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EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION

NATIONAL COUNCIL FOR HIGHER EDUCATION

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IUM
THE INTERNATIONAL UNIVERSITY OF MANAGEMENT

NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

I·O·L
INSTITUTE FOR OPEN LEARNING

2021 National Graduate Survey Report

National Graduate Survey for 2017 and 2018 Cohorts

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This report can also be obtained from the website of the National Council for Higher Education:
www.nche.org.na

Basic information about the 2021 National Graduate Survey

Participating institutions	University of Namibia (UNAM), Namibia University of Science and Technology (NUST), International University of Management (IUM), and Institute of Open Learning (IOL)
Questionnaire	Adaptation of international tested tracer study questionnaires • 100 questions • 300 possible answers (variables)
Method of data collection	Only with online questionnaire (Questions, Tables and Figures (QTAFI) software)
Time of data collection	March 2021 - June 2021
Target population	All graduates of the four institutions who completed a study programme in the years 2017 and 2018: 15,352 graduates
Reachable graduates	Number of reachable graduates by email, SMS or phone: about 13,679 graduates
Total respondents	6,380 graduates
Valid respondents	6,071 graduates
Response rate	44% corrected net response rate (valid respondents/ reachable graduates)

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EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION

Our Logo embodies the following:

- The ‘hut’ symbolises a pyramid of which the ‘sticks’ represent the different academic streams which lead to excellence;
- The different academic streams join and guarantee ‘shelter’ for the nation;
- The ‘hut’ also symbolises unity through binding the different academic streams together;
- This unified effort emphasises coordination among our higher education institutions.

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High Level Statements

The Vision

A valued leader in coordinating quality higher education in pursuit of a knowledge-based society

The Mission

To ensure a coordinated and responsive higher education system through equitable access and quality service delivery.

The Core Values

Integrity	We will adhere to moral and ethical principles by exhibiting the quality of an intuitive sense of honesty and truthfulness with regard to the motivation for our actions.
Professionalism	We will exercise high level of competence in our work, never compromise our set standards and values.
Accountability	We will acknowledge and take responsibility for our actions, decisions and policies including the administration, governance and implementation within the scope of our role and encompassing the obligation to report, explain and be answerable for resulting consequences.
Equity	We will serve our employees, customers and stakeholders with uniformity of rule application, fairness, reasonableness and interpretation, and make decisions that are free from any bias or dishonesty.
Commitment	We will devote our time and energy always to meet our strategic objectives and satisfy our stakeholders' expectations.
Teamwork	We will continuously work together as a team to achieve our strategic objectives, reason of existence and hold ourselves accountable for our team outputs.

Preface

Over the last two decades, the quality of higher education programmes and its providers has gained significant momentum worldwide. Major drivers for this momentum include increased public demand for better performance of Higher Education Institutions (HEIs), widening of access and a clear call from stakeholders for greater efficiency and accountability, the need for better quality graduates to drive national economies, better use of public resources for higher education and increasing cross-border provisions. Challenges include: a mismatch between higher education graduate skills and those demanded by the labour market and industry, an imbalance between the number of students studying sciences and those in arts-based courses, and the proliferation of private providers (UNESCO, 2021).

Other momentum drivers are mass participation in relation to dwindling resources, greater scrutiny of education and training processes, and ever increasing demand for flexibility in teaching and learning using information technology especially in uncertain times of pandemics like COVID-19. The lack thereof undermines graduate outcomes. In recent times, various regulatory bodies exist in Namibia with a mandate among others to improving the quality of programmes at institutional and national levels. These regulatory bodies such as the NCHE, NQA, etc. have significant roles to play and they should be supported to realise their mandates, and to run other national programmes efficiently.

The National Human Resources Plan 2010−2025 provides for the occupational demand and supply outlook, and its development strategy is expected to direct the development of skills required for a competitive economy. The government has prioritised the finalisation of the National Human Resource Development Strategy (NHRDS) and Implementation Plan to identify priorities and allocate commensurate weights to funding allocation by 2022, as per the Harambee Prosperity Plan (HPP) II. This report comes at a time when research information is required to ensure that NHRDS is informed by research-based evidence. The national focus on skills transformation and concerns of youth unemployment warrants continued research on the quality of higher education programmes and graduate employability.

In its mandate to promote and monitor the quality of higher education through graduate surveys, the National Council for Higher Education (NCHE) is now releasing the fourth national graduate survey for the 2017 and 2018 cohorts.

The main objective of the National Graduate Survey was to evaluate the quality of higher education in the country by assessing the general impact of the programmes on the graduates and its external efficiency, with the aim of improving higher education system so that it can contribute more effectively to the country's social and economic development.

This survey report covers a wide range of topics to meet the demands of users of higher education and labour statistics at national and international levels. The topics include quality and efficiency, linkages between education and employment, university facilities, and recommendations for improvements. Worth noting is the fact that this

survey only focused on the graduates' experiences during their studies and their employment experiences since graduation.

This document presents results of key indicators of the survey from the perspectives of the 2017 and 2018 graduate cohorts. It is hoped that the findings from this survey will inform the participating institutions to reflect on critical issues to make targeted interventions at institutional and programme levels. The results could further enlighten decision makers, planners and researchers, and would contribute to a national discussion on ways and means towards improving the quality of graduates from the Namibia's higher education system.

Hannu Shipena
EXECUTIVE DIRECTOR

NCHE Secretariat

Acknowledgements

The commencement of this survey was launched in March 2021 by Prof. Lischen Hoases-Gorases, the chairperson of NCHE. The Council's effort, and that of the heads of the four participating HEIs (UNAM, NUST, IUM and IOL), is greatly acknowledged as it sets the tone for conducting the survey.

We wish to thank the graduates for taking time off their busy schedules to respond to the survey; such a responsible act is highly appreciated.

We also thank the National Graduate Survey Inter Agency Technical Committee (IATC) that consisted of planners, statisticians, marketing and alumni officials, and information technology (IT) technicians from UNAM, NUST, IUM and IOL for providing the graduate information, spearheading the survey undertaking and commenting on the draft report.

The survey was funded by NCHE. The participating institutions (UNAM, NUST, IUM and IOL) availed human and material support in terms of designing advocacy materials and advertising on social platforms.

The NCHE would also like to thank Mr. Harald Schomburg, an international expert in tracer studies, for providing quality assurance of the survey undertaking and for guiding NCHE Secretariat team that compiled the report.

The Secretariat team consist of:
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Acronyms and Abbreviations

CHEERS	Careers after Higher Education - a European Research Study
GER	Gross Enrolment Ratio
HEI(s)	Higher Education Institution(s)
IOL	Institute for Open Learning
IUM	The International University of Management
NAMCOL	Namibian College of Open Learning
NCHE	National Council for Higher Education
NCRST	National Commission for Research, Science and Technology
NDP5	Fifth National Development Plan
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NSFAF	Namibia Students Financial Assistance Fund
NTA	Namibia Training Authority
NUST	Namibia University of Science and Technology
QTAFI	Questions, Tables and Figures (open source online survey software)
REFLEX	The Flexible Professional in the Knowledge Society (international survey higher education graduates)
SPSS	Statistical Package for Social Sciences
STEM	Science, Technology, Engineering and Mathematics
UNAM	University of Namibia
VET	Vocational Education and Training

Explication of the tables

Example of a typical table used in the report:

Table A

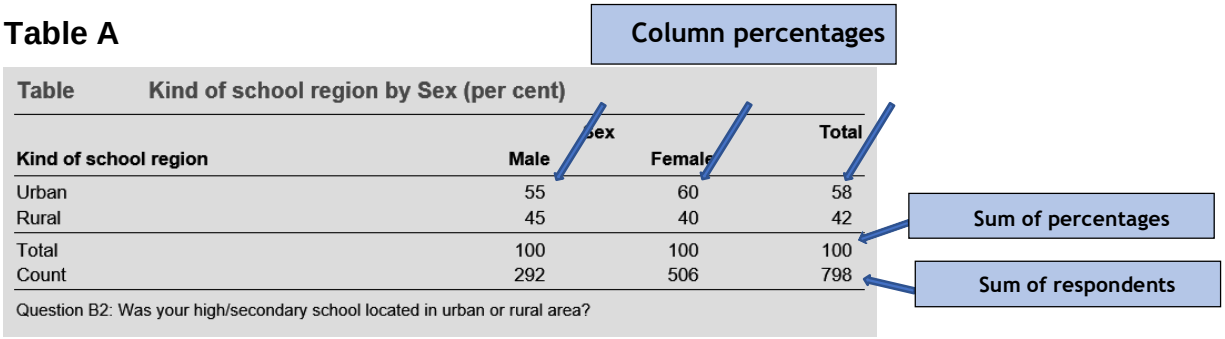
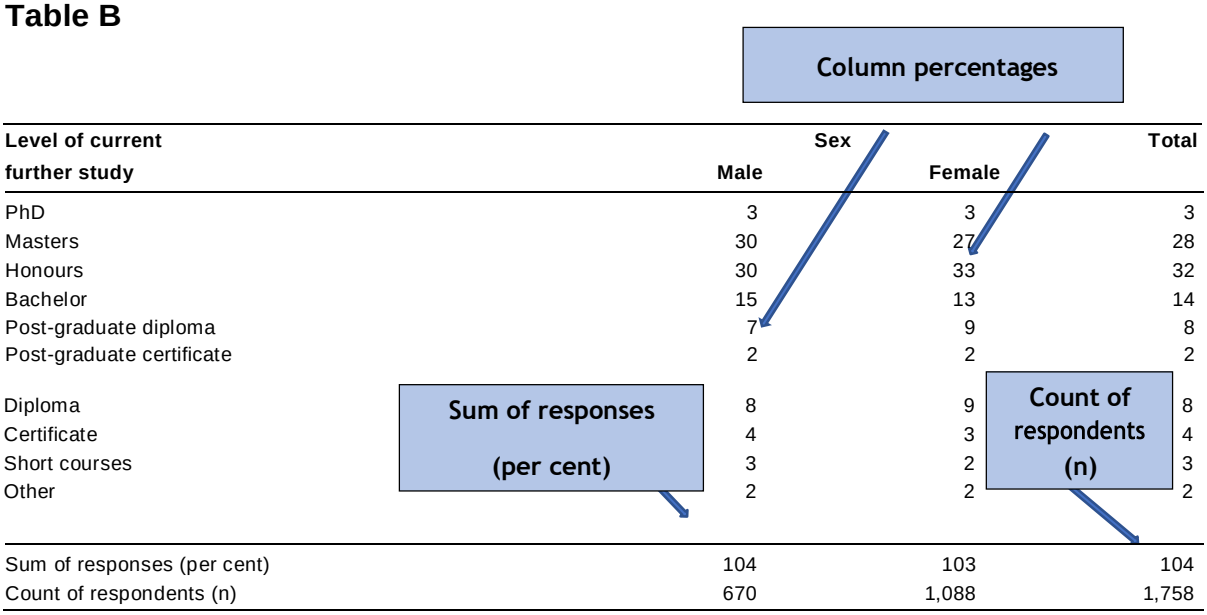


Table B



National Graduate Survey 2021; Question J2: What level of further study are you undertaking? Multiple answers possible

Column percentages

The percentages in the tables are mostly *column percentages*. These percentages allow a comparison between the categories of the break variable[1], e.g. comparing, within one row, the percentages for male and female graduates.

For example, the table above shows that female graduates have a little more of an urban secondary school background (60 per cent) compared to male graduates (55 per cent).

[1] A break variable specifies groups of cases which should be compared. The values of the break variable identify the groups to compare.

The percentages should sum to 100 per cent in each column.

In the case of multiple responses, the percentages can sum to more than 100 per cent because one graduate can give more than one answer.

In the table with multiple responses (Table B), the row "Total" is replaced with a row named "Sum of responses (per cent)".

Count

In each table, the base for the calculation of the percentages is stated in a row with the label "Count". Count is the number of graduates in each group (column) who answered that question (=valid cases).

In the case of questions where multiple responses (Table B) are possible, that row has the label "Count of respondents (n)".

Since not all graduates answered all questions, the number of valid cases can be different from table to table (item non-response).

Median

In some tables with metric variables like year of enrolment, age at time of the survey or income, the median is used to measure the central tendency. The median is the value which stands in the middle: 50 per cent have lower values and 50 per cent have higher values.

Arithmetic mean

The arithmetic mean is the most commonly used measure of central tendency. The arithmetic mean is defined as being equal to the sum of the numerical values of each observation divided by the total number of observations. In this report, the arithmetic mean is mainly used to inform the answers on the five-point scale variables, which have always answer categories from 1 = not at all to 5 = highest value.

NQF Field of Learning-Abbreviations

In the report, some tables are aggregated by Field of Learning; the expanded notation is as follows:

Abbreviation (in Report)	NQF Field of Learning
Agri	Agriculture and Nature Conservation
Busi	Business, Commerce and Management Studies
Lang	Communication Studies and Languages
Edu	Education, Training and Development
Man	Manufacturing, Engineering and Technology
Soc	Human and Social Studies
Law	Law, Military Science and Security
Heal	Health Sciences and Social Services
Sci	Physical, Mathematical and Computer Sciences
Oth	Culture and the Arts Physical Planning and Construction Services and Life Sciences

Comparison of Key Indicators of National Graduate Surveys (2017, 2019 and 2021)

Indicator		2017	2019	2021
Study Population	**Graduate (Target) Population (N)**	**8677**	**19,078**	**15,352**
	Female (%)	65	65	65
	Male (%)	35	35	35
	UNAM	5,096	9,269	7,642
	NUST	2,430	6,391	4,884
	IUM	1,151	3,418	2,069
	IOL	-	-	757
	Study Population (n)	**4,098**	**14,457**	**13,679**
	Female (%)	65	61	64
	Male (%)	35	39	36
	UNAM	2,538	7,125	7,291
	NUST	4,464	4,835	4,797
	IUM	96	2,497	835
	IOL	-	-	756
	Corrected Net Response Rate (%)	**19**	**44**	**45**
	UNAM	16	45	42
	NUST	25	45	48
	IUM	21	39	67
	IOL	-	-	32
	Sex (%)			
	Female	63	65	64
	Male	37	35	36
	Average Age (years)	**30**	**30**	**31**
	NQF Field of Learning (%)			
	Agriculture	-	7	6
	Business Studies	-	40	34
	Languages	-	2	3
	Education	-	14	19
	Manufacturing	-	6	6
	Social Sciences	-	12	10
	Law	-	2	4
	Health	-	7	9
	Science	-	6	6
	Other	-	2	4
	Qualification Type Obtained in the Year of Study (%)			
	Certificate/Diploma	23	20	26
	Bachelor (3 years)	11	13	27
	Bachelor (4 years)	36	24	
	Honours	25	37	39
	Professional Bachelor	1	1	-
	Post-graduate Certificate/Diploma	2	-	4
	Masters/PhD	2	2	4
	Source of Funding (%)			
	Namibia Student Assistance Fund (NSFAF)	51	54	53
	Parent(s)	40	37	34
	Self (own savings / personal loan / own income)	22	19	23
	Guardian(s) (other than biological parent(s))	13	12	12

Indicator		2017	2019	2021
	Bursary (private organisations excluding Government bursary/loan/NSFAF)	7	6	5
	Government loan (excluding NSFAF)	-	5	4
	Government bursary (excluding NSFAF)	-	3	3
	Employer (public company)	3	3	3
	Employer (private company)	1	1	2
	Other	2	2	3
Factors Influencing Higher Education Choice and Learning Outcomes	**Selection Criteria for Study Institution (Scale: 1=not important at all; 5=very important) Arithmetic Mean**			
	Reputation / image of the HEI / campus	4.2	4.2	4.2
	Practical emphasis of the study programme	4.2	4.2	4.2
	Provision of area of specialisation	4.1	4.1	4.1
	Admission standards and prior grades	4.0	4.1	4.2
	Availability of scholarship/loan/grants at the HEI	3.5	3.8	3.8
	Advise by parents/relatives/friends	3.5	3.7	3.5
	Other	-	2.9	2.9
	Selection Criteria for Study Programme (%)			
	Grades achieved in secondary school	79	82	77
	Results of special entry examination	13	9	10
	Other	8	8	13
	Completion of Study within Minimum Required Period (%)			
	Yes	68	70	73
	No	32	30	27
	Reasons for Prolonging Studies (%)			
	Failed examinations	71	65	63
	Financial challenges / difficulties	30	30	29
	Work commitments	18	19	19
	Family matters	17	16	17
	Other	31	31	31
Higher Education Institution Services	**Quality of Study Conditions and Provisions (Scale: 1=very bad; 5=very good) Arithmetic Mean**			
	Teaching quality	3.6	3.9	3.8
	Physical study conditions	3.7	3.7	3.8
	Learning provisions	3.9	3.6	4.0
	Specific service facilities	3.0	3.1	3.2
Further Studies	**Further Studies after First HE Qualification (%)**			
	Yes	57	27	27
	No	43	73	73
	Reasons for Further Studies (%)			
	Enhancing career	64	61	59
	Acquiring new skills	55	48	47
	Updating knowledge	53	44	47
	Could not find employment	25	32	34
	For promotion	18	11	15
	Other reasons	3	4	2
Employment and Work	**Duration of Job Search (%)**			
	Up to 3 months	32	26	19
	4 to 6 months	20	11	10

Indicator		2017	2019	2021
	7 to 12 months	17	14	16
	13 to 24 months	12	13	15
	25 and more months	19	36	40
	Most Successful Method for Finding the First Job (%)			
	Press advertisements (e.g. newspapers)	47	41	33
	Through family, friends or acquaintances	13	13	12
	Contacted employer on own initiative	12	12	11
	Through work placement / attachment during higher / tertiary education	5	6	6
	Social media (e.g. Facebook, LinkedIn)	2	6	12
	Contacted by employer	5	5	6
	Other	16	18	20
	Employment Status (%)			
	Employed	81	66	62
	Self-employed	2	3	4
	Unemployed	17	30	32
	Other	-	1	1
	Type of Employment (%)			
	Full-time	92	76	75
	Part-time	8	24	25
	Type of Employer (%)			
	Public/government	59	51	54
	Parastatal	14	13	12
	Private (including self-employed)	23	29	28
	Non-governmental organisation (NGO)	3	5	4
	Other	1	2	2
	Level of Income (%)			
	Up to N$10,000	21	28	30
	N$10,001-N$25,000	62	55	51
	More than N$25,000	17	17	18
Relationship between Study and Work	**Usefulness of Elements of Study Programme (% of "High Values" 4 and 5 only)**			
	Course/programme content	69	73	75
	Variety of modules offered	66	67	70
	Opportunity for specialisation	62	64	67
	Research emphasis/orientation	59	59	61
	Practical emphasis/orientation of teaching/learning	62	65	68
	Work experience (internships / work integrated learning)	66	69	70
	Appropriate Level of Education for Employment by Qualification Type (%)			
	Certificate/Diploma	29	86	87
	Bachelor (3 years)	38	64	63
	Honours	16	52	55
	Masters	7	65	52
	Relationship between Field of Learning and Area of Work (%: 1=not at all; 5=to a very high extent)			
	Values 1 and 2	16	15	13
	Value 3	13	10	9
	Values 4 and 5	71	75	78
	Satisfaction with Characteristics of the Professional Work Situation (% of "High Values" 4 and 5 only)			
	Content of work	70	71	75

Indicator		2017	2019	2021
	Possibility to use knowledge and skills acquired during my studies	69	71	72
	Job security	69	61	66
	Opportunity to benefit society	61	60	65
	Working atmosphere	62	59	66
	Challenges of the job	59	59	59
	Chance of realising my own ideas	59	58	62
	Workplace surroundings (noise, space, climate)	56	54	57
	Current position	52	53	55
	Equal treatment of all employees	52	48	53
	Equipment of workplace	48	47	51
	Fringe/other benefits	49	45	46
	Income	40	36	37
	Promotion prospect	34	32	35
	General Job Satisfaction (%: 1=not at all; 5=to a very high extent)			
	Values 1 and 2	17	22	19
	Value 3	33	33	32
	Values 4 and 5	51	45	49

1. Executive Summary

The NCHE coordinated the undertaking of the National Graduate Survey together with the University of Namibia (UNAM), the Namibia University of Science and Technology (NUST), Institute for Open Learning (IOL) and The International University of Management (IUM). The study targeted all graduates who completed their studies in 2017 and 2018. It was conducted from 24 March to 9 June 2021. The main purpose was to obtain information on the current employment and economic status of the graduates as well as to gauge their assessments of the relevance, quality and effectiveness of their education within their work environment.

The initial planning process of the National Graduate Survey involved updating graduates' contact details. This was followed by the development of survey tools such as the online questionnaire, actual conducting of the survey, data analysis, and report writing.

The graduates who obtained higher education qualifications at the four HEIs between 2017 and 2018 were 15,352 in total. They formed the study population. After an attempt to contact all the graduates to ascertain their availability for the survey, the contact details of 13,679 graduates could be confirmed. This figure constituted the target population. Out of the target population, 6,380 responded, translating into a response rate of 45 per cent. The profile of the respondents was found to be very similar to the target population when disaggregated by sex. This indicates that the study delivered representative findings.

The following are the key findings of the 2021 National Graduate Survey:

- In terms of sex, 64 per cent of the respondents were female graduates.
- One (1) per cent of the respondents represented graduates with disability.
- The choice of the HEI is mostly influenced by academic factors such as reputation or image of the HEI or campus, practical emphasis of study programme, provision of area of specialisation, and admission standards and prior grades.
- Three quarters (75 per cent) of graduates rated course/programme content “high” in terms of the usefulness of the study programme to their current employment. This observation suggests that the HEIs were offering useful programmes in terms of quality and content, thus enhancing the employability of the graduates.
- More than half (55 per cent) of the graduates in 2021 were satisfied with study conditions at their institutions. Teaching quality scored the best rating arithmetic mean: 3.9), followed by the "physical study conditions" (3.7) and the "learning provisions” (3.6). on the rating scale of 1 (very bad) to 5 (very good).

- Career enhancement, acquisition of new skills, updating of knowledge and unemployment were rated as the main reasons for engaging in further studies.

- Two-thirds of the graduates (66 per cent) were in employment (62 per cent employees and 4 per cent self-employed) by the time of the survey. Three quarter of the employed graduates were working full-time (76 per cent) or had permanent contracts.

- The survey found that diploma/certificate graduates had a much higher rate of unemployment (44 per cent) compared to Bachelor's degree graduates (33 per cent).

- Majority of the graduates (72 per cent) rated "possibility to use knowledge and skills acquired during studies" high. A high percentage of graduates (64 per cent) was working in areas that are appropriate to their education level and reported a close relationship between their field of study and area of work.

- More than half (54 per cent) of the graduates were employed by the public service and 12 per cent by public enterprises, amounting to 68 per cent for the public sector. Only one quarter of the graduates (24 per cent) were employed in the private sector.

- An analysis of the income distribution amongst graduates indicated a slightly higher monthly income distribution for men compared to women in general, with a more visible advantage for males in the higher income brackets. Incidences of "other sources" of income were directly associated with the level of position - the higher the position, the more the possibility of other sources of income. Similarly, males had more sources of income than females.

- Press advertisement was the most successful method for finding the first jobs (61 per cent) but was also reported to take the longest average period. Slightly more than a third of the graduates (29 per cent) in 2021 who searched for jobs found it within the first six months.

- The results from this study provide valuable insights for higher education policy makers, workforce planners and researchers, academics and administrators, and the graduates themselves. It can also be used to support the improvement and enhancement of HEI programmes and planning initiatives for the delivery of current and future programmes and services. Career advisors should integrate these findings into their career counselling practices, which in turn would assist prospective students to make informed course and career decisions.

- Considering whether graduates were affected by COVID-19, graduates mainly from manufacturing and business fields reported that their employment was affected.

- Generally, COVID-19 negatively affected the graduates' ability to pay tuition fees for further studies and access to internet connectivity.

- The challenges of access to internet connectivity should be addressed through a multi-sectoral approach by both the public and private sectors, by availing access to affordable electricity and internet services.

- Although graduates were largely satisfied with conditions and services of their institutions, there are specific areas of improvements in services and facilities. Furthermore, issues of high repetition need to be understood in more details to ensure that target interventions are developed at an appropriate level. Although graduates' employment is dwindling, drastic measures need to be implored in some fields of leaning where more than one-third remains unemployed for two to three years after graduation.

2. Introduction

The European Training Foundation (ETF) (2016) defines tracer studies as:

> retrospective analyses of graduates through a standardized survey, which takes place sometime after graduation (normally between 6 months and three years). They are also known as graduate surveys, alumni surveys, or graduate tracking. Normally, the target population is a homogenous group of students/trainees who finished their studies at the same time (generation or graduation cohort) (p. 1).

Dorji and Sihn (2020, as cited in Calma & Clarin, 2021) state that a tracer study is a widely-used approach by educational institutions to evaluate the relevance of higher education and collect other valuable information from the graduates of the institution.

The demand to introduce a system of tracer studies in Higher Education is growing in many countries due to requirements for reaccreditation and quality management of study programmes. In some countries, educational institutions are required by law to implement regular tracer studies to evaluate study programmes and the effect they have on the labour markets. At the same time, the demand of national and international development partners to obtain empirical evidence about the relevance of the education/training is also growing. A tracer study provides useful information for the HEI to review, revise, evaluate, and improve program offering (Badiru & Wahome, 2016; Schomburg & Ulrich, 2011).

Supporting HEIs can play a crucial role in accelerating achievement of one of the main objectives of Vision 2030: that of developing highly productive human resources and institutions, fully utilising human potential, and achieving efficient and effective delivery of customer-focused services which are competitive not only nationally, but also regionally and internationally.

The NCHE is, among others, responsible for promoting the establishment of a coordinated higher education system and monitoring its quality assurance mechanisms, as well as conducting research on issues related to higher education. It is under this mandate that the NCHE has been collaborating with HEIs in strengthening capacity for undertaking graduate surveys. This survey is the third in the series of biennial surveys. The first two surveys were conducted in 2017 and 2019, respectively.

2.1 Background of the Study

In pursuit of its mandate, NCHE considers graduate surveys as one of the effective ways of gaining insight into graduates' eminence after higher education completion. The 2021 National Graduate Survey focuses on the 2017 and 2018 graduate cohorts who completed studies at the four participating HEIs (UNAM, NUST, IUM and IOL). The actual survey (data collection) was conducted from 24 March to 9 June 2021.

Prior to this study, Namibia conducted three successful national graduate surveys for the 1999-2008 cohorts (conducted in 2010), 2012-2013 cohorts (conducted in 2017), and 2014, 2015 and 2016 cohorts (conducted in 2019). To promote ownership, and ensure optimal utilisation and sustainability of institutional capacity, the NCHE

encouraged collaboration and sharing of resources with the participating HEIs in survey planning and implementation. The survey was spearheaded by an inter-agency technical committee, consisting of staff members from the NCHE Secretariat and the participating HEIs. The committee members included Institutional Planners, Statisticians, Economists; Quality Assurance Practitioners; Marketing and Alumni Officials and IT Technicians. A resource person with international experience supported the committee.

NCHE provided some financial and material support towards the National Graduate Survey. HEIs also incurred financial expenses and made in-kind contributions in a form of availing staff members for internal coordination, pre-testing of the survey tool, mobilisation of survey respondents, and production of advocacy materials.

The main activities in the study included: the establishment of the study coordinating structures; conduction of planning meetings; compiling of project programme of activities; confirming and compiling of address databases; formulation of the project document; development/realignment and programming of survey tools; updating graduates contact details; survey data collection; data preparation and analysis; report writing and publication; and dissemination of results.

The planning process started in 2020 with the determination of the target population, updating graduates' contact details, reviewing the survey tools, programming and testing of online questionnaire, website development and production of publicity materials.

2.2 Country Context

In Namibia, higher education refers to all learning programmes leading to qualifications higher than grade 12 or its equivalent registered on the National Qualifications Framework (NQF) at level 5 and above.

The main providers of higher education in the country are the three universities and sixteen other HEIs. To understand the context of the participating HEIs, their backgrounds are summarised below:

	UNAM	**NUST**	**IUM**	**IOL**
Establishment (name, ownership, year and enrolment)	UNAM is a public HEI established by the UNAM Act (Act 18 of 1992). UNAM started with 3,639 students.	NUST is a public HEI established by the Polytechnic Act (Act 33 of 1994), transformed to NUST by Act No. 7 of 2015, started with 2,938 students.	IUM is a private university which started as the Institute of Higher Education in 1994; the institution gained university status in 2002.	IOL is a private, distance HEI that was established in 1995 as the Open Learning Group and was acquired by Trustco Group Holdings in 2005. IOL started with 2,500 students.
Focus Area (programmes on offer and	The University has 4 Faculties and 16 Schools, offering	NUST focuses on the Science, Technology, Engineering and	It offers programmes focused on management,	It offers teaching and police qualifications from NQF Level 5

qualification types range)	programmes and carrying out research activities across all 12 National Qualifications Framework (NQF) fields of learning. The programmes are offered either on full time or part-time; and delivered through face-to-face, online, blended and/or distance teaching modes. UNAM has 12 campuses across the country.	Math (STEM) fields which are offered in four out of six faculties. The university offers qualification from certificate to doctoral degree levels in most fields using all modes of study. NUST has campuses in Windhoek (main), Eenhana and Lüderitz. There are also centres in other regions.	entrepreneurship and innovation. It offers programmes from certificates all the way up to doctoral degrees registered on the NQF. Courses are offered on full-time and part-time modes; as of 2021, also offering programmes on distance. IUM has four campuses: in Windhoek (main), Ongwediva, Swakopmund, Walvis Bay and Rundu.	to NQF level 8, and all courses are on distance. Accessed by working students and students in the remote rural areas of Namibia by bringing distance learning to them. Offers certificates, diplomas and bachelor's registered on the NQF.
Student enrolment for NQF level 5 and above) (2017, 2018, 2019 and 2020)	25,471 in 2017, 27,423 in 2018, 30,069 in-2019, 30,216 in 2020	10,705 in 2017, 10,761 in 2018, 12,227 in 2019, 12,197 in 2020	7,966 in 2017, 7,753 in 2018, 9,905 In 2019, 10,396 in 2020	4,998 in 2017, 4,967 in 2018, 4,805 in 2019, 4,473 in 2020
Funding Sources	Receives Government subsidy on annual basis but also raises funds from tuition fees, research and donations. Some of their students are funded by NSFAF.	Receives Government subsidy on annual basis but also raises funds from tuition fees, research and donations. Some of their students are funded by NSFAF.	IUM mainly generates income from students' tuition fees. Some of their students are funded by NSFAF.	IOL receives 100% financing from Trustco Finance; however, students mainly apply student loans from Trustco Finance which they can pay through salary deduction. Students also qualify for NSFAF funding.
Facilities and Services	Have a library and e-resources, laboratories, a clinic and sport facilities. Offer Wi-Fi connectivity on-campus and off campus for all registered students.	Have a library and e-resources, laboratories, a clinic and limited sport facilities. Offer Wi-Fi on campus and only a few students have data connectivity devices	Have a library and e-resources, laboratories, no clinic and sport facilities. Offer Wi-Fi connectivity on campus.	All programmes are offered on distance; there is no need for physical facilities. No provision for connectivity as students are non-contact and make their own arrangements.

Statutory agencies established to regulate and support the development of the higher education system are shown in Table 2.1.

Table 2.1 Statutory Agencies, Establishing Act and Objectives Regarding the Development of Higher Education

Agency	Establishing Act	Objectives
NCHE	Act 26 of 2003	Promote the establishment of a co-ordinated HE system; promote access to HEIs; promote quality assurance in HE; advise on the allocation of moneys to public HEIs.
NQA	Act 29 of 1996	Promote quality education and training through the development and management of the NQF, and the accreditation of education and training institutions and courses.
NSFAF	Act 20 of 2000	Provide financial assistance to students to study the prescribed courses at approved HEIs.

Headcount enrolments in public and private HEIs in Namibia have increased from 4,240 in 1992 to 66,656 in 2020. This enrolment translates into a Gross Enrolment Ratio (GER) of 27.8 per cent, which is amongst the highest in the Southern African Development Community (SADC) region. However, it is way below that of upper middle-income countries – 58 per cent, under which Namibia is classified.

The first aspect of the return on education (on both the personal and the social sides) lies in the effect of education on employment (or unemployment). Table 2.2 below shows that a person who graduated from tertiary and higher education has a greater probability of finding jobs than those with a secondary education or less.

Table 2.2 Unemployment Rate 2018 by Education Level (percent)

Highest education level completed	Unemployment rate
None	28.6
Primary	34.6
Junior secondary	40.1
Senior secondary	32.7
Technical/vocational certificate/diploma	33.3
Completed year 1 or 2 or 3	27.8
University certificate, diploma or degree	14.3
Postgraduate certificate, diploma or degree Don't know	9.5 20.6
Namibia	33.4

Source: NSA, Namibia Labour Force Surveys (2018).

2.3 Objectives of the Study

The main objective of this National Graduate Survey is to evaluate the general impact of the higher education programmes on the graduates and their relevance to the labour market.

Specifically, the study sought to:

(i) Identify factors influencing higher education choices and learning outcomes
(ii) Gauge the graduates' reflection on the study facilities, conditions and provisions at HEIs.
(iii) Determine the relationship between job search and employment.
(iv) Establish the status of employment among the graduates.
(v) Assess the usefulness and relevance of the study programme to graduates' employment.
(vi) Establish COVID-19 effects on graduates' employment and further study.

The results from this study could serve as useful inputs into institutional and programme improvement, policy and labour market planning, career development, and further research.

3. Methodology

The 2021 National Graduate Survey targeted cohorts who completed studies in 2017 and 2018 academic years at four HEIs, namely UNAM, NUST, IOL and IUM. Students who completed more than one study programme during the 2017-2018 period were only considered once in the target population to avoid double counting.

In this section, the graduates population, the updating of contact details, survey tools, data collection, data analysis and study limitations and methodological challenges are presented.

3.1 Graduates Population and Target Population

It should be noted that the total number of graduates are not necessarily the target population because this number includes all graduates who completed any qualification registered on the NQF between levels 5 and 10. The target population is a head count of graduates who completed studies between 2017 and 2018. This means that the graduates who obtained more than one qualification will only appear once in the target population to avoid double counting as well as overestimation of the response rates.

Table 3.1 presents the total graduates and the target population by institution. The target population was 15,352 (7,642 from UNAM; 4884 from NUST; 2069 from IUM; and 757 from IOL) who completed studies in 2017 and 2018. However, the number of graduates who obtained qualifications from these institutions was 15,859 because one graduate can receive more than one qualification in the time frame. There is no noticeable difference in the proportions by sex, an indication that the target population represents the initial population consistently.

Table 3.1 Total Graduates Population, Target Population by HEIs (per cent and count; graduates)

Response Statistics	HEI				Total
	UNAM	NUST	IUM	IOL	
I Total Graduates population					
Female	67	57	72	83	65%
Male	33	43	28	17	35%
Total (per cent)	100	100	100	100	100
Count	**7,687**	**5,256**	**2,159**	**757**	**15,859**
II Target population					
Female	67	56	72	83	65%
Male	33	44	28	17	35%
Total (per cent)	100	100	100	100	100
Count	**7,642**	**4,884**	**2,069**	**757**	**15,352**
III Study (accessible) population					
Female	67	57	75	83	64%
Male	33	43	25	17	36%
Total (per cent)	100	100	100	100	100
Count	**7,291**	**4,797**	**835**	**756**	**13,679**

3.2 Updating Contact Details

Although 15,352 graduates defined as a target population, and completed their studies between 2017-2018 from UNAM, NUST, IOL and IUM, it is important to determine the number of graduates who were reachable and available to participate in the survey, thereby establishing the approximate sample size. Updating contact details involved the verification of students' email addresses and telephone numbers by tracing graduates telephonically to verify their contact details and to inform them about the upcoming survey.

NUST carried out the processes of updating contact details in October 2020, while UNAM, IOL and IUM's contact details were finalised mid-March 2021. Graduates' phone numbers and/or email addresses were updated between January and March 2021.

Table 3.2 indicates available and verified phone numbers and email addresses by institution. The majority of available phone numbers were verified (13,537 out of 15,352) while the email addresses verified (7,376) were less than half of all graduates. The updating of email contacts needed a major improvement. An email is regarded as

the best form of communication to a potential respondent as it can contain detailed information about the survey.

Table 3.2 Contact Status by Higher Education Institution

	Number				
	NUST	**UNAM**	**IUM**	**IOL**	**Total**
Validated Phone Numbers	4,741	7,210	830	756	13,537
Phone Numbers Not Validated	154	2,806	371	0	3,331
Validated Email Addresses	3,189	2,943	819	425	7,376
Email Addresses Not Validated	1,913	675	3	0	2,591
Validated Emails Without Cell phones	56	81	5	0	142
Target population	**4,884**	**7,642**	**2,069**	**757**	**15,352**
Validated Sample (either cell or emails)	**4,797**	**7,291**	**835**	**756**	**13,679**

3.3 Survey Tools and Data Collection

The questionnaire consists of 16 sections on: demographic information; education and work experience before study; regional and international mobility; family information; prior higher/tertiary education; study programme completed in 2017 or 2018; employment search; further studies/training; current employment and work; job requirement and use of qualifications; assessment of employment and work; COVID-19 Related Questions; and comments/recommendations.

The data collection phase was launched on 24 March 2021 and continued until 09 June 2021 (was extended for two weeks to allow IOL to catch up with response after their server was down for a month). An online questionnaire was set up on each institution's website. During data collection, personal identification number (PIN) were sent to the graduates to enable them to access the survey. SMSs and emails were sent out to the sample (survey) population to inform them to access the questionnaire via the Survey link on their respective institutions' websites. Student numbers were also used to access the survey.

3.4 Proportional Representativeness between the Target Population, Sample Size and Response Rate

To be able to generalise to the target population, the sample (survey) population should be representative of the target population. There should be no major differences in proportions between the target and the sample population in terms of sex, qualification field and qualification level. In this way, it can be concluded that the sample was a true representative of (homogenous to) the population.

Part II of Table 3.3 shows the sample (accessible population), the graduates who were reachable and those who had confirmed willingness to participate. Out of the total target population (15,352), 13,679 or 89 per cent were available for the survey. Since there were no major differences in sex proportions between the target and the sample population (Table 3.1 and parts II in Table 3.3), it can be concluded that the sample was a true representative of (homogenous to) the survey population. The same is true for the respondents which were used in the data analysis (part IV in Table 3.3).

The corrected net response rate for the National Graduate Survey was 45 per cent (valid responses, where 309 lurkers were removed). The respondents' proportion distribution by sex was similar to the distribution in the target population.

Table 3.3 Graduates Target Population, Sample, Respondents and Response Rate by Higher Education Institution (per cent and count; graduates)

Response Statistics	HEI				Total
	UNAM	NUST	IUM	IOL	
I Target Population (Count)	7,642	4,884	2,069	757	15,352
II Sample					
Female	4,911	2,713	628	627	8,879
Male	2,380	2,084	207	129	4,800
Count	7,291	4,797	835	756	13,679
III Respondents by Gender					
Female	2,017	1,273	415	184	3,889
Male	994	999	147	42	2,272
Count	3,011	2,272	562	226	6,071
IV Response Rates					
Corrected gross response rate (valid respondents divided by target population)	39%	47%	27%	30%	40%
Corrected Net response rate (valid respondents divided by sample population)	41%	47%	67%	30%	44%

3.5 Strategies to Improve Response Rates

As part of ethical consideration, NCHE, together with the participating institutions, assured the respondents that their responses will be kept confidential as PINs were used as passwords to access the survey and the use of student number was a student's choice. The results will be anonymised as the survey was only interested in the general perception of the situations or conditions at institutions.

To encourage survey participation, every two weeks, newspaper and radio adverts in in English, Afrikaans and all indigenous languages were launched by NCHE to invite targeted graduates to participate in the survey. Institutions used different media platforms and institutional radios for advocacy.

During the survey period, it was necessary to closely monitor responses so as to device strategies to encourage the graduates, as and when needed. NCHE supported the survey in a form of an incentive were eight (8) graduates who fully completed the survey stood a chance to win a prize, a smart phone. The newspaper adverts were modified to reflect the winners as further advocacy to promote the survey. The institutions used social media and their website updates to encourage participation.

3.6 Survey Response Analysis

Data were imported from the QTAFI (Questions, Tables and Figures) online questionnaire to the SPSS (Statistical Package for Social Sciences) for analysis. By the end of the survey, a total number of 6,380 respondents had accessed the survey. However, 309 respondents were lurkers. Lurkers are respondents who opened the survey link but did not respond to any question. The valid cases used for data analysis were 6,071 respondents. Non-responses and not applicable were treated as missing. Coding of open-ended answers and creation of new variables were performed during data analysis. The data outputs were then tabulated for reporting.

Besides the invitations and reminders as a source of responses, the graduates responded in a continuous manner, and this could be attributed to other invitations such as newspaper and radio adverts. Figure 2.1 presents the overall responses per day of data collection for all HEIs. The highest points were due to the weekly invitations.

The highest responses were recorded on 24 March 2021 (793 responses) and 31 March 2021 (1028 responses), during the first week of the survey when emails and SMS invitations were sent out as well as newspaper adverts. There was also a significantly high number of responses during 7 April, 14 April, 12 May and 2 June 2021 because of the sending out of email and SMS reminders to the graduates to participate.

The radio adverts were put on air every second Friday; however, these adverts could not be aired throughout the survey as service of the national broadcaster was interrupted by an industrial action midway the survey. Figure 2.2 indicates the cumulative responses per day for all HEIs.

Figure 3.1 Total Responses per day of data collection for all HEIs

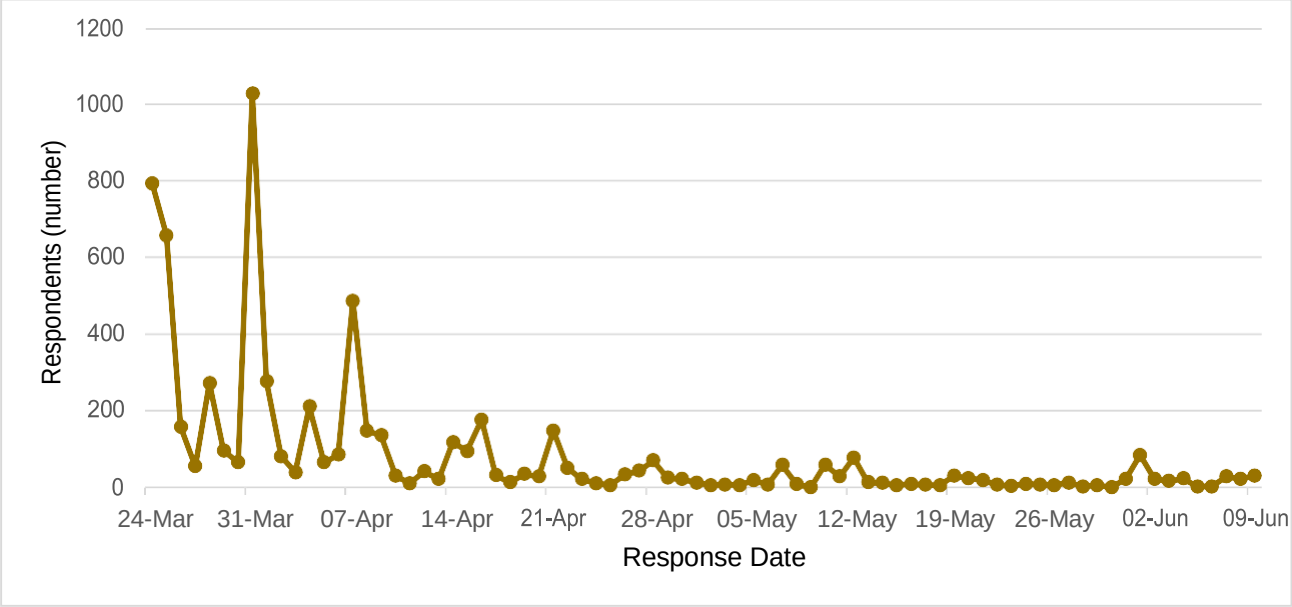
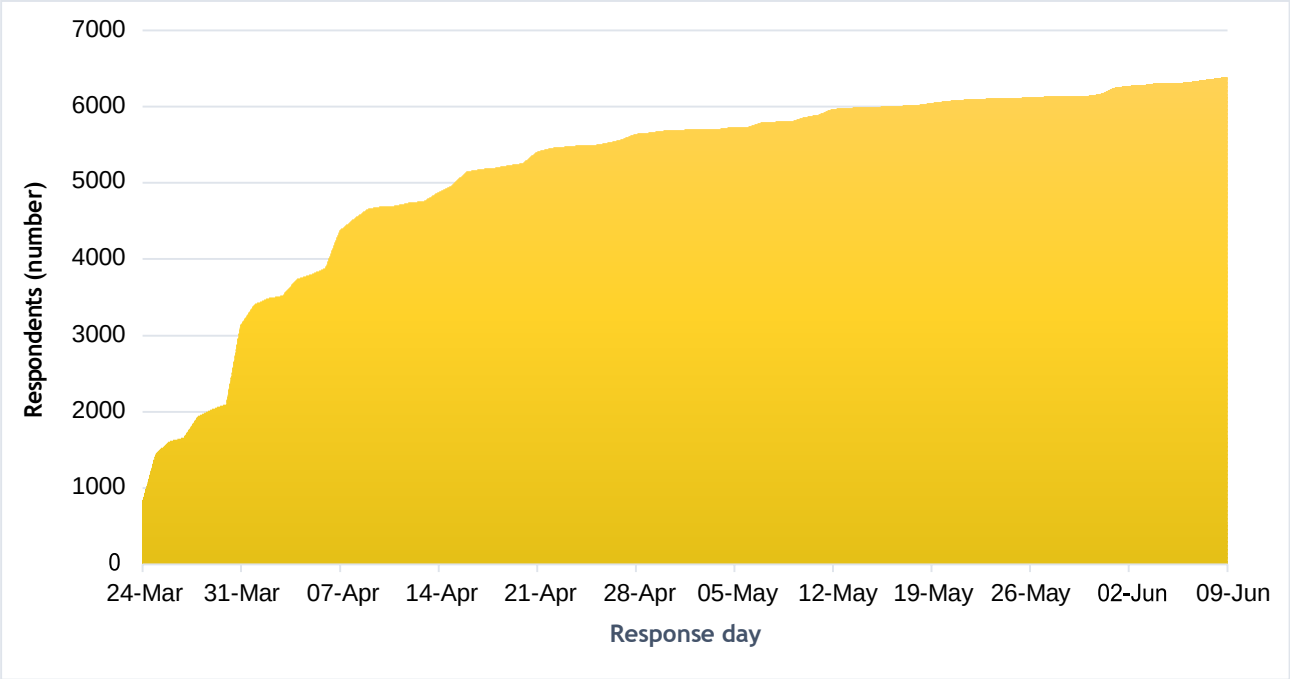


Figure 3.2 Cumulative Responses per day for all HEIs



3.7 Study Limitations and Methodological Challenges

The study was limited since not all graduates within the scope of the survey were accessible or available for the survey, and not all HEIs were available to participate in the survey.

The study had several methodological challenges as listed below:

- Institutional interns that were not sourced successfully delayed the mailing of invitations and to serve as helpdesk via email.
- The radio adverts could not be aired throughout the survey because the service of the national broadcaster was interrupted by an industrial action midway the survey.
- The alumni offices and institutional planning are not well resourced to ensure the contact address lists are updated to avoid delays of the commencement of the data collection phase.
- There was no prior planning for sending out bulk invitation/reminder by SMS which required more time for approval before dispatch.
- Limited capacity and exposure to tracer/alumni studies hamper the appreciation and institutionalisation of the survey.

4. Demographic Characteristics of Respondents

The key objectives of the survey are related to the study experience, employment and work functions of graduates. It was also found necessary to take into account some demographic characteristics of the graduates such as sex, age, marital status, abilities/disabilities, nationality, number of financial dependants, social background, and source of study funding. These characteristics are relevant to explain the professional success of the graduates and issues of equity. More so, it has been generally observed that regardless of progress in expanding the higher education system to increase access and opportunities for all students who qualify and meet the minimum entry requirements, significant inequities in access to higher education remain.

Table 4.1 presents an overview of some demographic characteristics of the respondents and allows a comparison of the four HEIs. Such comparison is of special interest in order to analyse the extent to which the institutions attract the same groups of students.

Table 4.1 Demographic Characteristics of Respondents by HEI Attended (per cent; arithmetic mean)

Demographic characteristics of respondents	HEI				Total
	UNAM	NUST	IUM	IOL	
Female (per cent)	67	56	74	84	64
Age at the time of the survey 2021 (arithmetic mean)	31	31	30	37	31
Disability (per cent)	2	1	2	0	1
Married (per cent)	17	18	13	49	18
Namibian nationality (per cent)	97	96	99	100	97
Number of financially dependent persons					
No person	17	18	14	2	16
One to three	31	38	38	22	34
More than three	52	43	49	77	50
Parent(s) alive at the time of first enrolment in higher/tertiary education (per cent)					
Both	62	64	56	48	62
Only mother	24	24	27	31	24
Only father	7	7	9	10	7
None	7	6	8	11	7
Count	2,780	2,103	542	201	5,626

National Graduate Survey 2021; Question A3: Your gender? Question A4: In which year were you born? Question A5: Do you have a disability? Question A5: What is your current marital status?; Question A11: What is your nationality? Question A10: How many people are financially dependent on you? D1: Were your parent(s) alive at the time of first enrolment in higher/tertiary education?

4.1 Sex

Similar to many other countries, in Namibia, females form the larger proportion of graduates (Table 4.1). Almost two-thirds of the respondents were female (64 per cent). At NUST, the proportion of female graduates was lower (56 per cent) compared with UNAM (67 per cent). At IUM (74 per cent) and IOL (84 per cent), the proportions of female graduates were much higher. These differences can be partly attributed to the different study structures/orientation at the institutions.

4.2 Age

At the time of the survey, the average age of the graduates was 31 years (arithmetic mean) (Table 4.1). Since the survey was conducted about two to three years after completion of study, this means that the graduates were on average 28 to 29 years old when they completed their studies. In the questionnaire, only the year of completion of study was asked and the age at the time of the survey was computed. The graduates from UNAM and NUST were on average (arithmetic mean) one year older than the IUM graduates. The graduates from IOL (37 years on average) were much older than the graduates from the other institutions because they were mainly working adults.

4.3 Marital Status

The vast majority of graduates were not married at the time of the survey (Table 4.1). Only 18 per cent stated that they were married. The proportion of married graduates at UNAM (17 per cent) was slightly lower compared to NUST (18 per cent) and much higher compared to IUM (13 per cent). IOL had the highest proportion of graduates (49 per cent) that reported that they were married at the time of the survey. Most IOL programmes focused on in-service teachers to improve their qualifications.

4.4 Graduates with Disabilities

The graduates with disabilities accounted for 1 per cent of respondents (Table 4.1). The analysis of data on graduates with disability is only presented at aggregated level for selected variables. This is to ensure data anonymity.

4.5 Nationality

Almost all graduate respondents were Namibians (97 per cent) (Table 4.1).

4.6 Financial Dependants

Most of the graduates (84 per cent) were financially responsible for other people (Table 4.1). About 50 per cent of the graduates reported that they had more than three financially dependants.

4.7 Parents Alive or Not

Thirty-one (31) per cent of the graduates reported that at the time of the first enrolment in higher education, one of their parents was deceased, and a further 7 per cent reported that both parents were not alive (Table 4.1).

4.8 Source of Study Funding

The main source of study financing was the Namibia Student Financial Assistance Fund (NSFAF), recorded at 53 per cent (Table 4.2). About one-third (34 per cent) of graduates reported that parents were responsible for the payment of their studies. Self-funding was relatively high amongst male respondents (25 per cent) compared to their female counterparts (21 per cent).

Table 4.2 Source of Study Funding by Sex (per cent; multiple responses)

Source of funding	Sex		Total
	Male	Female	
NSFAF	52	54	53
Parent(s)	34	34	34
Self (own savings / personal loan / own income)	25	21	23
Guardian(s) (other than biological parent(s))	13	11	12
Bursary (private organisations excluding Government bursary/loan/NSFAF)	7	5	5
Government loan (excluding NSFAF)	5	4	4
Government bursary (excluding NSFAF)	3	3	3
Employer (public company)	3	3	3
Employer (private company)	2	1	2
Other	3	3	3
Sum of responses (per cent)	150	137	142
Count of respondents (n)	2,056	3,608	5,664

National Graduate Survey 2021; Question D2: Who was responsible for the payment of your studies? Multiple answers possible

4.9 Highest Level of Education of Parents

For most of the graduates, their attained level of education was higher than that of their parents. As Table 4.3 Highest level of education of parents by sex illustrates, 35 per cent of the parents of the graduates attained a higher education degree, 42 per cent completed primary or secondary education, while 23 per cent had no education.

Table 4.3 Highest Level of Education of Parents by Sex (per cent)

Highest level of education of parents	Sex		Total
	Male	Female	
a) Highest level of education of father			
Without education	32	32	32
Primary or Secondary	40	43	42
Higher Education	28	25	26
Total	100	100	100
Count	1,629	2,615	4,244
b) Highest level of education of mother			
Without education	28	26	27
Primary or Secondary	47	49	48
Higher Education	25	25	25
Total	100	100	100
Count	1,813	3,125	4,938
c) Highest level of education of both parents			
Without education	24	23	23
Primary or Secondary	41	43	42
Higher Education	35	35	35
Total	100	100	100
Count	1,180	3,258	5,139

National Graduate Survey 2021; Question D6: What was the highest level of education of your father/mother at the time you enrolled in higher/tertiary education?

About 70 per cent of the graduates had a level of education higher than either of their parents (Table 4.4). Only 10 per cent of graduates had a father with a higher education level compared to them, while 8 per cent reported that their mother had a higher level of education than them.

Table 4.4 Educational Mobility Compared to the Education Level of the Father and the Mother (per cent)

	Education Level	
Educational mobility	**Father**	**Mother**
Downwards (graduate has a lower level)	10	8
No mobility (graduate has the same level)	20	21
Upwards (graduate has a higher level)	70	71
Total	100	100
Count	3,974	4,630

National Graduate Survey 2021, Question D6: What was the highest level of education of your father/mother at the time you enrolled in higher/tertiary education? Question F5: What was the level of study that you completed? In case of further studies, the last achieved level was used for the comparison. Question I4: What level of further study have you completed? The comparison of the level of educational attainment of the graduates and their father or mother was used to create the educational mobility indicator.

5. Education and Work before Study

Education and work experience of the respondents were assessed in terms of country of school completion, geographic location (urban/rural), type of high school (public/ private), highest and type of qualification, year of first enrolment, and work experience before entering higher education.

5.1 Country of Secondary School Completion

In line with their nationality status, 97 per cent of graduates completed secondary school in Namibia (Table 5.1).

Table 5.1 Country of High/Secondary School National Certificate by Sex (per cent)

Country of high/secondary school national certificate	Sex		Total
	Male	Female	
Namibia	97	97	97
Other country	3	3	3
Total	100	100	100
Count	2,079	3,712	5,791

National Graduate Survey 2021; Question B1: In which country was your high/secondary school national certificate awarded?

5.2 Geographic Area where Graduates Completed High/Secondary School

The majority (63 per cent) of graduates completed secondary school in urban areas compared to 37 per cent in rural areas (Table 5.2).

Table 5.2 Geographic Location (Urban/ Rural) of School Region by Year of Completion of Study and Sex (per cent)

Kind of school region	Sex		Total
	Male	Female	
Urban	60	64	63
Rural	40	36	37
Total	100	100	100
Count	2,083	3,700	5,783

National Graduate Survey 2021; Question B3: Was your high/secondary school located in urban or rural area?

5.3 Type of Secondary School

The majority (91 per cent) of the graduates completed secondary education in government schools (Table 5.3).

Table 5.3 Type of Secondary School by Sex (per cent)

Type of high/secondary school	Sex		Total
	Male	Female	
Public/Government	91	91	91
Private	8	7	8
Other type of high/secondary school	1	2	1
Total	100	100	100
Count	2,088	3,708	5,796

National Graduate Survey 2021; Question B4: From which type of high/secondary school did you receive your entry qualification for your first enrolment in higher/tertiary education?

5.4 Highest School Qualification

The graduates who entered higher education using their grade 12 certificate obtained an average of 29 points in their grade 12 examination (median). The average of those who entered higher education with grade 10 as a highest qualification was recorded at 33 points (Table 5.4).

There were some differences between male and female students' scores in grade 12. However, there were negligible differences between male and female graduates who left school after completing grade 10.

Table 5.4 Highest School Qualification by Sex (median)

Highest school qualification	Sex		Total
	Male	Female	
Points grade 12			
Median	30.0	28.0	29.0
Count	1,885	3,245	5,130
Points grade 10			
Median	33.0	32.0	33.0
Count	1,317	2,043	3,360

National Graduate Survey 2021; Question B6: What was your highest qualification when you left school? (best six subjects including English)

5.5 Vocational Training before Higher Education

A few graduates (13 per cent) reported that they acquired vocational education before entering higher education programmes (Table 5.5). It is notable that more female graduates (14 per cent) acquired vocational education than male graduates (12 per cent).

Table 5.5 Vocational Training/Post-Secondary School Courses Before Entering Higher/Tertiary Education by Sex (per cent)

Vocational training before entering HE	Sex		Total
	Male	Female	
Yes	12	14	13
No	88	86	87
Total	100	100	100
Count	2,071	3,691	5,762

National Graduate Survey 2021; Question B7: Did you attend any vocational training / post-secondary school courses (NQF Levels 1, 2, 3, 4, and 5) before entering higher/tertiary education (NQF Level 5 and higher)?

When asked to explain the extent of the linkage between the vocational education/post-secondary school courses and the higher education programmes, 56 per cent of the graduates indicated a high degree of linkage whereas 23 per cent stated that the linkage was low or non-existing (Table 5.6). The remaining 21 per cent indicated moderate linkages. Overall, it could be deduced that there was a high extent linkage between prior vocational education and the higher education programmes as represented by an arithmetic mean of 3.6.

Table 5.6 Linkage of Vocational Training/Post-Secondary School Courses and Higher/Tertiary Education Studies by Sex (per cent; arithmetic mean; only graduates with vocational training/post-secondary school courses before entering higher/tertiary education)

Linkage of vocational training / post-secondary school courses	Sex		Total
	Male	Female	
1 Not at all	13	15	14
2	11	8	9
3	23	21	21
4	15	16	16
5 To a very high extent	39	41	40
Total	100	100	100
Count	246	507	753
Recoded values			
High (values 4 and 5)	54	57	56
Medium (value 3)	23	21	21
Low (values 1 and 2)	24	22	23
Arithmetic mean	3.6	3.6	3.6

National Graduate Survey 2021; Question B8: To what extent was your vocational training / post-secondary school courses linked to your higher/tertiary education studies? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

5.6 Work Experience

Work experience before enrolment presents added advantages to students' prospects of being employed after completion of studies as some of them may remain with or return to their employment.

In total, 29 per cent of the respondents reported that they had work experience before they enrolled in the HE programmes (Table 5.7).

Table 5.7 Work Experience before Enrolment in Higher/Tertiary Education by Sex (per cent)

Work experience before enrolment in HE	Sex		Total
	Male	Female	
Yes	31	28	29
No	69	72	71
Total	100	100	100
Count	2,077	3,689	5,766

National Graduate Survey 2021; Question B9: Did you acquire any working experience before your enrolment in higher/tertiary education?

The majority of graduates who were employed before enrolment (93 per cent) were in full-time employment, five or more days per week (Table 5.8).

Table 5.8 Working Days per Week by Sex (per cent; only graduates with work experience before study)

Working days per week	Sex		Total
	Male	Female	
One day	1	0	0
Two days	2	1	1
Three days	3	3	3
Four days	2	2	2
Five days	67	72	70
Six days	13	10	11
Seven days	13	11	12
Total	100	100	100
Count	650	1,034	1,684

National Graduate Survey 2021; Question B10: How many full days did you work per week?

6. Factors Influencing Higher Education Choices and Learning Outcomes

Learning outcomes are results of choices made by graduates at the commencement of their studies. The choices of HEIs and programmes are influenced by various factors. The speed at which the learning outcomes are attained can be influenced by different factors. It is important to understand those factors as they have implications on the planning of higher education, both at institutional and national levels.

Factors considered in the National Graduate Survey included:

- Selection criteria for study programme;
- Selection criteria for HEI;
- Study duration;
- Reasons for prolonging studies;
- Mode of study; and
- Level of study programme.

6.1 Selection Criteria for Study Programme

Overall, the majority of graduates (77 per cent) entered the study programmes using grades achieved in secondary school (Table 6.1).

Graduates who entered their study programme through special entry examination (mature age entry) were mainly older graduates. This was stated by 29 per cent of the graduates who were 34 years old and above at the time of the survey.

Table 6.1 Selection Criterion for Entry to the Study Programme by Age (per cent)

Selection criterion for entry to the study programme	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Grades achieved in secondary school	97	79	44	77
Results of special entry exams (mature entry)	1	6	29	10
Other	2	15	26	13
Total	100	100	100	100
Count	2,185	1,667	1,385	5,237

National Graduate Survey 2021; Question F1: Which selection criterion was used for your entry to the study programme that you completed in 2017 or 2018? Refer to your answer in Question A1.

6.2 Selection Criteria for Higher Education Institution

In addition to the selection criteria for the study programme, graduates were also asked to rank the importance of factors that influenced their choice for the HEI. Social factors (such as closeness to home; attractiveness of town/suburb/region; and availability of quality accommodation on or off campus) appeared to be less important in the choice of the institution, which scored average (scale of 3) or below (Table 6.2).

On the contrary, academic factors such as reputation/image of the HEI/campus, practical emphasis of the study programme, provision of area of specialisation and admission standards, and prior grades played a major role in influencing the choice of the HEI, scoring an average of 4 and above (Table 6.2). Meaning, they were either important or very important. This implies that the choice of the HEI is depended on the performance of the institution.

Table 6.2 Importance of Factors in Choosing the Higher/Tertiary Education Institution by Age (arithmetic mean)

Importance of factors	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Reputation/image of the higher education institution/campus	4.2	4.2	4.2	4.2
Practical emphasis of the study programme	4.2	4.2	4.3	4.2
Admission standards and prior grades	4.2	4.2	4.1	4.2
Provision of area of specialisation	4.1	4.1	4.2	4.1
Availability of scholarship/loan/grants at the HEI	4.1	3.8	3.2	3.8
Advise by parents/relatives/friends	3.6	3.6	3.3	3.5
Availability of accommodation on or off campus	3.6	3.2	2.6	3.2
Availability of quality accommodation on or off campus	3.3	2.9	2.5	3.0
Closeness to home	2.7	2.8	3.0	2.8
Attractiveness of town/suburb/region	2.7	2.7	2.5	2.7
Count	2,198	1,687	1,395	5,280

National Graduate Survey 2021; Question F3: How important were the following factors in choosing the higher/tertiary education institution where you completed your study programme? Scale of answers from 1 = 'Not at all important' to 5 = 'Very important'.

6.3 Study Duration

The graduates were asked if they completed studies in the minimum required period. The majority (73 per cent) of respondents reported that they completed their studies on time. It appears that the younger graduates (up to 27 years) tend to complete their studies in the minimum required period more than the older graduates.

Twenty-one per cent of graduates aged 27 or below did not complete their studies in the minimum required period compared to 32 per cent in the age group 28 to 33 and 28 per cent in the age group 34 and older.

Table 6.3 Completion of the Study Programme in the Minimum Required Period of Time by Age at the Time of the Survey 2021 (per cent)

Completion in the minimum required period of time	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Yes	79	68	72	73
No	21	32	28	27
Total	100	100	100	100
Count	2,197	1,690	1,398	5,285

National Graduate Survey 2021; Question F11: Did you complete the study programme in the minimum required period of time?

6.4 Reasons for Prolongation of Studies

The graduates who did not complete their studies on time were probed to indicate the reasons for the delays. When the reasons for prolongation of study were analysed by age group, the top four reasons include (Table 6.4a):

- failure of examinations (63 per cent),
- financial challenges/difficulties (29 per cent),
- work commitments (19 per cent), and
- family matters (16 per cent).

Generally, the younger graduates were more likely to prolong their studies due to “failed examination” while the older graduates prolonged studies due to “work commitments”.

Table 6.4a Reasons for Prolongation of Study by Age at the Time of the Survey 2021 (per cent; multiple responses; only graduates with prolongation of study)

Reasons for prolongation of study	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Failed examinations	76	65	46	63
Financial challenges/difficulties	19	33	38	29
Work commitments	4	17	40	19
Family matters	15	18	19	17
Slow/difficulty in writing thesis/dissertation	3	7	9	6
Health problems/challenges	6	7	6	6
Change of course	4	6	2	4
Long duration of research	2	4	6	4
Change of subject or major	3	3	2	3
Other	6	6	13	8
Sum of responses (per cent)	139	164	180	160
Count of respondents (n)	473	538	397	1,408

National Graduate Survey 2021; Question F12: Which of the following reasons caused the delay? Multiple answers possible

The two public HEIs (UNAM and NUST) recorded the highest percentage of “failed Examinations”, while within the private space, more graduates prolonged studies because of “Financial challenges/difficulties”. However, IOL students are fully funded through private student loans and they are, therefore, likely to have low financial challenges/difficulties (Table 6.4b).

Table 6.4b Reasons for Prolongation of Study by Institution of Higher Education (per cent; multiple responses; only graduates with prolongation of study)

Reasons for prolongation of study	Name of the institution				Total
	UNAM	NUST	IUM	IOL	
Failed examinations	65	63	38	33	63
Financial challenges/difficulties	21	36	41	27	30
Work commitments	11	26	19	40	19
Family matters	16	20	14	7	18
Slow/difficulty in writing thesis/dissertation	7	6	8	7	6
Health problems/challenges	6	7	8	7	6
Change of course	5	3	3	0	4
Long duration of research	5	3	8	0	4
Change of subject or major	3	3	0	7	3
Other	9	7	3	13	8
Sum of responses (per cent)	146	173	141	140	160
Count of respondents (n)	632	736	37	15	1,420

National Graduate Survey 2021; Question F12: Which of the following reasons caused the delay? Multiple answers possible

Graduates from Agriculture Field of learning were likely to prolong their studies due to "Failed examinations" and "Change of course". Graduates from the STEM fields were less likely to prolong their studies due to "Financial challenges/difficulties" than non-STEM fields (Table 6.4c).

Table 6.4c Reasons for Prolongation of Study by Field of Learning (per cent; multiple responses; only graduates with prolongation of study)

Reasons for prolongation of study	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Failed examinations	71	65	52	51	64	59	59	66	66	65	63
Financial challenges/difficulties	27	35	38	23	23	34	21	14	26	14	29
Work commitments	4	23	21	16	17	24	21	7	21	12	19
Family matters	14	19	31	12	21	21	7	18	13	14	18
Slow/difficulty in writing thesis/dissertation	7	5	7	8	7	4	10	8	7	12	6
Health problems/challenges	8	6	0	6	10	7	3	12	3	14	6
Change of course	11	4	3	5	5	4	0	1	6	0	4
Long duration of research	6	2	3	8	5	2	0	8	3	5	4
Change of subject or major	1	2	3	3	3	3	0	0	6	2	3
Other	6	7	7	16	8	5	0	8	8	14	8
Sum of responses (per cent)	154	168	166	148	162	163	121	142	158	151	160
Count of respondents (n)	85	596	29	153	101	164	29	73	119	43	1,392

National Graduate Survey 2021; Question F12: Which of the following reasons caused the delay? Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man – Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; and Oth – Other

6.5 Mode of Study

It is important to analyse the mode of study as it has the potential of influencing the speed of completion of study and employment uptake. Table 6.5 shows that the full-time mode of study was attended by most of the graduates (65 per cent). However, while this was true for the younger age groups (33 years and below), the older group (69 per cent) opted for part-time and distance modes of study.

Table 6.5 Mode of Study by Age at the Time of the Survey 2021 (per cent)

Mode of study	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Full-time	90	63	29	65
Part-time	7	22	35	19
Distance	3	14	34	15
Other	0	1	2	1
Total	100	100	100	100
Count	2,199	1,685	1,401	5,285

National Graduate Survey 2021; Question F9: Through which mode of study did you complete your study programme?

6.6 Level of Study Programme

The survey respondents graduated with qualifications at the Certificate, Diploma, Bachelor, Masters and PhD levels. The majority of respondents (66 per cent) either graduated with a Bachelor (27 per cent) or Honours degree (39 per cent) (Table 6.6).

Table 6.6 Level of Study by Age at the Time of the Survey 2021 (per cent)

Level of study	Age at the time of the survey			Total
	Up to 27	28-33	34 and older	
PhD	0	0	0	0
Masters	0	4	10	4
Honours	43	43	26	39
Bachelor	30	29	21	27
Post-graduate diploma	1	4	8	4
Post-graduate certificate	0	1	1	1
Diploma	21	16	27	21
Certificate	4	4	6	5
Short courses	0	0	0	0
Other	0	0	0	0
Total	100	100	100	100
Count	2,185	1,681	1,400	5,266

National Graduate Survey 2021; Question F5: What was the level of study that you completed?

7. University Services - Study Conditions and Provisions

One of the key objectives of graduate tracer studies is to obtain feedback from the graduates regarding the study conditions and provisions. Sometimes, it is argued that such direct evaluation of study elements of the graduates who already have some real experience on the labour market and work would allow a better picture than what was usually obtained with similar evaluations provided by students.

7.1 Study Conditions and Provisions

Two questions (with 19 aspects) were used to measure study conditions and provisions, namely:

- "How would you rate the study conditions you experienced at your institution?", (with 13 aspects); and
- "How would you rate the following study provisions at your institution?", (with 6 aspects).

In both questions, a 5-point scale with answers varying from 1 = "very bad" to 5 = "very good" was used.

With the help of exploratory factor analysis[2], four dimensions of study conditions and provisions were used to create four index variables for further analysis. The indices included:

- Teaching quality,
- Physical study conditions,
- Learning provisions, and
- Specific service facilities.

The reliability of the four dimensions were analysed with Cronbach's alpha. The results showed that the reliability of the measured dimensions was sufficient with high results of 0.88 for the first dimension, 0.83 for the second, 0.77 for the third, and 0.79 for the fourth dimension (Table 7.1).

[2] Principal component analysis was performed. Rotation method: Varimax with Kaiser normalisation.

Table 7.1 Dimensions of Study Conditions and Provisions (Loadings of the rotated component matrix and Cronbach's alpha)

Dimensions and Related Items	Loading
1. Quality of Teaching	
Motivation offered to help in your studies	0.756
Opportunity for consultation with teaching staff	0.729
Teaching quality (methods) of lecturers	0.714
Teaching/grading system	0.691
Conducting research/dissertation/research paper	0.682
Chances for students to have an influence on HEI policies	0.591
Contacts with fellow students	0.558
Internship programme / field course / practicals	0.552
Quality of technical equipment	0.507
2. Physical Study Conditions	
Quality of buildings	0.824
Quality of classroom learning	0.785
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	0.592
Quality of technical equipment	0.527
3. Specific Service Facilities	
Medical facilities	0.749
HEI scholarships/bursaries	0.722
Catering facilities on the campus	0.689
Student recreational facilities on campus	0.553
4. Learning Provisions	
Stocking of the library	0.689
Learning modules	0.672
Variety of subjects offered	0.576

Reliability of the index variables	Cronbach's alpha
1. Quality of Teaching (index)	0.88
2. Physical Study Conditions (index)	0.83
3. Specific Service Facilities (index)	0.77
4. Learning Provisions (index)	0.79

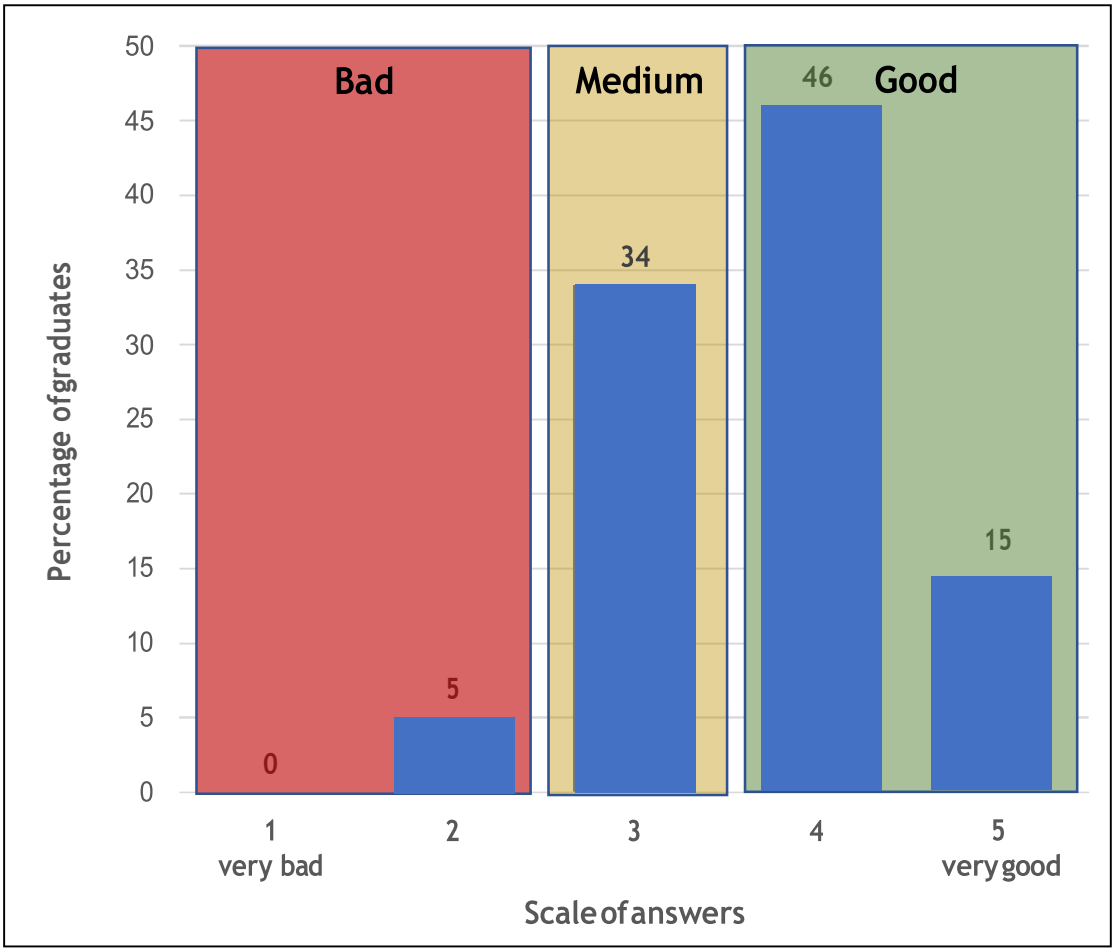
National Graduate Survey 2021, Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.
Note: Main component analysis. Only component loadings higher than 0.500 are documented.

To obtain a precise comprehensive view of the results, the average of the four index variables was calculated. The results were relatively positive. Most of the graduates were satisfied with the study conditions and provisions they experienced at their HEIs: the ratings of the different aspects are mostly between 3 and 4 on the 5-point scale

(Figure 7.1). Since the value 5 has the meaning of "very good", the retrospective ratings of the graduates can be interpreted as "good". The study conditions and provisions were rated as 3.7 on average.

Furthermore, Figure 7.1 shows the distribution of the rating based on the average of the four index variables, which was rounded to revert to the original 5-point scale. Only 7 per cent of the graduates evaluated the study conditions and provisions at their respective HEI as "bad". The majority (61 per cent) reported that the study conditions and provisions were "good". It should, however, be noted that a rather large group (34 per cent) voted for a moderate rating and was indecisive between "good" and "bad".

Figure 7.1 Summary of the Rating of Study Conditions and Provisions (per cent; mean of index variables)



National Graduate Survey 2021; Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

The differences between the index variables and the single items as well as the differences in the ratings of groups of graduates were analysed to establish the extent

to which the ratings of the study conditions and provisions can be explained by the institution attended, the field of study, gender, age and other background variables.

Table 7.2 shows that the "learning provisions" (4.0) scored the best evaluation (arithmetic mean: 4.0) followed by the "physical study conditions" (3.9) and the "teaching quality" (3.8). The "specific service facilities" which include medical and catering facilities received the lowest ratings (3.2).

There were clear distinctions among the four HEIs. NUST received the best evaluation in three of the four dimensions: NUST graduates rated especially the "physical study conditions" such as the availability of technical equipment and "learning provisions" (for example, stocking of the library) as "good" and much better than the graduates from the other three HEIs.

The "quality of teaching" was rated best by IUM graduates (4.0) followed by NUST (3.9), IOL (3.8) and UNAM (3.6). Remarkable big differences between the HEIs are visible regarding the "opportunity for consultation with teaching staff". This aspect of teaching quality was rated best by the IUM graduates (4.2) and second best by the NUST graduates (4.1). The evaluation of "internship programme / field course / practical" yielded the lowest rating among the aspect of "teaching quality" (an average of 3.3).

There were mixed results within the "specific service facilities" with relatively low scores for medical facilities at IOL (2.3), IUM (2.7) and UNAM (2.9) compared to 3.2 at NUST. IOL graduates indicated less satisfaction with the availability of scholarships/bursaries, (an average of 2.7) in comparison to UNAM (2.9), NUST (3.1) and IUM (3.2).

The relatively low rating of the provision of internship as a teaching aspect; the quality of technical equipment and provision of student recreational facilities under the physical study conditions category as well as the entire specific services facilities require urgent attention by the HEIs. If left unattended, it might have adverse effects on student success.

Table 7.2 Rating of Study Conditions and Provisions by HEI (arithmetic mean)

Study conditions and provisions	Name of the HEI				Total
	UNAM	NUST	IUM	IOL	
1. Teaching quality	**3.6**	**3.9**	**4.0**	**3.8**	**3.8**
Opportunity for consultation with teaching staff	3.8	4.1	4.2	3.8	4.0
Motivation offered to help in your studies	3.6	3.9	4.1	3.9	3.8
Conducting research/dissertation/research paper	3.6	3.8	4.0	3.6	3.7
Teaching quality (methods) of lecturers	3.8	4.1	4.2	3.7	3.9
Teaching/grading system	3.8	4.0	4.0	3.9	3.9
Internship programme / field course / practicals	3.1	3.6	3.1	3.9	3.3
Contacts with fellow students	4.2	4.3	4.4	4.1	4.2
Chances for students to have an influence on HEI policies	3.3	3.4	3.7	3.8	3.4
Quality of technical equipment	3.4	3.8	3.5	3.6	3.6
2. Physical study conditions	**3.7**	**4.1**	**3.9**	**3.6**	**3.9**
Quality of buildings	4.0	4.3	4.3	4.0	4.1
Quality of classroom learning	3.9	4.2	4.2	3.5	4.0
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	3.5	4.0	3.6	3.4	3.7
Quality of technical equipment	3.4	3.8	3.5	3.6	3.6
3. Specific service facilities	**3.2**	**3.3**	**3.1**	**2.6**	**3.2**
Medical facilities	2.9	3.2	2.7	2.3	3.0
Higher education institution scholarships/bursaries	2.9	3.1	3.2	2.7	3.0
Catering facilities on the campus	3.3	3.4	3.1	2.6	3.3
Student recreational facilities on campus	3.5	3.3	3.4	3.0	3.4
4. Learning provisions	**3.8**	**4.2**	**4.0**	**3.9**	**4.0**
Stocking of the library	3.8	4.2	3.9	3.2	4.0
Learning modules	3.8	4.1	3.9	4.2	4.0
Variety of subjects offered	3.9	4.2	4.1	4.3	4.0
Total study conditions	3.6	3.9	3.7	3.5	3.7
Count	2,553	1,947	507	185	5,192

National Graduate Survey 2021; Question G1: How would you rate the study conditions you experienced at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

In addition to comparisons among the HEIs, it is also important to examine the differences by field of learning. Table 7.3 shows below-average rating of all the study provisions and conditions by graduates from the Law field of learning. The concern here is the low rating for teaching quality (3.5) compared to 3.8 by all graduates, and the aspect "internship programme / field course / practical sessions" (2.5 compared to 3.3 of all graduates). When compared to the fields of Education and Health which are also practical based, the low rating in the Law field of learning is a cause of concern. Graduates from the Business (2.9) and Science fields (2.9) also rated the "internship programme / field course / practical sessions" aspect relatively low.

Table 7.3 Rating of Study Conditions and Provisions by Field of Learning (arithmetic mean)

Study conditions and provisions	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1. Teaching quality	**3.9**	**3.7**	**4.0**	**3.8**	**3.7**	**3.7**	**3.5**	**4.0**	**3.7**	**3.7**	**3.8**
Opportunity for consultation with teaching staff	4.2	3.9	4.2	3.8	4.1	3.9	3.7	4.2	4.0	4.1	4.0
Motivation offered to help in your studies	3.9	3.8	4.0	3.8	3.8	3.7	3.5	4.0	3.6	3.7	3.8
Conducting research / dissertation / research paper	4.3	3.7	3.9	3.7	3.8	3.7	3.6	3.9	3.7	3.7	3.7
Teaching quality (methods) of lecturers	4.0	4.0	4.2	3.8	4.0	4.0	3.6	4.1	3.9	3.8	3.9
Teaching/grading system	4.0	3.9	4.2	3.9	3.9	3.9	3.6	4.1	3.9	3.7	3.9
Internship programme / field course / practicals	3.9	2.9	3.7	3.9	3.2	3.1	2.5	3.8	2.9	3.3	3.3
Contacts with fellow students	4.4	4.2	4.3	4.3	4.2	4.1	4.1	4.4	4.2	4.2	4.2
Chances for students to have an influence on higher education institution policies	3.2	3.4	3.5	3.7	3.2	3.2	3.1	3.5	3.2	3.0	3.4
Quality of technical equipment	3.5	3.5	3.8	3.6	3.6	3.5	3.2	3.9	3.6	3.5	3.6
2. Physical study conditions	**3.8**	**3.8**	**4.1**	**3.8**	**3.9**	**3.8**	**3.5**	**4.1**	**3.9**	**3.9**	**3.9**
Quality of buildings	4.0	4.1	4.4	4.1	4.2	4.1	3.8	4.3	4.1	4.1	4.1
Quality of classroom learning	4.0	4.1	4.4	4.0	4.1	4.0	3.7	4.2	4.0	4.1	4.0
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	3.5	3.7	3.8	3.7	3.7	3.6	3.2	3.9	3.8	3.7	3.7
Quality of technical equipment	3.5	3.5	3.8	3.6	3.6	3.5	3.2	3.9	3.6	3.5	3.6
3. Specific service facilities	**2.9**	**3.3**	**3.2**	**3.2**	**3.1**	**3.2**	**2.9**	**3.3**	**3.1**	**2.9**	**3.2**
Medical facilities	2.6	3.1	3.2	2.7	3.0	3.1	2.8	3.3	3.0	2.9	3.0
HEI scholarships/bursaries	3.0	3.1	2.9	3.1	2.9	2.9	2.8	3.2	3.0	2.7	3.0
Catering facilities on the campus	3.1	3.4	3.3	3.3	3.3	3.3	3.1	3.3	3.2	3.0	3.3
Student recreational facilities on campus	3.1	3.5	3.3	3.5	3.0	3.5	3.2	3.5	3.2	3.0	3.4
4. Learning provisions	**4.0**	**4.0**	**4.2**	**3.9**	**4.0**	**4.0**	**3.7**	**4.1**	**4.0**	**3.8**	**4.0**
Stocking of the library	4.0	4.0	4.1	3.7	4.1	3.9	3.7	4.1	4.1	3.9	4.0
Learning modules	3.9	4.0	4.2	3.8	3.9	3.9	3.8	4.1	4.0	3.9	4.0
Variety of subjects offered	4.0	4.1	4.1	4.0	3.9	4.0	3.8	4.1	4.0	3.8	4.0
Total study conditions	3.7	3.7	3.8	3.7	3.7	3.7	3.4	3.9	3.7	3.6	3.7
Count	291	1,745	131	974	295	517	199	450	306	149	5,057

National Graduate Survey 2021; Question G1: How would you rate the study conditions you experienced at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

7.2 Other Variables Influencing Study Conditions and Provisions

In addition to the HEI and field of learning, there might be other variables, which could explain the evaluation of study conditions and provisions. Sex is often seen as an important variable, because male and female graduates might have had different study experiences and expectations. The age of the students should also be taken into account. Older students might be more mature and could have a different pathway to higher education. Additionally, the nationality and country of birth of the graduates could be relevant. The school background in the urban or rural area could also provide meaning to the evaluation of study conditions and provisions. Different educational backgrounds might affect the perception of the graduates who attended vocational training/post-secondary school courses or worked before entering higher education. Finally, the educational background of the parents could influence the expectations of students and the evaluation of study conditions. The different modes of study, namely full-time, part-time and distance, could have also influenced ratings of study conditions and provisions.

Table 7.4 presents the results of multiple regression analyses of the effects of the different variables. The four dimensions (index variables) of the study conditions and provisions together with the overall rating (mean) were used as dependent variables. The significant standardised regression coefficients are marked in the table as (*). These coefficients measure the net effect of a variable while the other variables in the model are controlled (held constant). It is evident from Table 7.4 that most of the variables are significant though most of the effects are rather minimal.

Table 7.4 **The Relevance of Individual Background and Study Experiance for the Rating of Study Conditions and Provisions (Ordinary Least Square standardised regression coefficients; beta)**

	Study conditions and provisions									
	Overall study conditions		Quality of teaching		Physical study conditions		Specific service facilities		Learning provisions	
Independent variables	**Beta**	**Sig.**	**Beta**	**Sig.**	**Beta**	**Sig.**	**Beta**	**Sig.**	**Beta**	**Sig.**
Male (1=yes)	.011	ns	.028	ns	.006	ns	-.015	ns	.023	ns
Age at the time of the survey 2021	.058	*	.089	*	.053	*	.000	ns	.041	*
Academic background (1=yes)	-.062	*	-.063	*	-.052	*	-.052	*	-.041	*
Namibian nationality (1=yes)	-.006	ns	.005	ns	-.001	ns	.020	ns	-.024	ns
Born in Namibia (1=yes)	.013	ns	-.010	ns	.016	ns	.018	ns	.003	ns
Rural area (1=yes)	.061	*	.060	*	.056	*	.054	*	.039	*
VET before HE (1=yes)	-.006	ns	.008	ns	.001	ns	-.006	ns	-.018	ns
Study in the minimum required time (1=yes)	.078	*	.143	*	.059	*	.029	ns	.038	*
Mode of study (ref. = full-time)										
Part-time study	-.016	ns	-.024	ns	.002	ns	-.032	ns	.000	ns
Distance study	-.123	*	-.166	*	-.045	*	-.096	*	-.076	*
Further studies completed or current study (1=yes)	-.035	*	-.049	*	-.047	*	-.023	ns	-.008	ns
Higher Education Institution (ref. = NUST)										
UNAM	-.212	*	-.222	*	-.220	*	-.106	*	-.204	*
IUM	-.080	*	-.017	ns	-.076	*	-.099	*	-.099	*
IOL	-.087	*	-.025	ns	-.106	*	-.123	*	-.038	*
Qualification level (ref. = Bachelor)										
Diploma/certificate	.054	*	.035	ns	.050	*	.071	*	.021	ns
Honours	-.007	ns	-.003	ns	-.024	ns	.008	ns	-.021	ns
Masters	-.043	*	-.044	*	-.047	*	-.025	ns	-.041	ns
Field of study (ref. = Health)										
Agri	-.045	*	.028	ns	-.056	*	-.093	*	-.021	ns
Busi	-.031	ns	-.104	*	-.060	*	.016	ns	-.012	ns
Lang	-.006	ns	.005	ns	.000	ns	-.019	ns	.001	ns
Edu	-.034	ns	.015	ns	-.022	ns	-.009	ns	-.048	*
Man	-.069	*	-.075	*	-.061	*	-.062	*	-.055	*
Soc	-.025	ns	-.048	*	-.035	ns	-.007	ns	-.024	ns
Law	-.070	*	-.082	*	-.077	*	-.044	*	-.057	*
Sci	-.043	*	-.071	*	-.040	*	-.040	*	-.018	ns
Oth	-.060	*	-.046	*	-.034	ns	-.072	*	-.055	*
R Squared (per cent)	**7**	*****	**12**	*****	**7**	*****	**5**	*****	**6**	*****

Significant ($p < 0.05$) beta coefficients are marked with * and the non-significant coefficients with ns.
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

The following variables were found relevant for the evaluation of the study conditions and provisions:

- Sex: very little differences between male and female graduates;
- Age: the study conditions and provisions were rated better by older graduates;
- Academic background: the study conditions and provisions were rated better by graduates with non-academic background;
- Nationality and country of birth has no effect on the ratings;
- Graduates who completed secondary school in rural area gave a better rating;
- Vocational training or a post-secondary school course before the course of study has no significant effect;
- Mode of study: distance education is associated with a more critical view of the study conditions and provisions of the graduates;
- Graduates with further studies completed or current further studies are slightly more critical with the study conditions;
- Graduates who completed their study programme in the minimum required period of time are more satisfied with most dimensions of study conditions and provisions;
- Higher Education Institution: the HEI attended seems to be relevant for the rating of the study conditions and provisions. Unlike NUST graduates, UNAM, IUM and IOL graduates rated almost all dimensions lower;
- Qualification level: Graduates who completed their studies with a lower qualification (Certificates or Diploma) were more satisfied than Bachelor's degree holders with most dimensions of study conditions and provisions; Masters graduates were less satisfied than Bachelor's degree holders with regard to some study conditions and provisions.
- Field of learning: For education, language and social studies fields of learning, there was no significant difference in the rating compared to health as the reference category. However, manufacturing and law graduates gave much lower rating of their study conditions and provisions compared to health.

In summary specific factors that seem to have an influence on the graduates' perception include: the mode of study; previous qualifications; the HEI attended; Qualification Type obtained; and the field of learning. This observation calls for deeper investigation.

8. Further Study

Graduates may choose to study further for various reasons. These include the interest in the subject, career prospects or a need to have self-confidence and analytical skills in the subject. The HEIs and programmes of further study selected are based on various factors. It is important to understand these relationships to better plan for postgraduate studies as well as for the benefits of labour market information.

8.1 Further Study/Training

The main measure of further studies involved asking respondents whether they were registered for another qualification at a HEI between completion of their studies (in 2017 and 2018) and the survey. This would usually include undergraduates proceeding straight with a higher qualification (such as postgraduate degree).

Table 8.1 shows that 27 per cent of the respondents completed a further study programme in the period 2017 to 2018.

Table 8.1 Further Studies Completed by Year of Completion of Study (per cent)

Further studies completed	Year of completion of study 2017	2018	Total
Yes	32	23	27
No	68	77	73
Total	100	100	100
Count	1,739	3,144	4,883

National Graduate Survey 2021; Question I1: Did you already complete a further studies programme after completing your study programme in 2017 or 2018? Please refer to your answer in question A1.

8.2 Reasons for Pursuing Further Studies

Graduates who were engaged in further studies between 2017 and 2018 ranked “enhancing career” (59 per cent), “acquiring new skills” (47 per cent), and “updating knowledge” (47 per cent) as the main reasons for pursuing further studies (Table 8.2). They also indicated that unemployment (34 per cent) had a reasonable effect on engaging in further studies.

Table 8.2 Reasons for Engaging in Further Studies by Institution of Higher Education (per cent; multiple responses; Only graduates with further studies)

Reasons for engaging in further studies	Name of the HEI				Total
	UNAM	NUST	IUM	IOL	
Enhancing career	54	65	48	54	59
Updating knowledge	41	51	45	51	47
Acquiring new skills	44	50	43	46	47
Could not find employment	38	31	44	17	34
For promotion	12	16	8	28	14
Other reasons	1	2	1	1	2
Sum of responses (per cent)	191	215	190	197	202
Count of respondents (n)	576	707	155	72	1,510

National Graduate Survey 2021; Question I2: What was your reason for engaging in further studies? Multiple answers possible

Prospects for “enhancing career” was mainly cited as a reason for engaging in further study by graduates in the field of Manufacturing, Law, Health and Science (Table 8.3). "Acquiring new skills" was also cited as the main reason for pursuing further study by graduates from Science, Law, Manufacturing and Others as an important reason for further studies. The reason “could not find employment’’ was cited mostly by graduates in the fields of Agriculture, Others, Science, Language and Social sciences.

Table 8.3 Reasons for Engaging in Further Studies by Field of Learning (per cent; multiple responses; only graduates with further studies)

Reasons for engaging in further studies	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Enhancing career	50	59	58	50	71	58	66	65	64	63	59
Updating knowledge	49	47	42	48	50	45	36	53	47	42	47
Acquiring new skills	47	44	48	44	51	49	52	48	59	52	47
Could not find employment	59	33	39	30	27	38	21	20	40	58	34
For promotion	8	14	6	19	16	19	19	12	12	0	15
Other reasons	1	1	3	2	5	1	5	2	1	0	2
Sum of responses (per cent)	214	198	197	193	220	211	198	200	223	215	203
Count of respondents (n)	86	550	33	244	86	161	58	101	102	52	1,473

National Graduate Survey 2021; Question I2: What was your reason for engaging in further studies? Multiple answers possible.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Man - Manufacturing; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

8.3 Level of Further Studies Completed

Of the graduates who completed further studies after the initial qualification obtained in 2017/18, 31 per cent completed a postgraduate qualification (PhD, Masters, Postgraduate Certificate/Diploma). In addition, Honours degree was the most popular qualification of further studies recorded at 41 per cent (Table 8.4).

Table 8.4 Level of completed further study by Gender (per cent; multiple responses; only graduates with completed further studies)

Level of completed further study	Sex		Total
	Male	Female	
PhD	1	1	1
Masters	16	14	15
Honours	38	42	41
Bachelor	20	16	17
Post-graduate diploma	13	12	12
Post-graduate certificate	3	2	3
Diploma	10	13	12
Certificate	12	11	11
Short courses	4	5	5
Other	2	2	2
Sum of responses (per cent)	120	118	119
Count of respondents (n)	505	956	1,461

National Graduate Survey 2021; Question I4: What level of further study have you completed? Multiple answers possible

8.4 Linkage Between the Field of Further Study and the Initial Field

There is a strong link (83 per cent for values 4 and 5) between the fields of further study and the initial fields (Table 8.5). All the fields of learning displayed relatively strong links (more than 83 per cent at high values).

Table 8.5 Linkage between the Field of Further Study and the Field that was Completed before by Field of Learning (per cent; arithmetic mean; only graduates with completed further studies)

Linkage between the field of further study and the field that was completed before	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 Not at all	9	5	3	5	4	10	2	2	4	6	5
2	2	3	3	0	3	4	2	4	3	2	3
3	7	9	3	7	8	12	6	6	9	18	9
4	16	14	15	26	12	12	10	17	19	14	16
5 To a very high extent	66	69	76	62	73	62	80	71	65	59	67
Total	100	100	100	100	100	100	100	100	100	100	100
Count	82	509	33	203	75	145	51	83	91	49	1,321
Recoded values											
High (values 4 and 5)	82	83	91	88	85	74	90	88	84	73	83
Medium (value 3)	7	9	3	7	8	12	6	6	9	18	9
Low (values 1 and 2)	11	8	6	5	7	14	4	6	8	8	8
Arithmetic mean	4.3	4.4	4.6	4.4	4.5	4.1	4.6	4.5	4.4	4.2	4.4

National Graduate Survey 2021; Question I9: To what extent is the field of your further studies linked to the field that you graduated in? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

8.5 Institution of Further Study Completed

Out of 1,334 graduates who completed further studies, the majority (37 per cent) studied at NUST, 26 per cent at UNAM, 14 per cent at IUM and 4 per cent at IOL (Table 8.6). Nineteen (19) per cent of the graduates pursued further studies at "Other institutions" mainly outside the country.

Table 8.6 Institution of Further Study Completed by Qualification Type (per cent; only graduates with completed further studies)

HEI of completed further study	Qualification Type						Total
	Cert/Dipl	Bachelor	Hon	Post Cert/Dip.	MA	PhD	
NAMCOL	2	1	0	0	2	0	1
NUST	22	61	31	20	15	0	37
UNAM	44	8	24	27	40	50	26
African Leadership Institute	0	0	0	0	0	0	0
Headstart Montessori	0	0	0	2	0	0	0
Institute of Bankers	0	0	0	0	0	0	0
IOL	9	0	1	9	0	0	4
IUM	12	11	18	9	11	0	14
Triumphant College	0	0	0	0	0	0	0
Welwitchia HTC	1	0	0	0	0	0	0
Other institutions	9	18	25	33	32	50	19
Total	100	100	100	100	100	100	100
Count	384	411	424	66	47	2	1,334

National Graduate Survey 2021; Question I10: At which institution have you done your further studies?

8.6 Mode of Further Study

Overall, the mode of further study undertaken by the graduates varied from part-time (35 per cent), full-time (33 per cent), to distance (27 per cent). Graduates who pursued further studies at Diploma level through distance mode ranked second (39 per cent) in contrast of the order observed under other qualification types (Table 8.7).

"Other" modes of study included block release, blended e-learning and contact classes.

Table 8.7 Mode of Further Study by Level of Qualification (per cent; only graduates with completed further studies)

Mode of further study	Qualification Type						Total
	Dipl	Bachelor	Hon	Post Dipl/Cert	MA	PhD	
Full-time	42	27	33	25	41	0	33
Part-time	17	49	39	37	28	50	35
Distance	39	20	22	29	15	50	27
Other	2	4	6	9	15	0	5
Total	100	100	100	100	100	100	100
Count	386	407	420	65	46	2	1,326

National Graduate Survey 2021; Question I12: What was the mode of your further study?

8.7 Duration of Further Study Programme

The average (median) duration of further study programme was 24 months (Table 8.8). The duration was longer for a Diploma at a median of 24 months than for a Bachelor's degree (12 months).

Table 8.8 Duration of Completed Further Study Programme by Qualification Type (per cent; only graduates with completed further studies)

Duration of further study programme (months)	Qualification Type						Total
	Dipl	Bachelor	Hon	Post Dipl/ Cert	MA	PhD	
Median (months)	24	12	24	12	24	24	24
Count	383	409	419	66	46	2	1,32

National Graduate Survey 2021; Question I14: What was the duration of your further study programme?
*certificate/diploma includes the postgraduate qualifications.

8.8 Level of Current Further Study

In addition to those who completed further studies, some graduates were still pursuing further studies at the time of the survey. Majority of further study graduates were pursuing Masters (28 per cent) and Honours (32 per cent) degrees (Table 8.9). The total proportion for the Bachelor's/Honours degrees was 46 per cent and 41 per cent for all Postgraduate qualifications. However, the proportion of ordinary Diplomas and Certificates was relatively low (12 per cent), a confirmation that further studies were more focused on deepening the knowledge rather than broadening it.

Table 8.9 Level of Current Further Study by Field of Learning (per cent; multiple responses; only graduates who are currently studying)

Level of current further studies	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
PhD	2	1	5	3	5	3	1	11	5	4	3
Masters	28	26	29	28	40	24	19	33	34	40	28
Honours	39	36	42	35	19	30	31	16	31	28	32
Bachelor	13	15	7	12	20	19	13	9	9	13	14
Post-graduate diploma	10	8	13	3	4	8	7	16	13	9	8
Post-graduate certificate	0	1	0	4	2	0	8	2	1	2	2
Diploma	7	10	2	10	2	12	8	8	1	2	8
Certificate	3	2	0	6	6	3	8	3	6	2	4
Short courses	4	2	0	2	8	3	2	2	6	0	3
Other	0	2	2	1	3	1	8	1	1	0	2
Sum of responses (per cent)	105	103	100	103	109	103	104	102	106	100	104
Count of respondents (n)	133	607	55	240	100	180	106	122	123	47	1,713

National Graduate Survey 2021; Question J2: What level of further study are you undertaking? Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

There were no major differences between male and female graduates regarding the level of current further study (Table 8.10).

Table 8.10 Level of Current Further Study by Sex (per cent; multiple responses; only graduates who are currently studying)

Level of current further study	Sex		Total
	Male	Female	
PhD	3	3	3
Masters	30	27	28
Honours	30	33	32
Bachelor	15	13	14
Post-graduate diploma	7	9	8
Post-graduate certificate	2	2	2
Diploma	8	9	8
Certificate	4	3	4
Short courses	3	2	3
Other	2	2	2
Sum of responses (per cent)	104	103	104
Count of respondents (n)	670	1,088	1,758

National Graduate Survey 2021; Question J2: What level of further study are you undertaking? Multiple answers possible

8.9 Mode of Current Further Study

The mode of current further study can provide some indications of whether or not the graduates were available for work. Overall, the graduates who were studying during the survey (37 per cent) were mainly studying through the distance mode (Table 8.11).

Forty-three (43) per cent of those who were studying while working were doing so through the distance mode, and just over a third were studying through the part-time mode.

Table 8.11 Mode of Current Further Study by Type of Employment (per cent; only graduates who are currently studying)

Mode of current further studies	Type of employment		Total
	Employment + Study	Study only	
Full-time	17	50	29
Part-time	34	21	29
Distance	43	27	37
Other	7	2	5
Total	100	100	100
Count	1,051	621	1,672

National Graduate Survey 2021; Question J10: What is the mode of your further study?

9. Employment Search

Employment search is often expected to be the main activity of graduates after completion of their studies. This chapter explores the methods used by graduates for a job search. There is also further investigation of other activities the graduates might have been engaged in. The results are disaggregated by qualification level, i.e. Diploma/Certificate, Bachelor, Honours and Masters. Aspects of the job search process include duration of job search, methods used to find a job, most successful method, number of applications, application acknowledgements and invitations to job interviews.

9.1 Employment Search

Although not all graduates searched for a job after completion of their studies, the majority (78 per cent) searched for jobs. Table 9.1 shows that 86 per cent of the Honours degree holders searched for employment, while only 54 per cent of the Master's degree holders and 69 per cent of the Diploma/Certificate holders searched for employment.

Table 9.1 Employment Search by Qualification Type (per cent)

Employment Search	Qualification type						Total
	Dipl/Certificates	Bachelor	Hon	Post Dipl/Cert	MA	PhD	
Yes	69	82	86	61	54	14	78
No	31	18	14	39	46	86	22
Total	100	100	100	100	100	100	100
Count	1,288	1,368	1,957	219	197	7	5,036

National Graduate Survey 2021; Question H1: Have you searched for employment after completion of your study programme?

9.2 Alternatives to Employment Search

The reasons why some graduates did not search for a job were quite different (Table 9.2). The most cited reason was that graduates continued with a job they already had before or during their studies (65 per cent). Master's degree holders (83 per cent) reported this reason very often. Certificate/Diploma holders (44 per cent) often reported that they did not search for employment because they continued with further studies.

Table 9.2 Reasons for not Searching for Employment by Qualification Type (per cent; multiple responses; only graduates who did not search for employment)

Reasons for not searching for employment	Qualification Type						Total
	Cert/Dipl	Bachelor	Hon	Postgra.Cert./Dip	MA	PhD	
Continued a job I already had before/during studies	50	69	68	86	83	83	65
Continued studying	44	18	11	7	8	0	24
Found a job without searching	5	13	13	5	9	0	9
Became self-employed	2	3	4	1	2	0	3
Ill-health	0	1	0	0	0	0	0
Prevented due to family commitments	0	1	0	1	0	0	0
Chose not to work	2	0	0	0	0	0	1
Other reason	6	8	12	7	7	17	8
Sum of responses (per cent)	109	113	108	107	109	100	109
Count of respondents (n)	393	245	271	87	90	6	1,092

National Graduate Survey 2021; Question H2: Why have you not searched for employment? Multiple answers possible

9.3 Duration of Job Search

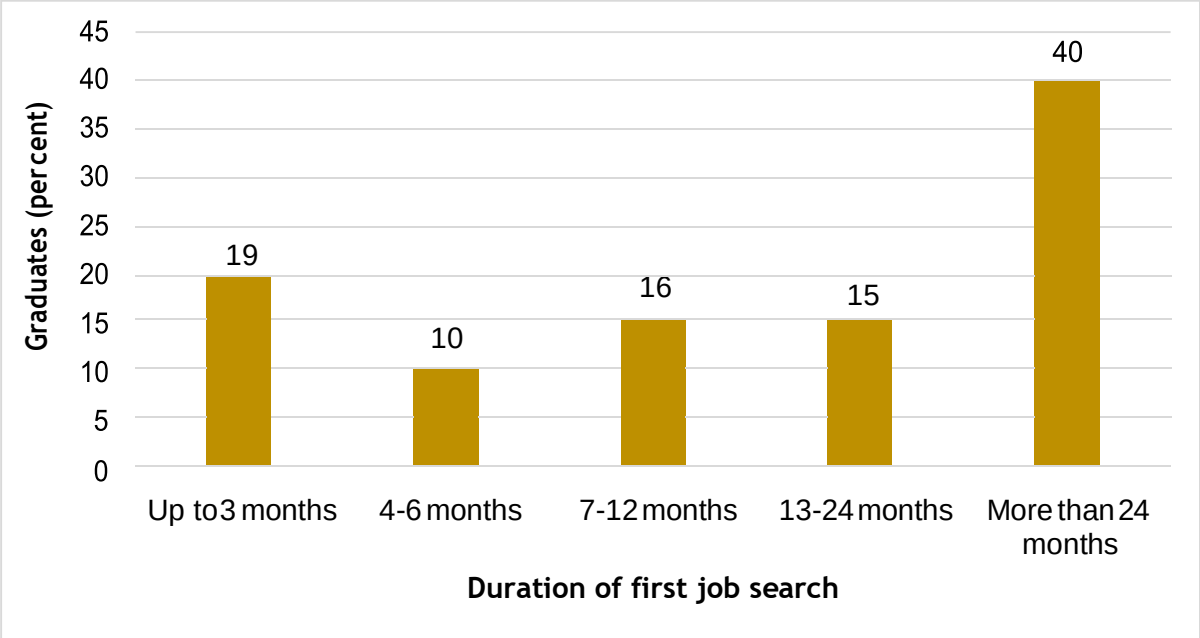
The duration of job search is often taken as a key indicator of the labour market situation of higher education graduates. Some graduates search for jobs for a longer period because they prefer to work in areas where they can use their competencies related to their field of learning ("horizontal match") and to take over a position in the hierarchy of the company/organisation which is appropriate to their level of education ("vertical match"). To find a related field and appropriate job is a complex process, which requires a lot of activities on the side of the graduates but also activities and opportunities on the side of the employers ("the labour market").

The start of job search is not easy to define and might differ among the graduates. Some graduates start to look for employment already before the completion of their studies, and other graduates might be engaged in other activities before they start to look for employment. Job search is not a full-time activity and, in this sense, not an exclusive activity. Some graduates might decide to secure their first job as an intermediate step to find appropriate employment.

Figure 9.1 shows that 19 per cent of the graduates had a very short job search duration of up to three months. However, an additional 10 per cent also reported a short job search duration of four to six months. Altogether, 29 per cent of those graduates who searched for a job after completion of their studies were able to find a first job within six months.

The median job search duration was 18 months while the arithmetic mean was 16 months. It was noted that some graduates (40 per cent) took rather a longer time – more than two years to find a first job.

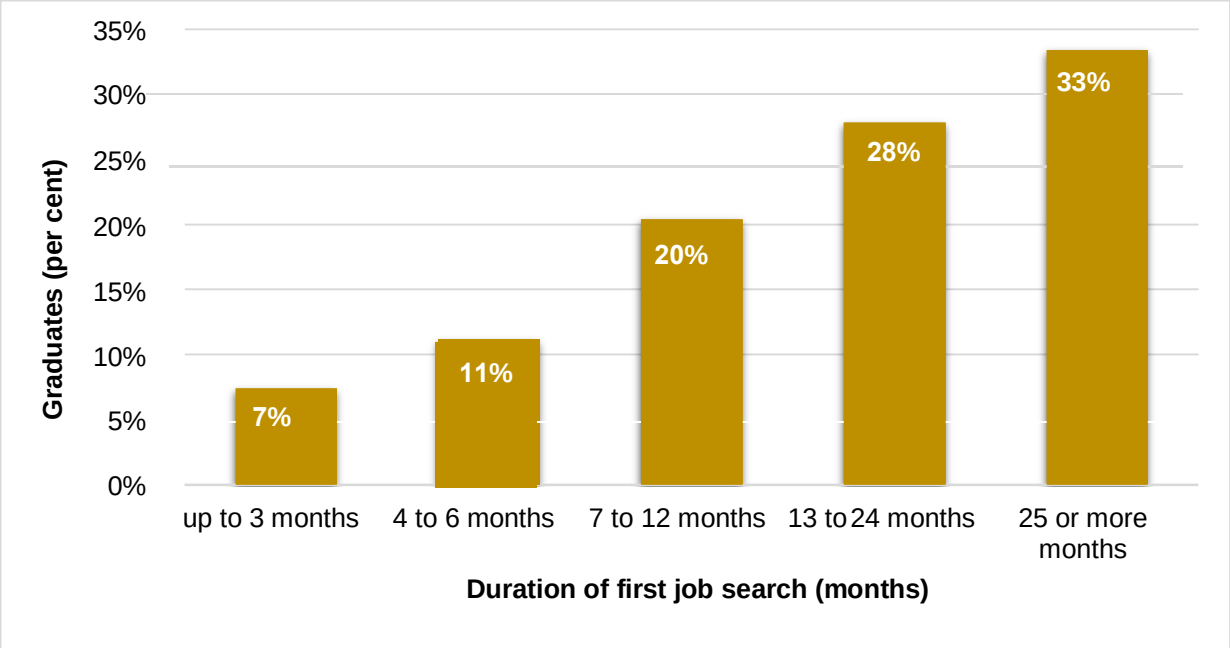
Figure 9.1 Duration of Job Search (per cent; only graduates who searched for a job; N=3,984)



National Graduate Survey 2021, Question H4: How long have you searched for your first job?

The presence of disability appeared to have an influence on the duration of job search as the pattern observed among the graduates with disability was different from the total (Figure 9.2). The proportion of graduates with disability increased as the duration of first job search increased.

Figure 9.2 Duration of Job Search by Graduates with Disability (per cent; only graduates who searched for a Job; N=54)



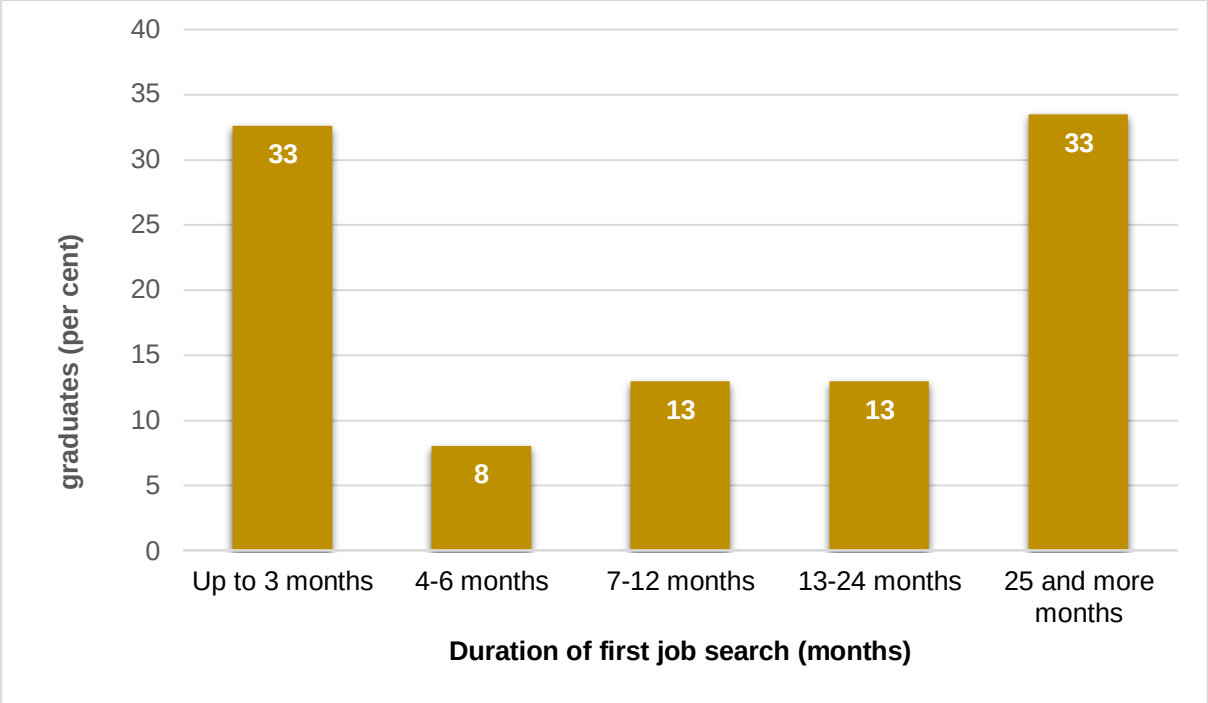
National Graduate Survey 2021, Question H4: How long have you searched for your first job?

A short job search duration for those graduates who searched for a job is associated with:

- Full-time or part-time study compared with distance education,
- A higher degree level,
- A higher education level of the parents,
- A higher income at the time of the survey,
- Appropriateness of the position,
- A closer relationship between work and field of study.

It is worth noting that the reported associations are based only on the group of graduates who searched for a job and reported the duration of job search. If the group of graduates who found jobs without searching is also considered, the results change. For the graduates who continued with a job they held before their study, or who found a job without searching, it is assumed that their search duration is zero. This leads to a change in the group of graduates with a very short job search duration of up to six months, from 29 to 41 per cent of the graduates (Figure 9.3). It also means that two thirds of the graduates were searching for jobs for longer than six months.

Figure 9.3 Duration of Job Search (per cent; only graduates who searched for a Job or secured a job without searching; N=4,744



National Graduate Survey 2021, Question H4: How long have you searched for your first job?

9.4 Number of Contacted Employers, Acknowledgements and Interview Invitations

Table 9.3 provides more details about the job search process differentiated by field of learning area. This includes the graduates who have searched for a job, contacted an average of 13 employers, received 5 acknowledgements on average and 7 invitations for interviews before they were able to find their first employment after completion of their studies. Furthermore, agriculture and health fields of learning received less acknowledgement, and health field received less interview invitations.

Table 9.3 Contacted Employers, Acknowledgements and Interview Invitations by Field of Learning (means; only graduates who searched for employment after completion of study)

Indicator of job search	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Contacted employers											
Mean	11.7	16.1	16.1	11.5	14.7	12.1	15.4	6.6	13.2	14.6	13.4
Median	6.0	8.0	8.0	3.0	8.0	5.0	7.0	3.0	7.0	7.0	5.0
Count	228	1332	95	806	227	386	107	316	252	123	3872
Acknowledgements											
Mean	3.1	5.7	4.5	4.6	4.3	4.3	5.8	2.0	4.9	3.4	4.7
Median	2.0	2.0	3.0	2.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0
Count	223	1308	91	780	220	372	101	303	252	120	3770
Calls for Interview											
Mean	3.0	6.1	4.8	17.0	3.6	4.4	3.9	2.3	4.7	5.1	7.3
Median	2.0	3.0	3.0	7.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0
Count	228	1314	92	796	226	382	105	312	250	123	3828

National Graduate Survey 2021; Question H9: How many employers have you approched after completion of your study programme? H10: How many acknowledgements have you recieved? H11: How many calls for interview have you received?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Man = Manufacturing; Edu - Education; So - Social Studies; La - Law; Heal - Health; Sci - Sciences; Oth – Other

9.5 Methods of Job Search

The graduates used multiple methods to find their first employment after completion of their studies. The most often used method was "press advertisements (e.g. newspapers)" which was reported by 81 per cent of the graduates who searched for employment. Health graduates (66 per cent) used this method the least (Table 9.4).

Many graduates used "social media (e.g. Facebook, LinkedIn)" (63 per cent) while 36 per cent searched "through family, friends or acquaintances". About every third graduate (35 per cent) "contacted employer on own initiative" or used "private employment agency (e.g. Elite employment)".

About a fifth (21 per cent) of the graduates searched for a job through work placement/attachment during their studies. Graduates from the Agriculture field (34 per cent) reported this method very often. Besides work placement, the graduates hardly reported having received help from the HEIs (only 8 per cent).

Table 9.4 Methods Used for Job Search by Field of Learning (per cent; multiple responses; only graduates who searched for employment)

Used job search methods	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Press advertisements (e.g. newspapers)	83	84	86	83	76	83	86	66	80	77	81
Social media (e.g. Facebook, LinkedIn)	74	69	74	49	61	66	60	49	69	68	63
Through family, friends or acquaintances	44	39	44	23	38	43	29	31	44	48	36
Contacted employer on own initiative	49	36	42	15	55	34	43	39	46	56	35
Private employment agency (e.g. Jobs Unlimited)	41	41	40	11	43	33	23	26	40	40	32
Through work placement/attachment during higher/tertiary education	34	21	20	10	33	22	14	25	24	19	21
Through the Ministry of Labour	20	25	14	7	13	23	14	10	23	15	18
Radio/TV	23	17	23	26	9	17	8	8	16	18	18
Contacted by employer	17	14	16	9	19	13	13	19	22	22	15
Set up own business	18	14	17	3	11	17	7	6	16	15	12
Through help of higher/tertiary education institution	14	8	8	3	13	6	2	9	18	12	8
Other	4	4	5	5	3	4	5	6	4	6	4
Sum of responses (per cent)	421	372	391	245	375	361	303	292	401	396	342
Count of respondents (n)	233	1,346	98	812	228	393	111	314	251	124	3,910

National Graduate Survey 2021; Question H5: What methods have you used to search for your first job after completion of your study programme? Multiple answers possible

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man – Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

9.6 Most Successful Method for Finding the First Job

The most successful method for securing the first job was the use of press advertisements which was reported by 33 per cent of the graduates who searched for a job after completion of their studies, followed by the help of family, friends or acquaintances and social media (12 per cent) and contacting the employer on own initiative (11 per cent). All other methods were reported by not more than six per cent of the respondents (Table 9.5).

Remarkable differences in the successful first job search methods exist among the fields of learning. Only 22 per cent of the manufacturing graduates found their first job through press advertisements. Besides press advertisements, the most successful method for finding the first job by manufacturing graduates was "contacted employers on own initiative" (23 per cent).

The health graduates mainly used “press advertisements” (20 per cent) to find the first job. However, they were the least among other fields of learning in using such a method. Another popular method for graduates from Health Field of Learning was “Contacted employer on own initiative" (20 per cent).

For graduates from the law (41 per cent) and education fields of learning (48 per cent), “Press advertisements” was clearly the most successful first job search strategy.

Table 9.5 Most Successful Method for Finding the First Job by Field of Learning (per cent; only graduates who searched for employment)

Most successful method for finding the first job	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Press advertisements (e.g. newspapers)	26	33	26	48	22	32	41	20	30	22	33
Private employment agency (e.g. Jobs Unlimited)	4	3	0	1	2	2	0	1	3	0	2
Social media (e.g. Facebook, LinkedIn)	10	12	15	15	11	13	6	9	12	13	12
Contacted employer on own initiative	13	10	11	4	23	9	16	20	16	19	11
Contacted by employer	7	5	6	5	4	4	5	13	5	7	6
Through work placement/attachment during higher/tertiary education	5	5	5	4	9	4	4	13	5	4	6
Through family, friends or acquaintances	13	13	21	6	13	15	12	9	10	18	12
Through help of HEI	3	1	1	1	2	1	0	3	4	2	1
Set up own business	6	6	6	3	4	4	5	2	5	6	4
Through the Ministry of Labour	2	2	1	1	2	2	3	1	2	1	2
Radio/TV	2	1	1	5	0	1	0	0	0	1	2
Other	13	9	7	8	7	12	8	9	7	8	9
Total	100	100	100	100	100	100	100	100	100	100	100
Count	200	1,242	87	776	214	364	100	291	239	119	3,632

National Graduate Survey 2021; Question H7: What was the most successful method for finding your first job? Choose only one answer
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man – Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

9.7 Job Search Effectiveness

In order to obtain information about the relative effectiveness of the different job search methods, the percentage of graduates was calculated for each method that was reported as the most important one to find the first job.

Table 9.6 shows that the most effective method for the first job search was the use of “press advertisements” (40 per cent). The second most effective method was the job search with the help of “family, friends or acquaintances” (27 per cent). “Contacting the employer on own initiative” and “contacted by the employer” were also recorded as effective methods by 27 per cent of graduates.

Table 9.6 Effectiveness of Job Search Methods for Finding the First Job (per cent; only graduates who searched for employment)

Job search methods	Effectiveness (per cent)
Press advertisements (e.g. newspapers)	40
Through family, friends or acquaintances	27
Contacted employer on own initiative	27
Set up own business	24
Through work placement/attachment during higher/tertiary education	21
Contacted by employer	20
Social media (e.g. Facebook, LinkedIn)	19
Through help of higher/tertiary education institution	13
Radio/TV	8
Through the Ministry of Labour	8
Private employment agency (e.g. Jobs Unlimited)	5
Other	38

Effectiveness: The percentage of graduates who reported that the specific job search method was the most important one to find the first job. Example: 48 per cent of those graduates who searched for a job through press advertisements found the first job using this method.

Graduates who were assisted by their HEIs to find jobs or were exposed to work placement/attachment found employment fastest (approximately 11 months). Although “press advertisement" was cited as the most successful and effective method for finding the first jobs, it took a longer period - more than a year (Table 9.7). The use of the classical social network (through family, friends or acquaintances) was only successful in finding the first job after about 14 months. Graduates who used social media (e.g. Facebook, LinkedIn) took slightly over 15 months to find their first job.

Table 9.7 Most Successful Method for Finding the First Job and Duration of Job Search (average; only graduates who searched for employment)

Most successful method for finding the first job	Search duration for first job (months)	
	Arithmetic mean	Count
Through work placement/attachment during higher/tertiary education	10.5	203
Contacted by employer	11.9	209
Through help of HEI	11.9	52
Contacted employer on own initiative	12.0	401
Through family, friends or acquaintances	14.2	428
Press advertisements (e.g. newspapers)	14.8	1,198
Social media (e.g. Facebook, LinkedIn)	15.3	448
Radio/TV	15.5	64
Private employment agency (e.g. Jobs Unlimited)	16.0	71
Through the Ministry of Labour	17.8	62
Set up own business	21.5	158
Other	22.0	331
Total	15.1	3,625

National Graduate Survey 2021, Question H4: How long have you searched for your first job? Question H7: What was the most successful method for finding your first job? Choose only one answer.

10. Employment and Work

The 2021 National Graduate Survey focused on graduates who completed their studies in the years 2017 and 2018. Thus, the graduates provided information related to their employment or work, approximately two to three years after completing their studies. This has to be taken into account when utilising the results on employment and work in this chapter.

It was not only important to find out if the graduates were employed or not, but the study also allowed an evaluation of the quality of their employment and work. Besides employment status, this chapter also contains results on the following objective aspects of employment and work:

- Working time,
- Permanent employment,
- Income and fringe benefits,
- Economic sector of employment,
- Type of employer,
- Position,
- Job search for present employment,
- Country and region of employment, and
- Work history after completion of studies.

This chapter includes only objective indicators of the employment situation of the graduates. However, the graduates were also asked to evaluate the relationship between study and work regarding the use of competencies and the appropriateness of the position. The results of this more subjective evaluation are presented in Chapter 11.

10.1 Employment Status

The employment situation of the graduates in Namibia, two to three years after completion of their studies, is about two thirds (66 per cent) (Table 10.1). About 62 per cent graduates were employed and an additional 4 per cent were self-employed (Table 10.1). Close to one third (32 per cent) were not employed. The unemployment rate is relatively high among graduates from the Agriculture (57 per cent), Language (38 per cent) and both Business and Social Studies (36 per cent) fields.

Table 10.1 Current Employment Status by Field of Learning (per cent)

Current employment status	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Employed	36	57	51	76	67	58	64	78	63	49	62
Self-employed	6	5	8	2	4	4	2	1	4	9	4
Unemployed	57	36	38	22	27	36	32	19	32	41	32
Other	1	1	3	1	3	2	2	2	1	1	1
Total	100	100	100	100	100	100	100	100	100	100	100
Count	287	1,685	126	927	284	493	188	434	295	140	4,859

National Graduate Survey 2021; Question K1: What is your current employment status?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other;

The qualification type or level seemed to be an important factor in the employment situation of the graduates. Graduates who completed their studies with a Diploma/Certificate had a much higher unemployment rate (44 per cent) compared to other qualification levels (Table 10.2 Current employment Status by level if qualification).

Table 10.2 Current Employment Status by Level of Qualification (per cent)

Current employment status	Qualification Type						Total
	Certificate/ Diploma	Bachelor	Hon	Postgr. Dipl/ Certificate	MA	PhD	
Employed	51	60	65	90	92	100	62
Self-employed	4	5	4	3	2	0	4
Unemployed	44	33	30	6	6	0	32
Other	1	2	1	1	1	0	1
Total	100	100	100	100	100	100	100
Count	1,255	1,340	1,906	210	193	7	4,911

National Graduate Survey 2021; Question K1: What is your current employment status?

Figure 10.1 Employment Status between Two to three Years after Completion of Study by Qualification Type (per cent)

National Graduate Survey 2021, Question J1: What is your current employment status?

10.2 Activities of Unemployed Graduates

Unemployed graduates were asked to provide information about their activities. The majority of unemployed graduates (88 per cent) stated that they were seeking employment (Table 10.3). The second largest group were graduates who were studying and, therefore, not employed (19 per cent). A few graduates (6 per cent) were unemployed because of child rearing and family care. Unemployed graduates who were busy with further studies/training were mainly from Agriculture (38 per cent), Law (30 per cent) and Health (32 per cent) fields of learning.

Table 10.3 Activity of Unemployed Graduates at the Time of the Survey by Field of Learning (per cent; multiple responses; only unemployed graduates)

Other activity at the time of the survey	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Unemployed, seeking employment	77	91	87	94	91	90	75	82	85	85	88
Further studies/training	38	13	19	9	18	17	30	32	26	25	19
Unemployed, not seeking employment	2	1	0	2	1	1	3	2	2	3	1
Child rearing, family care	13	5	10	10	1	5	6	3	5	3	6
Other	3	3	6	3	4	3	5	3	1	2	3
Sum of responses (per cent)	132	112	121	118	114	116	119	122	118	119	117
Count of respondents (n)	168	630	52	213	85	186	64	92	98	59	1,647

National Graduate Survey 2021; Question K3: What applies to your current situation? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies ; Law - Law; Heal - Health; Sci - Sciences; Oth - Other;

10.3 Typology (Classification) of Employment

Employment and further study are not distinctive activities. This becomes clear when the answers of the graduates regarding further study and employment status were combined to derive a typology (Table 10.4). About one quarter (22 per cent) of the graduates combined employment with further study, 46 per cent were only employed (no study), and 13 per cent studied without employment. Subsequently, 20 per cent were neither employed nor did they study at the time of the survey.

Table 10.4 Current Type of Employment by Field of Learning (per cent)

Types of employment	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Employment only	28	42	39	58	49	42	35	61	42	39	46
Employment and study	16	23	23	20	24	22	33	19	26	19	22
Study only	31	13	21	5	10	14	22	9	15	16	13
No employment - no study	26	23	18	17	17	22	10	10	17	26	20
Total	100	100	100	100	100	100	100	100	100	100	100
Count	283	1657	124	903	281	485	181	423	288	137	4,762

National Graduate survey 2021; Question K1: What is your current employment status? Question J1: Are you undertaking further studies at present?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other.

10.4 Full-time Employment

About three quaters (75 per cent) of employed graduates were working full-time (Table 10.5). The average weekly working time for all employed graduates was 40 hours (40 hours arithmetic mean; 40 hours median). A quarter (25 per cent) of the graduates were working part-time (less than 40 hours).

Table 10.5 Full-time Employment Two to Three Years after Completion of Study by Qualification Type (per cent; only employed graduates)

Full-time employment	Qualification Type						Total
	Cetificate/ Diploma	Bachelor	Hon	Post Dipl/ Certificate	MA	PhD	
Yes	68	81	73	80	78	57	75
No	32	19	27	20	22	43	25
Total	100	100	100	100	100	100	100
Count	700	898	1338	199	181	7	3,323

National Graduate Survey 2021, Question K7: How many hours do you work per week?

Weekly working hours of 40 hours and more was used to define full-time employment.

10.5 Type of Employment Contract

The public sector tends to employ more graduates in Namibia. More than half (54 per cent) of the graduates reported to be employed in the public service, 12 per cent were employed by parastatals, and 24 per cent by private enterprises (Table 10.6). Graduates from Manufacturing (42 per cent) and Business (38 per cent) fields of learning were often employed by private enterprises.

Table 10.6 Type of Employer by Field of Learning (per cent; only employed graduates)

Type of employer	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Public/government	41	36	44	90	18	59	74	61	39	32	54
Parastatal	13	16	18	4	30	14	7	8	18	11	12
Private	18	38	23	4	42	16	17	20	32	41	24
Self-employed	9	6	4	1	4	5	1	1	2	11	4
Non-governmental organisation (NGO)	16	3	6	2	4	5	0	10	7	4	4
International and diplomatic	3	1	1	0	2	0	1	0	1	0	1
Other	0	1	4	0	1	1	0	0	1	3	1
Total	100	100	100	100	100	100	100	100	100	100	100
Count	116	1,010	71	688	193	298	122	328	187	76	3,089

National Graduate Survey 2021; Question M8: What type of employer do you work for?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other;

10.6 Sector of Employment

The graduates were asked to state the economic sector of their employment ("In which sector are you currently employed/self-employed?"). The coded answers are presented in Table 10.7 disaggregated by field of learning. This breakdown of the results allows to establish if graduates from certain fields of study are concentrated in related economic sectors.

The Education sector absorbed 32 per cent of the graduates, followed by Public Administration and Defence (19 per cent), Health and Social Services (14 per cent),

and Financial Intermediation (10 per cent). Only 1 per cent of the graduates are working in the Fishing sector.

For some fields of studies, there was a strong concentration in relevant industries. For example, 91 per cent of the graduates from the field of Education were working in the Education sector, and 83 per cent of graduates from Health study programmes held jobs in the Health sector. The Agriculture and Forestry industry did not feature among the industries of employment. The graduates from the Agricultural field of learning were rather concentrated in the Education sector. Given the adverse climatic conditions that affected the sector in recent years, these results could be predictable. The possibility of Government employees in Agriculture choosing Public Administration and Defence industry can also not be ruled out.

Table 10.7 Economic Sector of Employment by Field of Learning (per cent; only employed graduates)

Economic sector of employment	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Fishing and fish processing on board	7	1	0	0	2	1	1	0	0	1	1
Mining and quarrying	3	2	0	0	10	0	4	2	3	0	2
Manufacturing	8	2	1	0	6	1	0	2	3	7	2
Electricity and water	1	3	3	1	12	4	0	0	3	0	3
Construction	2	3	1	1	18	1	1	0	1	24	3
Wholesale and retail trade	11	8	0	0	6	6	2	2	2	4	5
Hotels and restaurant	0	2	0	0	0	2	1	0	3	1	1
Transport and communication	1	8	17	1	11	5	4	0	9	3	5
Financial intermediation	5	22	13	1	8	6	6	0	13	4	10
Real estate and business services	5	4	1	0	2	3	4	1	4	18	3
Public administration and defence	23	25	25	4	10	36	74	5	17	13	19
Education	27	12	30	90	14	23	2	8	33	18	32
Health	7	7	7	1	3	13	1	81	7	6	14
Total	100	100	100	100	100	100	100	100	100	100	100
Count	92	983	69	675	193	287	101	333	179	71	2,983

National Graduate Survey 2021; Question M13: In which economic sector are you currently employed/self-employed?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.7 Level of Current Position

Professional success is sometimes measured in terms of the position reached within an organisation or company. Since the terms used for positions might be different, the survey probed the graduates to indicate the level of their position ("What is the level of your current position?"). Majority (53 per cent) of the graduates were in non-supervisory entry positions and 39 per cent reported that they held higher positions (supervisory: 23 per cent; middle management: 12 per cent; and senior management: 4 per cent). Caution should be taken when using these results as some of these higher positions could have resulted from job experiences obtained before and during studies.

Table 10.8 Level of Current Position by Field of Learning (per cent; only employed graduates)

Level of current position	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Non-supervisory	50	54	59	58	47	50	44	46	66	51	53
Supervisory	30	21	16	19	24	25	35	26	20	23	23
Middle management	16	12	9	8	18	15	14	17	6	9	12
Senior management	1	6	7	3	5	2	4	3	3	5	4
Other	3	6	8	12	5	7	3	8	5	11	8
Total	100	100	100	100	100	100	100	100	100	100	100
Count	117	1,002	74	677	196	301	121	332	187	74	3,081

National Graduate Survey 2021; Question M16: What is the level of your current position?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

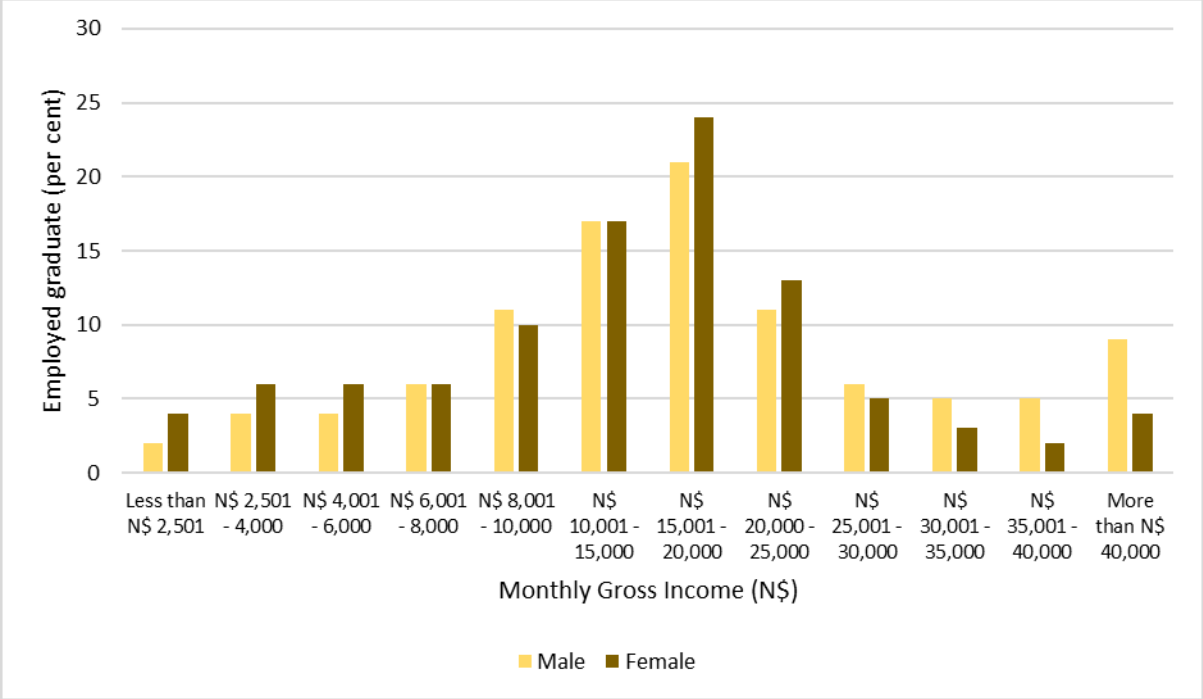
10.8 Income

Figure 10.2 shows the income distribution differentiated by sex. The income distribution is similar with a slight advantage for male graduates, especially in high earning categories.

The graduates reported an average monthly gross income of about N$17,000 (arithmetic mean) with N$19,000 for male graduates and N$16,000 for female graduates (Figure 10.3). The median income was N$17,500 for both sexes.

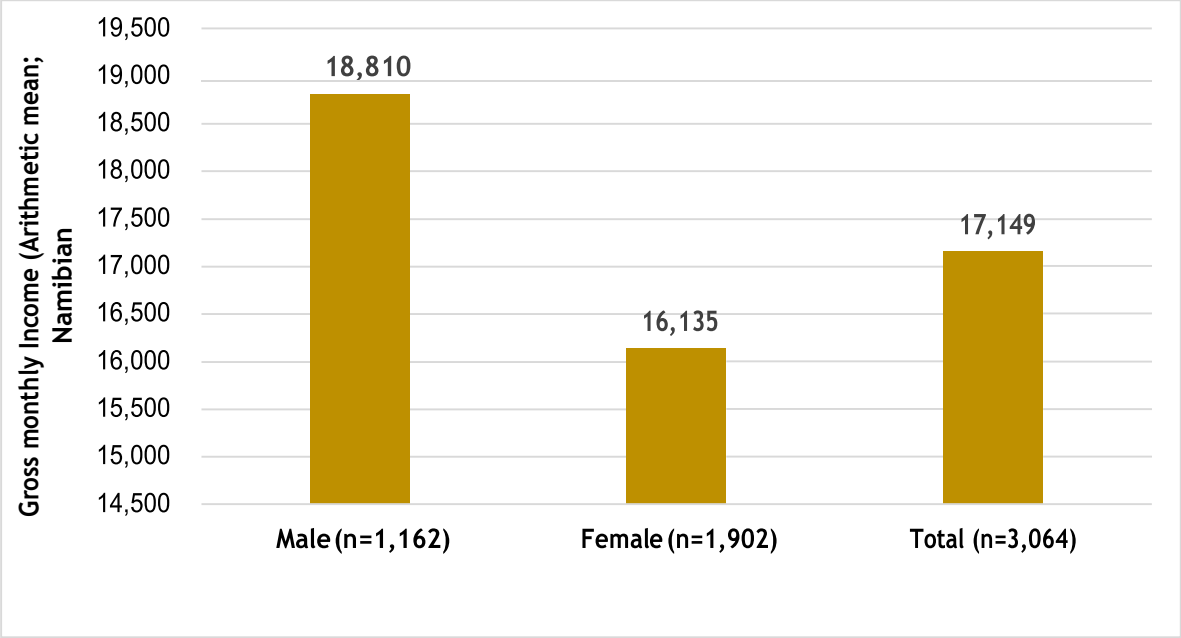
It should be noted that the average income was calculated from the original, categorised answer by using the middle of the range within one category. For example, for the category of N$15,001−20,000, the value of N$17,501 was used as an average.

Figure 10.2 Gross Monthly Income Two to Three Years after Completion of Study by Sex (per cent)



National Graduate Survey 2021, Question M18: What is/are your current total/gross monthly income/earnings?

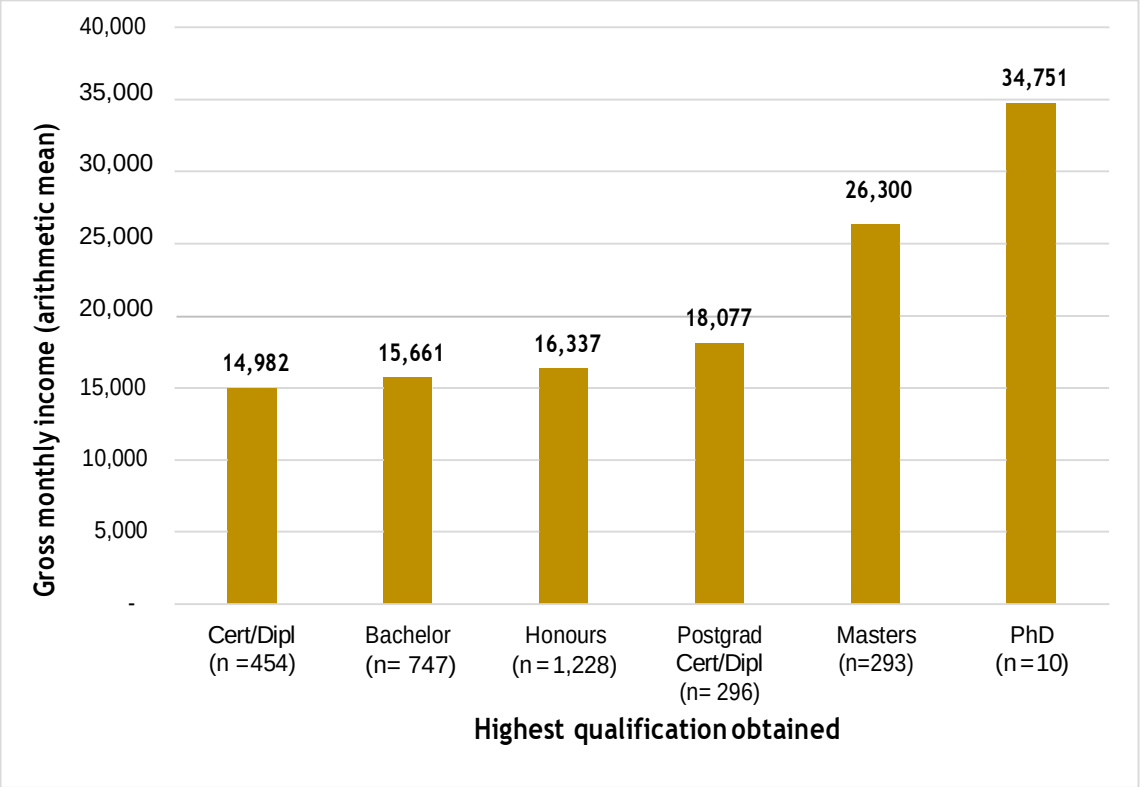
Figure 10.3 Gross Monthly Income by sex (arithmetic mean)



National Graduate Survey 2021, Question M18: What is/are your current total/gross monthly income/earnings?

It is worth establishing whether there was a positive relationship between the levels of qualification and income. Figure 10.4 shows that there was indeed a positive relationship between income and education merits. Graduates who achieved a Diploma or Certificate as their highest level of education reported an average income of N$14,982 compared to N$15,661 of the Bachelor graduates. There were no income differences between Bachelor and Honours levels, while the income of the graduates with a Master (N$26,300) and PhD degree (N$34,751) was much higher.

Figure 10.4 Gross Monthly Income Two to Three Years After Completion of Study by Type of Degree (arithmetic mean)



National Graduate Survey 2021, Question M18: What is/are your current total/gross monthly income/earnings?

10.9 Fringe Benefits

In addition to their salary, the majority of graduates were receiving fringe benefits. Table 10.9 shows that:

- Sixty-seven (67) per cent received housing subsidy and rent allowance;
- Sixty-five (65) per cent received health related benefits (medical aid and insurances);
- Sixty-three (63) per cent received transportation (car/transport) allowance;
- Sixty-one (61) per cent were entitled to retirement (pension and gratuity);

- Education and training (staff development and family study rebate) was the least popular among all the fringe benefits (18 per cent);
- Sixteen (16) per cent of the employed graduates reported that they did not receive any fringe benefits.

Fringe benefits were much more widespread in the public service than in the private sector. For example, housing as fringe benefit was recorded at 90 per cent of the graduates in the public service compared to only 29 per cent in the private sector. Similarly, transport related benefits were higher (84 per cent) in the public service than in private sector (27 per cent). In addition, 78 per cent of the graduates employed in the public service were receiving health benefits compared to 41 per cent in the private sector. Retirement was recorded at 70 per cent in the public service versus 39 per cent for the private sector.

It is not clear whether the high prevalence rates of fringe benefits in the public sector was the pulling factor of graduates to government employment or the high employment rate in the public sector was because the government could afford to absorb the majority of the graduate, especially in view of persisting economic downturn.

Table 10.9 Kind of Fringe/other Benefit(s) by Type of Employer (per cent; multiple responses; only employed graduates)

Kind of fringe/other benefit(s)	Kind of employer				Total
	Public	Parastatal	Private	Other	
Housing (subsidy, rent allowance)	90	70	29	31	67
Health (medical aid, insurances)	78	74	41	44	65
Transportation (car/transport allowance)	84	64	27	30	63
Retirement (pension, gratuity)	70	72	39	44	61
Education and training (staff development, family study rebate)	15	37	16	15	18
None	4	13	39	34	16
Other	3	2	2	4	2
Sum of responses (per cent)	343	332	193	202	292
Count of respondents (n)	1,680	391	862	177	3,110

National Graduate Survey 2021; Question M19: What kind of fringe/other benefit(s) do you receive? Multiple answers possible

10.10 Other Sources of Income

Some graduates (13 per cent) had other income sources, additional to their main income (Table 10.10). There seemed to be a relationship between the level of job position and the incidences of other sources of income - the higher the level of the job position, the higher the percentage of graduates with additional sources of income.

Table 10.10 Other Sources of Income by Level of Job Position (per cent; only employed graduates)

Other sources of income	Level of job position					Total
	Non sup	Supvis	Mid	Sen	Other	
Yes	11	14	17	20	10	13
No	89	86	83	80	90	87
Total	100	100	100	100	100	100
Count	1,670	697	377	129	242	3,115

National Graduate Survey 2021; Question M21: Do you have any other sources of income?
Non sup= Non supervisory, Supvis= Supervisory, Mid= Middle Management, Sen= Senior Management

More male graduates reported incidences of additional sources of income (16 per cent) compared to female graduates (11 per cent) (Table 10.11).

In general, multiple sources of income have a potential of affecting employees' level of productivity.

Table 10.11 Other Sources of Income by Sex (per cent; only employed graduates)

Other sources of income	Sex		Total
	Male	Female	
Yes	16	11	13
No	84	89	87
Total	100	100	100
Count	1,202	1,985	3,187

National Graduate Survey 2021; Question M21: Do you have any other sources of income?

10.11 Change of Employer

Majority of the graduates (66 per cent) reported that they did not change their employer/employment in the first two to three years after completion of their studies (Table 10.12). Sixteen (16) per cent changed employers only once and 10 per cent twice. Only 9 per cent of the employed graduates changed their employer more than two times.

Table 10.12 Change of Employer/Employment by Year of Completion of Study (percent; only employed graduates)

Change of employer/employment	Year of completion of study 2017	2018	Total
No change of employer/employment	64	68	66
Once	16	16	16
Twice	11	9	10
Three times	6	5	6
Four times	2	1	2
Five times or more	1	0	1
Total	100	100	100
Count	1,219	2,086	3,305

National Graduate Survey 2021; Question K9: How many times did you change employer/employment since completing your studies?

Intervals of job changes varied amongst the fields of learning. Table 10.13 shows that Education and Law fields of learning rarely changed jobs. Manufacturing and Health fields displayed the largest proportion of graduates who changed jobs, at least once.

Table 10.13 Change of Employer by Field of Learning (per cent; only employed graduates)

Change of employer/ employment	Field of learning Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	Total
No change of employer/employment	58	62	66	81	50	69	72	64	53	57	66
Once	13	16	17	12	20	15	15	23	16	23	16
Twice	14	12	9	5	18	8	8	8	13	14	10
Three times	9	7	6	2	8	6	3	4	11	5	6
Four times	5	2	0	1	3	1	1	1	5	1	2
Five times or more	2	0	1	1	0	1	2	1	2	0	1
Total	100	100	100	100	100	100	100	100	100	100	100
Count	125	1,088	77	731	206	322	130	352	208	84	3,323

National Graduate Survey 2021; Question K9: How many times did you change employer/employment since completing your studies?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.12 Duration of Work Experience

Table 10.14 below shows that 59 per cent of the graduates had worked for more than two years with their current employer. Regarding the field of learning, Agriculture, Sciences and Manufacturing fields had more graduates with less duration of work experience (24 months or less) with two years at most. This is probably explained by the relatively high rate of unemployment in these fields.

Table 10.14 Duration of Work Experiences with Current Employer by Field of Learning (per cent; only employed graduates)

Duration of work experiences	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 to 12 months	33	20	22	15	29	22	14	25	28	34	21
13 to 24 months	25	19	19	17	20	16	15	23	22	25	19
25 to 36 months	10	9	3	24	21	8	8	17	12	11	14
36 to 48 months	12	8	7	12	8	4	3	6	11	6	8
More than 4 years	20	43	49	33	22	50	60	29	26	24	37
Total	100	100	100	100	100	100	100	100	100	100	100
Count	114	982	73	660	193	297	118	328	183	71	3,019

National Graduate Survey 2021; Question M1: How long have you been working with your current employer?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

Table 10.15 presents the duration of work experiences in current position by field of learning. Fifty-four per cent of the graduates have worked for more than two years in their current positions.

Table 10.15 Duration of Work Experiences in Current Position by Field of Learning (per cent; only employed graduates)

Duration of work experiences in current position	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 to 12 months	42	25	29	15	40	26	19	28	36	36	26
13 to 24 months	29	21	21	18	18	19	24	26	19	29	21
25 to 36 months	6	11	8	24	18	8	11	18	12	12	15
36 to 48 months	13	10	13	13	10	9	6	9	12	6	10
More than 4 years	10	34	29	30	15	38	40	18	21	17	29
Total	100	100	100	100	100	100	100	100	100	100	100
Count	115	1,004	72	672	192	301	119	330	187	69	3,061

National Graduate Survey 2021; Question M2: How long have you been working in current position?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

10.13 Job Search for the Current Job

Since about one-third of graduates (34 per cent) changed their employer within the two to three years after completion of their studies, it is interesting to analyse some basic information about the job search for the current job (Table 10.16).

For the group of graduates who changed their employer, the duration of the job search for the job held at the time of the survey was 14.3 months (arithmetic mean). The search duration of 13 months (median) is much higher for the current employment compared with the first employment (12 months). It has to be taken into account that the twelve months' median of first job search period can be explained by the fact that some graduates did not search for a job because they continued a job they already

held before completion of their studies. In generally, the duration of job search only improved for the graduates in the Education, Language and Social studies.

Table 10.16 Duration of Job Search for the First and Current Job by Field of Learning (arithmetic mean and median; only employed graduates who changed their employer)

Duration of job search	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
a) Duration of job search for current job (months)											
Arithmetic mean	15.3	14.4	16.2	14.1	14.3	15.1	12.3	12.3	15.3	14.1	14.3
Median	15.0	14.0	20.0	14.0	13.0	18.0	12.0	10.0	16.0	12.0	13.0
Count	117	692	51	242	137	177	68	163	136	69	1,852
b) Duration of job search for first job (months)											
Arithmetic mean	17.3	14.4	14.2	11.0	11.4	14.2	9.1	8.5	14.1	13.8	12.9
Median	24.5	16.0	13.5	6.0	10.0	16.0	5.0	5.0	13.0	12.0	12.0
Count	246	1,589	114	915	268	478	169	411	289	136	4,615

National Graduate Survey 2021, Question L1: How long did it take you to find your current job after completing your studies in 2017/2018?

Question H4: How long have you searched for your first job?
a) Only graduates who changed their employment; b) Including graduates who got their first employment without searching.

Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth – Other

The most prominent job search method used for the current job resembled those for the first job, "press advertisements" (61 per cent) followed by "Social media" (38 per cent). The method "through family, friends or acquaintances" was third at 25 per cent (Table 10.17).

Table 10.17 Job Search Methods Used for Current Job by Field of Learning (per cent; multiple responses; only employed graduates who changed their employer)

Used job search methods for current job	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Press advertisements (e.g. newspapers)	50	62	52	71	54	64	56	56	63	56	61
Social media (e.g. Facebook, LinkedIn)	40	38	30	36	37	42	30	31	45	39	38
Through family, friends or acquaintances	23	28	32	17	22	27	19	21	23	28	25
Contacted employer on own initiative	20	21	18	12	35	16	27	28	26	28	22
Private employment agency (e.g. Jobs Unlimited)	14	22	9	8	22	15	12	12	22	16	17
Contacted by employer	8	11	21	5	16	6	12	12	13	18	11
Through work placement/attachment											
During higher/tertiary education	13	10	11	10	14	11	8	12	9	6	11
Through help of higher/tertiary education institution	7	4	2	2	5	3	1	4	11	5	4
Set up own business	9	8	5	4	9	7	5	3	7	15	7
Through the Ministry of Labour	7	11	7	5	8	8	5	3	14	5	8
Radio/TV	6	7	13	14	7	3	3	6	10	6	7
Other	12	8	7	8	7	6	5	6	5	8	7
Sum of responses (per cent)	210	229	207	191	236	208	183	194	250	229	218
Count of respondents (n)	134	783	56	266	153	207	77	178	150	80	2,084

National Graduate Survey 2021; Question L2: What methods have you used to search for your current job? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.14 Region of Employment

Table 10.18 shows the regional distribution of graduates with respect to employment disaggregated by field of learning. Almost all employed respondents worked in Namibia. Majority of graduates (51 per cent) were employed in the Khomas region, where the capital city, Windhoek, is located. Proportions in each of the other regions were 9 per cent or lower. Education, Agriculture and Health graduates were less concentrated in the Khomas region because these services are decentralised all over the country. The opposite is true for graduates from Manufacturing, Languages, Business Studies and Science fields of learning.

Table 10.18 Region of Employment Two to Three Years after Completion of Study by Field of Learning (per cent; multiple responses; only employed graduates)

Region of current employment	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Erongo	12	10	8	7	12	9	9	10	6	12	9
Hardap	4	2	3	3	3	3	2	2	1	0	2
Karas	6	3	0	4	6	3	2	6	2	3	4
Kavango East	11	3	1	7	4	4	3	6	2	5	5
Kavango West	8	1	0	4	3	3	1	3	0	1	2
Khomas	38	68	72	16	73	56	54	43	68	68	51
Kunene	9	1	0	1	2	2	2	2	1	5	2
Ohangwena	5	3	9	17	5	6	4	4	2	3	7
Omaheke	5	1	3	2	3	1	2	1	2	3	2
Omusati	8	3	3	13	3	6	2	8	4	7	6
Oshana	11	7	3	9	9	4	8	16	7	7	8
Oshikoto	8	3	1	12	7	4	6	6	8	7	6
Otjozondjupa	10	4	3	7	7	5	16	9	4	7	6
Zambezi (previously known as Caprivi)	9	2	3	6	4	4	2	3	3	1	4
Outside Namibia	3	3	1	0	5	2	1	1	4	3	2
Sum of responses (per cent)	147	115	109	109	143	112	114	118	113	131	117
Count of respondents (n)	118	1,017	75	690	197	303	123	336	189	75	3,123

National Graduate Survey 2021; Question M4: In which region(s) are you employed? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

A comparison of the region of birth with the region of employment suggests that obtaining higher qualification may be associated with regional mobility in Namibia. Table 10.19 shows that:

- Only 17 per cent of graduates from regions other than Khomas were employed in their home region.
- Over one third (38 per cent) of the graduates did not work in their home region but outside Khomas region.
- Almost half of the graduates (45 per cent) worked in Khomas region.

Table 10.19 Region of Birth by Region of Employment (row per cent; only employed graduates)

Region of birth	Main region of current employment			Total
	Home	Central	Other	
Kavango	59	26	14	100
Khomas	-	74	26	100
Ohangwena	26	36	39	100
Omusati	17	40	43	100
Oshana	18	45	36	100
Oshikoto	14	47	40	100
Zambezi	16	35	48	100
Other	-	50	50	100
Total	17	45	38	100
Count	325	868	728	1,921

National Graduate Survey 2021, Question M6: If you work in several regions, in which region are you based? Only one answer

10.15 International Mobility

Few graduates were working outside Namibia at the time of the survey (1 per cent). Table 10.20 shows that some graduates had experiences with international mobility because they sought work outside Namibia (9 per cent), their employers sent them outside Namibia on work assignments (4 per cent), or they received offer to work outside the country (2 per cent). However, 22 per cent of the graduates considered working outside Namibia.

Table 10.20 Aspects of International Mobility after Study by Sex (per cent; multiple responses)

Aspects of international mobility after study	Sex		Total
	Male	Female	
I considered working outside Namibia.	24	21	22
I sought employment outside Namibia.	11	8	9
I received an offer to work outside Namibia.	3	2	2
I had regular employment outside Namibia.	1	0	1
I have been sent outside Namibia by employer on work assignment.	6	3	4
None of the above	70	75	73
Sum of responses (per cent)	113	109	111
Count of respondents (n)	1,720	2,926	4,646

National Graduate Survey 2021; Question O3: Since completing your study programme in 2017 or 2018, which of the following applied to you? Multiple answers possible

10.16 Self-Employment

A few graduates were self-employed (170 graduates or 4 per cent). The distribution of type of self-employment is displayed in Table 10.21.

It is, however, interesting to note that a larger proportion of male graduates (21 per cent) reported to have a partnership/company with others, compared to the proportion of female graduates (13 per cent). On the contrary, a larger proportion of female graduates reported that they worked from home (59 per cent) as compared to the proportion of male graduates (44 per cent).

Table 10.21 Kind of Self-employment by Sex (per cent; multiple responses; only self- employed graduates)

Kind of self-employment	Sex		Total
	Male	Female	
I am working from home.	44	59	53
I am a sole trader.	29	26	27
I established a new firm.	32	15	22
I have a partnership/company with others.	21	13	16
I took over an existing firm, office.	3	3	3
Other	3	4	4
Sum of responses (per cent)	132	120	125
Count of respondents (n)	72	98	170

National Graduate Survey 2021; Question M10: If you are self-employed: Which of the following are applicable to you? Multiple answers possible

11. Relationship between Study and Work

In the previous chapter, the analysis of the relationship between study and work was based on objective characteristics of employment and work such as employment status, permanent or temporary contract, working time, income and economic sector. This chapter widens the analysis with a "subjective" evaluation of the relationship between study and work by the graduates, with reference to:

- The usefulness of elements of the study programme,
- Appropriateness of the level of education for employment ("vertical match"),
- Relationship between field of study and area of work ("horizontal match"), and
- Job satisfaction.

The analysis of these four dimensions presents a complex picture of the relationship between higher education and work. The horizontal and vertical match could be different. A high vertical match does not automatically imply a high horizontal match. This means that graduates with a Bachelor's degree could work in a typical position for Bachelor graduates but with no or low use of their acquired knowledge and skills ("skill mismatch").

11.1 Usefulness of Elements of the Study Programme

Graduates were asked to evaluate the usefulness of certain elements of their study programme with the following question: "In your current employment, how useful are the following elements of your study programme?" A scale of answers from 1 = "not useful at all" to 5 = "very useful" was used.

Table 11.1 presents information about the usefulness of six study elements as per the rating of the graduates, about two to three years after completion of their studies. The usefulness of all six study elements were rated to be "high" by 61 to 75 per cent of graduates, "medium" by 13 to 20 per cent, and "low" by 13 to 19 per cent. These results indicate a relatively high fit between study and work for the majority of graduates.

The ratings of the six study aspects where somehow close considering the overall results with course/programme content scoring the highest in "high" value (75 per cent) and research emphasis/ orientation scoring the lowest in the "high" value category at 61 per cent. Differences were more visible among the fields of learning (Table 11.1). By far, graduates who reported the best ratings for the usefulness of the study programme elements were from the Health Sciences. On the contrary, Agriculture graduates scored the lowest ratings. Some examples of the range of good ratings (values 4 and 5) were:

- Course/programme content: Health 86 per cent; Agri 66 per cent,
- Variety of modules offered: Health 83 per cent; Sci 61 per cent,
- Opportunity for specialisation: Education 76 per cent; Agri 54 per cent,
- Research emphasis/orientation: Health 75 per cent; Business 52 per cent; and Science 52 per cent.

- Practical emphasis/orientation of teaching/learning: Health 85 per cent; Business 57 per cent,
- Work experience (internships/work integrated learning): Health 84 per cent; Agri 58 per cent.

Table 11.1 Usefulness of Elements of the Study Programme by Field of Learning (per cent; only employed graduates)

Usefulness of elements of the study programme	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Course/programme content											
High (values 4 and 5)	66	69	71	83	74	68	77	86	72	76	75
Medium (value 3)	16	15	12	9	17	13	12	9	15	12	13
Low (values 1 and 2)	18	16	16	8	10	19	11	5	14	12	13
Variety of modules offered											
High (values 4 and 5)	66	65	65	77	66	68	74	83	61	66	70
Medium (value 3)	11	19	18	14	21	14	16	10	22	18	16
Low (values 1 and 2)	23	15	17	10	13	18	10	7	17	16	14
Opportunity for specialisation											
High (values 4 and 5)	54	62	60	76	64	67	72	75	61	60	67
Medium (value 3)	21	18	13	14	22	12	14	14	21	22	17
Low (values 1 and 2)	26	20	28	9	14	21	13	11	18	18	16
Research emphasis/orientation											
High (values 4 and 5)	59	52	62	66	56	62	74	75	58	57	61
Medium (value 3)	16	24	10	18	27	14	12	14	22	26	20
Low (values 1 and 2)	25	23	28	15	18	24	14	12	20	17	19
Practical emphasis/orientation of teaching/learning											
High (values 4 and 5)	59	57	69	78	67	64	68	85	61	67	68
Medium (value 3)	19	22	13	12	18	16	16	9	25	22	17
Low (values 1 and 2)	21	21	18	10	15	20	16	6	14	11	16
Work experience (internships/work integrated learning)											
High (values 4 and 5)	58	63	64	79	70	65	74	84	69	68	70
Medium (value 3)	19	16	12	12	18	15	12	8	16	12	14
Low (values 1 and 2)	23	21	23	9	12	20	14	8	15	20	16
Count	118	991	76	679	195	303	123	334	191	76	3,086

National Graduate Survey 2021; Question N1: In your current employment, how useful are the following elements of your study programme? Scale of answers from 1 = 'Not useful at all' to 5 = 'Very useful'.
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

11.2 Most Appropriate Level of Education for Employment

The concept of appropriate employment involves relating the level of education to the level of employment by asking the graduates to judge the extent to which they were

able to secure appropriate employment. The term "over-education" is sometimes used to describe a situation where an individual graduate possessed a level of education in excess of what is required for his/her particular job (McGuinness, 2006). The term vertical link or vertical match between higher education and employment is sometimes also used to differentiate the concepts of over-education (vertical match) from skill mismatch (horizontal match).

This survey allowed an analysis of the graduates' views about the vertical link with the answers to the question: "What is the most appropriate level of education for your employment?" Since the categories of the appropriate level of education were similar to the answers regarding their own level of education, it is possible to assess the extent of over-/under-education.

Table 11.2 presents the most appropriate level of education for employment according to the views of graduates, differentiated by their own level of education achieved in 2017 or 2018. Graduates who were working in areas where a higher education degree was not required can be classified as overeducated.

Only 10 per cent of the employed graduates reported that their employment did not require higher education. At Certificate or Diploma level, 12 per cent of the graduates reported that no higher education was needed for their work. A possibility, therefore, exists that the higher the degree, the less the possibility of a graduate(s) to work in areas where no higher education is needed.

A closer analysis shows that 40 to 43 per cent of Bachelor's and Honours degree holders worked in the job that required these qualification levels. However, 26 per cent of the Bachelor, 40 per cent for Honours, 60 per cent for Master's and 57 per cent PhD degree holders reported "lower qualification" as the most appropriate level of education for their employment. This group of graduates can be described as slightly overeducated. Some graduates (19 per cent) with a Bachelor's degree also reported to be slightly undereducated as they considered their level of qualification insufficient.

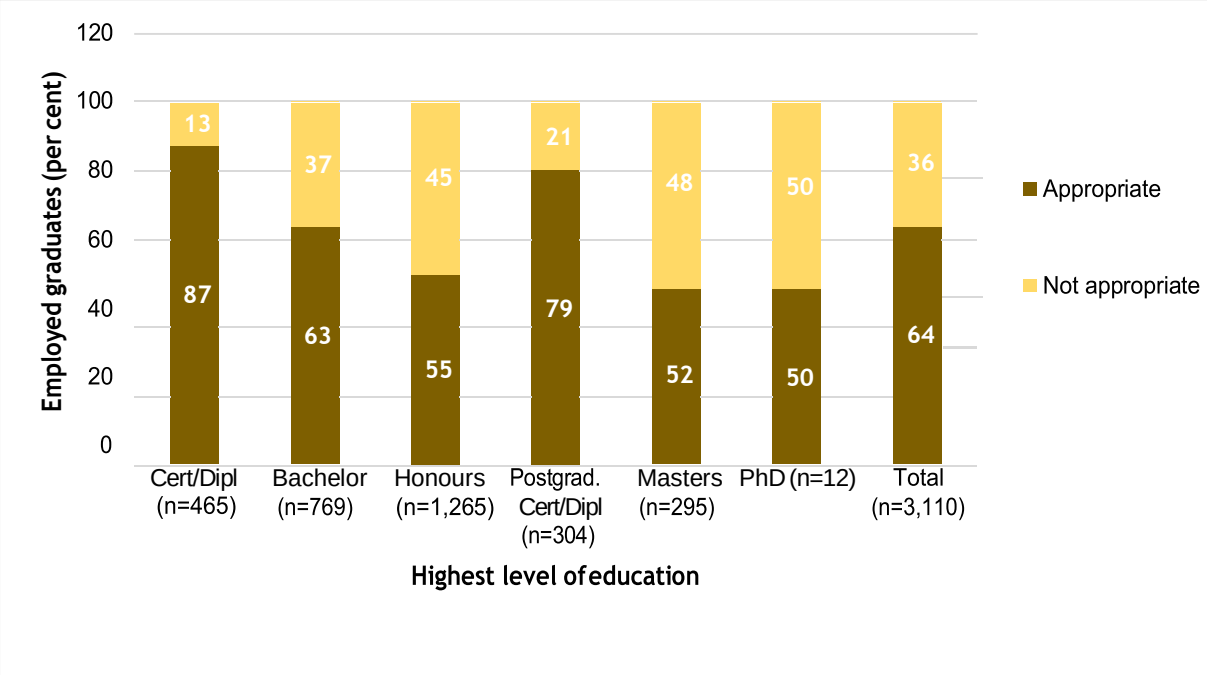
Table 11.2 Most Appropriate Level of Education for Employment by Level of Education Achieved (per cent; only employed graduates)

Most appropriate level of education for employment	Qualification Type						Total
	Diploma/ Certificate	Bachelor	Hon	Post Dipl/ Certificate	MA	PhD	
No higher education needed	12	14	8	2	1	0	10
Certificate/Diploma	48	26	18	21	8	0	26
Bachelor	18	40	22	29	32	0	27
Honours	12	12	43	32	20	0	26
Masters	7	6	7	14	33	57	9
PhD	3	1	2	3	6	43	2
Total	100	100	100	100	100	100	100
Count	658	836	1,240	188	177	7	3,106

National Graduate Survey 2021; Question N2: What is the most appropriate level of education for your employment? One answer only

In Figure 11.1 Appropriate Level of Education for Employment by Qualification Type (per cent;only employed graduates), the results are aggregated to illustrate the degree of appropriateness of employment, which was considered as aligned to own level of education or to a higher level of education. The results show that 64 per cent of all employed graduates are working in areas which they consider appropriate for their level of education. However, a substantive proportion (45 per cent) of Honours degree holders held the view that they were working in areas not appropriate for their levels.

Figure 11.1 Appropriate Level of Education for Employment by Qualification Type (per cent; only employed graduates)



National Graduate Survey 2021; Question N2: What is the most appropriate level of education for your employment? One answer only

11.3 Relationship between Field of Learning and Area of Work

A close relationship between field of learning and area of work indicates a match of acquired and required knowledge and skills. The existence and type of such a match provides feedback from graduates which is necessary for improving the study programmes. In this survey, graduates were asked to indicate the extent to which their field of study was related to their area of work. The scale of answers ranged from 1 = 'Not at all' to 5 = 'To a very high extent'.

More than three quarters (78 per cent) of the employed graduates reported a close relationship between their field of study and their area of work, with a range of 92 per cent for the Health graduates while the Agriculture and Languages graduates both are at 67 per cent (Table 11.3). Graduates from the Education (90 per cent) and Law (86 per cent) fields of learning reported a close relationship.

Table 11.3 Relationship between Field of Study and Area of Work by Field of Learning (per cent arithmetic mean; only employed graduates)

Field of study and area of work	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 Not at all	14	10	19	3	5	14	4	2	9	5	8
2	10	8	7	1	8	7	3	2	5	7	5
3	9	14	8	6	8	10	7	4	11	9	9
4	20	24	23	22	27	17	18	15	27	22	22
5 To a very high extent	47	45	44	68	52	52	68	77	47	57	56
Total	100	100	100	100	100	100	100	100	100	100	100
Count	120	994	75	681	194	305	121	333	190	76	3,089
Recoded values											
High (values 4 and 5)	67	69	67	90	79	69	86	92	75	79	78
Medium (value 3)	9	14	8	6	8	10	7	4	11	9	9
Low (values 1 and 2)	24	17	25	4	13	21	7	5	15	12	13
Arithmetic mean	3.8	3.9	3.7	4.5	4.1	3.9	4.4	4.6	4.0	4.2	4.1

National Graduate Survey 2021; Question N3: To what extent does your field of study relate to your area of work? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Maufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Only a few graduates reported that they were working in areas different from their fields of study (13 per cent). The reasons for taking up a job hardly linked to the field of study could vary. Graduates could have tried to find appropriate jobs, but there could have been other reasons, perhaps related to personal situations such as family needs or the wish to work in a specific locality. Table 11.4 presents such reasons disaggregated by sex. The top reasons were:

- I could not find any job closely linked to my study (67 per cent),
- My current job allows me to take into account family needs (27 per cent),
- At the beginning of the career envisaged, I had to accept work hardly linked to my study (24 per cent),
- In doing this job, I have better career prospects (16 per cent).

Table 11.4 Reasons for Taking up a Job not Linked to Study by Sex (per cent; multiple responses; only employed graduates)

Reasons for taking up a job hardly linked to study	Sex		Total
	Male	Female	
I could not find any job closely linked to my study.	69	66	67
My current job allows me to take into account family needs.	26	28	27
At the beginning of the career envisaged, I had to accept work hardly linked to my study.	25	23	24
In doing this job, I have better career prospects	18	16	16
My interests have changed.	14	10	12
My current job provides the opportunity for part time or flexible schedules.	11	10	10
My current job ensures high income.	11	7	9
My current job provides the opportunity to work in a locality/area I prefer.	8	8	8
My current job is very satisfactory.	9	8	8
I was promoted to a position less linked to my studies and my previous position.	8	5	6
Other	10	7	8
Sum of responses (per cent)	209	188	195
Count of respondents (n)	249	444	693

National Graduate Survey 2021; Question N4: If you consider your employment not related to your knowledge and your study, why did you take it up? Multiple answers possible

11.4 Job Satisfaction

Job satisfaction measures the relationship between study and work and takes into account the motivation of graduates. A satisfying situation can be defined as one where the characteristics of the employment and work match with the subjective motivation. To be "satisfied" means to have achieved a situation which is in accordance with one's own motivation. In the National Graduate Survey, 14 different characteristics of the employment and work were to be considered by the graduates. The items were adopted from the ones used in the international graduate surveys, namely CHEERS, REFLEX, the Association of African Universities (AAU**)** tracer studies and the previous Namibian National Graduate Surveys. Thus, wide comparisons can be made.

According to the results presented in Table 11.5, the majority (more than 50 per cent) of the graduates were satisfied with:

- Content of work (75 per cent),
- Possibility to use knowledge and skills acquired during my studies (72 per cent),
- Job security (66 per cent),
- Working atmosphere (66 per cent compared to 59 per cent),
- Opportunity to benefit society (65 per cent
- Challenges of the job (59 per cent),
- Chance of realising own ideas (62 per cent),

- Workplace surroundings (noise, space, climate) (57 per cent),
- Current position (55 per cent),
- Equal treatment of all employees (53 per cent), and
- Equipment of workplace (51 per cent).

Satisfaction in terms of the following characteristics of professional work was relatively low:

- Fringe and other benefits (46 per cent),
- Income (37 per cent), and
- Promotion prospect (35 per cent)

The results further show remarkable differences in job satisfaction according to fields of study. Graduates from the Education (84 per cent) and Health (84 per cent) fields of learning reported a very high satisfaction with the content of work. Education and Health graduates also had the highest satisfaction level with the possibility to use knowledge and skills acquired during studies (85 and 87 per cent, respectively). Many Science graduates reported satisfaction with "Working atmosphere" (75 per cent) while this was only true for some graduates from the Languages (59 per cent).

Graduates from Law and Education fields of learning (77 and 76 per cent, respectively) reported the highest job satisfaction while Agriculture and Sciences reported a low satisfaction. Generally, graduates across all the fields reported a low satisfaction with "fringe/other benefits (46 per cent)" as well as "equipment of workplace" (51 per cent).

Table 11.5 Satisfaction with Characteristics of the Professional Work Situation by Field of Learning (per cent; only employed graduates)

Satisfaction with the professional work situation	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Content of work											
High (values 4 and 5)	73	68	71	84	72	73	80	84	73	73	75
Medium (value 3)	19	21	13	12	21	17	15	12	21	19	17
Low (values 1 and 2)	8	12	16	4	6	11	5	4	6	8	8
Working atmosphere											
High (values 4 and 5)	65	63	59	67	70	62	67	69	75	69	66
Medium (value 3)	21	23	27	22	21	22	23	22	17	19	22
Low (values 1 and 2)	14	14	14	11	9	15	10	8	9	12	12
Job security											
High (values 4 and 5)	50	65	64	76	59	62	77	65	57	55	66
Medium (value 3)	21	17	13	16	16	18	16	22	22	21	18
Low (values 1 and 2)	29	18	23	8	25	21	7	13	21	24	16
Possibility to use knowledge and skills acquired during my studies											
High (values 4 and 5)	63	64	68	85	67	64	78	87	69	75	72
Medium (value 3)	20	22	14	10	25	19	15	11	17	13	17
Low (values 1 and 2)	17	14	17	6	8	17	8	3	14	12	11
Challenges of the job											
High (values 4 and 5)	54	57	61	65	57	55	59	62	62	55	59
Medium (value 3)	32	28	23	26	30	27	25	29	27	30	28
Low (values 1 and 2)	15	15	16	9	13	19	16	9	11	14	13
Current position											
High (values 4 and 5)	47	51	55	67	51	46	50	64	49	42	55
Medium (value 3)	32	27	18	20	32	21	31	22	28	24	25
Low (values 1 and 2)	21	23	27	12	18	32	19	13	22	34	20
Income											
High (values 4 and 5)	28	35	34	46	33	28	39	39	33	34	37
Medium (value 3)	35	31	20	31	28	32	26	30	35	24	31
Low (values 1 and 2)	37	34	46	23	39	40	35	31	32	42	33
Promotion prospect											
High (values 4 and 5)	32	35	35	40	29	29	48	33	34	38	35
Medium (value 3)	25	24	28	31	30	25	25	31	29	27	27
Low (values 1 and 2)	43	41	38	29	41	45	27	36	37	35	37
Opportunity to benefit society											
High (values 4 and 5)	61	56	66	72	59	64	76	79	61	65	65
Medium (value 3)	16	23	19	18	23	19	11	15	26	16	20
Low (values 1 and 2)	23	21	15	10	18	17	13	6	13	19	15
Chance of realising my own ideas											
High (values 4 and 5)	65	55	62	72	56	54	68	70	57	59	62
Medium (value 3)	15	23	17	20	28	23	17	21	29	20	22
Low (values 1 and 2)	19	22	21	8	16	23	15	9	13	21	16
Fringe/other benefits											

High (values 4 and 5)	40	46	47	55	41	42	48	46	39	36	46
Medium (value 3)	22	24	21	24	24	21	23	27	27	25	24
Low (values 1 and 2)	38	30	32	21	34	37	29	27	34	39	30
Equipment of workplace											
High (values 4 and 5)	42	58	58	46	57	47	60	43	50	51	51
Medium (value 3)	37	24	23	30	25	28	22	34	29	31	28
Low (values 1 and 2)	21	19	19	24	18	26	18	23	22	18	21
Workplace surroundings (noise, space, climate)											
High (values 4 and 5)	57	60	59	54	59	53	56	59	57	55	57
Medium (value 3)	26	23	21	27	28	24	29	23	32	29	25
Low (values 1 and 2)	17	17	20	19	13	23	15	18	12	16	17
Equal treatment of all employees											
High (values 4 and 5)	57	50	55	63	49	49	47	51	49	58	53
Medium (value 3)	21	25	17	21	26	20	21	28	30	16	24
Low (values 1 and 2)	22	25	28	16	25	31	32	21	22	26	23
Count	116	972	76	661	194	299	121	325	187	76	3,027

National Graduate Survey 2021; Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Table 11.6 shows the results of the satisfaction with selected characteristics of the professional work situation differentiated by HEIs. The job satisfaction ratings for the HEIs were rather similar. In general, IOL graduates were more satisfied with the characteristics of the professional work situation.

Table 11.6 Satisfaction with Selected Characteristics of the Professional Work Situation by HEI and Year of the Survey (per cent; only employed graduates) (These percentages are for high values)

Characteristics of with the professional work situation	Name of the HEI				Total
	UNAM	NUST	IUM	IOL	
Content of work	77	72	76	89	75
Possibility to use knowledge and skills acquired during my studies	76	67	72	87	72
Working atmosphere	66	65	68	77	66
Job security	66	64	64	88	66
Opportunity to benefit society	69	58	65	79	65
Chance of realising my own ideas	64	56	69	79	62
Challenges of the job	59	58	60	70	59
Workplace surroundings (noise, space, climate)	56	58	56	59	57
Current position	58	50	56	66	55
Equal treatment of all employees	56	48	59	65	53
Equipment of workplace	46	55	57	60	51
Count	1,483	1,244	226	141	3,094

National Graduate Survey 2021; Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

The different aspects of job satisfaction are of course related to some extent, but it requires further analysis to determine if this indicates the existence of a one-dimensional job situation of good and bad jobs for the graduates. A factor analysis (principal component analysis with varimax rotation) of the 15 aspects of job satisfaction shows (Table 11.7) that this is not the case. There is not just one dimension of satisfying job attributes. Three dimensions of job satisfaction could be differentiated and three corresponding index variables were created for further analysis.

Table 11.7 Dimensions of Job Satisfaction (loadings of the rotated component matrix and Cronbach's alpha; only employed graduates)

Dimension and related items	Loading
1. Professional work	
Possibility to use knowledge and skills acquired during my studies	0.810
Content of work	0.772
Chance of realising my own ideas	0.667
Challenges of the job	0.625
Opportunity to benefit society	0.578
Current position	0.522
2. Status	
Income	0.767
Promotion prospect	0.713
Fringe/other benefits	0.795
Job security	0.586
3. Work environment	
Workplace surroundings (noise, space, climate)	0.830
Equipment of workplace	0.714
Working atmosphere	0.570
Equal Treatment of all employees	0.560
Reliability of the index variables	**Cronbach's alpha**
1. Professional work (index)	0.86
2. Status (index)	0.79
3. Work environment (index)	0.78

National Graduate Survey 2021, Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.
Method: Principal component analysis with varimax rotation. The three factors explain 62 per cent of the variance of the 15 variables. Only component loadings higher than 0.5 are documented.

In addition to the single aspects, graduates were asked to provide a summary of their job satisfaction: the question was "Overall, to what extent are you satisfied with your current work situation? Scale of answers was from 1 = 'Not at all' to 5 = 'To a very high extent'. This overall job satisfaction takes into account that graduates might have different work orientations which contribute to their job satisfaction level.

The overall job satisfaction of graduates was good. Close to half (49 per cent) of the graduates were satisfied (values 4 or 5), while 19 per cent were not satisfied (values 1 or 2) (Table 11.8). The differences by field of study are not very pronounced.

Table 11.8 General Job Satisfaction by Field of Learning (per cent; arithmetic mean; only employed graduates)

General job satisfaction	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
1 Not at all	7	8	7	3	5	12	8	3	6	9	6
2	15	14	14	8	13	15	9	11	12	16	12
3	33	33	30	27	37	32	30	34	38	28	32
4	27	27	30	37	29	30	32	32	28	24	31
5 To a very high extent	19	17	20	25	16	12	21	20	17	24	19
Total	100	100	100	100	100	100	100	100	100	100	100
Count	116	968	74	655	192	293	121	322	185	76	3,002
Recoded values											
High (values 4 and 5)	46	44	50	62	45	41	53	52	44	47	49
Medium (value 3)	33	33	30	27	37	32	30	34	38	28	32
Low (values 1 and 2)	22	22	20	11	18	26	17	14	18	25	19
Arithmetic mean	3.4	3.3	3.4	3.7	3.4	3.2	3.5	3.5	3.4	3.4	3.4

National Graduate Survey 2021; Question O2: Overall, to what extent are you satisfied with your current work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

There were no distinct differences visible between male and female graduates when it comes to job satisfaction. Table 11.9 shows that both male and female graduates (50 and 49 per cent, respectively) recorded almost similar levels of satisfaction in their jobs.

Table 11.9 General Job Satisfaction by Sex (arithmetic mean; only employed graduates)

General job satisfaction	Sex		Total
	Male	Female	
1 Not at all	5	7	6
2	12	13	12
3	33	31	32
4	32	30	30
5 To a very high extent	18	20	19
Total	100	100	100
Count	1,166	1,904	3,070
Recoded values			
High (values 4 and 5)	50	49	49
Medium (value 3)	33	31	32
Low (values 1 and 2)	17	20	19
Arithmetic mean	3.5	3.4	3.4

National Graduate Survey 2021; Question O2: Overall, to what extent are you satisfied with your current work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

In order to test the relevance of the different dimensions of job satisfaction for the overall job satisfaction, a multiple regression analysis (Ordinary Least Square method, OLS) was performed. More than 50 per cent of the variance of the overall job satisfaction can be explained in the regression analysis by the three dimensions of job satisfaction (Table 11.10).

Table 11.10 Explanation of General Job Satisfaction by Characteristics of Employment and Work (per cent; standardized OLS regression coefficient; only employed graduates)

Independent variables	Standardized regression coefficient (beta)	Significance
Professional work	0.28	***
Status	0.30	***
Work environment	0.29	***
Multiple R square	0.57	***

Ordinary least square regression analysis with the overall job satisfaction as dependent variable and the three dimensions of job satisfaction as independent variables.
*** Significance level < 1 %; ** Significance level < 5 %

All factors, namely professional work (beta: 0.28, status (beta: 0.30), and the work environment (0.29), are equally important toward the overall job satisfaction. It can be deduced that graduates like to work in areas closely related to their studies and to have a high work autonomy in demanding jobs. The content of their work, as such, is an important factor of job satisfaction regardless the status dimension (income and promotion prospects).

12. COVID-19 Effects on the Graduates Employment and Further Studies

The Coronavirus disease 2019 (COVID-19) is an infectious disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) which was first discovered in 2019, in Wuhan, China (World Health Organisation [WHO], 2020). On 11 March 2020, WHO declared COVID-19 a global pandemic, pointing to over 118,000 cases of the virus in more than 110 countries.

The Government of the Republic of Namibia (GRN) declared a state of emergency on 17 March 2020, after the disease arrived in the country (GRN, 2020). As per recommendation of WHO on how infectious COVID-19 was, workplaces had to shut down to contain the spread of the disease, a situation that had a dire effect on the operations of the economic sectors, including education. Boarder closures and national lockdowns brought many economic activities to a standstill, forcing industries to retrench workers and in some cases shut down.

To ensure teaching and learning continued, there was a need for remote teaching and learning through online learning. HEIs were not entirely ready for this shift. The situation was, however, different in some sectors, such as Health, where services were constantly required to prevent further spread of the disease. The disease intensified into the year 2021 when this survey was conducted. This presented an opportunity to explore how COVID-19 affected the graduates' employment and further studies.

Although Namibia's state of emergency lasted until 17 September 2020, the infections and death cases rose thereafter. By the end of the survey, COVID-19 confirmed cases stood at 61,374, with 950 deaths reported to WHO.

This chapter presents information on how COVID-19 affected the 2017/2018 graduates in terms of employment status/situation and further studies.

12.1 The Effect of COVID-19 on Employment Status/Situation

Graduates of 2018 and 2019 were asked in March-June 2021 whether COVID-19 has affected their employment status or situation since it emerged.

Fifty-two (52) per cent of graduates reported that their employment status or situation had been affected (Table 12.1). Moreover, graduates from the Agriculture field (61 per cent) and fields under "Others" (63 per cent) were the most affected. The least affected graduates were from the Law (44 per cent) and Health fields (45 per cent).

Table 12.1 COVID-19 Effects on Employment by Field of Learning (per cent)

COVID-19 effects	Field of learning										Total
on employment	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Yes	61	52	51	52	52	52	44	45	50	63	52
No	39	48	49	48	48	48	56	55	50	37	48
Total	100	100	100	100	100	100	100	100	100	100	100
Count	263	1,531	119	852	266	457	177	403	278	131	4,477

National Graduate Survey 2021; Question P1: Has COVID-19 affected your employment status/situation?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

12.2 Effects of COVID-19 on Employment Status/Situation

Effects in this context refers to any change, challenge or hindrance experienced due to COVID-19. Four out of ten (42 per cent) graduates whose employment was affected by COVID-19 reported that they could not find employment because of the pandemic. Similarly, 21 per cent were unemployed for the same reason. A relatively high proportion of the female graduates (43 per cent) could not find jobs due to the pandemic compared to the proportion of male (41 per cent) graduates. A combined 28 per cent of the employees (graduates) indicated that either their income/salaries were cut or working hours were reduced (Table 12.2).

Table 12.2 Employment Status or Situation due to COVID-19 by Sex (per cent; only graduates whose employment was affected by COVID-19; multiple responses)

Employment status or situation due to COVID-19	Sex		Total
	Male	Female	
Could not find employment	41	43	42
Unemployed	21	21	21
Income/salary was cut	14	11	12
Working hours were reduced	18	15	16
Lost employment	10	9	9
Gained employment	2	2	2
Industry heavily affected	46	39	42
Others	8	9	9
Sum of responses (per cent)	160	149	153
Count of respondents (n)	884	1,534	2,418

National Graduate Survey 2021; Question P2: P1, How did COVID-19 affect your employment status/situation? Multiple answers possible

Majority of the graduates from Agriculture, Social Studies, Sciences, Business fields as well as from fields under “Others” indicated that they could not find employment or were unemployed due to COVID-19. According to the graduates, industries that were heavily affected by COVID-19 were those associated with Manufacturing and fields

under “Others”. These fields together with Business studies were also prone to income/salary cuts (Table 12.3).

Table 12.3 Employment Status or Situation due to COVID-19 by Field of Learning (per cent; only graduates whose employment was affected by COVID-19; multiple responses)

Employment status or situation due to COVID-19	Field of learning										Total
	Agri	Busi	Lan	Edu	Man	Soc	Law	Heal	Sci	Oth	
Could not find employment	55	46	41	32	41	48	44	26	47	46	42
Unemployed	30	23	23	16	19	21	21	13	26	24	21
Income/salary was cut	11	16	11	4	17	10	9	10	14	18	12
Working hours were reduced	8	14	10	25	17	15	22	13	11	15	16
Lost employment	10	10	23	3	13	13	10	5	11	9	9
Gained employment	2	1	0	2	1	3	0	8	3	1	2
Industry heavily affected	43	42	36	40	53	39	32	44	43	52	42
Others	5	6	7	17	4	6	12	18	5	5	9
Sum of responses (per cent)	164	158	151	138	165	156	149	137	160	169	153
Count of respondents (n)	161	800	61	450	143	239	78	184	141	85	2,342

National Graduate Survey 2021; Question P2: P1, How did COVID-19 affect your employment status/situation? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Man - Manufacturing; Soc - Social Studies; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

12.3 Effects of COVID-19 on Graduates Further Studies

Graduates were asked to indicate if COVID-19 has affected their further studies. About one third (34 per cent) of the graduates reported that they were affected. A higher proportion of male graduates (37 per cent) were affected compared to female graduates (33 per cent) (Table 12.4).

Table 12.4 COVID-19 Effects on Undertaking Further Studies by Sex (per cent)

COVID-19 effects on undertaking further studies	Sex		Total
	Male	Female	
Yes, I was affected	37	33	34
No	63	67	66
Total	100	100	100
Count	1,717	2,901	4,618

National Graduate Survey 2021; Question P4: Has COVID-19 affected your further studies?

12.4 Kind of Effects of COVID-19 on Graduates Further Studies

Graduates who reported that COVID-19 has affected their further studies were asked to rate the effects of COVID-19 pandemic on further studies at a scale of 1 (very bad) to 5 (very good). Table 12.5 shows institution-wide, below-average rating in the categories "Ability to pay tuition fees (2.6) and "Access to internet connectivity" (2.8).

Table 12.5 Kind of Effects of COVID-19 on Undertaking Further Studies by Institution of Higher Education (per cent; only graduates effected by COVID-19)

	Name of the HEI				Total
Kind of effects of COVID-19	**UNAM**	**NUST**	**IUM**	**IOL**	
Ability to pay tuition fees	2.7	2.6	2.4	2.7	2.6
Access to internet connectivity	2.8	2.9	2.5	2.8	2.8
Access to a device, e.g. laptop, computer	2.9	3.1	2.8	2.9	3.0
Availability of online learning platform	2.9	3.2	2.7	2.6	3.0
Access to accommodation	2.9	3.0	3.0	2.5	3.0
Count	854	609	141	40	1,644

National Graduate Survey 2021; Question P5: How did COVID-19 affect your further studies in terms of the following? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Younger graduates (27 years and below) were more affected by the "Ability to pay tuition fees" with 53 per cent of them rating it as bad (values 1 and 2). The older graduates (34 years and older, 49 per cent) rated "Availability of online learning platform" Good (values 4 and 5). A similar rating was given to the IT related services (Table 12.6). Generally, the main factors, such as ability to pay tuition and access to internet connectivity, were rated bad by majority of graduates who indicated that COVID-19 effected their study.

Table 12.6 Kind of Effects of COVID-19 on Undertaking Further Studies by Age at the Time of the Survey 2021 (per cent; only graduates effected by COVID-19)

Kind of effects of COVID-19	Age at the time of the survey			Total
	Up to 27	28 - 33	34 and older	
Ability to pay tuition fees				
Good (values 4 and 5)	34	32	36	34
Medium (value 3)	13	11	15	13
Bad (values 1 and 2)	53	57	49	53
Access to internet connectivity				
Good (values 4 and 5)	32	32	40	34
Medium (value 3)	20	21	22	21
Bad (values 1 and 2)	48	47	37	45
Access to a device, e.g. laptop, computer				
Good (values 4 and 5)	39	35	46	39
Medium (value 3)	20	23	21	21
Bad (values 1 and 2)	41	43	34	40
Availability of online learning platform				
Good (values 4 and 5)	38	36	47	40
Medium (value 3)	23	22	20	22
Bad (values 1 and 2)	40	41	33	38
Access to accommodation				
Good (values 4 and 5)	39	37	39	39
Medium (value 3)	23	21	20	22
Bad (values 1 and 2)	38	42	40	40
Count	711	500	413	1,624

National Graduate Survey 2021; Question P5: How did COVID-19 affect your further studies in terms of the following? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

13 Conclusions and Recommendations

The main objective of this National Graduate Survey was to evaluate the quality of higher education by assessing the general impact of the programmes on the graduates and its external efficiency (meeting the needs of the economy and labour market and for the individual). Specifically, the study sought to:

- Identify factors influencing higher education choices and learning outcomes
- Gauge the graduates' reflection on the study facilities, conditions and provisions at HEIs.
- Determine the relationship between job search and employment.
- Establish the status of employment among the graduates.
- Assess the usefulness and relevance of the study programme to graduates' employment.
- Establish COVID-19 effects on graduates' employment and further study.

In addition to the findings related to the study objectives, lessons arising from the study methodology led to useful recommendations for future surveys. The following are key conclusions and associated recommendations:

13.1 Methodology

- While a sizeable number of graduates had active phone numbers (88 per cent), only about half (48 per cent) of the target population had working emails. It is, therefore, recommended that *HEIs should make efforts to update graduates' contact details (email addresses and phone numbers) for future communication to participate in graduate survey and employment opportunities.*

- *In view of limited human resources, HEIs should consider continuous use of student interns to update alumni contact details. Alumni offices should also establish and/or strengthen relationship with the faculties and institutional planning to consolidate efforts within the HEI.*

- *HEIs should acquire information and communication technology equipment and invest in capacity development for administration thereof.*

- *NCHE should procure a server to collate responses and to prevent any data loss.*

- *HEIs should make logistical arrangements in advance to ensure that bulk SMS systems are operational prior to graduate survey undertaking.*

- *HEI management should strengthen graduate survey institutionalisation through faculties and departments. This can be done by engaging the survey results more proactively and incorporating feedback of lessons learnt into programme development and improvement. Survey results could also be discussed at institutional research day, quality day or conferences.*

- *NCHE should support the HEIs quality assurance offices in ensuring that graduate surveys are institutionalised as integral part of internal quality assurance mechanisms.*

13.2 Factors Influencing Higher Education Choices and Learning Outcomes

- Academic factors (reputations/image of the HEI/campus; practical emphasis of the study programme; provision of area of specialisation; and admission standards and prior grades) play a major role in influencing the choice of the HEI as opposed to the social factors (closeness to home; attractiveness of town/suburb/region; and availability of quality accommodation on or off campus). *This implies that the choice of the HEI is depended on the institution as a brand.*

- *To attract students, HEIs should strive to maintain high performance standards and quality services, and continuously improve marketing strategies*.

- Reasons for prolonging studies appeared to be age specific. Whereas younger graduates (27 years and younger) mainly cited failed examination as the major factor (76 per cent), financial challenges and work commitments appeared to be the prominent reasons for prolonging studies among the older graduates (34 years and older). Where financial support is assured such as the case of IOL, the challenge for mature students is more about work commitments.

- *In order to device targeted student support interventions, the causes of failure among younger students should be investigated. Similarly, the extent to which source of funding and socio-economic responsibilities of older graduates influence their academic success should be researched.*

13.3 Higher Education Institution Services - Study Conditions and Provisions

- The relatively low rating of Supply of teaching or learning materials, Student recreational facilities on campus, and Quality of technical equipment under the physical study conditions category as well as the entire specific services facilities require urgent attention by the HEIs. If left unattended, it might have adverse effects on student success.

- Considering the limited resources and competing priorities between teaching and learning, and facilities and student support services, *HEIs might consider entering into partnerships for sharing technical equipment, lodging and recreational facilities which are necessary for enhancing learning and general student development.*

- The study identified specific factors that seemed to have influenced the graduates' perception. These include: the mode of study; previous qualifications; the HEI attended; qualification type obtained; and the field of learning. *These factors should be further investigated to establish specific causes of the observed perceptions as well as the extent to which it influences student success and enhance or device appropriate interventions.*

13.4 Relationship between Job Search Employment

- Although 'Press Advertisement' was cited as the most successful and effective method for finding the first jobs, it was also indicated that it took a longer period − more than a year. Graduates who were assisted by their HEIs to find jobs or were exposed to work placement/attachment found employment fastest (approximately 10 months).

- *HEIs should strengthen partnerships with industries to facilitate and fast-track graduate employment.*

13.5 Employment and Work

- The unemployment rate is relatively high among graduates from the Agriculture field (57 per cent). This could be due to the adverse climatic conditions that affected the country and, in particular, employment in recent years or a mere disconnect between training and the industry.

- *Dedicated surveys on agriculture graduates and employers should be conducted to establish factors associated with low employment rates among the graduates.*

- There is little progress evident in employment creation by the private sector. Even when most vacancies in the government are frozen, the proportion of graduates employed by Government is still higher.

- *HEIs should consider incorporating entrepreneurship training within the various programmes in view of preparing graduates for self-employment.*

- There seemed to be a defined relationship between the level of job position and the incidences of other sources of income − the higher the level of the

job position, the higher the percentage of graduates with additional sources of income.

- Intervals of job changes varied among the fields of learning. Graduates from the Education and Law fields of learning rarely changed jobs whereas Manufacturing and Health fields displayed the largest proportion of graduates who changed jobs, at least once.

- *It might be useful to investigate frequent job changes among graduates to establish the driving factors (job satisfaction or relevance of the job).*

13.6 Relationship between Study and Work

- Majority of the graduates rated usefulness of the study programme content to their current employment "high" and attested that there was a high possibility of using the knowledge and skills acquired during their studies. This serves as confirmation that Namibian HEIs are offering useful programmes in terms of quality and content, thereby enhancing the employability of the graduates.

- *Follow-up surveys are recommended to explore the performance of the graduates in their workplace. Specifically, present employers of the graduates can be surveyed to assess the skills needed by their employees. This can assist the HEI to align the programme design based on the specific needs of the industry, but it can also further strengthen the findings of this Survey.*

13.7 COVID-19 Effects on Graduates' Employment and Further Study

- Majority (42 per cent) of the graduates whose employment was affected by COVID-19 reported that their industry was heavily affected by COVID-19. Graduates from manufacturing and business fields reported having been affected the most. A larger proportion of male graduates reported having been more affected (income/salary was reduced; working hours were reduced or lost employment) compared to the proportion of female graduates.

- Generally, COVID-19 negatively affected the graduates' ability to pay tuition fees for further studies and access to internet connectivity. The younger graduates (below 28 years of age) were generally more affected than the older graduates (above 33 years of age).

- *The challenges of access to internet connectivity should be addressed through a multi sectoral approach, both by the public and private sector, by availing access to affordable electricity and internet services.*

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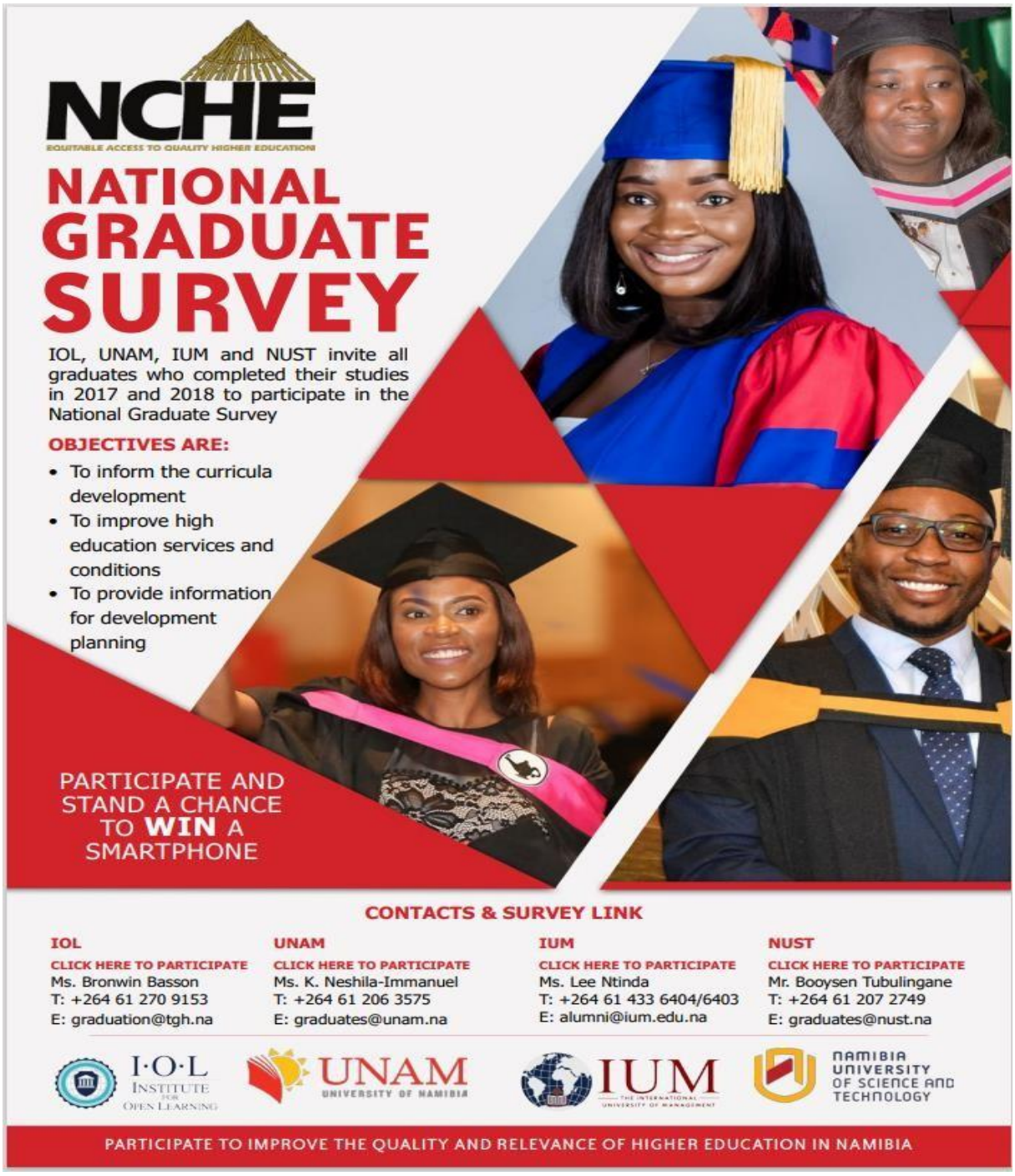
15. Appendices

15.1 Appendix 1 (a): Mass Media Advertisements: Invitations



15.2 Appendix 1 (b): Mass Media Advertisements: Smart phone winners

15.3 Appendix 2: Graduate Survey Institutional Webpages

The survey was administered and marketed through the participating HEI's websites. The websites contain information on the background, purpose and relevance of the graduate survey. The links to the survey questionnaire, adverts and previous reports are posted there. The links to the graduate survey webpage of each participating HEI are listed below for reference.

NUST website: https://www.nust.na/?q=graduates

UNAM website: https://www.unam.edu.na/graduates

IUM website: http://www.ium.edu.na/about/Tracer_Study.php

IOL website: https://www.iol.na/graduates/

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