariat as per agreed schedule.

8. Work Plan and Time Frame

The consultancy will be completed within a time frame as agreed and guided by the Work Plan below:

Number	Activity	Output	Person Days
1.	Meeting with NCHE Secretariat and the Research and Publication Committee	Briefing and information gathering	1
2.	Presentation of inception report to the NCHE Secretariat	Planned activities considered	1
3.	Development of the research instruments and review with NCHE	Research instruments agreed upon	5
4.	Interviews with HEIs (UNAM and Polytechnic)	Collection and recording of data	6
5.	Interviews with selected employers and stakeholders (public Service, parastatal, big companies and small companies.	Collection and recording of data	10
6.	Dispatching of research instrument to selected employers and stakeholders	Data collection	2
7.	Receiving of data from respondents		1
8.	Synthesis of research results and report writing	Data analysis and interim report	17
9.	Consultations with stakeholders on draft report – consultative workshop	Discussion and feedback	5
10.	Presentation of draft report to NCHE Secretariat and Capacity Building Committee	Discussion and feedback	1
11.	Presentation of final report	Final report	1
		Total person days	50

9. Profile of Consultant

The lead consultant shall have the following qualifications:

- A Masters degree in social sciences such as Public Policy and Public Administration, Education, and Statistics with relevance to higher education;
- Proven experience in conducting tracer studies and surveys;
- In-depth and proven knowledge of assessment methods and instruments;
- Familiarity with the higher education system in Namibia; and
- Excellent research, writing and presentation skills.

Annexure B: Questionnaire for Graduates



National Council for Higher Education
Namibia

Tracer Study of Graduates

from the

University of Namibia

and the

Polytechnic of Namibia

Study conducted by



Notes on the Completion of the Questionnaire

If possible, please answer each of the following questions.

If a question is not applicable to you, please go on to the question specified (e.g. → Go To Question 12.)

If questions are itemised, please tick the most appropriate answer. Where multiple answers to a question are possible, this has been stated in the table heading. In some cases you are requested to state numbers and/or text.

Should there not be enough space for your answers, please include an additional sheet of paper.

The questionnaires will be returned directly to the consultants conducting the study. Your responses will be handled anonymously, that is, measures will be taken to ensure that you cannot be linked to the answers you provided to the questions.

1. Courses of higher studies

1. Please provide information on your study and training:

1.1 First enrolment in higher (tertiary) education

(record the first higher institution in which you enrolled, whether or not it was a Namibian institution)

Year and month of first enrolment		Institution	Course of study, e.g. Education, Library Science, B.Sc., ...	Area of specialisation (if applicable)
Year	Month			

1.2 Qualifications obtained

(do **not** report certificates issued after less than half a year's study;

use the free rows at the bottom of the table for reporting additional qualifications)

Qualification	Year and month of graduation ¹		Institution (e.g. UNAM, PoN, ...)	Course of study, e.g. Education, Library Science, ...	Area of specialisation (if applicable,) e.g. Civil Engineering	Title of qualification, (e.g. B.A. Hon.)
	Year	Month				
Certificate						
Diploma						
Bachelor's degree or higher diploma						
Bachelor Hons. degree						
Master's degree						
PhD or equivalent						
Other – please state:						

¹ Year and month of graduation refer to the date on which the qualification (degree, diploma, etc.) was officially bestowed on you, normally the date of the graduation ceremony.

2. How important were the following factors for your decision to enrol at the University of Namibia or the Polytechnic of Namibia? Please respond to each factor on the five-point scale, ticking the appropriate box.

Very important					Not at all important	
1	2	3	4	5		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vicinity to home of parents, relatives, etc.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of scholarships at this institution	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability/quality of accommodation	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attractiveness of town/region	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reputation of the institution/department	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practice-oriented study program in my field	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Areas of specialization provided, if applicable	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Admission standards and my prior grades	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advice by my parents/relatives	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	

Please specify

2. Retrospective assessment of the study at the University of Namibia / Polytechnic of Namibia

3. How do you rate the study provision and study conditions you experienced? Please rate each of the applicable options on a 5-point scale: 1 - very good; ..., 5 - very poor.

Very good					Very poor	
1	2	3	4	5		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assistance/advice for your final examination	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity of out of class contacts with teaching staff	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Academic advice offered	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chances to participate in research projects	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teaching quality of lecturers	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Structure of degree program	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Testing/grading system in examinations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibility of individual structuring of studies	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provision of supervised practical work experience	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contacts with fellow students	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chance for students to have an influence on university policies	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of technical equipment (e.g. computers, instruments, Internet, etc.)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of equipment of laboratories/workshops	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supply of teaching material	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equipment and stocking of libraries	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accommodation facilities on the campus	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Catering facilities on the campus	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of the buildings	

3. After Graduation

The following questions relate to the period after you graduated, that is, when you entered the job market.

4. Please indicate your employment situation and your occupation after being awarded your degree or diploma at the University or Polytechnic of Namibia.

Please tick **only one** appropriate category for each line.

If your employment situation changed during the respective period or if you were involved in different activities (e.g. studying and working), please name the most frequent one.

	Period after graduation	Employed	Professional training	Advanced academic study	Not employed, seeking employment	Not employed and not intending to be employed	Other	Comments
1st year after completing your studies								
1	1 st month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	2 nd month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	3 rd month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	4 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	5 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	6 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	7 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	8 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	9 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	10 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	11 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	12 th month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Later years								
13	2 nd year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	3 rd year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	4 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	5 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	6 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	7 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	8 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	9 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	10 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	11 th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. How did you get your first employment after graduation?
(Multiple responses are possible)

- 1 ☐ Manpower allocation
- 2 ☐ Application to a vacant position
- 3 ☐ My own advertisement
- 4 ☐ Public employment agency
- 5 ☐ Private employment agency
- 6 ☐ University's / Polytechnic's employment agency
- 7 ☐ University's / Polytechnic's teaching staff
- 8 ☐ Employers' campus visits
- 9 ☐ Contacts established to employers through work experience in the course of study
- 10 ☐ Contacting employers without knowing about a vacancy
- 11 ☐ The employer offered me a vacancy
- 12 ☐ I set up my own business and was self-employed
- 13 ☐ Joining the enterprise of my parents/relatives
- 14 ☐ Personal connections/contacts
- 15 ☐ Through parents'/relatives' help
- 16 ☐ I am working for the same employer as I did before my studies
- 17 ☐ I have not found any employment yet
- 18 ☐ Other (please specify):
- 19 ☐

6. When did you start seeking a job?

- 1 ☐ Before graduation
- 2 ☐ After graduation
- 3 ☐ I did not seek employment
- 4 ☐ Other (please specify):

7. How long did it take you to find your first job after graduation?

- Years and Months
- 1 ☐ Not applicable, no job found up to now
→ Please continue with question 12 if you did **not** find a job up to now.

8. How many employers did you contact before you took up your first job after graduation?

..... Please state the number of employers

9. In your opinion, how important were the following factors for your being employed?

Very important					Not at all important				
1	2	3	4	5					
1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Field of study
2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Main focus of subject area or specialisation
3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Theme of thesis or projects, if applicable
4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Grades at the university or polytechnic
5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Reputation of the University or Polytechnic
6 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Reputation of the department
7 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Previous work experience
8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Personality
9 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Experience abroad
10 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					My own world view, religion, etc.
11 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Other
(please specify)									

10. What kind of initial training did you receive for your first job after graduation?

- 1 ☐ No training
- 2 ☐ Only on-the-job training
- 3 ☐ Training including off-the-job courses, etc.
- 4 ☐ Other (please specify):

Please specify, if applicable, type and duration of the training:

Type/name:
Duration: weeks

4. Current employment and work

If you work in more than one job, please refer only to the one which is most important to you, unless explicitly questioned otherwise.

11. How many times did you change employer/employment since your graduation?

0 ☐ Never
change(s)

12. What is your current employment status?

Major activity	Additional activities
1 <input type="checkbox"/>	<input type="checkbox"/> Employed (including self-employed, traineeships, volunteer, etc.)
2 <input type="checkbox"/>	<input type="checkbox"/> Professional training
3 <input type="checkbox"/>	<input type="checkbox"/> Advanced academic study
4 <input type="checkbox"/>	<input type="checkbox"/> Not employed, but seeking employment
5 <input type="checkbox"/>	<input type="checkbox"/> Without employment, and not intending to be employed (e.g. raising children, illness)
6 <input type="checkbox"/>	<input type="checkbox"/> Military service/community service, etc.
7 <input type="checkbox"/>	Other:
8 <input type="checkbox"/>	Other:

→ Please continue with question 32 if you are **not** employed, self-employed, working as volunteer, or otherwise professionally active.

13. In which region are you working?
(Tick only one. If you are working in several regions, tick the last row.)

1 ☐ Caprivi
2 ☐ Erongo
3 ☐ Hardap
4 ☐ Karas
5 ☐ Kavango
6 ☐ Khomas
7 ☐ Kunene
8 ☐ Ohangwena
9 ☐ Omaheke
10 ☐ Omusati
11 ☐ Oshana
12 ☐ Oshikoto
13 ☐ Otjozondjupa
14 ☐ In several regions

14. How long have you been working?

With your present employer:
..... years and months

In your present position:
..... years and months

15. What is your present job title (specific designation)?
(Please state the precise term, e.g. school principal, personnel officer, construction engineer, etc.)

.....

.....

16. Please outline your professional tasks/job description
(E.g. production management and supervision)

.....

.....

.....

17. Please state the kind of your employer? (Public, private, self employed)
(Please tick only one item.)

- 1 ☐ Public employer, e.g. public service, local authority
2 ☐ Private employer
3 ☐ Self employed
4 ☐ Other (please specify)

18. Please state the name of your current company / employer / organisation

(Please specify)

19. In which economic sector are you currently employed or otherwise professionally active?
(Please tick one item only. The answer should only concern your main occupation.)

- 1 ☐ Agriculture, forestry
2 ☐ Fishing
3 ☐ Mining, quarrying
4 ☐ Energy, water supply, gas
5 ☐ Manufacturing
6 ☐ Construction
7 ☐ Wholesale and retail trade, repair of motor vehicles
8 ☐ Hotels, restaurants, tourism
9 ☐ Transportation, storage and communication
10 ☐ Banking, finance, insurances
11 ☐ Real estate, renting
12 ☐ Other commercial services
13 ☐ Public administration, social security, police, defence
14 ☐ Health and social work
15 ☐ Education
16 ☐ Other community, social and personal services
17 ☐ Other:
(Please specify)

20. What is your current major area of work assignment? State the **single most important one** in the column "major activity" and any further major activity or activities in the column "additional activities"
(Multiple responses are possible in the 2nd column.)

Major activity	Additional activities
1 <input type="checkbox"/>	<input type="checkbox"/> Training/teaching
2 <input type="checkbox"/>	<input type="checkbox"/> Export
3 <input type="checkbox"/>	<input type="checkbox"/> Supervision of production facilities / maintenance
4 <input type="checkbox"/>	<input type="checkbox"/> Preparatory/supervisory function in construction
5 <input type="checkbox"/>	<input type="checkbox"/> Construction/design
6 <input type="checkbox"/>	<input type="checkbox"/> Advisory services/consulting
7 <input type="checkbox"/>	<input type="checkbox"/> Maintenance and repair of production facilities
8 <input type="checkbox"/>	<input type="checkbox"/> Controlling
9 <input type="checkbox"/>	<input type="checkbox"/> Data processing
10 <input type="checkbox"/>	<input type="checkbox"/> Production
11 <input type="checkbox"/>	<input type="checkbox"/> Preparation of production
12 <input type="checkbox"/>	<input type="checkbox"/> Research and development
13 <input type="checkbox"/>	<input type="checkbox"/> Estimating/costing
14 <input type="checkbox"/>	<input type="checkbox"/> Management
15 <input type="checkbox"/>	<input type="checkbox"/> Marketing
16 <input type="checkbox"/>	<input type="checkbox"/> Market research
17 <input type="checkbox"/>	<input type="checkbox"/> Materials management
18 <input type="checkbox"/>	<input type="checkbox"/> Measurement and testing technology
19 <input type="checkbox"/>	<input type="checkbox"/> Installation/commissioning
20 <input type="checkbox"/>	<input type="checkbox"/> Standardisation and licensing
21 <input type="checkbox"/>	<input type="checkbox"/> Personnel affairs
22 <input type="checkbox"/>	<input type="checkbox"/> Planning of functions/use of buildings/machinery
23 <input type="checkbox"/>	<input type="checkbox"/> Planning and organisation
24 <input type="checkbox"/>	<input type="checkbox"/> Project management
25 <input type="checkbox"/>	<input type="checkbox"/> Accountancy, finance
26 <input type="checkbox"/>	<input type="checkbox"/> Settlement/preparation of accounts
27 <input type="checkbox"/>	<input type="checkbox"/> Tax affairs
28 <input type="checkbox"/>	<input type="checkbox"/> Security engineering
29 <input type="checkbox"/>	<input type="checkbox"/> System analysis
30 <input type="checkbox"/>	<input type="checkbox"/> Environmental engineering
31 <input type="checkbox"/>	<input type="checkbox"/> Processing development
32 <input type="checkbox"/>	<input type="checkbox"/> Sales
33 <input type="checkbox"/>	<input type="checkbox"/> General office work
34 <input type="checkbox"/>	<input type="checkbox"/> Other: _____ (Please specify)
35 <input type="checkbox"/>	<input type="checkbox"/> Other: _____ (Please specify)

21. Are you employed full-time?

- 1 ☐ Yes
- 2 ☐ No -
My major job comprises _____ hours per week
- 3 ☐ Not applicable, I have my own business / I am self-employed

22. Do you have any other gainful activity?

- 1 ☐ Second occupation
- 2 ☐ Side jobs, honorarium, sales etc.
- 3 ☐ No
- 4 ☐ Not applicable, I have my own business/I am self-employed

23. How much is your monthly gross income?

From major occupation:

Amount: _____ Currency: _____

From other sources:

Amount: _____ Currency: _____

24. What kinds of fringe benefits do you receive?
(Multiple responses are possible.)

- 1 ☐ Housing (accommodation, housing subsidy, grants for rent etc.)
- 2 ☐ Transportation (company car, subsidies for transportation etc.)
- 3 ☐ Health (insurance, subsidies to costs incurred, etc.)
- 4 ☐ Education/training (subsidies for own education / training or for family members)
- 5 ☐ Retirement (pension, down-payment etc.)
- 6 ☐ Other: _____
(Please specify)
- 7 ☐ No fringe benefits
- 8 ☐ Not applicable, I have my own business/I am self-employed

5. Job Requirements and Use of Qualifications

25. How useful did the following elements of the study programme prove for your current work?

(Please rate each of the applicable options on a 5-point scale or indicate that the option is not applicable.)

	Very useful				Not at all useful	Not applicable	
	1	2	3	4	5		
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course content of major subject(s)
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Variety of courses offered
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity for specialisation
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research emphasis
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practical emphasis of teaching and learning
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work experience (internships etc.)

26. To what extent have you been able to realise the career you expected at the time of graduation?

To a very high extent					Not at all
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

27. When you look at your current work tasks **altogether**: to what extent do you use the knowledge and skills **acquired during your course of studies**?

To a very high extent					Not at all
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

28. To what extent is your position and status appropriate to your level of education?

Completely appropriate					Not at all appropriate
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

29. If you consider your employment and work hardly being linked to your knowledge and your level of education: why did you take it up?
(Multiple responses are possible.)

- 1 ☐ Not applicable (I consider my job linked to my studies)
- 2 ☐ At the beginning of the career envisaged I have to accept work hardly linked to my study
- 3 ☐ My current job ensures a higher income
- 4 ☐ In doing this job I have better career prospects
- 5 ☐ I prefer an occupation which is not closely connected to my studies
- 6 ☐ My current work is very satisfactory
- 7 ☐ I was promoted to a position less linked to my studies than my previous positions
- 8 ☐ My current job provides the opportunity for part-time / flexible schedules, etc.
- 9 ☐ My current job provides the opportunity to work in a locality I prefer
- 10 ☐ My current job allows me to take into account family needs
- 11 ☐ I could not find any job closely linked to my study
- 12 ☐ Other
(Please specify)

6. Assessment of Employment and Work

30. To what extent are you satisfied with the following characteristics of your professional situation?

Satisfied to a very high extent		Not at all satisfied			
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Content of work/the professional tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Working atmosphere
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job security
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibility to use knowledge and skills acquired during my studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Possibility to work in a demanding job
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Position achieved
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Income
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promotion prospects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity to benefit society
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chance of realizing my own ideas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fringe benefits
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunity of pursuing continuous learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equipment of the workplace
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Workplace surroundings (noise, space, climate, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equal treatment of all employees

31. Altogether, to what extent are you satisfied with your professional situation?
(Please take also into account in your statement any professional sidelines.)

Satisfied to a very high extent		Not at all satisfied		
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Continuing Education and Training

32. What kind of (organised or informal) continuing education and training (i.e. other than initial training and professional training referred to above) have you undertaken since graduation?

.....

.....

.....

☐ No continuing education

8. Socio-Biographic Data

Please provide details about yourself in order to enable us to interpret your work biography as accurately as possible.

33. Gender

- ☐ Male
- ☐ Female

34. Country of birth

☐ Namibia

☐ Other: (Please specify)

35. Country of nationality

☐ Namibia

☐ Other: (Please specify)

36. Country of residence

☐ Namibia

☐ Other: (Please specify)

37. Year of birth

19 ____

38. Did you complete any training prior to your first enrolment in a higher education institution?

☐ Yes

If yes, please specify:

☐ No

39. Were you employed prior to your first enrolment in a higher education institution?

☐ Yes

If yes, please state how long:

..... Years Months

☐ No

40. What is the highest level of education attained by your parents?
(Please state father's and mother's qualifications separately)

Father	Mother	
<input type="checkbox"/>	<input type="checkbox"/>	None or incomplete primary
<input type="checkbox"/>	<input type="checkbox"/>	Primary
<input type="checkbox"/>	<input type="checkbox"/>	Junior Secondary
<input type="checkbox"/>	<input type="checkbox"/>	Senior Secondary or equivalent vocational education
<input type="checkbox"/>	<input type="checkbox"/>	College enrolment without degree
<input type="checkbox"/>	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	<input type="checkbox"/>	Advanced degree
<input type="checkbox"/>	<input type="checkbox"/>	Don't know

Thank you very much for completing the questionnaire.

Please provide your contact details on the next page to enable us to contact you in case you are one of the lucky winners! (The contact details will be detached from the questionnaire to ensure the anonymity of your response.)

Contact details and consent for the release of information

The contact details provided on this page will be detached from the questionnaire immediately after a quick check was done to ensure that all applicable questions were completed. It will thereafter not be possible to link you to the responses in the questionnaire, that is, the data will be anonymous.

The information stated on this page will be used to contact you in case you are one of the lucky winners. If a winner cannot be reached in this way despite repeated attempts from our side, he or she will forfeit the prize, and it will go to somebody else. Please ensure, therefore, that the information is correct, and that you can be reached at the address and/or telephone numbers.

Your final examination marks are essential for the analysis of the data, for example, to determine the correlation between achievement and the chances of being employed. You are, therefore, requested below to give your consent to the University of Namibia and/or the Polytechnic providing your final marks to the consultants. These marks will be handled confidentially and they will not be released to any third party.

Both the Polytechnic and the University of Namibia would like to stay in contact with their Alumni, their graduates. For this reason, you are asked below to indicate whether or not you agree to your contact details being made available to UNAM and/or the PoN. Only the relevant section of this page, detached from the questionnaire, will be handed over, if you give your consent.

Contact details:

Surname: _____

First names: _____

Date of birth: Year: _____ Month: _____ Day: _____

Gender (tick): Male: ☐ Female: ☐ Namibian identification no.: _____

Postal address: _____ Telephone: Home: _____

Office: _____

E-mail: _____ Mobile: _____

Enrolment with the University of Namibia:

Student number: _____ Highest qualification obtained: _____

Enrolment with the Polytechnic of Namibia:

Student number: _____ Highest qualification obtained: _____

Consent to your information being made available to UNAM and/or the PoN:

Please tick the applicable box: Yes, the above data may be provided to UNAM / PoN ☐

No, the above data may not be provided to UNAM / PoN ☐

Consent to providing final marks to the consultants:

I hereby agree to my final marks being made available to Management Information Services CC / Turning Points Consultancy CC for the sole purpose of the analysis of the Tracer Study:

Surname: _____

First names: _____

Date of birth: Year: _____ Month: _____ Day: _____

Gender (tick): Male: ☐ Female: ☐ Namibian identification no.: _____

Enrolment with the University of Namibia:

Student number: _____ Highest qualification obtained: _____

Enrolment with the Polytechnic of Namibia:

Student number: _____ Highest qualification obtained: _____

Signature _____

Annexure C: Advertisement for Graduates



Calling all
Graduates!

of the Polytechnic of Namibia and the University of Namibia who completed any qualification in the years 1999 – 2008, including by distance education.

We would like to find out how things went once you completed your qualification. Did you find work, promotion in a relevant field, and did your studies prepare you well for the workplace?

Please send an SMS to 21021 or email to grad@nche.org.na or fax to 061 307014 giving the following details:

- your full name
- your national ID number or student number
- your postal address, and
- whether you were at UNAM or PoN or both

We will use this information to send you a tick box [✓] questionnaire that will be quick and easy to complete. (SMSs will be charged at N\$1)

There are **TEN PRIZES of N\$1000** each for lucky winners selected at random from those who send in a completed questionnaire!

Example SMS: 'Gradiamus Angula 7711229900220 PO Box 883344 Oranjemund UNAM'

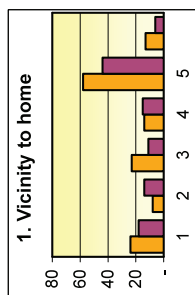

NATIONAL COUNCIL
FOR HIGHER EDUCATION

'Equitable access to Quality Higher Education'

Annexure D: Tables and Graphs from Questionnaires

1.1 Factors affecting the decision to enrol in a higher education institution

Number of responses



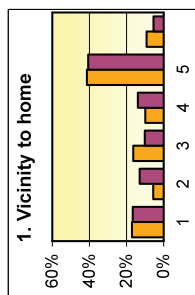
Institution	Factor	Very important					Not at all important					Omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Vicinity to home of parents, relatives, etc.	24	8	23	14	58						13
	Availability of scholarships at this institution	46	12	14	16	41						11
	Availability/quality of accommodation	42	17	18	12	43						8
	Attractiveness of town/region	24	17	29	13	48						9
	Reputation of the institution/department	64	31	14	6	16						9
	Practice-oriented study program in my field	55	23	30	11	15						6
	Areas of specialization provided, if applicable	51	29	27	4	14						15
	Admission standards and my prior grades	66	33	23	6	4						8
	Advice by my parents/relatives	48	19	32	15	17						9
	Other - not specified	17	3	2	-	1						117
PoN	Vicinity to home of parents, relatives, etc.	18	14	11	15	44						6
	Availability of scholarships at this institution	33	8	14	10	35						8
	Availability/quality of accommodation	22	11	10	12	47						6
	Attractiveness of town/region	19	16	11	15	39						8
	Reputation of the institution/department	62	17	9	4	11						5
	Practice-oriented study program in my field	54	15	17	10	5						7
	Areas of specialization provided, if applicable	35	25	14	7	17						10
	Admission standards and my prior grades	54	23	6	14	6						5
	Advice by my parents/relatives	28	21	10	8	28						13
	Other - not specified	12	3	-	-	4						89
Both (UNAM and PoN)	Vicinity to home of parents, relatives, etc.	3	2	1	-	6						-
	Availability of scholarships at this institution	6	1	-	1	4						-
	Availability/quality of accommodation	3	2	1	-	6						-
	Attractiveness of town/region	3	2	2	-	5						-
	Reputation of the institution/department	9	1	-	2	-						-
	Practice-oriented study program in my field	5	3	2	-	1						1
	Areas of specialization provided, if applicable	4	3	1	1	1						2
	Admission standards and my prior grades	8	3	1	-	-						-
	Advice by my parents/relatives	2	3	3	1	2						1
	Other - not specified	4	-	-	-	-						8

Question 2: How important were the following factors for your decision to enrol at the University of Namibia or the Polytechnic of Namibia? Please respond to each factor on the five-point scale. (Question 2 in the questionnaire)

141 UNAM graduates and 108 graduates from the PoN responded to the question, as well as 12 persons who graduated from both institutions. The last-mentioned group was omitted in the graphs.

PoN

1.2 Factors affecting the decision to enrol in a higher education institution



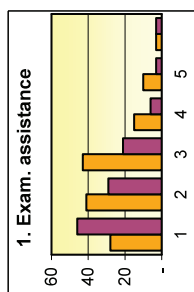
Institution	Factor	Very important					Not at all important					Omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Vicinity to home of parents, relatives, etc.	17%	6%	16%	10%	41%						9%
	Availability of scholarships at this institution	33%	9%	10%	11%	29%						8%
	Availability/quality of accommodation	30%	12%	13%	9%	31%						6%
	Attractiveness of town/region	17%	12%	21%	9%	34%						6%
	Reputation of the institution/department	46%	22%	10%	4%	11%						6%
	Practice-oriented study program in my field	39%	16%	21%	8%	11%						4%
	Areas of specialization provided, if applicable	36%	21%	19%	3%	10%						11%
	Admission standards and my prior grades	47%	24%	16%	4%	3%						6%
	Advice by my parents/relatives	34%	14%	23%	11%	12%						6%
	Other - not specified	12%	2%	1%	0%	1%						84%
PoN	Vicinity to home of parents, relatives, etc.	17%	13%	10%	14%	41%						6%
	Availability of scholarships at this institution	31%	7%	13%	9%	32%						7%
	Availability/quality of accommodation	20%	10%	9%	11%	44%						6%
	Attractiveness of town/region	18%	15%	10%	14%	36%						7%
	Reputation of the institution/department	57%	16%	8%	4%	10%						5%
	Practice-oriented study program in my field	50%	14%	16%	9%	5%						6%
	Areas of specialization provided, if applicable	32%	23%	13%	6%	16%						9%
	Admission standards and my prior grades	50%	21%	6%	13%	6%						5%
	Advice by my parents/relatives	26%	19%	9%	7%	26%						12%
	Other - not specified	11%	3%	0%	0%	4%						82%
Both (UNAM and PoN)	Vicinity to home of parents, relatives, etc.	25%	17%	8%	0%	50%						0%
	Availability of scholarships at this institution	50%	8%	0%	8%	33%						0%
	Availability/quality of accommodation	25%	17%	8%	0%	50%						0%
	Attractiveness of town/region	25%	17%	17%	0%	42%						0%
	Reputation of the institution/department	75%	8%	0%	17%	0%						0%
	Practice-oriented study program in my field	42%	25%	17%	0%	8%						8%
	Areas of specialization provided, if applicable	33%	25%	8%	8%	8%						17%
	Admission standards and my prior grades	67%	25%	8%	0%	0%						0%
	Advice by my parents/relatives	17%	25%	25%	8%	17%						8%
	Other - not specified	33%	0%	0%	0%	0%						67%

Question 2: How important were the following factors for your decision to enrol at the University of Namibia or the Polytechnic of Namibia? Please respond to each factor on the five-point scale. (Question 2 in the questionnaire)

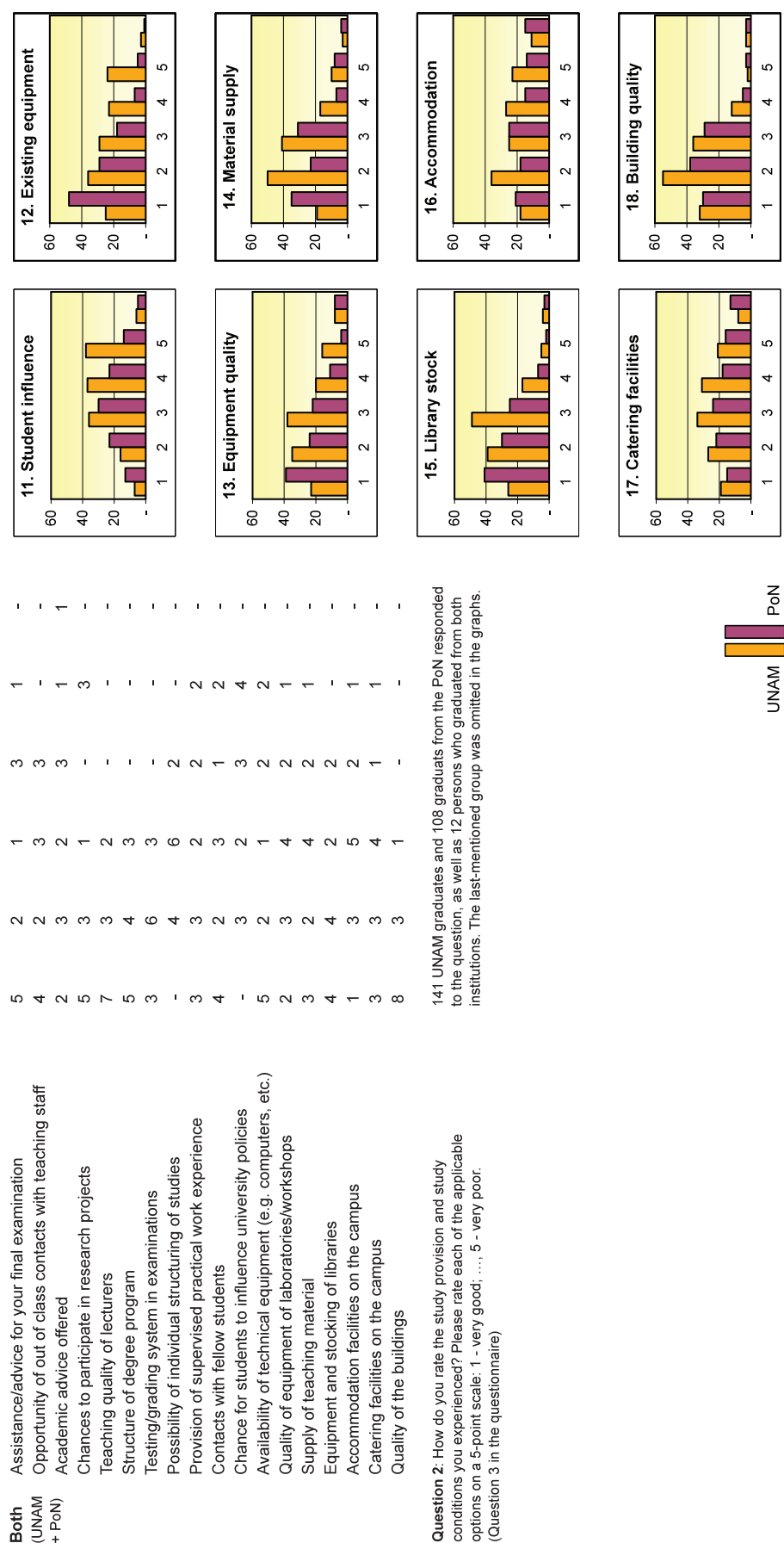
141 UNAM graduates and 108 graduates from the PoN responded to the question, as well as 12 persons who graduated from both institutions. The last-mentioned group was omitted in the graphs.

PoN

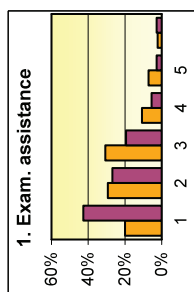
2.1 Rating of study provision and study conditions experienced by graduates



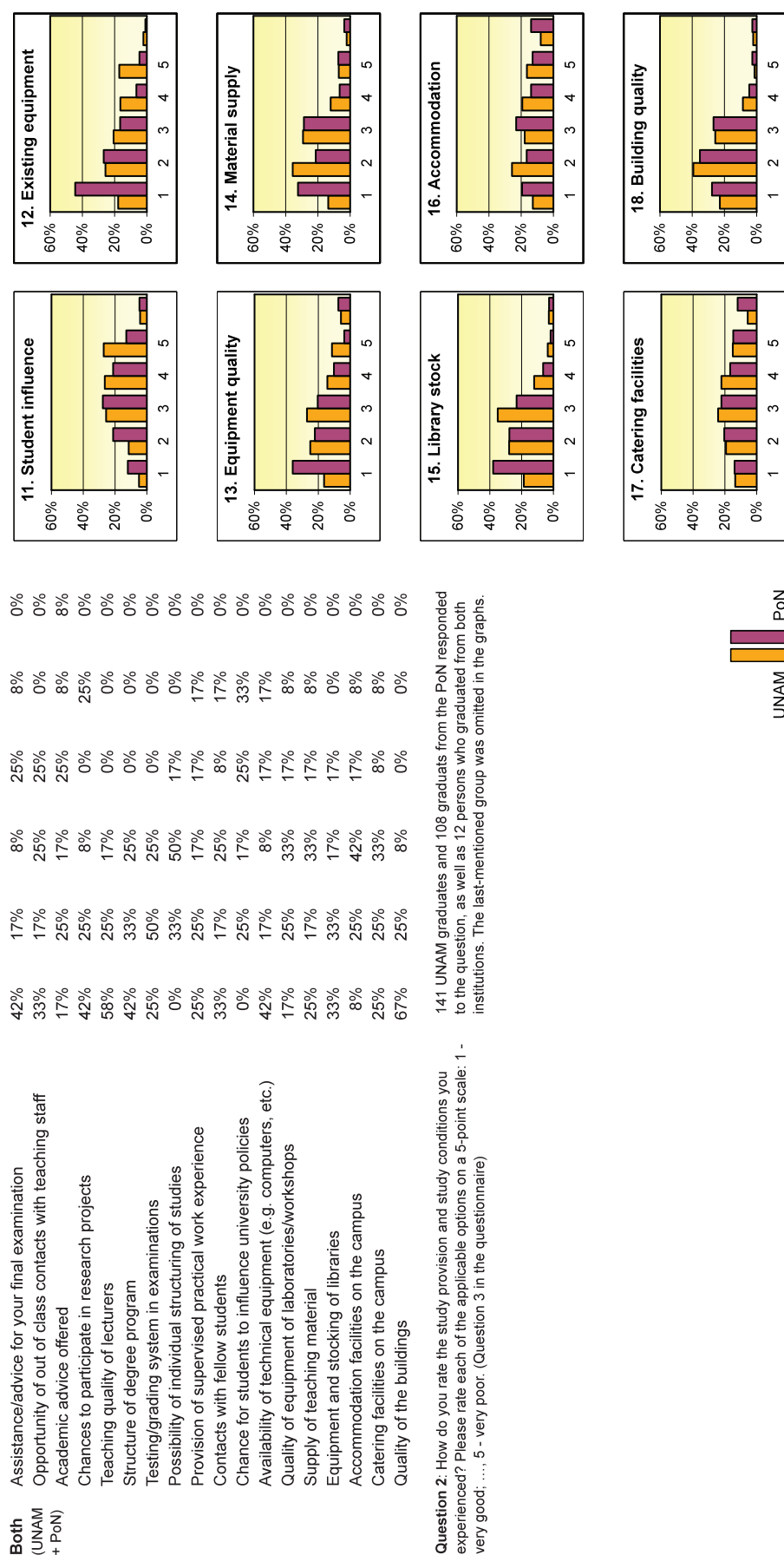
Institution	Factor	Very important					Not at all important					Omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Assistance/advice for your final examination	28	41	43	15	10						3
	Opportunity of out of class contacts with teaching staff	20	32	44	24	16						4
	Academic advice offered	28	37	44	18	12						1
	Chances to participate in research projects	31	27	37	21	19						5
	Teaching quality of lecturers	30	52	42	6	7						3
	Structure of degree program	26	41	42	16	8						7
	Testing/grading system in examinations	35	52	34	12	3						4
	Possibility of individual structuring of studies	10	39	46	19	18						8
	Provision of supervised practical work experience	34	25	32	21	23						5
	Contacts with fellow students	57	47	24	4	6						2
	Chance for students to influence university policies	7	16	36	37	38						6
	Availability of technical equipment (e.g. computers, etc.)	25	36	29	23	24						3
	Quality of equipment of laboratories/workshops	23	35	38	20	16						8
	Supply of teaching material	19	50	41	17	10						3
	Equipment and stocking of libraries	26	39	49	17	5						4
PoN	Accommodation facilities on the campus	18	36	25	27	23						11
	Catering facilities on the campus	19	27	34	31	21						8
	Quality of the buildings	32	55	36	12	2						3
	Assistance/advice for your final examination	46	29	21	6	3						3
	Opportunity of out of class contacts with teaching staff	30	24	28	11	9						6
	Academic advice offered	32	29	20	12	13						2
	Chances to participate in research projects	36	24	16	11	16						5
	Teaching quality of lecturers	42	36	19	6	2						3
	Structure of degree program	32	33	20	11	3						9
	Testing/grading system in examinations	42	33	20	7	3						3
	Possibility of individual structuring of studies	17	32	33	13	6						7
	Provision of supervised practical work experience	29	23	24	15	13						4
	Contacts with fellow students	53	32	12	4	3						4
	Chance for students to influence university policies	13	23	30	23	14						5
	Availability of technical equipment (e.g. computers, etc.)	48	29	18	7	5						1
UNAM	Quality of equipment of laboratories/workshops	39	24	22	11	4						8
	Supply of teaching material	35	23	31	7	8						4
	Equipment and stocking of libraries	41	30	25	7	2						3
	Accommodation facilities on the campus	21	18	25	15	14						15
	Catering facilities on the campus	15	22	24	18	16						13
	Quality of the buildings	30	38	29	5	3						3



2.2 Rating of study provision and study conditions experienced by graduates



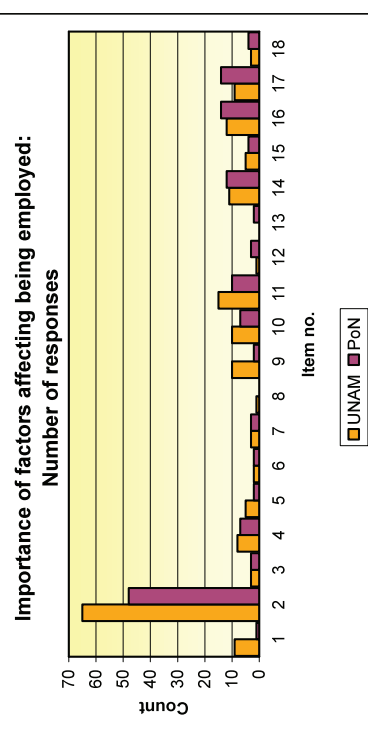
Institu- tion	Factor	Very important					Not at all important					Omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Assistance/advice for your final examination	20%	29%	31%	11%	7%	2%	2%	3%	1%	1%	
	Opportunity of out of class contacts with teaching staff	14%	23%	31%	17%	11%	3%	1%	1%	1%	1%	
	Academic advice offered	20%	26%	31%	13%	9%	1%	1%	1%	1%	1%	
	Chances to participate in research projects	22%	19%	26%	15%	14%	4%	2%	2%	2%	2%	
	Teaching quality of lecturers	21%	37%	30%	4%	5%	2%	5%	5%	5%	5%	
	Structure of degree program	19%	29%	30%	11%	6%	5%	5%	5%	5%	5%	
	Testing/grading system in examinations	25%	37%	24%	9%	2%	3%	3%	3%	3%	3%	
	Possibility of individual structuring of studies	7%	28%	33%	14%	13%	6%	4%	4%	4%	4%	
	Provision of supervised practical work experience	24%	18%	23%	15%	16%	4%	1%	1%	1%	1%	
	Contacts with fellow students	41%	34%	17%	3%	4%	1%	1%	1%	1%	1%	
	Chance for students to influence university policies	5%	11%	26%	26%	27%	4%	4%	4%	4%	4%	
	Availability of technical equipment (e.g. computers, etc.)	18%	26%	21%	16%	17%	2%	2%	2%	2%	2%	
	Quality of equipment of laboratories/workshops	16%	25%	27%	14%	11%	6%	6%	6%	6%	6%	
	Supply of teaching material	14%	36%	29%	12%	7%	2%	2%	2%	2%	2%	
PoN	Equipment and stocking of libraries	19%	28%	35%	12%	4%	3%	8%	8%	8%	8%	
	Accommodation facilities on the campus	13%	26%	18%	19%	16%	8%	6%	6%	6%	6%	
	Catering facilities on the campus	14%	19%	24%	22%	15%	6%	6%	6%	6%	6%	
	Quality of the buildings	23%	39%	26%	9%	1%	2%	2%	2%	2%	2%	
	Assistance/advice for your final examination	43%	27%	19%	6%	3%	3%	3%	3%	3%	3%	
	Opportunity of out of class contacts with teaching staff	28%	22%	26%	10%	8%	6%	6%	6%	6%	6%	
	Academic advice offered	30%	27%	19%	11%	12%	2%	2%	2%	2%	2%	
	Chances to participate in research projects	33%	22%	15%	10%	15%	5%	5%	5%	5%	5%	
	Teaching quality of lecturers	39%	33%	18%	6%	2%	3%	3%	3%	3%	3%	
	Structure of degree program	30%	31%	19%	10%	3%	8%	8%	8%	8%	8%	
	Testing/grading system in examinations	39%	31%	19%	6%	3%	3%	3%	3%	3%	3%	
	Possibility of individual structuring of studies	16%	30%	31%	12%	6%	6%	6%	6%	6%	6%	
	Provision of supervised practical work experience	27%	21%	22%	14%	12%	4%	4%	4%	4%	4%	
	Contacts with fellow students	49%	30%	11%	4%	3%	4%	4%	4%	4%	4%	
PoN	Chance for students to influence university policies	12%	21%	28%	21%	13%	5%	1%	1%	1%	1%	
	Availability of technical equipment (e.g. computers, etc.)	44%	27%	17%	6%	5%	1%	1%	1%	1%	1%	
	Quality of equipment of laboratories/workshops	36%	22%	20%	10%	4%	7%	4%	4%	4%	4%	
	Supply of teaching material	32%	21%	29%	6%	7%	4%	4%	4%	4%	4%	
	Equipment and stocking of libraries	38%	28%	23%	6%	3%	3%	3%	3%	3%	3%	
	Accommodation facilities on the campus	19%	17%	23%	14%	13%	14%	13%	13%	13%	13%	
	Catering facilities on the campus	14%	20%	22%	17%	15%	12%	12%	12%	12%	12%	
	Quality of the buildings	28%	35%	27%	5%	3%	3%	3%	3%	3%	3%	



3 How did you get your first employment after graduation?

Numbers

Item no.	Factor	UNAM	PoN	Both
1	Manpower allocation	9	1	0
2	Application to a vacant position	65	48	8
3	My own advertisement	3	3	0
4	Public employment agency	8	7	1
5	Private employment agency	5	2	0
6	University's / Polytechnic's employment agency	2	2	0
7	University's / Polytechnic's teaching staff	3	3	0
8	Employers' campus visits	1	0	0
9	Contacts established to employers through work experience in the course of study	10	2	0
10	Contacting employers without knowing about a vacancy	10	7	3
11	The employer offered me a vacancy	15	10	1
12	I set up my own business and was self-employed	1	3	0
13	Joining the enterprise of my parents/relatives	0	2	0
14	Personal connections/contacts	11	12	0
15	Through parents'/relatives' help	5	4	0
16	I am working for the same employer as before my studies	12	14	0
17	I have not found any employment yet	9	14	0
18	Bursary holder - employed by the employer who granted the graduate a bursary	3	4	0
Total		172	138	13



Percentages

Item no.	Factor	UNAM	PoN	Both
1	Manpower allocation	7%	1%	0%
2	Application to a vacant position	50%	49%	73%
3	My own advertisement	2%	3%	0%
4	Public employment agency	6%	7%	9%
5	Private employment agency	4%	2%	0%
6	University's / Polytechnic's employment agency	2%	2%	0%
7	University's / Polytechnic's teaching staff	2%	3%	0%
8	Employers' campus visits	1%	0%	0%
9	Contacts established to employers through work experience in the course of study	8%	2%	0%
10	Contacting employers without knowing about a vacancy	8%	7%	27%
11	The employer offered me a vacancy	12%	10%	9%
12	I set up my own business and was self-employed	1%	3%	0%
13	Joining the enterprise of my parents/relatives	0%	2%	0%
14	Personal connections/contacts	8%	12%	0%
15	Through parents'/relatives' help	4%	4%	0%
16	I am working for the same employer as before my studies	9%	14%	0%
17	I have not found any employment yet	7%	14%	0%
18	Bursary holder - employed by the employer who granted the graduate a bursary	2%	4%	0%

The percentages are based on the numbers of individual respondents

4 When did you start seeking a job?

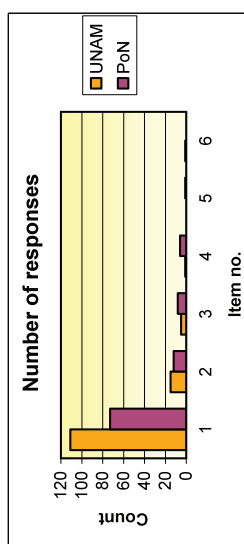
Numbers

Item no.	Job seeking start	Institution		
		UNAM	PoN	Both
1	Before graduation	111	73	8
2	After graduation	15	12	2
3	I did not seek employment	5	8	0
4	Studied part-time / was employed before starting studies	1	6	1
5	Was employed as bursary holder of the employer	0	1	0
6	Manpower allocation in private sector	1	0	0
Total		133	100	11

Percentages

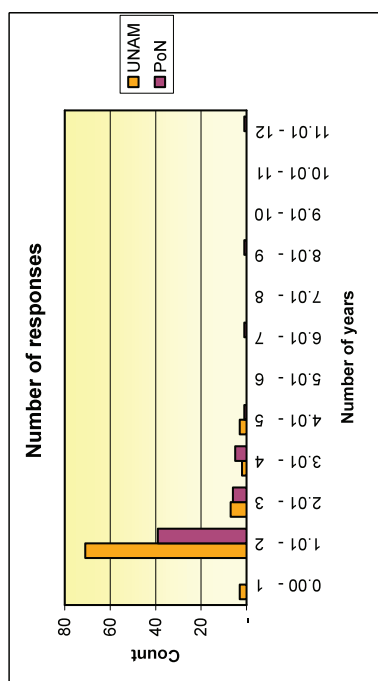
Item no.	Job seeking start	Institution		
		UNAM	PoN	Both
1	Before graduation	83%	73%	73%
2	After graduation	11%	12%	18%
3	I did not seek employment	4%	8%	0%
4	Studied part-time / was employed before starting studies	1%	6%	9%
5	Was employed as bursary holder of the employer	0%	1%	0%
6	Manpower allocation in private sector	1%	0%	0%
Total		100%	100%	100%

Note: Items 4 to 6 were entered under "Other" in the questionnaire



5. Time to find the first job after graduation

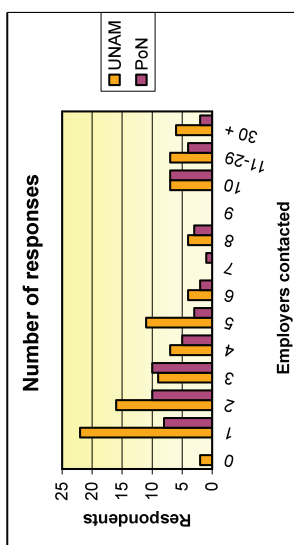
Number of respondents	Institution			
	UNAM	PoN	Both	All
Years				
0.00 - 1	3	-	-	3
1.01 - 2	71	39	6	116
2.01 - 3	7	6	1	14
3.01 - 4	2	5	-	7
4.01 - 5	3	1	-	4
5.01 - 6	-	-	-	-
6.01 - 7	-	1	-	1
7.01 - 8	-	-	-	-
8.01 - 9	-	1	-	1
9.01 - 10	-	-	-	-
10.01 - 11	-	-	-	-
11.01 - 12	-	1	-	1
Total	86	54	7	147



Percentage of respondents	Institution			
	UNAM	PoN	Both	All
Years				
0.00 - 1	3.5%	-	-	2.0%
1.01 - 2	82.6%	72.2%	85.7%	78.9%
2.01 - 3	8.1%	11.1%	14.3%	9.5%
3.01 - 4	2.3%	9.3%	-	4.8%
4.01 - 5	3.5%	1.9%	-	2.7%
5.01 - 6	-	-	-	-
6.01 - 7	-	1.9%	-	0.7%
7.01 - 8	-	-	-	-
8.01 - 9	-	1.9%	-	0.7%
9.01 - 10	-	-	-	-
10.01 - 11	-	-	-	-
11.01 - 12	-	1.9%	-	0.7%
Total	100.0%	100.0%	100.0%	100.0%

6. Employers contacted before first job after graduation

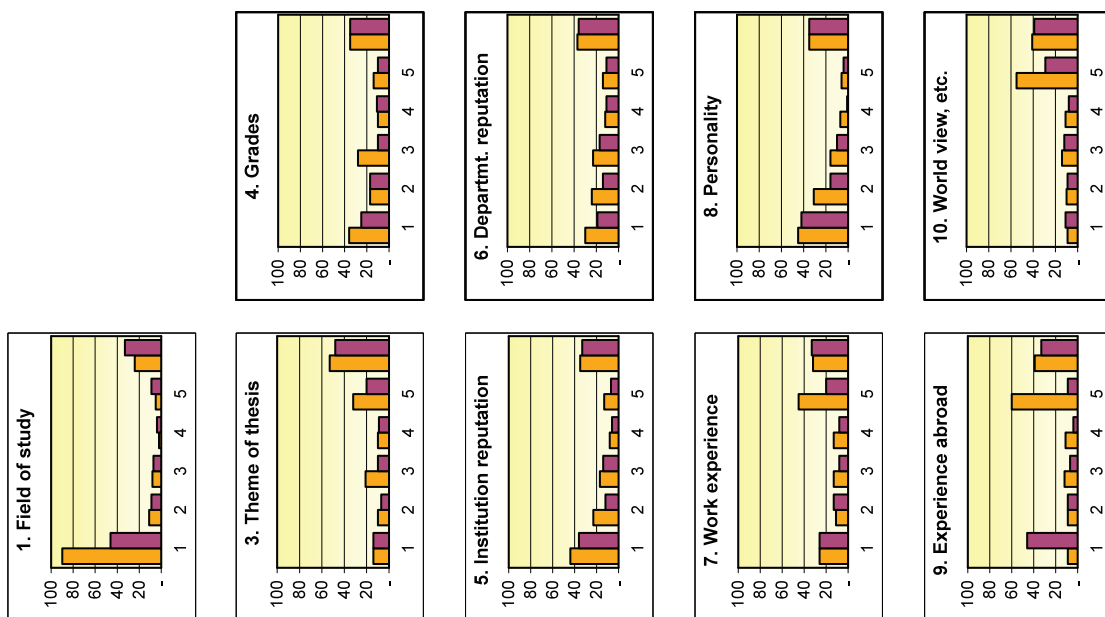
Number of employers contacted	Numbers			Percentages		
	UNAM	PoN	Both	UNAM	PoN	Both
0	2	0	0	2%	0%	0%
1	22	8	0	23%	15%	0%
2	16	10	1	17%	18%	11%
3	9	10	0	9%	18%	0%
4	7	5	1	7%	9%	11%
5	11	3	1	12%	5%	11%
6	4	2	0	4%	4%	0%
7	0	1	1	0%	2%	11%
8	4	3	1	4%	5%	11%
9	0	0	0	0%	0%	0%
10	7	7	2	7%	13%	22%
11-29	7	4	2	7%	7%	22%
30 +	6	2	0	6%	4%	0%
Total	95	55	9	100%	100%	100%
Question omitted	45	53	3			



7.1 Rating of importance of factors having an effect of being employed

Number of responses

Institution	Factor	Very important					Not at all important					Omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Field of study	90	11	8	2	5						24
	Main focus of subject area or specialisation	65	22	11	4	6						32
	Theme of thesis or projects, if applicable	14	10	21	10	32						53
	Grades at the university or polytechnic	36	17	28	10	14						35
	Reputation of the University or Polytechnic	44	23	17	8	13						35
	Reputation of the department	30	24	23	12	14						37
	Previous work experience	26	11	13	13	45						32
	Personality	45	31	16	7	6						35
	Experience abroad	9	9	12	11	60						39
	My own world view, religion, etc.	9	10	14	11	55						41
	Other	9	5	-	-	8						118
PoN	Field of study	46	9	7	4	9						33
	Main focus of subject area or specialisation	39	7	12	8	9						33
	Theme of thesis or projects, if applicable	14	7	10	9	20						48
	Grades at the university or polytechnic	25	17	10	11	10						35
	Reputation of the University or Polytechnic	36	12	14	6	7						33
	Reputation of the department	19	14	17	11	11						36
	Previous work experience	26	13	8	8	20						33
	Personality	42	16	10	1	4						35
	Experience abroad	7	8	11	14	26						42
	My own world view, religion, etc.	11	9	12	8	29						39
	Other	2	1	0	0	1						104
Both (UNAM + PoN)	Field of study	6	2	2	1	1						-
	Main focus of subject area or specialisation	6	1	1	2	2						-
	Theme of thesis or projects, if applicable	2	2	1	1	5						1
	Grades at the university or polytechnic	5	1	3	-	2						1
	Reputation of the University or Polytechnic	5	2	3	-	2						-
	Reputation of the department	4	-	3	1	3						1
	Previous work experience	2	1	3	-	5						1
	Personality	4	4	1	-	2						7
	Experience abroad	1	1	-	2	7						1
	My own world view, religion, etc.	1	1	-	2	7						12
	Other	-	-	-	-	-						-
141 UNAM graduates and 108 graduates from the PoN responded to the question, as well as 12 persons who graduated from both institutions. The last-mentioned group was omitted in the graphs.												
Question 9: In your opinion, how important were the following factors for your being employed? Options: 1 - very good; 5 - very poor.												



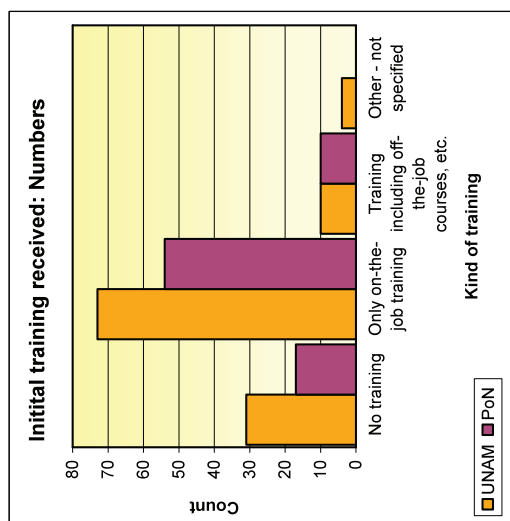
7.2 Rating of importance of factors having an effect of being employed

Percentages

Institution	Factor	Very important					Not at all important					Omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Field of study	64%	8%	6%	1%	4%	17%					
	Main focus of subject area or specialisation	46%	16%	8%	3%	4%	23%					
	Theme of thesis or projects, if applicable	10%	7%	15%	7%	23%	38%					
	Grades at the university or polytechnic	26%	12%	20%	7%	10%	25%					
	Reputation of the University or Polytechnic	31%	16%	12%	6%	9%	25%					
	Reputation of the department	21%	17%	16%	9%	10%	26%					
	Previous work experience	19%	8%	9%	9%	32%	23%					
	Personality	32%	22%	11%	5%	4%	25%					
	Experience abroad	6%	6%	9%	8%	43%	28%					
	My own world view, religion, etc.	6%	7%	10%	8%	39%	29%					
PoN	Other	6%	4%	0%	0%	6%	84%					
	Field of study	43%	8%	6%	4%	8%	31%					
	Main focus of subject area or specialisation	36%	6%	11%	7%	8%	31%					
	Theme of thesis or projects, if applicable	13%	6%	9%	8%	19%	44%					
	Grades at the university or polytechnic	23%	16%	9%	10%	9%	32%					
	Reputation of the University or Polytechnic	33%	11%	13%	6%	6%	31%					
	Reputation of the department	18%	13%	16%	10%	10%	33%					
	Previous work experience	24%	12%	7%	7%	19%	31%					
	Personality	39%	15%	9%	1%	4%	32%					
	Experience abroad	6%	7%	10%	13%	24%	39%					
Both (UNAM + PoN)	My own world view, religion, etc.	10%	8%	11%	7%	27%	36%					
	Other	2%	1%	0%	0%	1%	96%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
Question 9: In your opinion, how important were the following factors for your being employed?	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
Question 9: In your opinion, how important were the following factors for your being employed?	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
Question 9: In your opinion, how important were the following factors for your being employed?	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
Question 9: In your opinion, how important were the following factors for your being employed?	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
Question 9: In your opinion, how important were the following factors for your being employed?	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
Question 9: In your opinion, how important were the following factors for your being employed?	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
Question 9: In your opinion, how important were the following factors for your being employed?	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
Question 9: In your opinion, how important were the following factors for your being employed?	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
Question 9: In your opinion, how important were the following factors for your being employed?	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
Question 9: In your opinion, how important were the following factors for your being employed?	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					
	Experience abroad	8%	8%	0%	17%	58%	8%					
Question 9: In your opinion, how important were the following factors for your being employed?	My own world view, religion, etc.	8%	8%	0%	17%	58%	8%					
	Other	0%	0%	0%	0%	0%	100%					
	Field of study	50%	17%	17%	8%	8%	0%					
	Main focus of subject area or specialisation	50%	8%	8%	17%	17%	0%					
	Theme of thesis or projects, if applicable	17%	17%	8%	8%	42%	8%					
	Grades at the university or polytechnic	42%	8%	25%	0%	17%	8%					
	Reputation of the University or Polytechnic	42%	17%	25%	0%	17%	0%					
	Reputation of the department	33%	0%	25%	8%	25%	8%					
	Previous work experience	17%	8%	25%	0%	42%	8%					
	Personality	33%	33%	8%	0%	17%	8%					

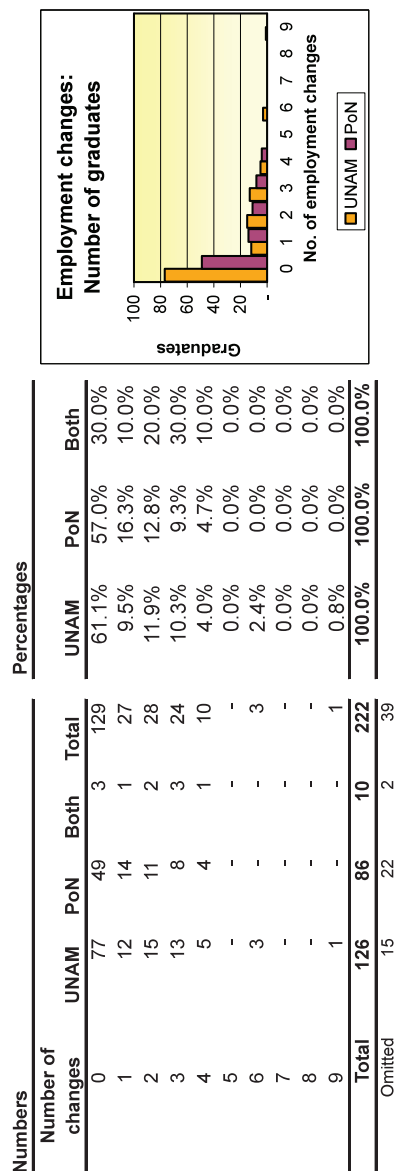
8 Initial training received for first job after graduation

Numbers					
Item	no.	Kind of training	UNAM	PoN	Both
1	No training		31	17	3
2	Only on-the-job training		73	54	5
3	Training including off-the-job courses, etc.		10	10	3
4	Other - not specified		4	0	0
Total			118	81	11
Omitted					
			22	27	1
Percentages					
Item	no.	Kind of training	UNAM	PoN	Both
1	No training		26%	21%	27%
2	Only on-the-job training		62%	67%	45%
3	Training including off-the-job courses, etc.		8%	12%	27%
4	Other - not specified		3%	0%	0%
Total			100%	100%	100%



9 Numbers of changes of employer/employment since graduation

Question 11

**10 Regions in which graduates work**

Question 13

Numbers	Percentages			
Region	UNAM	PoN	Both	Total
Caprivi	1	0	0	1
Erongo	8	8	0	16
Hardap	2	1	0	3
Karas	6	2	1	9
Kavango	13	1	0	14
Khomas	42	52	8	102
Kunene	1	1	0	2
Ohangwena	7	3	0	10
Omaheke	1	1	1	3
Omusati	7	3	1	11
Oshana	17	5	0	22
Oshikoto	8	3	0	11
Otjozondjupa	3	2	0	5
Several regions	3	6	1	10
Total	119	88	12	219
Omitted	22	20	-	42

11 Current employment status

Question 12

Major activity

Employment status	Numbers			Percentages		
	UNAM	PoN	Both	UNAM	PoN	Both
Employed	108	83	11	84.4%	85.6%	100.0%
Professional training	4	1	1	3.1%	1.0%	9.1%
Academic study	6	3	2	4.7%	3.1%	18.2%
Unemployed, seeking employment	15	14	0	11.7%	14.4%	0.0%
Unemployed, not seeking employment	1	0	0	0.8%	0.0%	0.0%
Military or community service etc.	2	0	0	1.6%	0.0%	0.0%
Total	136	101	14	106.3%	104.1%	127.3%

Additional activities

Employment status	Numbers			Percentages		
	UNAM	PoN	Both	UNAM	PoN	Both
Employed	4	1	0	3.1%	1.0%	0.0%
Professional training	4	1	1	3.1%	1.0%	9.1%
Academic study	6	3	2	4.7%	3.1%	18.2%
Unemployed, seeking employment	15	14	0	11.7%	14.4%	0.0%
Unemployed, not seeking employment	1	0	0	0.8%	0.0%	0.0%
Military or community service etc.	2	0	0	1.6%	0.0%	0.0%
Total	32	19	3	25.0%	19.6%	27.3%

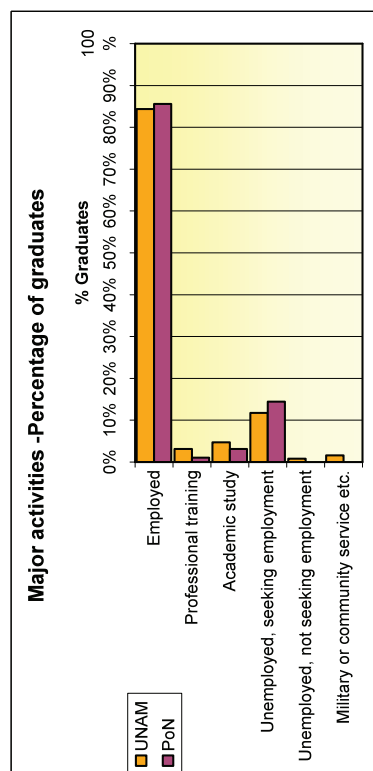
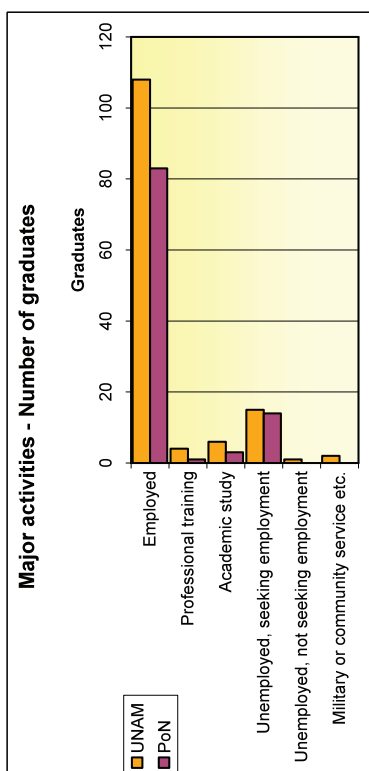
Number of respondents who answered the question (see note)

128 97 11 236

The percentages for the major and additional activities have been calculated on the number of respondents who ticked any items in the question, i.e. the totals listed directly above the graph on the left. As some respondent ticked more than one major activity, and not all respondents indicated an additional activity, the percentages do not add up to 100%.

Question 12, i.e. the question analysed on this page, seemed to have been misinterpreted by a number of respondents. About ... respondents, who indicated in question 21 that they were employed full-time, did not tick "employed" as their employment status in this question. Other options in question 12, such as "professional training" and "advanced academic study" seemed to have distracted a number of respondents.

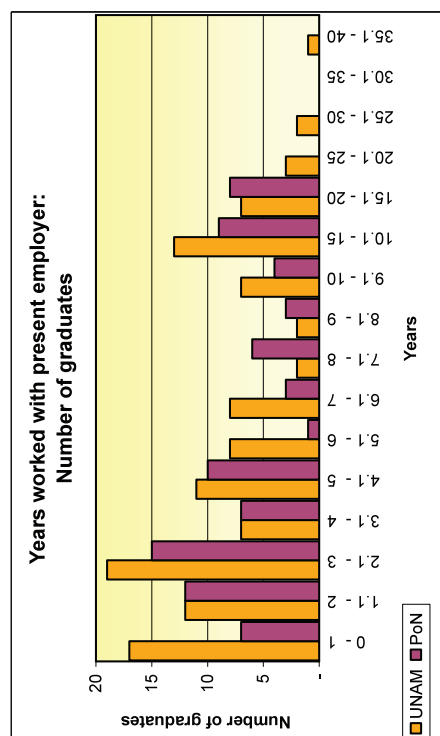
In cases where it was obvious from various other questions, in particular question 21, that the respondent was employed, the option "employed" was inserted.



12.1 Years graduates worked with their present employer

Question 14 (a)

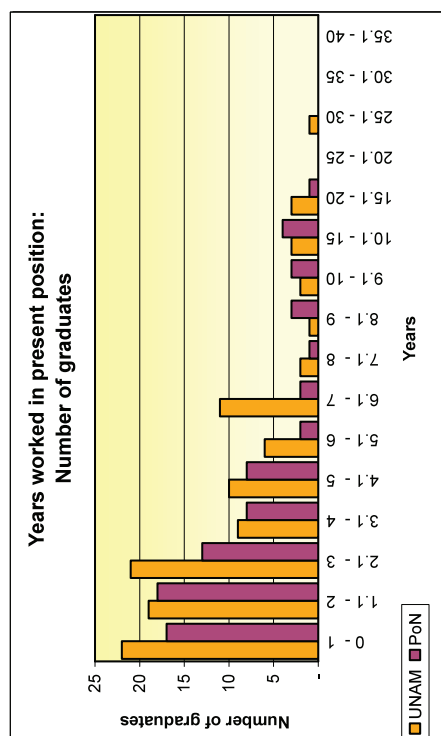
Years	Numbers			Percentages		
	UNAM	PoN	Both	UNAM	PoN	Both
0 - 1	17	7	6	14.3%	8.2%	50.0%
1.1 - 2	12	12	-	10.1%	14.1%	-
2.1 - 3	19	15	-	16.0%	17.6%	-
3.1 - 4	7	7	-	5.9%	8.2%	-
4.1 - 5	11	10	1	9.2%	11.8%	8.3%
5.1 - 6	8	1	-	6.7%	1.2%	-
6.1 - 7	8	3	1	6.7%	3.5%	8.3%
7.1 - 8	2	6	2	1.7%	7.1%	16.7%
8.1 - 9	2	3	1	1.7%	3.5%	8.3%
9.1 - 10	7	4	-	5.9%	4.7%	-
10.1 - 15	13	9	1	10.9%	10.6%	8.3%
15.1 - 20	7	8	-	5.9%	9.4%	-
20.1 - 25	3	-	-	2.5%	-	-
25.1 - 30	2	-	-	1.7%	-	-
30.1 - 35	-	-	-	-	-	-
35.1 - 40	1	-	-	0.8%	-	-
Total	119	85	12	100.0%	100.0%	100.0%
			216			100.0%



12.2 Years graduates worked in their present position

Question 14 (b)

Years	Numbers			Percentages		
	UNAM	PoN	Both	UNAM	PoN	Both
0 - 1	22	17	9	20.0%	21.3%	75.0%
1.1 - 2	19	1	1	17.3%	22.5%	8.3%
2.1 - 3	21	13	-	19.1%	16.3%	-
3.1 - 4	9	8	-	8.2%	10.0%	-
4.1 - 5	10	8	1	9.1%	10.0%	8.3%
5.1 - 6	6	2	-	5.5%	2.5%	-
6.1 - 7	11	2	-	10.0%	2.5%	-
7.1 - 8	2	1	1	1.8%	1.3%	8.3%
8.1 - 9	1	3	-	0.9%	3.8%	-
9.1 - 10	2	3	-	1.8%	3.8%	-
10.1 - 15	3	4	-	2.7%	5.0%	-
15.1 - 20	3	1	-	2.7%	1.3%	-
20.1 - 25	-	-	-	-	-	-
25.1 - 30	1	-	-	0.9%	-	-
30.1 - 35	-	-	-	-	-	-
35.1 - 40	-	-	-	-	-	-
Total	110	80	12	100.0%	100.0%	100.0%
			202			100.0%



13 Kind of employer: public, private or self-employed

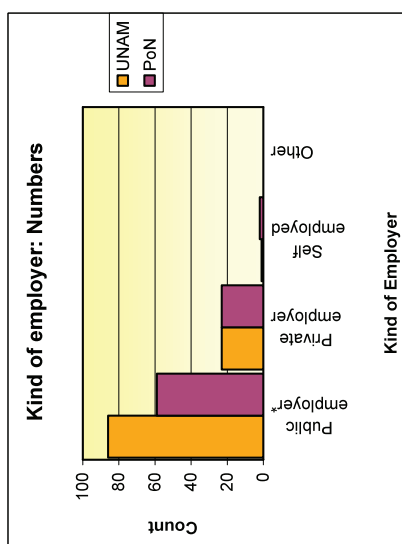
Question 17

Numbers

No.	Kind of employer	UNAM	PoN	Both	Total
1	Public employer*	86	59	11	156
2	Private employer	23	23	1	47
3	Self employed	1	2	0	3
4	Other	0	0	0	0
Total		110	84	12	206
Omitted		30	24	0	54

Percentages

Item no.	UNAM	PoN	Both	Total
1	78%	70%	92%	76%
2	21%	27%	8%	23%
3	1%	2%	0%	1%
4	0%	0%	0%	0%
Total		100%	100%	100%



* Public employer includes public service, local authority, etc.

14 Economic sectors graduates are employed in

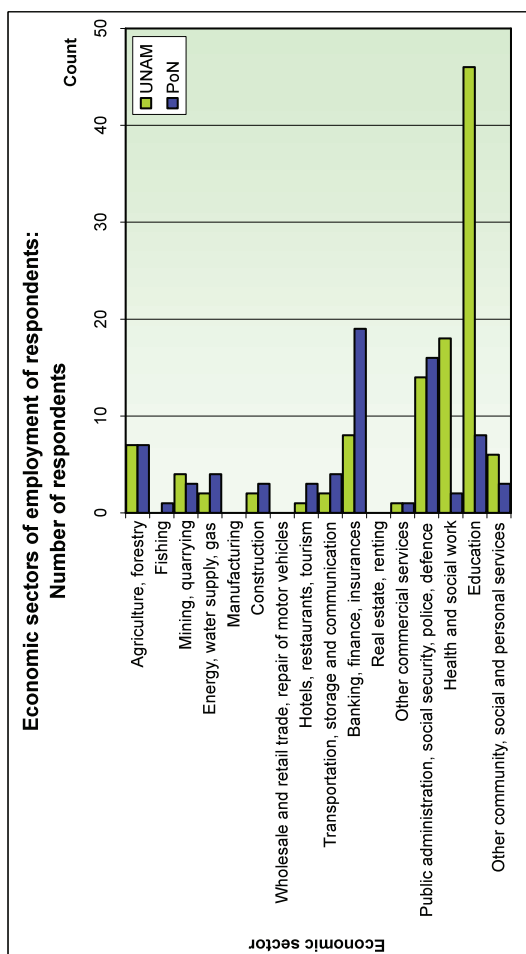
Question 19

Numbers

Item	no.	UNAM	PoN	Both
1 Agriculture, forestry		7	7	0
2 Fishing		0	1	0
3 Mining, quarrying		4	3	0
4 Energy, water supply, gas		2	4	0
5 Manufacturing		0	0	0
6 Construction		2	3	0
7 Wholesale and retail trade, repair of motor vehicles		0	0	0
8 Hotels, restaurants, tourism		1	3	0
9 Transportation, storage and communication		2	4	0
10 Banking, finance, insurances		8	19	0
11 Real estate, renting		0	0	0
12 Other commercial services		1	1	1
13 Public administration, social security, police, defence		14	16	5
14 Health and social work		18	2	1
15 Education		46	8	2
16 Other community, social and personal services		6	3	1
Total		111	74	10

Percentages

Item	UNAM	PoN	Both
1 Agriculture, forestry	6%	9%	0%
2 Fishing	0%	1%	0%
3 Mining, quarrying	4%	4%	0%
4 Energy, water supply, gas	2%	5%	0%
5 Manufacturing	0%	0%	0%
6 Construction	2%	4%	0%
7 Wholesale and retail trade, repair of motor vehicles	0%	0%	0%
8 Hotels, restaurants, tourism	1%	4%	0%
9 Transportation, storage and communication	2%	5%	0%
10 Banking, finance, insurances	7%	26%	0%
11 Real estate, renting	0%	0%	0%
12 Other commercial services	1%	1%	10%
13 Public administration, social security, police, defence	13%	22%	50%
14 Health and social work	16%	3%	10%
15 Education	41%	11%	20%
16 Other community, social and personal services	5%	4%	10%
Total	100%	100%	100%



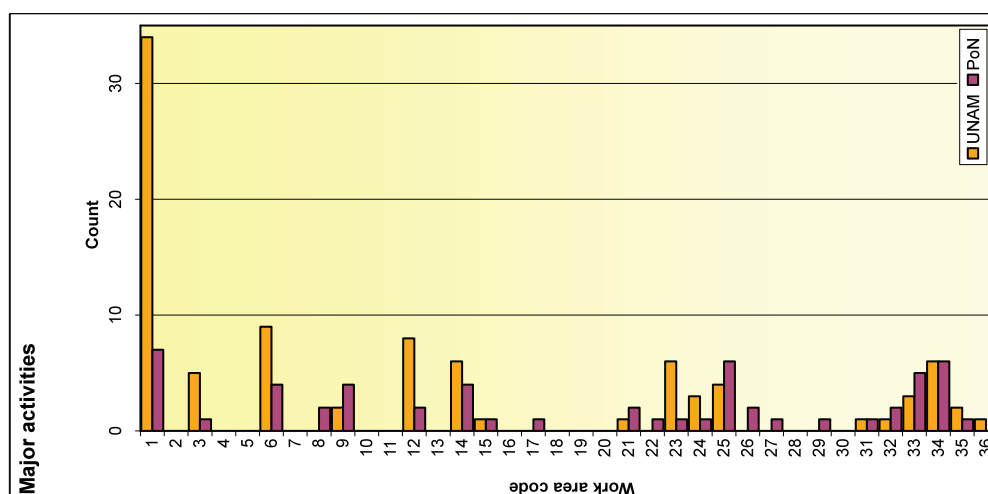
15a Current work areas or assignments - numbers

Respondents stated one major activity and as many additional activities as applicable

Code	Work area	UNAM		PoN		Both	
		Major Activity	Additional Activity	Major Activity	Additional Activity	Major Activity	Additional Activity
1	Training/teaching	34	18	7	5	1	4
2	Export	-	-	-	-	-	-
3	Supervision of production facilities / maintenance	5	5	1	1	-	-
4	Preparatory/supervisory function in construction	-	1	-	1	-	-
5	Construction/design	-	-	-	1	-	-
6	Advisory services/consulting	9	4	4	9	-	1
7	Maintenance and repair of production facilities	-	-	-	1	-	-
8	Controlling	-	6	2	6	-	1
9	Data processing, ICT	2	8	4	8	2	1
10	Production	-	1	-	-	-	-
11	Preparation of production	-	-	-	1	-	-
12	Research and development	8	13	2	6	2	-
13	Estimating/costing	-	1	-	2	-	-
14	Management	6	10	4	8	1	2
15	Marketing	1	3	1	3	1	-
16	Market research	-	2	-	2	-	-
17	Materials management	-	4	1	-	-	1
18	Measurement and testing technology	-	2	-	1	-	-
19	Installation/commissioning	-	-	-	1	-	-
20	Standardisation and licensing	-	1	-	1	-	-
21	Personnel affairs	1	2	2	6	-	1
22	Planning of functions/use of buildings/machinery	-	2	1	1	-	-
23	Planning and organisation	6	12	1	8	-	2
24	Project management	3	7	1	4	-	2
25	Accountancy, finance	4	4	6	9	1	2
26	Settlement/preparation of accounts	-	1	2	3	-	-
27	Tax affairs	-	4	1	-	-	-
28	Security engineering	-	-	-	-	-	-
29	System analysis	-	1	1	3	-	-
30	Environmental engineering	-	-	-	1	-	-
31	Processing development	1	2	1	1	-	1
32	Sales	1	1	2	5	-	-
33	General office work	3	20	5	12	-	1
34	Rehabilitation	6	2	6	1	-	-
35	Crime control	2	2	1	3	-	-
36	Auditing	1	-	-	-	-	-

15b Current work areas or assignments - graphs

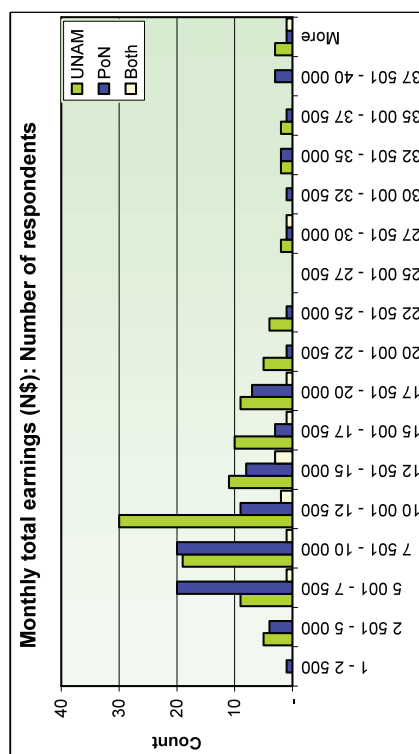
Work area codes	
Code	Work area
1	Training/teaching
2	Export
3	Supervision of production facilities / maintenance
4	Preparatory/supervisory function in construction
5	Construction/design
6	Advisory services/consulting
7	Maintenance and repair of production facilities
8	Controlling
9	Data processing, ICT
10	Production
11	Preparation of production
12	Research and development
13	Estimating/costing
14	Management
15	Marketing
16	Market research
17	Materials management
18	Measurement and testing technology
19	Installation/commissioning
20	Standardisation and licensing
21	Personnel affairs
22	Planning of functions/use of buildings/machinery
23	Planning and organisation
24	Project management
25	Accountancy, finance
26	Settlement/preparation of accounts
27	Tax affairs
28	Security engineering
29	System analysis
30	Environmental engineering
31	Processing development
32	Sales
33	General office work
34	Rehabilitation
35	Crime control
36	Auditing



16 Monthly total earnings

The total earnings are the sum of the monthly gross income from the major occupation and from other sources

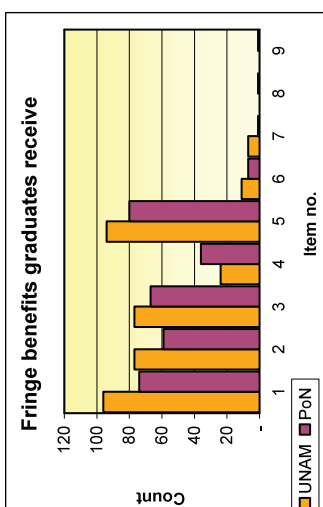
Number of respondents				Percentages			
Total monthly earnings (N\$)		Institution		Total monthly earnings (N\$)		Institution	
UNAM	PoN	Both		UNAM	PoN	Both	
1 - 2 500	-	1	-	1 - 2 500	-	1%	-
2 501 - 5 000	5	4	-	2 501 - 5 000	5%	5%	-
5 001 - 7 500	9	20	1	5 001 - 7 500	8%	24%	9%
7 501 - 10 000	19	20	1	7 501 - 10 000	17%	24%	9%
10 001 - 12 500	30	9	2	10 001 - 12 500	27%	11%	18%
12 501 - 15 000	11	8	3	12 501 - 15 000	10%	10%	27%
15 001 - 17 500	10	3	1	15 001 - 17 500	9%	4%	9%
17 501 - 20 000	9	7	1	17 501 - 20 000	8%	8%	9%
20 001 - 22 500	5	1	-	20 001 - 22 500	5%	1%	-
22 501 - 25 000	4	1	-	22 501 - 25 000	4%	1%	-
25 001 - 27 500	-	-	-	25 001 - 27 500	-	-	-
27 501 - 30 000	2	1	1	27 501 - 30 000	2%	1%	9%
30 001 - 32 500	-	1	-	30 001 - 32 500	-	1%	-
32 501 - 35 000	2	2	-	32 501 - 35 000	2%	2%	-
35 001 - 37 500	2	1	-	35 001 - 37 500	2%	1%	-
37 501 - 40 000	-	3	-	37 501 - 40 000	-	4%	-
More	3	1	1	More	3%	1%	9%
Total	111	83	11	Total	100%	100%	100%



17 Kinds of fringe benefits graduates receive

Numbers

Item no.	Fringe benefit	Institution		
		UNAM	PoN	Both
1	Housing (accommodation, housing subsidy, grants for rent etc.)	96	74	10
2	Transportation (company car, subsidies for transportation etc.)	77	59	12
3	Health (insurance, subsidies to costs incurred, Medical aid)	77	67	11
4	Education/training (subsidies for own education / training or for family members)	24	36	4
5	Retirement (pension, down-payment etc.)	94	80	11
6	Other (Social Security)	11	7	1
7	No fringe benefits	7	1	-
8	Not applicable, I have my own business/I am self-employed	-	1	-
9	Mobile phone	-	1	-
Total		386	326	49



Percentages

Item no.	Fringe benefit	Institution		
		UNAM	PoN	Both
1	Housing (accommodation, housing subsidy, grants for rent etc.)	82%	83%	83%
2	Transportation (company car, subsidies for transportation etc.)	66%	66%	100%
3	Health (insurance, subsidies to costs incurred, Medical aid)	66%	75%	92%
4	Education/training (subsidies for own education / training or for family members)	21%	40%	33%
5	Retirement (pension, down-payment etc.)	80%	90%	92%
6	Other (Social Security)	9%	8%	8%
7	No fringe benefits	6%	1%	-
8	Not applicable, I have my own business/I am self-employed	-	1%	-
9	Mobile phone	-	1%	-

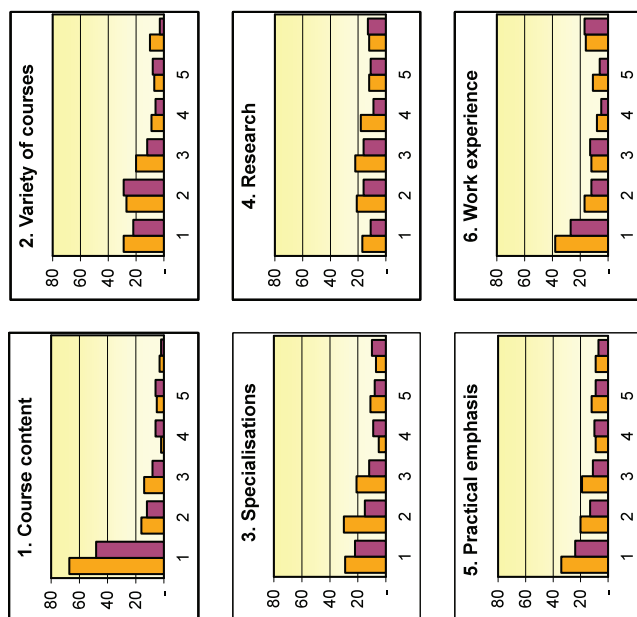
The percentages are based on the numbers of individual respondents

Number of individual respondents:			
UNAM	PoN	Both	
117	89	12	

18.1 Usefulness of study elements - number of responses

Institution	Factor	Very useful					Not at all useful					N/A or omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Course content of major subject(s)	67	16	14	2	5	3					3
	Variety of courses offered	29	27	20	9	7	10					10
	Opportunity for specialisation	29	30	21	5	11	7					7
	Research emphasis	17	21	22	18	12	12					12
	Practical emphasis of teaching and learning	34	20	19	9	12	9					9
PoN	Work experience (internships etc.)	38	17	12	8	11	16					16
	Course content of major subject(s)	48	12	8	6	6	2					2
	Variety of courses offered	22	29	12	6	8	3					3
	Opportunity for specialisation	22	15	12	9	8	10					10
	Research emphasis	11	16	16	9	11	13					13
Both (UNAM + PoN)	Practical emphasis of teaching and learning	24	13	11	10	9	7					7
	Work experience (internships etc.)	27	12	13	5	6	17					17
	Course content of major subject(s)	6	3	-	-	1	-					-
	Variety of courses offered	5	1	2	1	-	-					-
	Opportunity for specialisation	5	2	2	-	1	-					-
Both (UNAM + PoN)	Research emphasis	4	2	2	1	1	-					-
	Practical emphasis of teaching and learning	2	3	2	1	2	-					-
	Work experience (internships etc.)	3	1	1	2	2	1					1

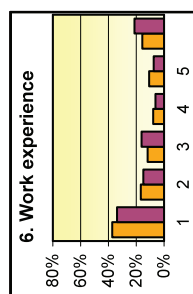
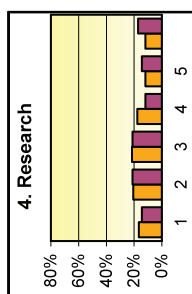
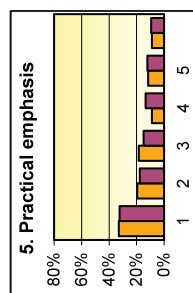
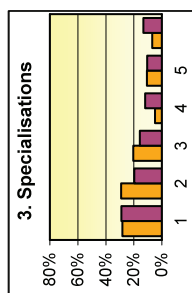
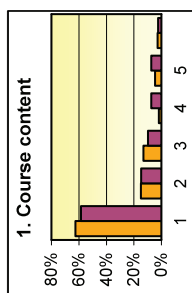
UNAM PoN



18.2 Usefulness of study elements - percentages

Institution	Factor	Very useful					Not at all useful					N/A or omitted
		1	2	3	4	5	1	2	3	4	5	
UNAM	Course content of major subject(s)	63%	15%	13%	2%	5%						3%
	Variety of courses offered	28%	26%	20%	9%	7%						10%
	Opportunity for specialisation	28%	29%	20%	5%	11%						7%
	Research emphasis	17%	21%	22%	18%	12%						12%
	Practical emphasis of teaching and learning	33%	19%	18%	9%	12%						9%
	Work experience (internships etc.)	37%	17%	12%	8%	11%						16%
PoN	Course content of major subject(s)	59%	15%	10%	7%	7%						2%
	Variety of courses offered	28%	36%	15%	8%	10%						4%
	Opportunity for specialisation	29%	20%	16%	12%	11%						13%
	Research emphasis	14%	21%	21%	12%	14%						17%
	Practical emphasis of teaching and learning	32%	18%	15%	14%	12%						9%
	Work experience (internships etc.)	34%	15%	16%	6%	8%						21%
Both (UNAM + PoN)	Course content of major subject(s)	60%	30%	0%	0%	10%						0%
	Variety of courses offered	56%	11%	22%	11%	0%						0%
	Opportunity for specialisation	50%	20%	20%	0%	10%						0%
	Research emphasis	40%	20%	20%	10%	10%						0%
	Practical emphasis of teaching and learning	20%	30%	20%	10%	20%						0%
	Work experience (internships etc.)	30%	10%	10%	20%	20%						10%

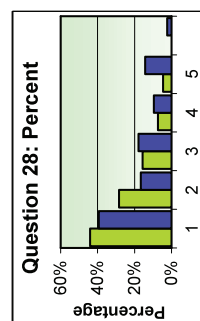
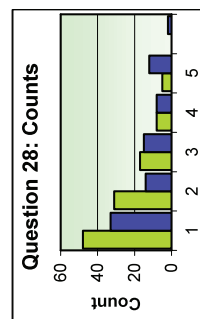
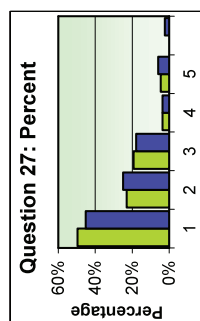
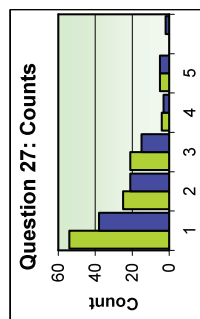
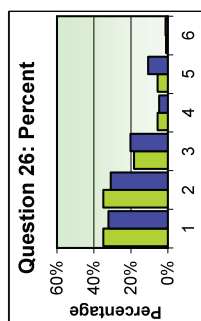
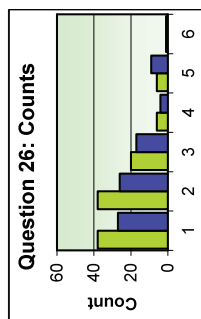
PoN



19 Outcome and relevance of studies

Questions 26 to 28

Qst No.	Question (Abbreviated)	Responses						
26	Extent to which the graduate was able to realise the career he/she expected at the time of graduation	Institution	Very high extent			Not at all		
			1	2	3	4	5	
		UNAM	38	38	20	6	6	1
		PoN	27	26	17	4	9	1
		Both	5	1	2	1	2	-
		Percentages:						
		UNAM	35%	35%	18%	6%	6%	1%
27	Extent to which the knowledge and skills acquired during the course of study are used in the current work tasks	Institution	Very high extent			Not at all		
			1	2	3	4	5	
		UNAM	54	25	21	4	5	-
		PoN	38	21	15	3	5	2
		Both	5	1	4	-	1	-
		Percentages:						
		UNAM	50%	23%	19%	4%	5%	0%
28	Appropriateness of the respondent's position and status to his/her level of education	Institution	Completely appropriate			Not at all		
			1	2	3	4	5	
		UNAM	48	31	17	8	5	-
		PoN	33	14	15	8	12	2
		Both	5	3	-	1	2	-
		Percentages:						
		UNAM	44%	28%	16%	7%	5%	0%
		Institution	Completely appropriate			Not at all		
			1	2	3	4	5	
		UNAM	48	31	17	8	5	-
		PoN	33	14	15	8	12	2
		Both	5	3	-	1	2	-
		Percentages:						
		UNAM	44%	28%	16%	7%	5%	0%



UNAM PoN

20 Reasons for taking up work not linked to own knowledge

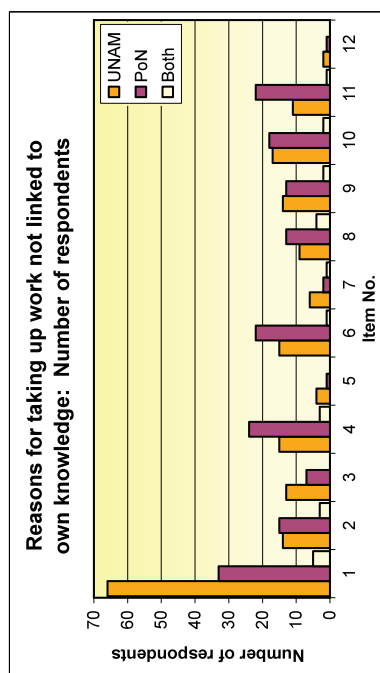
Item No.	Reason (Abbreviated)	Institution		
		UNAM	PoN	Both
1	Not applicable - job linked to the studies	66	33	5
2	Accepted work hardly linked to studies at career start	14	15	3
3	Current job ensures higher income	13	7	0
4	Better career prospects in this job	15	24	3
5	Prefers an occupation not closely linked to the studies	4	1	0
6	Current work is very satisfactory	15	22	1
7	Promoted to a position less linked to the studies	6	2	1
8	Current job provides flexibility in working time	9	13	4
9	Current job allows working in a preferred locality	14	13	2
10	Current job allows taking into account family needs	17	18	2
11	Could not find a job closely linked to the studies	11	22	1
12	Employed before studies	2	1	0

Number of individual respondents who ticked one or more options

106

82

11



Percentages

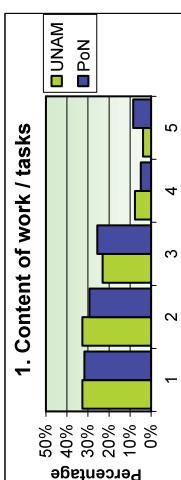
Multiple responses were possible, resulting in total percentages exceeding 100%

Item No.	Reason (Abbreviated)	Institution		
		UNAM	PoN	Both
1	Not applicable - job linked to the studies	62%	40%	45%
2	Accepted work hardly linked to studies at career start	13%	18%	27%
3	Current job ensures higher income	12%	9%	0%
4	Better career prospects in this job	14%	29%	27%
5	Prefers an occupation not closely linked to the studies	4%	1%	0%
6	Current work is very satisfactory	14%	27%	9%
7	Promoted to a position less linked to the studies	6%	2%	9%
8	Current job provides flexibility in working time	8%	16%	36%
9	Current job allows working in a preferred locality	13%	16%	18%
10	Current job allows taking into account family needs	16%	22%	18%
11	Could not find a job closely linked to the studies	10%	27%	9%
12	Employed before studies	2%	1%	0%

21a Satisfaction of graduates with characteristics of their professional situation: number of responses

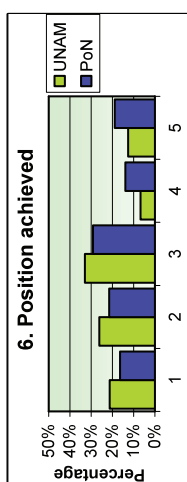
Numbers		Highly satisfied					Not satisfied at all				
Institution	Code	Characteristics of professional situation	1	2	3	4	5				
UNAM	1	Content of work/the professional tasks	34	34	24	8	4				
	2	Working atmosphere	24	32	30	12	7				
	3	Job security	50	24	18	7	9				
	4	Possibility to use knowledge and skills	49	23	21	6	7				
	5	Possibility to work in a demanding job	29	39	19	10	6				
	6	Position achieved	22	27	34	7	13				
	7	Income	17	25	29	16	18				
	8	Promotion prospects	12	18	30	17	25				
	9	Opportunity to benefit society	42	28	26	4	3				
	10	Chance of realizing my own ideas	21	38	29	10	6				
	11	Fringe benefits	19	23	35	9	18				
	12	Opportunity of pursuing continuous learning	35	24	19	15	11				
	13	Equipment of the workplace	18	25	30	14	15				
	14	Workplace surroundings (noise, space, climate, etc.)	17	26	31	13	16				
	15	Equal treatment of all employees	21	28	27	14	15				
PoN	1	Content of work/the professional tasks	26	24	21	4	7				
	2	Working atmosphere	28	24	16	8	5				
	3	Job security	37	23	9	5	7				
	4	Possibility to use knowledge and skills	32	12	19	9	10				
	5	Possibility to work in a demanding job	20	24	17	10	7				
	6	Position achieved	13	17	23	11	15				
	7	Income	13	13	22	14	20				
	8	Promotion prospects	9	11	15	20	23				
	9	Opportunity to benefit society	12	24	27	11	7				
	10	Chance of realizing my own ideas	20	17	19	15	9				
	11	Fringe benefits	16	25	20	9	10				
	12	Opportunity of pursuing continuous learning	33	18	22	6	4				
	13	Equipment of the workplace	15	27	16	14	9				
	14	Workplace surroundings (noise, space, climate, etc.)	13	25	22	5	13				
	15	Equal treatment of all employees	10	17	17	15	20				

<



21a continued

Numbers		Highly satisfied					Not satisfied at all				
Institution	Code	Characteristics of professional situation					Position achieved				
Both		1	2	3	4	5	1	2	3	4	5
	1	Content of work/the professional tasks									
	2	4	3	1	2	1					
	3	2	5	2	1	1					
	3	6	2	2	-	1					
	4	Possibility to use knowledge and skills									
	5	4	2	4	1	-					
	5	3	4	2	2	-					
	6	5	-	4	-	2					
	7	Income									
	8	3	2	2	2	2					
	8	3	3	1	2	2					
	9	6	1	3	-	1					
	10	Chance of realizing my own ideas									
	11	4	1	4	2	-					
	11	3	5	-	2	1					
	12	5	4	-	1	1					
	13	Opportunity of pursuing continuous learning									
	13	4	1	4	1	1					
	14	Equipment of the workplace									
	14	4	2	1	3	1					
	15	Workplace surroundings (noise, space, climate, etc.)									
	15	4	3	2	2	-					
		Equal treatment of all employees									



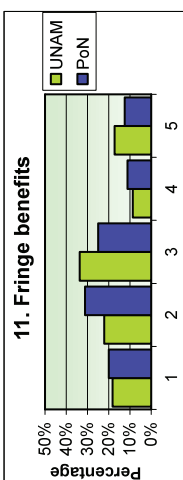
21b Satisfaction of graduates with characteristics of their professional situation: %

Percentages		Highly satisfied					Not satisfied at all				
Institution	Code	Characteristics of professional situation					Position achieved				
UNAM		1	2	3	4	5	1	2	3	4	5
	1	33%	33%	23%	8%	4%					
	2	23%	30%	29%	11%	7%					
	3	46%	22%	17%	6%	8%					
	4	46%	22%	20%	6%	7%					
	5	28%	38%	18%	10%	6%					
	6	21%	26%	33%	7%	13%					
	7	16%	24%	28%	15%	17%					
	8	12%	18%	29%	17%	25%					
	9	41%	27%	25%	4%	3%					
	10	20%	37%	28%	10%	6%					
	11	18%	22%	34%	9%	17%					
	12	34%	23%	18%	14%	11%					
	13	18%	25%	29%	14%	15%					
	14	17%	25%	30%	13%	16%					
	15	20%	27%	26%	13%	14%					

21b continued

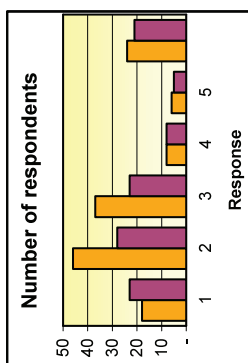
Percentages		Highly satisfied					Not satisfied at all				
Institution	Code	Characteristics of professional situation	1	2	3	4	5				
PoN	1	Content of work/the professional tasks	32%	29%	26%	5%	9%				
	2	Working atmosphere	35%	30%	20%	10%	6%				
	3	Job security	46%	28%	11%	6%	9%				
	4	Possibility to use knowledge and skills	39%	15%	23%	11%	12%				
	5	Possibility to work in a demanding job	26%	31%	22%	13%	9%				
	6	Position achieved	16%	22%	29%	14%	19%				
	7	Income	16%	16%	27%	17%	24%				
	8	Promotion prospects	12%	14%	19%	26%	29%				
	9	Opportunity to benefit society	15%	30%	33%	14%	9%				
	10	Chance of realizing my own ideas	25%	21%	24%	19%	11%				
	11	Fringe benefits	20%	31%	25%	11%	13%				
	12	Opportunity of pursuing continuous learning	40%	22%	27%	7%	5%				
	13	Equipment of the workplace	19%	33%	20%	17%	11%				
	14	Workplace surroundings (noise, space, climate, etc.)	17%	32%	28%	6%	17%				
	15	Equal treatment of all employees	13%	22%	22%	19%	25%				
Both	1	Content of work/the professional tasks	36%	27%	9%	18%	9%				
	2	Working atmosphere	18%	45%	18%	9%	9%				
	3	Job security	55%	18%	18%	0%	9%				
	4	Possibility to use knowledge and skills	36%	18%	36%	9%	0%				
	5	Possibility to work in a demanding job	27%	36%	18%	18%	0%				
	6	Position achieved	45%	0%	36%	0%	18%				
	7	Income	27%	18%	18%	18%	18%				
	8	Promotion prospects	27%	27%	9%	18%	18%				
	9	Opportunity to benefit society	55%	9%	27%	0%	9%				
	10	Chance of realizing my own ideas	36%	9%	36%	18%	0%				
	11	Fringe benefits	27%	45%	0%	18%	9%				
	12	Opportunity of pursuing continuous learning	45%	36%	0%	9%	9%				
	13	Equipment of the workplace	36%	9%	36%	9%	9%				
	14	Workplace surroundings (noise, space, climate, etc.)	36%	18%	9%	27%	9%				
	15	Equal treatment of all employees	36%	27%	18%	18%	0%				

11. Fringe benefits

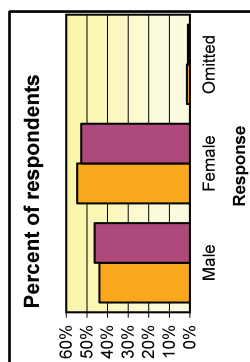
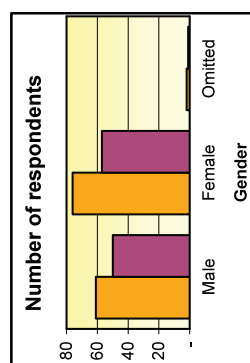


22 Satisfaction with professional situation

Question	Responses							
Extent of the respondent's satisfaction with his/her professional situation	Very high extent					Not at all		Omitted
	1	2	3	4	5			
Counts: UNAM PoN Both	18	46	37	8	6	24		
	23	28	23	8	5	21		
	3	4	3	1	1	-		
Percentages: UNAM PoN Both	13%	33%	27%	6%	4%	17%		
	21%	26%	21%	7%	5%	19%		
	25%	33%	25%	8%	8%	0%		

**23 Gender**

Numbers and percentages of male and female respondents	Institution	Gender		
		Male	Female	Omitted
Counts: UNAM		61	76	2
PoN		50	57	1
Both		6	6	-
Percentages: UNAM		44%	55%	1%
PoN		46%	53%	1%
Both		50%	50%	0%



PoN

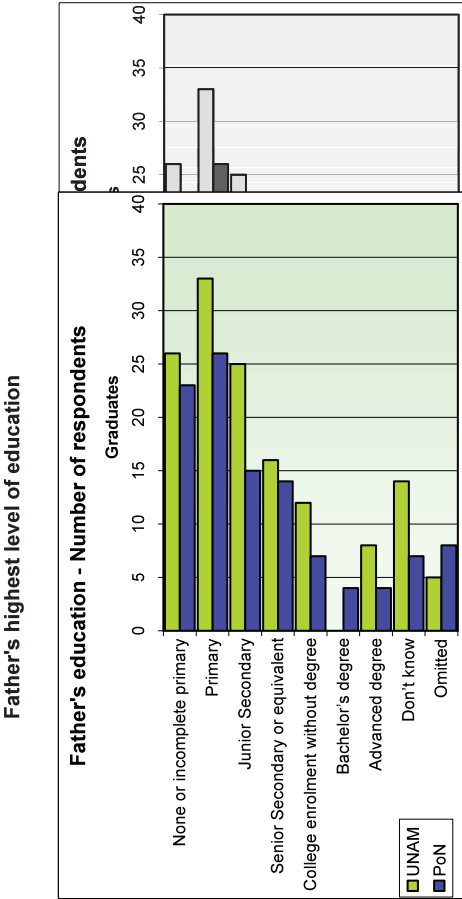
24 Parents' highest level of education

Father's highest level of education	Numbers			Percentages		
	UNAM	PoN	Both	UNAM	PoN	Both
Highest level of education						
None or incomplete primary	26	23	4	18.7%	21.3%	33.3%
Primary	33	26	4	23.7%	24.1%	33.3%
Junior Secondary	25	15	2	18.0%	13.9%	16.7%
Senior Secondary or equivalent	16	14	1	11.5%	13.0%	8.3%
College enrolment without degree	12	7	0	8.6%	6.5%	0.0%
Bachelor's degree	0	4	0	0.0%	3.7%	0.0%
Advanced degree	8	4	0	5.8%	3.7%	0.0%
Don't know	14	7	1	10.1%	6.5%	8.3%
Omitted	5	8	0	3.6%	7.4%	0.0%
Total	139	108	12	100.0%	100.0%	100.0%

Mother's highest level of education

Mother's highest level of education	Numbers			Percentages		
	UNAM	PoN	Both	UNAM	PoN	Both
Highest level of education						
None or incomplete primary	23	25	2	16.5%	23.1%	16.7%
Primary	34	20	4	24.5%	18.5%	33.3%
Junior Secondary	28	17	4	20.1%	15.7%	33.3%
Senior Secondary or equivalent	13	13	0	9.4%	12.0%	0.0%
College enrolment without degree	19	13	0	13.7%	12.0%	0.0%
Bachelor's degree	8	6	1	5.8%	5.6%	8.3%
Advanced degree	3	3	0	2.2%	2.8%	0.0%
Don't know	9	6	1	6.5%	5.6%	8.3%
Omitted	2	5	0	1.4%	4.6%	0.0%
Total	139	108	12	100.0%	100.0%	100.0%

Graphs: Parents' highest level of education



Mother's highest level of education

Annexure E: Format for Interviews of Employers

Interview Tool – Employers

Person interviewed	Number	
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Questions and Discussion Points

Topic	Responses		Relevant Documents
Introduce the consultancy			Terms of Reference
Have you employed graduates of UNAM and or PoN in the past decade? In what fields?	PoN: Number: Fields:	UNAM: Number: Fields:	Try to line up with fields of study as indicated in year books, prospectuses of HEIs
To start with, do you have any general comments about these graduates?			
<i>Can you comment on the graduates in terms of:</i> Ability to apply theoretical knowledge to concrete problems?			
Ability to generate and disseminate knowledge?			
How do you find their ability to write reports or submissions that are in good English and well argued?			
Scholarly ability?			

Competitiveness measured against graduates and non-degree holders from other education providers in the country and beyond?			
Can you comment further on the strengths and weaknesses of graduates?			
What has the impact of such graduates been on your organisation? Have they contributed to improvement in the performance of your organisation? Can you mention any research or innovation brought about by the graduates? (Please elaborate on examples.)			
Do you have direct contact with UNAM or PoN, or have opportunity to make your needs or views known to them?			
Are there specific needs for staff with tertiary training that are not being (adequately) met by UNAM and PoN?			
Anything else you would like to say that might assist the consultancy?			

Annexure F: Information from Interviews of Employers

Graduates Employed

Larger organisations were often unclear about the numbers of graduates that they employed, saying that it would take time to collate such data accurately. Undertakings to provide information post-interviews were not lived up to. Smaller private sector organisations often employed only a handful of graduates, and pointed out that their remarks often related to individuals who could differ widely. From this survey it is therefore not possible to draw conclusions that relate to a particular field of study or to a particular institution of higher learning.

General Comments

Interviewees were asked at the outset if they had any general comments about graduates. Most replied in a positive vein, but thirteen respondents gave notice of shortcomings that would be elaborated on later in the interview. Most dissatisfaction was expressed about graduates who still needed extensive on-the-job training as they had not been adequately prepared for the work in question.

Ability to apply theoretical knowledge to practical problems

This question seems to have brought to light how employers experience graduates when they start work after graduation. Many respondents made reference to the measures they have taken for induction, on-the-job training and even mentoring. About half were satisfied with how graduates coped once employed and applied their knowledge. However, according to about a quarter of interviewees, graduates could not solve problems or handle new cases, nor think critically or analytically, or had knowledge that was too shallow. This meant that intensive supervision was required for a year or more. One respondent observed that internships did not necessarily help with practical knowledge as students were often observers only during their internship. A few also raised matters relating to lack of motivation, an attitude of entitlement, and lack of independence or self-confidence.

Ability to generate and disseminate knowledge

About two-thirds of employers were satisfied with the ability of graduates to share knowledge with their colleagues, though recognising that the ability to generate new knowledge was limited. There was one complaint, however, that graduates were not taught to think on their feet, had been spoon-fed, lacked confidence, did not defend their position, and looked to senior staff for assistance.

Ability to write reports or submissions that are in good English and well argued

More than half of the employers had some degree of problem with the written English of the graduates they employed. Occasionally, exasperation with the grammar (and even spelling) of graduates was expressed, together with surprise that graduates were not able to write a coherent report or presentation. Ten employers mentioned that they had provided training and guidance to the graduates in English writing skills.

Scholarly ability of graduates

Encouragingly, almost all the employers spoke of the high interest of graduates in further studies, and reported that many were engaged in part-time studies, sometimes with the financial assistance of the organisation. Increased payment or promotion was mentioned as a motivating factor. Indeed, concerns were expressed that some staff members were more interested in paper qualifications than knowledge, were not really interested in their field, and didn't necessarily apply what they had learned. One noted that it was not possible to undertake postgraduate studies in many technical fields in Namibia and this meant that much more expensive options had to be undertaken. The lack of a reading culture was also noted as a concern, and similarly that staff members preferred being sent on expensive training courses and study trips rather than doing their own research. There was also a complaint that some administrative staff did not take initiatives or ask questions, or do research. They just wanted to keep a low profile and hold onto their jobs. One disconcerting remark was that those who were already well paid did not seem to be interested in further studies.

Competitiveness measured against graduates and non-degree holders from other education providers in the country and beyond

Employers did mostly find graduates more competitive than non-graduates, even if only that they were more confident, innovative and willing to take on responsibilities. However, employers apparently also valued highly the experience of older staff members who were not graduates. The 29 respondents who were in a position to compare Namibian graduates with those from other countries were almost equally divided, thirteen feeling that graduates from other countries (most often mentioned was South Africa, but Kenya and Zimbabwe also featured) were more competitive, but sixteen felt that there was no big difference.

Strengths and Weaknesses of Graduates

The most important strength of graduates highlighted by employers was the *commitment* (or motivation or internal drive or willingness to perform or good work ethic) of graduates, mentioned by sixteen interviewees. Next in importance was *a willingness to learn* (or study further or listen or be open minded, or adapt) with eleven mentions, *confidence* (courage, determination) with seven mentions, *adequate theory or subject knowledge*, with five mentions, *willingness to take initiative* (or share new ideas), with four mentions, and *ambition* with three mentions. The following were mentioned twice each: strong communication skills, work well in teams, competitive spirit. Also mentioned were: punctuality, ability to handle stressful situations, ability to work autonomously and accurately, can relate beyond organisation working for, integrity, and understanding and critically looking at assignments.

There was much less concurrence on weaknesses. Items that received five to three mentions were: *arrogance* (or think they know everything, lack eagerness to learn, expecting high salaries and quick promotion to management, talking down to subordinates and non-degree holders, overconfidence), *lack of initiative*, *lack of confidence*, *low level of knowledge*, *poor report writing* (or English and general writing skills), *lack of professionalism* (or ethics) and *lack of human resource management skills* (or knowledge of disciplinary procedures.) Also mentioned were: practical work not up to standard, can't manage time (or struggle to meet deadlines), unable to operate in crucial areas requiring further training, lack project management skills, lack ambition, careless attitude, can't work autonomously or solve problems

on own, lazy to perform, long-fingered, lack competitive spirit, lack creativity, don't engage in research, difficult to retain (or soon off to greener pastures), difficult to appoint outside Windhoek, and, fearing unemployment they grab the first job that comes whether in field of study or not.

Impact of graduates on the organisation, performance, innovation and research

The overwhelming majority of respondents felt that graduates had had a positive impact on their organisation, with only four expressing negative views or disappointment. Examples of improved productivity, policies and systems were cited, with a few of these contributions rated as being of exceptional or international value. It seems that staff members are valued for short-term investigations and innovative proposals rather than substantial long-term research.

Direct Contact with UNAM and PoN or opportunity to make your views known to them

Twenty-one employers had no direct contact with UNAM or PoN. A further four had indirect contact through official bodies, for instance concerning nursing, school examinations, accountancy or engineering. Six had contact through career fairs. Four had a relationship because of bursaries they were providing to students, so as to receive updates on their progress. Four had contact because of particular training needs. Five were consulted on curriculum matters. Two were involved in providing lecturers or presentations. Two had discussions concerning future employment of graduates or internships. Only one contact involved research (in agriculture).

Specific needs for staff members with tertiary training that are not being (adequately) met by UNAM and PoN

Seventeen of the interviewees requested that more emphasis be placed on job attachment, internships and practical experience, and some went on to point out inadequacy of current arrangements for internships (including that they were too short, or involved observation only, or only exposed students to the specifics of one enterprise.) Six respondents appealed for a platform (or other mechanism) to be set up so that they could engage in direct and in-depth discussions with higher education institutions. (One respondent felt that the higher education institutions were more interested in serving the public sector than the private sector.) Corroborating responses mentioned earlier in the interviews, eight employers called for more emphasis on English writing skills, report writing and the inculcation of a culture of reading. One added skills in making presentations. Three employers suggested that prospective students should be properly assessed and interviewed before admission, to determine if their heart was into the line of work, or if they had just opted for a course as a last resort, or had enough points to gain admission. One pointed out that, because of a perceived gap between the level of sciences in grade 12 and the first year of tertiary institutions, many students opted for humanities instead, and suggested that this situation might be helped by bridging courses. Three interviewees stressed that students should be trained to be professionals, aware of the scope, regulations and ethics of their chosen career, and should be made more interested in gaining knowledge than a position. Unrealistic expectations (such as that a recent graduate could become a branch manager before he or she could understand a balance sheet) should be corrected. The matter of articulation of courses between PoN and UNAM was raised by one respondent, while two others raised the matter of the accreditation of courses with the NQA, and international benchmarking. Perhaps as an illustration of the limited dialogue in some areas, the following suggestions were made for consideration of the institutions (in no particular order):

- Income tax, management services, accounting mathematics in greater depth
- Integrated management of childhood illnesses
- Modern technology available in medicine
- Teaching methodologies in greater depth
- Research methodologies
- Greater diversity in agriculture courses offered
- Mineral economics, more attention to geology and the mining industry
- More specific postgraduate courses, for instance in biological and botanical sciences
- Logistics and supply chain management
- More graduates in IT system/network management
- Skills needed in resorts: firearm use and management, driving and maintaining 4x4 vehicles, law enforcement, and water facility maintenance
- Veterinarians
- Dental practice
- IT for HR management, and electronic document management systems
- Public sector budgeting and accounting
- Pharmacotherapy
- The process of policy formulation
- Codes of conduct and disciplinary procedures
- Correct combination of fields of study of teachers, so that they can be employed in a particular department of a school
- Retail management
- Prosecution (in law)
- Balance fields of training in law against job opportunities

Annexure G: Technical notes for future tracer studies

The following should be considered in future tracer studies:

- The quality of the large majority of returns was good and consistent, indicating that most parts of the questionnaire could be readily completed. It would, thus, be recommended to retain a large part of the present questionnaire in future studies. This would also facilitate comparisons between the studies.
- The questionnaire was quite long. If additional questions should be asked in future surveys, some questions in the current questionnaire must be dropped to contain the overall length.
- Question 1.2 (Qualifications obtained) seemed to have been difficult to complete in some cases. This was probably caused by the large variety of courses of study, titles of qualifications and areas of specialisation. The distinctions between these three headings might not have been clear in all cases, or to all respondents. Different terminology may be used by different academic institutions.
- Question 4 (employment situation in the months and years after graduation) also posed some problems. Several columns may have been applicable at the same time, and it may have been difficult to decide which one to tick. For the purpose of analysis, it would be preferable to split the employment and the further study/training aspects - the table should probably be shortened, e.g. the first year could be split into first and second half.
- “Open” questions, such as “What is your present job title” and “Please outline your professional task/job” should be avoided.
- The name of the current employer (question 18) proved not to be of use in the analysis.
- Requesting personal information on a page which could obviously be detached from the questionnaire seemed to have contributed to respondents stating their personal data. The chance of winning a prize will have contributed to this. In the processing of the data, an encrypted numbering system was used to ensure that the personal details could not be linked to the questionnaires.

Annexure H: Education Profiles of Population and Graduates' Parents

Population aged 15 and above, who left school, by educational attainment, 2001 Census

Educational Attainment	Incomplete Primary school	Primary School	Secondary School	University	Technical training after secondary school	Teachers Training	Not stated
Percent	33.5	41.5	15.5	2.0	2.3	1.3	3.9

Population aged 15+ by highest level of educational attainment, 2003/ 2003 Namibia Household Income and Expenditure Survey

Educational Attainment	No Formal Education	Primary	Secondary	Tertiary
Percent	16.7	31.7	45.5	5.9

Educational Profile of the population (6 years and above) by some age groups, Labour Force Survey 2008, in percentages

Educational Attainment	No Education	Primary Education	Junior Sec Education	Senior Sec Education	After gr12 certificate	University	Post Graduate	Teacher Training
Namibia	13.7	43.5	28.2	10.7	1.2	1.1	0.6	1.0
35-39	10.2	28.0	34.5	18.3	2.9	2.7	1.9	1.5
40-44	12.2	34.3	28.9	14.6	2.5	2.9	1.6	3.0
45-49	16.7	37.3	25.2	9.5	2.8	2.5	2.2	3.8
50-54	19.6	42.0	21.5	7.9	1.7	2.2	2.6	2.4
55-59	27.2	41.5	17.0	5.7	1.0	1.7	3.4	2.5

Education Profile of the Parents (Fathers and Mothers) of Graduates in percentages, Tracer Study 2010/2011, table 24

Educational Attainment	None or incomplete primary	Primary	Junior Secondary	Senior Secondary or Equiv Vocational	College without degree	Bachelors degree	Advanced Degree	Don't know	Omitted
UNAM mothers	16.5	24.5	20.1	9.4	13.7	5.8	2.2	6.5	1.4
PoN mothers	23.1	18.5	15.7	12.0	12.0	5.6	2.8	5.6	4.6
Both mothers	16.7	33.3	33.3	0	0	8.3	0	8.3	0
UNAM fathers	18.7	23.7	18.0	11.5	8.6	0	5.8	10.1	3.6
PoN fathers	21.3	24.1	13.9	13.0	6.5	3.7	3.7	6.5	7.4
Both fathers	33.3	33.3	16.7	8.3	0	0	0	8.3	0

