NCHE

EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION

NATIONAL GRADUATE SURVEY

March 2018

INTERNATIONAL UNIVERSITY OF MANAGEMENT - KNOWLEDGE DISCIPLINES - WINDHOEK - NAMIBIA

NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

UNAM
UNIVERSITY OF NAMIBIA

National Graduate Survey for 2012 and 2013 Cohorts

March 2018

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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.

Basic information about the 2017 National Graduate Survey

Participating institutions	UNAM, NUST, IUM
Questionnaire	Adaptation of international tested tracer study questionnaires 96 questions 300 possible answers (variables)
Method of data collection	Online questionnaire (QTAFI software)
Time of data collection	November 2016 - March 2017
Target population	All graduates of the three institutions, who completed their studies in 2012 and 2013 Number of graduates: 8,677
Contacted graduates	Number of contacted graduates by email, SMS or phone: About 4,000
Responses	1035
Response rate	25% net response rate

Preface

The National Council for Higher Education (NCHE) is, among others, tasked with the responsibility of promoting and monitoring the quality of higher education (HE) provision in the country. Furthermore, the NCHE is expected to undertake research on issues relating to higher education. It is for this reason that the NCHE coordinated a national survey of graduates who completed their studies at the three universities in the country, i.e. University of Namibia (UNAM), Namibia University of Science and Technology (NUST) and The International University of Management (IUM), in 2012 or 2013.

The main objective of the National Graduate Survey was to evaluate the quality of the higher education 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 various important aspects of higher education as viewed by the 2012 and 2013 graduate cohorts. Those include quality and efficiency, linkages between education and employment, university facilities, and recommendations for improvement. Worth noting is the fact that this survey only focused on the graduates' experiences during their studies and their employment experiences since graduation, but not the views of their employers.

The National Graduate Survey addresses itself to all professional staff in the education sector, as well as to interested researchers. It is hoped that this report will contribute to a national discussion on ways and means towards improving the quality of graduates from Namibia's higher education system.

MOCKS SHIVUTE
EXECUTIVE DIRECTOR

Acknowledgements

Hon. Dr Becky Ndjoze-Ojo, the Deputy Minister of Higher Education, Training and Innovation launched the commencement of this survey. Her effort is greatly acknowledged as it set the tone for conducting the survey.

We wish to thank the National Graduate Survey Technical Committee that consisted of planners, statisticians, marketing and alumni officials, and information technology (IT) technicians from UNAM, NUST and IUM for providing the graduate information, spearheading the survey undertaking and commenting on the draft report. The participation of all the respondents is highly appreciated.

The survey was co-funded by the African Development Bank. The participating institution (UNAM, NUST and IUM) availed human and material support.

This report was compiled by Sylvia Demas and Sem Shikongo (both from the NCHE Secretariat), and Harald Schomburg, the survey technical advisor.

Table of Contents

Acronyms and Abbreviations ..... **xi**

Explication of the tables ..... **xii**

1 Executive Summary **1**

2 Introduction **3**

2.1 Background of the Study 3
2.2 Country Context 4
2.3 Objectives of the Study 5

3 Methodology **6**

3.1 Updating Contact Details 6
3.2 Survey Tools and Data Collection 6
3.3 Target Population, Sample Size and Response Rate 6
3.4 Strategies to Improve Response Rates 8
3.5 Data Analysis 8
3.6 Study Limitations and Methodological Challenges 9

4 Demographic Characteristics of Respondents **10**

4.1 Sex 10
4.2 Age 10
4.3 Marital Status 11
4.4 Graduates with Disabilities 12
4.5 Nationality 12
4.6 Financial Dependants 12
4.7 Social Background 12
4.8 Source of Study Funding 12
4.9 Highest Level of Education of Parents 13

5 Education and Work before Study **16**

5.1 Country of Secondary School Completion 16
5.2 Geographic Location of Secondary School Completion 16
5.3 Type of Secondary School 16
5.4 Highest School Qualification 17
5.5 Vocational Training before Higher Education 17
5.6 Work Experience 19

6 Factors Influencing Higher Education Choices and Learning Outcomes **20**

6.1 Selection Criteria for Study Programme 20
6.2 Selection Criteria for Higher Education Institution 21
6.3 Study Duration 21
6.4 Reasons for Prolongation of Studies 22
6.5 Mode of Study 22
6.6 Level of Study Programme 23

7 University Services - Study Conditions and Provisions **24**

7.1 Study Conditions and Provisions 24
7.2 Other Variables Influencing Study Conditions and Provisions 29

8 Further Study 32
8.1 Further Study/Training 32
8.2 Reasons for Pursuing Further Study 32
8.3 Level of Further Study Completed 33
8.4 Year of Enrolment in Further Study 34
8.5 Linkage Between the Field of Further Study and the Initial Field 34
8.6 Institution of Further Study Completed 35
8.7 Mode of Further Study 36
8.8 Duration of Further Study Programme 36
8.9 Level of Current Further Study 37
8.10 Year of Enrolment in Current Further Study 38
8.11 Linkage between the Field of Previous and Current Further Study 38
8.12 Institution of Current Further Study 39
8.13 Mode of Current Further Study 40
8.14 Duration of Current Further Study Programme 40

9 Employment Search 42
9.1 Employment Search 42
9.2 Alternatives to Employment Search 42
9.3 Duration of Job Search 43
9.4 Number of Contacted Employers, Acknowledgements and Interview Invitations 45
9.5 Methods of Job Search 46
9.6 Most Successful Method for Finding the First Job 47
9.7 Job Search Effectiveness 48

10 Employment and Work 51
10.1 Employment Status 51
10.2 Activities of Unemployed Graduates 53
10.3 Typology of Employment 53
10.4 Working Time 54
10.5 Permanent Employment 54
10.6 Type of Employer 55
10.7 Economic Sector of Employment 56
10.8 Level of Current Position 57
10.9 Income 58
10.10 Fringe Benefits 62
10.11 Other Sources of Income 63
10.12 Change of Employer 64
10.13 Duration of Work Experience 65
10.14 Job Search for the Current Job 66
10.15 Region of Employment 70
10.16 International Mobility 72
10.17 Self-Employment 73

11 Relationship between Study and Work 75
11.1 Usefulness of Elements of the Study Programme 75
11.2 Most Appropriate Level of Education for Employment 76
11.3 Relationship between Field of Learning and Area of Work 79
11.4 Job Satisfaction 81

12 Conclusions and Recommendations 89
12.1 Conclusions 89
12.2 Recommendations 91
13 Bibliography 93
Appendices 94
Appendix 1: Mass media advertisements 95
Appendix 2: Invitation letter 98
Appendix 3: Questionnaire of National Graduate Survey 2017 99

List of Tables

Table 2.1 Statutory Agencies, Establishing Act and Objectives Regarding the Development of Higher Education 4
Table 2.2 Unemployment Rate 2016 by Education Level (per cent) 5
Table 3.1 Target Population, Sample, Respondents and Response Rate of the National Graduate Survey 2017 by University (per cent) 7
Table 4.1 Demographic Characteristics of Respondents by Higher Education Institution Attended (per cent; arithmetic mean) 11
Table 4.2 Source of Study Funding by Sex (per cent; multiple responses) 13
Table 4.3 Highest Level of Education of Parents by Sex (per cent) 14
Table 4.4 Educational Mobility Regarding the Level of Education of the Father and the Mother (per cent) 15
Table 5.1 Country of High/Secondary School National Certificate by Year of Completion of Study (per cent) 16
Table 5.2 Geographic Location (Urban/ Rural) of School Region by Year of Completion of Study and Sex (per cent) 16
Table 5.3 Type of Secondary School by Year of Completion of Study and Sex (per cent) 17
Table 5.4 Highest School Qualification by Year of Completion of Study and Sex (median) 17
Table 5.5 Vocational Training/Post-Secondary School Courses Before Entering Higher/Tertiary Education by Year of Completion of Study (per cent) 18
Table 5.6 Linkage of Vocational Training/Post-Secondary School Courses and Higher/Tertiary Education Studies by Year of Completion of Study (per cent; arithmetic mean; only graduates with vocational training/post-secondary school courses before entering higher/tertiary education) 18
Table 5.7 Work Experience before Enrolment in Higher/Tertiary Education by Year of Completion of Study and Sex (per cent) 19
Table 5.8 Working Days per Week by Year of Completion of Study (per cent; only graduates with work experience before study) 19
Table 6.1 Selection Criteria for Entry to the Study Programme by Age (per cent) 20
Table 6.2 Importance of Factors in Choosing the Higher Education Institution by Age (arithmetic mean) 21
Table 6.3 Completion of the Study Programme in the Minimum Required Period of Time by Age (per cent) 22
Table 6.4 Reasons for Prolonging of Study by Age (per cent; multiple responses; only graduates with prolongation of study) 22
Table 6.5 Mode of Study by Age at the Time of the Survey (per cent) 23
Table 6.6 Level of Study by Sex (per cent) 23
Table 7.1 Dimensions of Study Conditions and Provisions (Loadings of the rotated component matrix and Cronbach's alpha) 25
Table 7.2 Rating of Study Conditions and Provisions by Higher Education Institution (arithmetic mean) 28

Table 7.3 Rating of Study Conditions and Provisions by Field of Learning (arithmetic mean) 29
Table 7.4 The Relevance of Individual Background and Study Experiences for the Rating of Study Conditions and Provisions (standardised Ordinary Least Square regression coefficients; beta) 30
Table 8.1 Further Study by Year of Completion of Studies (per cent; multiple responses) 32
Table 8.2 Reasons for Engaging in Further Study by Higher Education Institution Attended (percent; multiple responses; only graduates with further studies) 33
Table 8.3 Reasons for Engaging in Further Study by Field of Learning (per cent; multiple responses; only graduates with further studies) 33
Table 8.4 Level of Further Study Completed by Sex (per cent; multiple responses; only graduates with completed further studies) 34
Table 8.5 Year of Enrolment in Further Studies by Sex (median; only graduates with completed further studies) 34
Table 8.6 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) 35
Table 8.7 Institution of Further Study Completed by Kind of Degree (per cent; only graduates with completed further studies) 35
Table 8.8 Mode of Further Study by Kind of Degree (per cent; only graduates with completed further studies) 36
Table 8.9 Duration of Further Study Programme (Months) by Kind of Degree (median; only graduates with completed further studies) 37
Table 8.10 Level of Current Further Study by Field of Learning (per cent; multiple responses; only graduates who are currently studying) 37
Table 8.11 Level of Current Further Study by Sex (per cent; multiple responses; only graduates who are currently studying) 38
Table 8.12 Year of Enrolment in Current Further Study by Year of Completion of Study (per cent; only graduates who are currently studying) 38
Table 8.13 Linkage Between the Field of Previous and Current Further Study by Field of Learning (per cent; arithmetic mean; only graduates who are currently studying) 39
Table 8.14 Institution of Current Further Study by Kind of Degree (per cent; only graduates who are currently studying) 40
Table 8.15 Mode of Current Further Study by Type of Employment (per cent; only graduates who are currently studying) 40
Table 8.16 Duration of the Whole Current Further Study Programme (months) by Kind of Degree (median; only graduates who are currently studying) 41
Table 9.1 Employment Search by Type of Qualification (per cent) 42
Table 9.2 Reasons for Not Searching for Employment by Type of Qualification (per cent; multiple responses; only graduates who did not search for employment) 43
Table 9.3 Average Number of Contacted Employers, Acknowledgements and Interview Invitations by Field of Learning (only graduates who searched for employment after completion of study) 46

Table 9.4 Methods Used for Job Search by Field of Learning (per cent; multiple responses; only graduates who searched for employment) 47
Table 9.5 Most Successful Method for Finding the First Job by Field of Learning (per cent; only graduates who searched for employment) 48
Table 9.6 Effectiveness of Job search Methods for Finding the First Job (per cent; only graduates who searched for employment) 49
Table 9.7 Most Successful Method for Finding the First Job and Duration of Job Search (average; only graduates who searched for employment) 50
Table 10.1 Employment Status Four to Five Years after Completion of Study by Field of Learning (per cent) 52
Table 10.2 Employment Status Four to Five Years after Completion of Study by Type of Qualification/ Degree (per cent) 53
Table 10.3 Activities of Unemployed Graduates Four to Five Years after Completion of Study by Field of Learning (per cent; multiple responses; only unemployed graduates) 53
Table 10.4 Typology of Employment Four to Five Years after Completion of Study by Field of Learning (per cent) 54
Table 10.5 Full-time Employment Four to Five Years after Completion of Study by Kind of Degree (per cent; only employed graduates) 54
Table 10.6 Permanent Employment Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates) 55
Table 10.7 Type of Employer Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates) 56
Table 10.8 Economic Sector of Employment Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates) 57
Table 10.9 Level of Position Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates) 57
Table 10.10 Gross Monthly Income Four to Five Years after Completion of Study by Field of Learning (per cent and means; only employed graduates) 61
Table 10.11 Gross Monthly Income Four to Five Years after Completion of Study by Level of Current Position (per cent and means; only employed graduates) 62
Table 10.12 Kind of Fringe/Other Benefits Four to Five Years after Completion of Study by Type of Employer (per cent; multiple responses; only employed graduates) 63
Table 10.13 Other Sources of Income Four to Five Years after Completion of Study by Level of Current Position (per cent; only employed graduates) 63
Table 10.14 Other Sources of Income Four to Five Years after Completion of Study by Sex (per cent; only employed graduates) 64
Table 10.15 Change of Employer/Employment by Year of Completion of Study (per cent; only employed graduates) 64
Table 10.16 Change of Employer/Employment by Field of Learning (per cent; only employed graduates) 65
Table 10.17 Duration of Work Experience by Field of Learning (arithmetic mean and median; only employed graduates) 66

Table 10.18 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) 67
Table 10.19 Job Search Methods Used for Current Job by Field of Learning (per cent; multiple responses; only employed graduates who changed their employer) 68
Table 10.20 Most Successful Method for Acquiring the Current Job by Field of Learning (per cent; only employed graduates who changed their employer) 69
Table 10.21 Number of Employers Contacted by Field of Learning (arithmetic mean and median; only employed graduates) 70
Table 10.22 Region of Employment Four to Five Years after Completion of Study by Field of Learning (per cent; multiple responses; only employed graduates) 71
Table 10.23 Region of Birth by Region of Employment Four to Five Years after Completion of Study (row percentages; only employed graduates) 72
Table 10.24 Aspects of International Mobility after Study by Sex (per cent; multiple responses) 73
Table 10.25 Type of Self-employment by Sex (per cent; multiple responses; only self-employed graduates) 73
Table 11.1 Usefulness of Elements of the Study Programme by Field of Learning (per cent) 76
Table 11.2 Most Appropriate Level of Education for Employment by Kind of Degree (per cent; only employed graduates) 78
Table 11.3 Relationship between Field of Learning and Area of Work by Field of Learning (per cent; arithmetic mean; only employed graduates) 80
Table 11.4 Reasons for Taking up a Job Hardly Linked to Study by Sex (per cent; multiple responses; only employed graduates) 81
Table 11.5 Satisfaction with Characteristics of the Professional Work Situation by Field of Learning (per cent; only employed graduates) 83
Table 11.6 Satisfaction with Selected Characteristics of the Professional Work Situation by University and Year of the Survey (per cent; only employed graduates) 84
Table 11.7 Dimensions of Job Satisfaction (Loadings of the rotated component matrix and Cronbach's alpha; only employed graduates) 85
Table 11.8 General Job Satisfaction by Field of Learning (per cent; arithmetic mean; only employed graduates) 86
Table 11.9 General Job Satisfaction by Sex (per cent; arithmetic mean; only employed graduates) 87
Table 11.10 Explanation of General Job Satisfaction by Characteristics of Employment and Work (per cent; standardized OLS regression coefficient; only employed graduates) 87

List of Figures

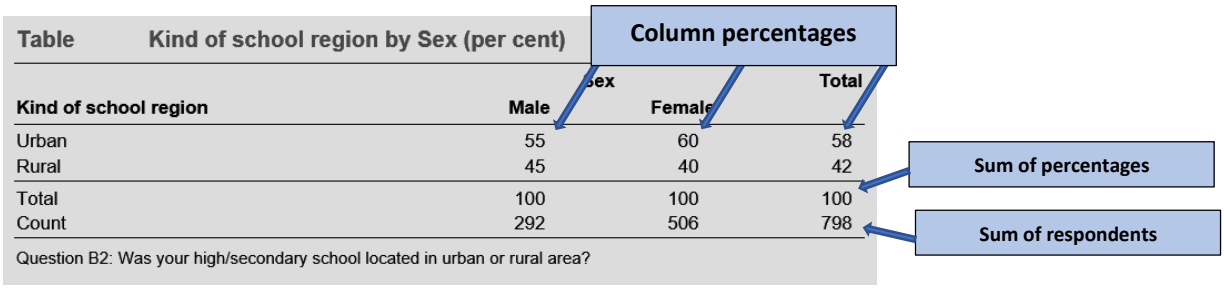
Figure 3.1 Cumulative Responses by Date (per cent; only valid cases) 9
Figure 7.1 Summary of the Rating of Study Conditions and Provisions (per cent; mean of index variables) 26
Figure 9.1 Duration of Job Search (per cent; only graduates who searched for a job; N=544) 44
Figure 9.2 Duration of Job Search (per cent; all graduates with employment after completion of studies; N=719) 45
Figure 10.1 Employment Status Four to Five Years after Completion of Study by Type of Qualification/Degree (per cent) 52
Figure 10.2 Gross Monthly Income Four to Five Years after Completion of Study by Sex (per cent) 58
Figure 10.3 Gross Monthly Income Four to Five Years after Completion of Study by Type of Last Degree (arithmetic mean) 59
Figure 10.4 Gross Monthly Income Four to Five Years After Completion of Study by Level of Position (arithmetic mean) 60
Figure 11.1 Appropriate Level of Education for Employment by Kind of Degree (per cent; only employed graduates) 79

Acronyms and Abbreviations

CHEERS	Careers after Higher Education - a European Research Study
EU	European Union
GER	Gross Enrolment Ratio
HEI(s)	Higher Education Institution(s)
IT	Information Technology
IUM	The International University of Management
MHETI	Ministry of Higher Education, Training and Innovation
NCHE	National Council for Higher Education
NCRST	National Commission for Research, Science and Technology
NDP5	Fifth National Development Plan
NTA	Namibia Training Authority
NQF	National Qualifications Framework
NSFAF	Namibia Students Financial Assistance Fund
NUST	Namibia University of Science and Technology
PIN	Personal Identification Number
QTAFI	Questions, Tables and Figures (open source online survey software)
REFLEX	The Flexible Professional in the Knowledge Society (international survey higher education graduates)
RST	Research, Science and Technology
SADC	Southern African Development Community
SMS	Short Message Service
SPSS	Statistical Package for the 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:



Column percentages

The percentages in the tables are mostly *column percentages*. These percentages allow a comparison between the categories of the break variable, 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).

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, the row "Total" is replaced with a row named "Sum of responses (%)".

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 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.

NB: For the purpose of further analysis, all items were analysed by gender and these tables can be accessed on the NCHE's website, www.nche.org.na, by clicking on the Research link.

1 Executive Summary

The NCHE coordinated the undertaking of the National Graduate Survey the University of Namibia (UNAM), the Namibia University of Science and Technology (NUST) and The International University of Management (IUM). The study targeted all graduates who completed their studies in 2012 and 2013. It was conducted from 28 October 2016 to the end of March 2017. The main purpose was to obtain information on the current employment and economic status of the graduates as well as to gauge their assessment of the relevance, quality and utility 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; actual conducting of the survey; data analysis and report writing.

Out of the 4,098 graduates who were contacted, 1,035 responded. This corresponds to a net response rate of 25 per cent. Of those, 796 completed questionnaires that could be used for analysis. The profile of the graduates who completed the questionnaire was found to be similar to that of the sample population when disaggregated by sex. This was considered as a signal that the study delivered representative findings.

This report presents the findings of the National Graduate Survey in eight units (i.e. Unit 4 to Unit 11) as per the themes or sections of the data collection instrument. Unit 12 contains the conclusions and recommendations of the National Graduate Survey.

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

- The survey results show that the choice of the higher education institution (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 prior grades.

- Most graduates (69 per cent) rated course/programme content “high” in terms of the usefulness of the study programme to their current employment. This observation suggests that the universities are offering useful programmes in terms of quality and content, thus enhancing the employability of the graduates.

- More than half (53 per cent) of the graduates were satisfied with study conditions at their institutions. Learning provisions scored the best rating (3.9), followed by physical study conditions (3.7), quality of teaching (3.6) and specific service facilities (3.0) on the rating scale from 1 (very bad) to 5 (very good). Distance education graduates expressed a more critical view of the “teaching quality” and “specific service facilities”.

- The survey results show that career enhancement, updating of knowledge, acquisition of new skills and promotion were rated as the main reasons for engaging in further studies.

- The survey found that diploma/certificate graduates had a much higher rate of unemployment (32 per cent) compared to Bachelor graduates (11 per cent).

- In terms of job satisfaction, the majority of graduates (69 per cent) rated “possibility to use knowledge and skills acquired during my studies” high. A high percentage of graduates (71) 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.

- It was also found that the majority of graduates (94 per cent) who were employed before enrolment had full-time jobs. An analysis of work experience by sex revealed that more male graduates (32 per cent) had work experience at the time of enrolment than female graduates (22 per cent). More than half (59 per cent) of the graduates were employed by the public service and 14 per cent by public enterprises, amounting to 73 per cent for the public sector. Only one fifth of the graduates (21 per cent) were employed in the private sector.

- An analysis of the income distribution amongst graduates indicated a similar monthly income distribution between men and woman in general, with an 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.

- For graduates to be employed, a major activity is job search. Press advertisement was the most successful method for finding the first jobs (47 per cent), but was also reported to take the longest average period. Slightly more than half of the graduates (52 per cent) who searched for jobs found it within a period of three to six months.

- The majority of graduates (81 per cent employed and an additional 2 per cent self-employed) were employed by the time of the survey (3 to 4 years after studies). Almost all employed graduates were working full-time (92 per cent) or had permanent contracts (83 per cent). The survey further found that although 17 per cent indicated unemployed, about one third (28 per cent) where pursuing further studies.

- The last section provides several recommendations based on the lessons learned from the 2017 National Graduate Survey in terms of improvement in future survey methodologies; operations within institutions; and on policy, planning and programming.

2 Introduction

In many countries, the demand to introduce a system of tracer studies is growing due to requirements for reaccreditation and quality management. Often, educational institutions are forced by law to implement regular tracer studies. 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.

Higher Education Institutions (HEIs), if well supported, 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, charged with the responsibility of 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.

2.1 Background of the Study

Prior to this study, Namibia conducted two national graduate surveys for the 1999-2008 and 2011 cohorts. Of the two surveys, only the former yielded results that were published. Lessons learned from the two surveys served as input to planning and operational improvement. Some of those lessons include making provision for updating graduates' contact details; provision of budgetary allocation for the study; and survey advocacy and mobilisation of graduates to take part in the study.

This 2017 National Graduate Survey focuses on the graduate cohorts who completed their studies at the three universities, namely UNAM, NUST and IUM in 2012 and 2013. The planning process started in 2015 with the updating of the graduates' contact details. The actual survey was conducted between 28 October 2016 and 31 March 2017.

As the budgetary resources were limited, the NCHE encouraged collaboration and sharing of resources for survey planning and undertaking. The Technical Committee that coordinated the previous tracer studies was mobilised and adjusted accordingly. The Committee included planners, statisticians, marketing and alumni officials, and IT technicians. The rationale behind this composition was to promote ownership and ensure optimal utilisation and sustainability of institutional capacity.

Resource persons with experience in previous survey undertakings and international expertise were mobilised to support the technical team. All private HEIs were consulted to provide input into planning the survey.

2.2 Country Context

In the Namibian context, 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 - two public and one private. UNAM was established in 1992. NUST started as the Polytechnic of Namibia in 1994 and was transformed into a university in 2015. IUM is the only private university. It started as an institute of higher learning and became a university in the early 2000s. There are also nine other private HEIs, in form of colleges.

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
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.
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.
NCRST	Act 23 of 2004	Ensure, among others, the co-ordination, monitoring, promotion, development, funding, innovativeness and supervision of research, science and technology in Namibia; ensure dedicated, prioritised and systematic funding for research, science and technology application and development in Namibia.
NTA	Act 1 of 2008	Responsible for the quality assurance and delivery of vocational training programmes that have potential of articulating into higher education programmes.

Source: Acts of Parliament

Headcount enrolments in public and private HEIs in Namibia have increased from 4,240 in 1992 to 49,678 in 2015. This enrolment translates into a Gross Enrolment Ratio (GER) of 21.1 per cent, which is amongst the highest in the Southern African Development Community (SADC) region, however it is below that of upper middle-income countries – 37 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 a job than a person with a secondary education or less.

Table 2.2 Unemployment Rate 2016 by Education Level (per cent)

Highest education level completed	Unemployment rate
None	34.5
Primary	37.4
Junior secondary	39.7
Senior secondary	31.6
Undergraduate certificate/diploma	18.9
University degree	16.8
Postgraduate certificate/diploma	6.9
Masters & PhDs	0.8
Others	32.7
Don't know	29.9
Namibia	**34.0**

Source: NSA, Namibia Labour Force Surveys, (2016).

2.3 Objectives of the Study

The main objective of this National Graduate Survey was to evaluate the quality of HE by assessing the general impact of the programmes on the graduates and its external efficiency (meeting the needs of the economy and labour market).

Specifically, this study sought to:

- assess the impact of the quality and content of academic programmes.
- assess whether the graduates have enhanced their understanding. professionalism, prospects to find employment and advanced in their careers.
- assess the impact of the qualifications on employability skills.
- identify the graduate employability skills gained.
- identify the sectors where the graduates are employed.
- Establish the rate of employment and self-employment among the graduates.

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 university programmes and planning initiatives for the delivery of current and future programmes and services. Career advisors ought to integrate these findings into their career counselling practices, which in turn would assist prospective students to make informed course and career decisions.

3 Methodology

This survey covered the cohort of graduates who completed studies in 2012 or 2013 at UNAM, NUST and IUM. The initial planning process involved updating graduates' contact details. This was followed by the development of survey tools; actual conducting of the survey; data analysis and report writing.

3.1 Updating Contact Details

A total number of 8,677 graduates completed studies in 2012 or 2013. However, it was important to determine the number of graduates who were reachable and willing to participate in the survey, thereby establishing the approximate sample size. A multi-faceted approach was employed to garner maximum contact details. This included efforts by the universities' alumni offices, tracing graduates telephonically to verify their contact details and establish their availability for the study. This was supplemented by a public call sponsored by the NCHE, inviting graduates to submit their contact details through SMS (Short Message Service).

Where it was pursued vigorously, telephonic communications yielded satisfactory results. Although some graduates responded through the SMS initiative, the system was faulty and did not produce complete information.

3.2 Survey Tools and Data Collection

The data collection phase was launched on 28 October 2016 and ran until 31 March 2017. The questionnaire consisted of 13 parts with 96 questions and 312 variables. Online questionnaires were set up on each institution’s website. Hard copies were printed and disseminated to the universities’ regional campuses and centres as well as to government regional offices. This was done to assist those who do not have access to the internet. Both the online and hard copy questionnaires were self-administered.

SMSs and e-mails were sent out to all survey candidates to inform them to access the questionnaire via the National Graduate Survey link on their respective institution’s website or to obtain a hard copy questionnaire at the regional centres. In the case of NUST, follow-up text messages with the personal identification number (PIN) were sent to the graduates to enable them to access the survey. For UNAM and IUM, the graduates were informed to use their student numbers to access and complete the survey. During the survey period, it was necessary to closely monitor responses so as to device strategies to encourage the graduates, as and when needed. Email reminders were sent out once a week, and special calls were made to all graduates who dropped out, urging them to complete the survey.

3.3 Target Population, Sample Size and Response Rate

Although it was ideal to target the whole graduate cohort, some would not be reachable, others would not be available. Therefore, before the survey was carried out, a survey population had to be determined. All graduates who completed studies at the

National Qualifications (NQF) Level 5 to 10 (Certificate, Diploma, Bachelor, Honours, Masters and PhD) were targeted. The survey population control variables were identified as 'gender' and 'qualification' type. The qualifications were further streamed into fields of study. As shown in Table 3.1, a total number of 8,677 graduates (5,096 from UNAM; 2,430 from NUST and 1,151 from IUM) completed studies in 2012 and 2013. Sixty-five (65) per cent of these were females.

Table 3.1 Target Population, Sample, Respondents and Response Rate of the National Graduate Survey 2017 by University (per cent)

	University			
Response statistics	**IUM**	**NUST**	**UNAM**	**Total**
I Target population				
Female	71	59	67	65
Male	29	41	33	35
Total %	100	100	100	100
Count	1,151	2,430	5,096	8,677
II Sample (valid addresses)				
Female	74	60	67	65
Male	26	40	33	35
Total %	100	100	100	100
Count	96	1,464	2,538	4,098
III Total respondents				**1035**
IV Respondents used in the data analysis				
Female	50	60	66	63
Male	50	40	34	37
Total %	100	100	100	100
Count	20	359	417	796
IV Response rates				
Gross response rate (all respondents divided by?				12
Corrected gross response rate (valid respondents divided by target population)	2	15	8	9
Net response rate (all respondents divided by sample population)				25
Corrected net response rate (valid respondents divided by sample population)	21	25	16	19

Source: University statistics and survey data

To be able to infer conclusions from the study to the target population, the sample (survey) population should be representative of the target population.

Part II of Table 3.1 shows the sample (accessible population), the graduates who were reachable and those who had confirmed willingness to participate. Out of the total target population (8,677), approximately half (4,098 or 47 per cent) were available for the survey. Since there were no significant differences in sex proportions between the target and the sample population (see parts I and II in Table 3.1), it can be concluded that the sample was a true representative of (homogenous to) the population. The same is true for the valid cases, which were used in the data analysis (part IV in Table 3.1).

The corrected net response rate for the National Graduate Survey was 19 per cent (valid responses). The respondents' proportion distribution by sex was also very close to the distribution in the target (survey) population.

A total of 300 paper questionnaires were printed, and distributed to regional centres, but only 1 per cent of the paper questionnaires were returned, which rendered this approach the most ineffective.

3.4 Strategies to Improve Response Rates

To encourage survey participation, weekly newspaper and radio adverts were launched to invite targeted graduates to participate in the survey via their respective institution's website. The development of these adverts was supported by the NCHE.

Posters were also distributed to the universities' regional campuses or centres, and to the government regional offices. In addition, the NCHE distributed the posters for display at public places, including key government offices, ministries and agencies (O/M/As) around the City of Windhoek. As an incentive, the graduates who fully completed the survey were entered in a draw to win a smart phone (Appendix 1) on a monthly basis. Special newspaper articles were also featured to publicise the winners and urge all graduates who dropped out to return and complete the survey. In general, an increase in the response rate was linked to the appearance of advertisements (see Figure 3.1).

Besides media campaigns (radio, Facebook), periodic bulk text messages, emails, telephone calls and facsimiles were used by the individual institutions to promote survey participation. The institutions also used website updates to encourage participation. Furthermore, one daily newspaper featured an article to alleviate the graduates' fear that their details would be submitted to the Namibia Student Financial Assistance Fund (NSFAF) for the collection of debts arising from student loans. The NCHE, together with the participating institutions, assured the respondents that their responses would be kept confidential as Personal Identification Numbers (PINs) or student numbers would be used as passwords to access the survey.

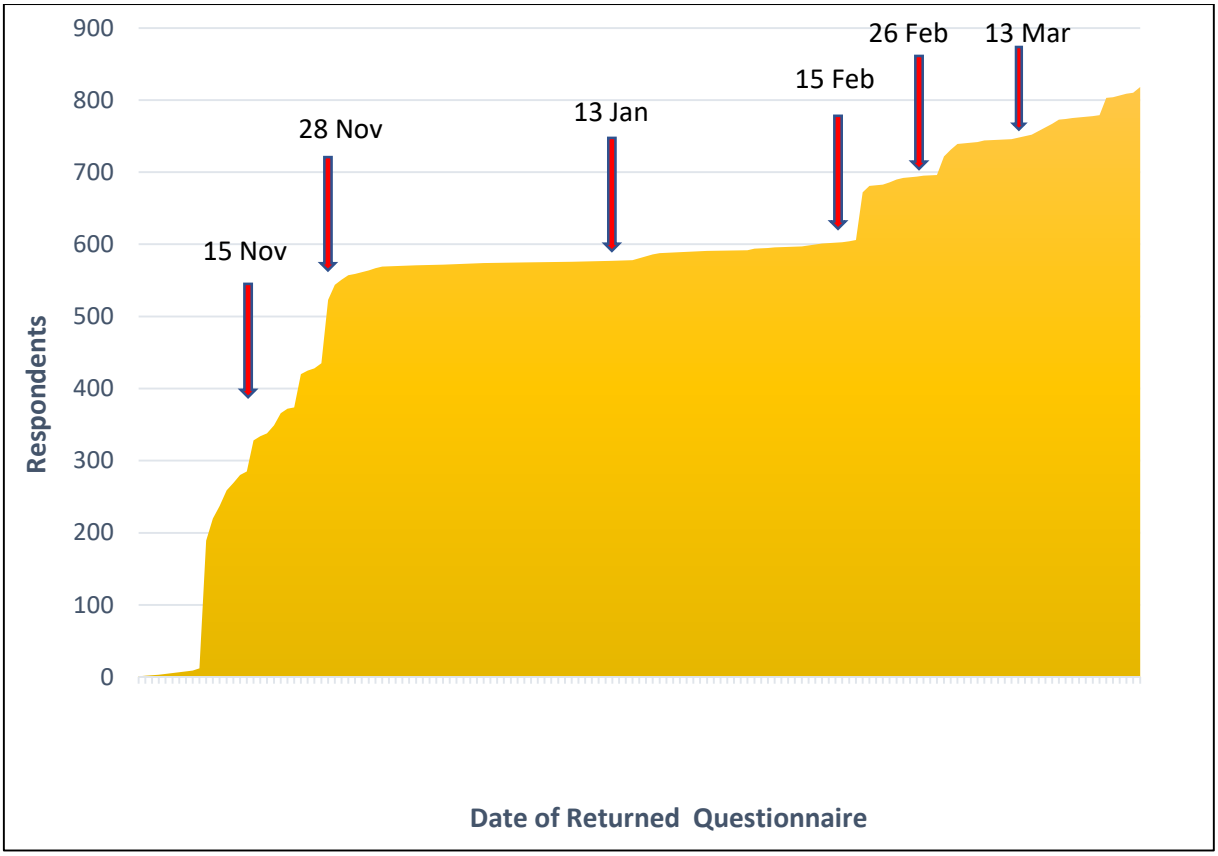
3.5 Data Analysis

Data was imported from the QTAFI (Questions, Tables and Figures) online questionnaire to SPSS (Statistical Package for Social Sciences) for analysis. By the end of the survey, a total number of 1,035 respondents had accessed the survey, however, 68 were just lurkers. Lurkers are respondents who entered but did not

respond to any question. Out of 967 respondents who attempted the survey, 171 were dropouts, reducing the number of respondents to 796. Dropouts were considered as those who did not respond to any question related to employment after completion of studies.

Non-responses were treated as missing. Coding of open-ended answers and creation of new variables was performed during data analysis. The data was then tabulated for reporting.

Figure 3.1 Cumulative Responses by Date (per cent; only valid cases)



National Graduate Survey 2017

3.6 Study Limitations and Methodological Challenges

The graduate contact or address list that is not updated posed difficulties to reach out to the graduates. The alumni offices are not well resourced to ensure the address lists are updated to run the survey efficiently.

Respondents completed the online questionnaire at a very slow pace during December and January due to the festive season (Figure 3.1). The fact that only three out of the 300 printed questionnaires sent to regional centres and offices, were filled in, did not only make the manual approach unreliable, but also uneconomical.

4 Demographic Characteristics of Respondents

The key objectives of the survey are related to the employment and work functions of graduates as well as their study experiences. 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. For this reason, the higher education programme in the Fifth National Development Plan (NDP5) for the period 2017/18 - 2021/22, has among its activities a special focus on enhancing access and success of the poor, rural students from marginalised and special needs groups.

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

4.1 Sex

Similar to many other countries, in Namibia, female graduates are dominating. Almost two-thirds of the respondents were female (63 per cent). At NUST and IUM, the proportion of female graduates was slightly lower (60 and 50 per cent respectively) compared with UNAM (66 per cent).

4.2 Age

At the time of the survey, the average age of the graduates was 30 years (arithmetic mean). Since the survey was done about three to four years after completion of study the graduates were on average 26 to 27 years old when they finished their study. In the questionnaire, only the year of graduation was asked and the age at the time of the survey was computed. The graduates from NUST are on average (arithmetic mean) one year older. At UNAM, many graduates: 38 per cent were just up to 26 years old at the time of the survey while this group was rather small at NUST and IUM (18 per cent and 20 per cent).

Table 4.1 Demographic Characteristics of Respondents by Higher Education Institution Attended (per cent; arithmetic mean)

Demographic characteristics of respondents	University UNAM	NUST	IUM	Total
Female graduates (%)	**66**	**60**	**50**	**63**
Age at the time of the survey (% and mean)				
Up to 26	38	18	20	28
27 - 33	43	57	60	50
34 and older	19	25	20	22
Arithmetic mean	**30**	**31**	**30**	**30**
Disability (%)	**1**	**1**	**0**	**1**
Married (%)	**18**	**25**	**16**	**21**
Namibian nationality (%)	**97**	**99**	**100**	**98**
Number of financially dependent persons (classified; %)				
No dependent persons	14	10	10	12
1 to 3 persons	34	37	35	35
4 to 6 persons	30	30	25	30
7 to 10 persons	15	15	25	15
More than 10 persons	8	8	5	8
Number of financially dependent persons (mean)				
0-6 years old	1.0	1.2	0.6	1.1
7-13 years old	1.0	1.0	1.2	1.0
14-21 years old	1.0	1.1	0.9	1.0
22 years and older	1.6	1.7	2.4	1.7
Total number of dependent persons				
Arithmetic mean	4.6	5.1	5.0	4.8
Median	4.0	4.0	4.0	4.0
Parent(s) alive at the time of first enrolment in higher/tertiary education (%)				
Both	60	61	60	61
Only mother	24	24	20	24
Only father	9	8	15	9
None	6	8	5	7
Count	426	371	20	807

National Graduate Survey 2017; Question A1: Gender; Question A2: Year of birth; Question A3: Do you have a disability? Question A5: Current marital status; Question A6: How many people are financially dependent on you? Multiple answers possible; Question A7: Nationality

4.3 Marital Status

The vast majority of graduates were not married at the time of the survey. Only 21 per cent stated that they were married. The proportion of married graduates at NUST (25 per cent) was slightly higher compared to UNAM (18 per cent) and IUM (16 per cent).

4.4 Graduates with Disabilities

The percentage of graduates with disabilities who studied amounted to 1 per cent (or six persons). To ensure data anonymity, it would not be possible to conduct further quantitative analysis of the study experiences and professional success of the graduates with disabilities.

4.5 Nationality

Almost all graduates were Namibians (98 per cent).

4.6 Financial Dependants

Most of the graduates were financially responsible for other people (88 per cent). On average, four persons (median) were financially dependent on one graduate. The median of four tells us that about 50 per cent of the graduates had more than four financially dependent people. The arithmetic mean, i.e. 4.8 persons, is higher than the median because some graduates reported a very high number of financially dependent people.

4.7 Social Background

Many graduates had incomplete family background when: 33 per cent of the graduates reported that at the time of the first enrolment in higher education, one of their parents was deceased, and further 7 per cent reported that both their mother and father were not alive. Seventy (70) per cent of the graduates reported that their fathers were alive, slightly lower than the 85 per cent who indicated that their mothers were alive.

4.8 Source of Study Funding

The graduates used different sources to cover the costs of their studies (see Table 4.2). The main source of payment was government loans (51 per cent) and the contributions of parents (40 per cent). Parents as source of funding was lower for male graduates (36 per cent) than female graduates (42 per cent). Instead, males used own sources (own savings/ personal loan/ own income), recorded at 26 per cent compared to the proportion of females that was recorded at 19 per cent.

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

Responsible persons for the payment of studies	Sex		
	Male	Female	Total
Government loan	51	51	51
Parent(s)	36	42	40
Self (own savings/personal loan/own income)	26	19	22
Guardian(s) (other than biological parent(s))	11	14	13
Bursary	10	6	7
Employer (public company)	3	3	3
Employer (private company)	1	1	1
Other	2	2	2
Sum of responses (%)	140	139	139
Count of respondents (n)	290	498	788

National Graduate Survey 2017, 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 shows, 31 per cent of the parents of the graduates attained a higher education degree while 18 per cent had no education and 51 per cent completed primary or secondary education as their highest level. The level of education of the mothers of the female graduates was higher than that of the male

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

Highest level of education of parents	Sex		
	Male	Female	Total
a) Highest level of education of father			
No education	33	25	28
Primary or secondary	45	52	49
Higher education	22	23	23
Total	100	100	100
Count	237	369	606
b) Highest level of education of mother			
No education	26	16	20
Primary or secondary	60	56	57
Higher education	15	28	23
Total	100	100	100
Count	255	435	690
c) Highest level of education of parents			
No education	20	16	18
Primary or secondary	53	50	51
Higher education	27	34	31
Total	100	100	100
Count	271	456	727

National Graduate Survey 2017; Question D3: What was the highest level of education of your father/mother at the time you enrolled in higher/tertiary education?

Given the relatively low level of educational attainment of the Namibian population, it is not surprising that about 90 per cent of the graduates have a higher level of education than their father or their mother (see Table 4.4). Only 5 per cent have a father with a higher educational level and experienced, in this sense, a downward mobility and 3 per cent reported a higher level of education for their mother. Slightly higher (6 per cent) is the percentage of graduates who have the same level of educational attainment.

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

	Comparison with the educational level of	
Educational mobility	**Father**	**Mother**
Downwards (graduate has a lower level)	5	3
No mobility (graduate has the same level)	6	6
Upwards (graduate has a higher level)	89	91
Total	100	100
Count	585	672

National Graduate Survey 2017, Question D3: What was the highest level of education of your father/mother at the time you enrolled in higher/tertiary education? Question F3: What was the level of study that you completed 2012/2013? In case of further studies, the last achieved level was used for the comparison. Question I3: 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, highest and type of qualification, year of first enrolment, and work experience before entering HE.

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 Year of Completion of Study (per cent)

Country of high/secondary school national certificate	Year of completion of study 2012	2013	Total
Namibia	97	98	97
Other country	3	2	3
Total	100	100	100
Count	367	416	783

National Graduate Survey 2017, Question B1: In which country was your high/secondary school national certificate awarded?

5.2 Geographic Location of Secondary School Completion

The majority of students completed secondary school in urban areas (59 per cent) compared to 41 per cent in rural areas (Table 5.2). A comparison of sexes shows that a large proportion of female graduates (60 per cent) completed secondary school in urban areas compared to their male counterparts (55 per cent).

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

Location	Year of completion of study 2012	2013	Sex Male	Female	Total
Urban	60	59	55	60	59
Rural	40	41	45	40	42
Total	100	100	100	100	100
Count	368	413	292	506	798

National Graduate Survey 2017, Question B2: Was your high/secondary school located in an urban or a rural area?

5.3 Type of Secondary School

Over 90 per cent of the graduates completed secondary education in government schools (Table 5.3). Although there were no substantive differences between the sexes, the female proportions resemble the total distribution.

Table 5.3 Type of Secondary School by Year of Completion of Study and Sex (per cent)

Type of high/secondary school	2012 Male	2012 Female	2012 Total	2013 Male	2013 Female	2013 Total	Total Male	Total Female	Total Total
Public/Government	95	93	93	89	93	92	92	93	93
Private	5	7	6	9	5	6	7	6	6
Other type of high/secondary school	0	0	0	1	2	2	1	1	1
Total	100	100	100	100	100	100	100	100	100
Count	132	232	364	153	260	413	291	504	795

National Graduate Survey 2017, Question B3: 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

On average, the graduates scored 28 points in the grade 12 examination (median). The average for those who entered higher education with grade 10 as highest qualification was recorded at 32 points (Table 5.4).

Table 5.4 Highest School Qualification by Year of Completion of Study and Sex (median)

School qualification	Year of completion of study 2012	2013	Sex Male	Female	Total
Points grade 12					
Median	28	28	28	28	28
Count	334	385	263	470	733
Points grade 10					
Median	31	32	31	32	32
Count	76	112	75	116	191

National Graduate Survey 2017, Question B4: What was your highest qualification when you left school?

There were no differences between the male and female students' scores in grade 12. However, the female students scored slightly higher marks in grade 10, an average of 32 marks compared to 31 for males (Table 5.4).

5.5 Vocational Training before Higher Education

Some graduates (12 per cent) reported that they acquired vocational education before entering higher education programmes (Table 5.5).

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

Vocational training/post-secondary school courses before	Year of completion of study 2012	2013	Total
Yes	14	10	12
No	86	90	88
Total	100	100	100
Count	365	410	775

National Graduate Survey 2017, Question B5: Did you attend any vocational training/post-secondary school courses (NQF Level 1, 2, 3, 4, or 5) before entering higher/tertiary education (NQF Level 5 and higher)?

When asked to explain the extent of the linkage between the vocational education and the higher education programmes, 57 per cent indicated a high degree of linkage whereas 29 per cent stated that the linkage was low or non-existing (Table 5.6). The remaining 15 per cent indicated moderate linkages. Overall, it could be concluded that there was a moderate linkage between prior vocational education and the higher education programmes as represented by an arithmetic mean of 3.5.

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

Linkage	Year of Completion of Study 2012	2013	Total
1 Not at all	23	8	16
2	11	15	13
3	15	15	15
4	15	25	20
5 To a very high extent	36	38	37
Total	100	100	100
Count	47	40	87
Recoded values			
High (values 4 and 5)	51	63	56
Medium (value 3)	15	15	15
Low (values 1 and 2	34	23	29
Arithmetic mean	3.3	3.7	3.5

National Graduate Survey 2017, Question B7: 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 return to their employment. About a quarter (26 per cent) of the respondents reported that they had work experience before they enrolled in the HE programmes (Table 5.7). More male graduates had work experience before enrolling in HE (33 per cent) compared to their female counterparts, recorded at 22 per cent (Table 5.7).

Table 5.7 Work Experience before Enrolment in Higher/Tertiary Education by Year of Completion of Study and Sex (per cent)

Work experience before enrolment	**Year of completion of study**		**Sex**		
in higher/tertiary education	2012	2013	Male	Female	Total
Yes	30	23	33	22	26
No	70	77	67	78	74
Total	100	100	100	100	100
Count	368	413	292	506	798

National Graduate Survey 2017, Question B8: Did you acquire any working experience before your enrolment in higher/tertiary education?

The majority of graduates who were employed before enrolment (94 per cent) were in full-time employment, five or more days per week (Table 5.8).

Table 5.8 Working Days per Week by Year of Completion of Study (per cent; only graduates with work experience before study)

Working days per week	**2012**	**2013**	**Total**
One day	0	1	1
Two days	1	2	2
Three days	2	4	3
Four days	2	0	1
Five days	69	70	70
Six days	16	8	12
Seven days	10	14	12
Total	100	100	100
Count	108	91	199

National Graduate Survey 2017, Question B9: How many 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 for 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 choice of programme by the majority of graduates was influenced by the grades achieved in secondary school with 79 per cent (Table 6.1). When categorised by age group, the choice of programme by older graduates seems to have been driven by the results of special entry to examination (mature age entry) as stated by close to half (49 per cent) of the graduates who were 34 years old and above at the time of the survey. Higher education degree as selection criterion for the study programme was also significant among the older age group as a selection criterion.

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

Selection criterion for entry to the study programme	Age at time of the survey: Up to 27 years	28 to 33 years	34 years and older	Total
Grades achieved in secondary school	96	88	37	79
Results of special entry exams (mature entry)	1	3	49	13
Higher education degree	1	6	11	5
Other	2	3	3	3
Total	100	100	100	100
Count	257	315	178	750

National Graduate Survey 2017, Question F1: Which selection criterion was used for your entry to the study programme that you completed in 2012/2013?

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 of the HEI. Social factors appeared to be of no importance in the choice of the institution. These factors include closeness to home; attractiveness of town/ suburb/region; and availability of quality accommodation on or off campus, which all scored below average (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. 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 Education Institution by Age (arithmetic mean)

Factors influencing	Age at time of the survey			
	Up to 27 years	28 to 33 years	34 years and older	Total choice
Reputation/image of the higher education institution/campus	4.1	4.3	4.1	4.2
Practical emphasis of the study programme	4.1	4.2	4.2	4.2
Provision of area of specialisation	4.0	4.1	4.2	4.1
Admission standards and prior grades	4.0	4.2	3.8	4.0
Availability of scholarship/loan/grants at the higher education institution	3.8	3.6	3.0	3.5
Advise by parents/relatives/friends	3.6	3.6	3.3	3.5
Availability of accommodation on or off campus	3.3	3.0	2.3	3.0
Availability of quality accommodation on or off campus	2.9	2.7	2.3	2.7
Attractiveness of town/suburb/region	2.6	2.7	2.4	2.6
Closeness to home	2.4	2.5	3.0	2.6
Count	260	324	182	766

National Graduate Survey 2017, Question F2: How important were the following factors in choosing the higher/tertiary education institution where you completed your study programme in 2012/2013? 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 of respondents (68 per cent) reported that they completed their studies on time (Table 6.3). Although a higher proportion (76 per cent) of the graduates were much younger when they completed studies, there does not seem to be a linear trend between age and possibility of completing study in the minimum required period. This argument is supported by the fact that the highest proportion (39 per cent) of those who did not complete studies within the minimum period was among the 28 to 33 years old graduates.

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

Completion of the study programme in the minimum required period of time	Age at time of the survey: Up to 27	28 - 33	34 and older	Total
Yes	76	61	67	68
No	24	39	33	32
Total	100	100	100	100
Count	258	325	184	767

National Graduate Survey 2017, Question F6: 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 reasons for the delay (see Table 6.4). The top four reasons include failure of examinations (71 per cent); financial challenges/ difficulties (30 per cent); work commitments (18 per cent); and family matters (17 per cent). Unlike in the younger age groups, work commitments appear to be the second main reason for prolonging studies among the older graduates (34 years and older). This could perhaps be attributed to the fact that the majority of graduates in that age group were employed while studying.

Table 6.4 Reasons for Prolonging of Study by Age (per cent; multiple responses; only graduates with prolongation of study)

Reasons for prolongation of study	Age at time of the survey: Up to 27	28 - 33	34 and older	Total
Failed examinations	80	69	66	71
Financial challenges/difficulties	17	29	47	30
Work commitments	2	10	53	18
Family matters	12	16	24	17
Slow/difficulty in writing thesis/dissertation	2	3	2	3
Change of subject or major	5	5	7	5
Change of course	0	11	12	8
Health problems/challenges	7	6	7	6
Long duration of research	0	5	5	4
Other	10	3	5	5
Sum of responses (%)	134	156	228	168
Count of respondents (n)	59	121	58	238

National Graduate Survey 2017, Question F7: Which of the following reasons caused the delay? Multiple answers possible

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 the most common among the graduates, recorded at 68 per cent. However, while this was true for the younger age group (33 years and below), the same did not apply to the older group. All three modes of study were almost evenly spread at one-third in the age group 34 years and older.

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

	Age at time of the survey			
Mode of study	**Up to 27**	**28 - 33**	**34 and older**	**Total**
Full-time	86	74	33	68
Part-time	11	14	38	19
Distance	2	11	30	12
Other	0	1	0	0
Total	100	100	100	100
Count	259	327	184	770

National Graduate Survey 2017, Question F5: Through which mode of study did you complete your study programme in 2012/2013?

6.6 Level of Study Programme

The survey respondents graduated with qualifications at the level of Certificate, Diploma, Bachelor and Masters. The majority of respondents (61 per cent) either graduated with a 4-year Bachelor or Honours degree (Table 6.6). The relatively low percentage of graduates with a three-year Bachelor degree should be understood in the context that many Bachelor degree programmes have moved from a three-year to a four-year period. Female graduates surpassed this percentage (64 per cent of combined Honours and Bachelor 4 years), whereas the male graduates are slightly below average, recorded at 57 per cent.

Table 6.6 Level of Study by Sex (per cent)

	Sex		
Level of study	**Male**	**Female**	**Total**
Masters	2	1	2
Honours	22	27	25
Bachelor (3 years)	11	11	11
Bachelor (4 years)	35	37	36
Professional Bachelor	1	0	1
Postgraduate Diploma	3	1	2
Diploma	18	17	17
Certificate	5	7	6
Other	1	0	0
Total	100	100	100
Count	287	492	779

National Graduate Survey 2017, Question F3: What was the level of study that you completed in 2012/2013?

7 University Services - Study Conditions and Provisions

One of the key objectives of graduate tracer studies is often 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 that was usually obtained with similar evaluations provided by students.

7.1 Study Conditions and Provisions

An internationally tested instrument with 20 items was used to measure study conditions and provisions. The instrument was in a format similar to that being used in many graduate tracer studies and was partially adapted to the Namibian conditions. The questions were:

- "How would you rate the study conditions you experienced at your institution", with 14 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[1] 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,
- Specific service facilities.

The reliability of the four dimensions were analysed with Cronbach's alpha. The results show that the reliability of the measured dimensions seems to be sufficient with high results of 0.84 for the first two dimensions, 0.79 for the third and 0.69 for the fourth dimension (Table 7.1).

[1] 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)

Dimension and related items	Loading
1. Teaching quality	
Motivation offered to help in your studies	0.805
Opportunity for consultation with teaching staff	0.785
Teaching quality (methods) of lecturers	0.725
Conducting research/dissertation/research paper	0.711
Teaching/grading system	0.648
Chances for students to have an influence on higher education institution policies	0.562
Internship programme/field course/practicals	0.517
2. Physical study conditions	
Quality of buildings	0.830
Quality of classroom learning	0.816
Student recreational facilities on campus	0.679
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	0.612
Quality of technical equipment	0.565
Supply of teaching or learning materials	0.555
3. Learning provisions	
Learning modules	0.860
Stocking of the library	0.802
Variety of subjects offered	0.788
4. Specific service facilities	
Medical facilities	0.777
Higher education institution scholarships/bursaries	0.774
Catering facilities on the campus	0.727

Reliability of the index variables	Cronbach's alpha
1. Teaching quality (index)	0.84
2. Physical study conditions (index)	0.84
3. Learning provisions (index)	0.79
4. Specific service facilities (index)	0.69

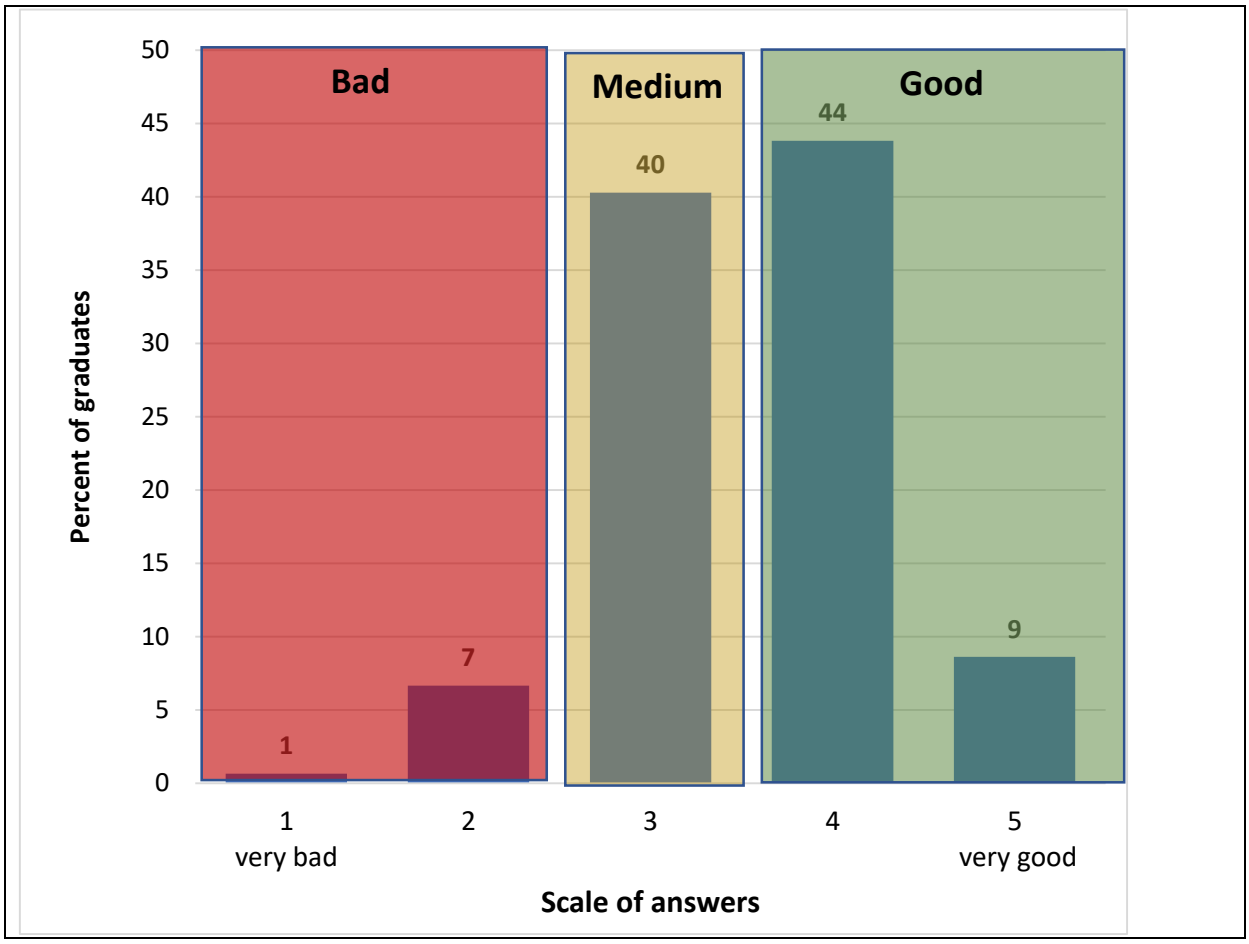
National Graduate Survey 2017, Question G1: How would you rate the study conditions you experienced at your institution? Question G2: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.
Note: Main component analysis. Only component loadings higher than 0.5 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 universities: the ratings of the different aspects are mostly between 3 and 4 on the 5-point scale (Table 7.2). 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 3.5 on average.

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 8 per cent of the graduates evaluated the study conditions and provisions at their respective university as "bad". The majority (53 per cent) reported that the study conditions and provisions were "good". It should, however, be noted that a rather big group (40 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 2017; Question G1: How would you rate the study conditions you experienced at your institution? Question G2: 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 so as 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 also allows for a comparison among the HEIs. From the four dimensions of study conditions and provisions, the "learning provisions" scored the best evaluation (arithmetic mean: 3.9), followed by the "physical study conditions" (3.7) and the "quality of teaching" (3.6). The "specific service facilities" which include medical and catering facilities received the lowest ratings (3.0).

There are clear distinctions among the three universities: IUM received the best evaluation in all the dimensions, followed by NUST. Best scores were specifically recorded for the "quality of teaching". IUM received better ratings (4.1) than NUST (3.7) and UNAM (3.5). The "opportunity for consultation with teaching staff" was rated as 3.6 by the UNAM graduates compared to 4.0 by the NUST graduates and 4.5 by the IUM graduates. The evaluation of internship programme/field course/ practical aspect of the teaching quality yielded the lowest rating (an average of 3.0) at all three institutions. There were no substantive differences among the universities. Within the "physical study conditions" category, NUST graduates bemoaned the provision of "student recreational facilities on campus", rated at an average of 2.9. While the averages of the other two universities were slightly higher, they were also moderate. There were mixed results within the "specific service facilities" with relatively low scores for medical facilities at IUM (2.4) and UNAM (2.9).

Table 7.2 Rating of Study Conditions and Provisions by Higher Education Institution (arithmetic mean)

Study conditions and provisions	University UNAM	NUST	IUM	Total
1. Teaching Quality (Index)	**3.5**	**3.7**	**4.1**	**3.6**
Motivation offered to help in your studies	3.5	3.8	4.4	3.6
Opportunity for consultation with teaching staff	3.6	4.0	4.5	3.8
Teaching quality (methods) of lecturers	3.7	4.0	4.2	3.8
Conducting research/dissertation/research paper	3.6	3.8	4.3	3.7
Teaching/grading system	3.7	3.9	4.3	3.8
Chances for students to have an influence on higher education institution policies	3.1	3.3	4.3	3.2
Internship programme/field course/practicals	3.0	3.0	3.2	3.0
2. Physical study conditions (Index)	**3.6**	**3.7**	**3.9**	**3.7**
Quality of buildings	4.0	4.0	4.4	4.0
Quality of classroom learning	3.9	3.9	4.1	3.9
Student recreational facilities on campus	3.4	2.9	3.1	3.2
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	3.5	3.8	4.1	3.7
Quality of technical equipment	3.4	3.7	4.2	3.5
Supply of teaching or learning materials	3.5	3.7	3.8	3.6
3. Learning provisions (Index)	**3.7**	**4.0**	**4.1**	**3.9**
Learning modules	3.8	4.0	4.1	3.9
Stocking of the library	3.6	4.0	4.0	3.8
Variety of subjects offered	3.9	4.0	4.2	3.9
4. Specific service facilities (Index)	**2.9**	**3.0**	**3.2**	**3.0**
Medical facilities	2.9	3.1	2.4	3.0
Higher education institution scholarships/bursaries	2.8	2.9	4.0	2.8
Catering facilities on the campus	3.2	3.0	3.3	3.1
Total	3.5	3.6	3.9	3.5
Count	(424)	(334)	(20)	(778)

National Graduate Survey 2017, Question G1: How would you rate the study conditions you experienced at your institution? Question G2: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Besides common elements of the universities, which can explain, to some extent, the ratings of study conditions and provisions, it is also of special interest to examine the differences by field of learning.

Table 7.3 shows relatively low ratings of the teaching quality by graduates from the Law field of study (2.7) compared to 3.6 by all graduates, and specifically on the aspect "internship programme/field course/practical sessions" which received a rating of 1.6 compared to 3.0 of all graduates. This aspect was also rated relatively low by graduates from the Business (2.6) and Science fields (2.5).

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

Factors and single items	Field of learning									
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	Total
1. Quality of teaching (Index)	**4.0**	**3.5**	**3.7**	**3.7**	**3.7**	**2.7**	**3.7**	**3.3**	**3.9**	**3.6**
Motivation offered to help in your studies	4.1	3.6	3.8	3.5	3.6	2.8	3.7	3.4	4.1	3.6
Opportunity for consultation with teaching staff	4.2	3.8	4.0	3.6	3.8	2.8	3.7	3.7	4.0	3.8
Teaching quality (methods) of lecturers	4.1	3.9	3.7	3.7	4.0	2.8	3.9	3.6	3.8	3.8
Conducting research/dissertation/ research paper	4.1	3.7	3.8	3.8	4.0	3.2	3.5	3.6	4.0	3.7
Teaching/grading system	4.0	3.9	3.8	3.8	3.8	3.2	3.8	3.6	4.0	3.8
Chances for students to have an influence on higher education institution policies	3.4	3.3	3.5	3.3	2.8	2.5	3.4	2.7	3.7	3.2
Internship programme/field course/practicals	3.9	2.6	3.6	3.8	3.5	1.6	3.9	2.5	3.4	3.0
2. Physical study conditions (Index)	**3.7**	**3.7**	**3.6**	**3.9**	**3.5**	**2.7**	**3.7**	**3.5**	**3.8**	**3.6**
Quality of buildings	4.1	4.1	4.0	4.3	4.0	3.1	4.0	3.8	4.6	4.0
Quality of classroom learning	3.9	3.9	3.9	4.2	3.9	3.1	3.9	3.7	4.6	3.9
Student recreational facilities on campus	3.3	3.1	3.6	3.6	3.0	2.8	3.3	3.3	3.0	3.2
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	3.7	3.8	3.6	3.9	3.5	2.5	3.6	3.4	3.6	3.7
Quality of technical equipment	3.6	3.6	3.6	3.6	3.2	2.5	3.6	3.3	3.4	3.5
Supply of teaching or learning materials	3.7	3.6	3.4	3.8	3.5	2.3	3.8	3.4	3.7	3.6
3. Learning provisions (Index)	**4.1**	**3.9**	**3.6**	**3.9**	**3.7**	**3.2**	**3.9**	**3.6**	**3.8**	**3.9**
Learning modules	4.0	3.9	3.5	3.9	3.8	3.3	3.9	3.6	4.0	3.9
Stocking of the library	4.1	3.9	3.6	3.7	3.6	3.1	3.6	3.6	3.4	3.8
Variety of subjects offered	4.2	4.0	3.6	4.2	3.8	3.4	4.1	3.6	3.9	3.9
4. Specific service facilities (Index)	**2.7**	**3.0**	**2.6**	**3.2**	**2.8**	**2.2**	**2.9**	**2.9**	**3.8**	**3.0**
Medical facilities	2.5	3.1	2.1	3.0	2.8	1.9	2.9	2.9	3.2	3.0
Higher education institution scholarships/bursaries	2.9	2.9	2.8	3.1	2.5	2.1	2.8	2.8	4.4	2.8
Catering facilities on the campus	2.7	3.2	3.1	3.5	3.0	2.6	3.1	3.1	3.7	3.1
Total	3.6	3.6	3.4	3.7	3.4	2.7	3.6	3.3	3.8	3.5
Count	(37)	(406)	(21)	(59)	(49)	(13)	(105)	(78)	(7)	(775)

National Graduate Survey 2017, Question G1: How would you rate the study conditions you experienced at your institution? Question G2: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; 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 study, 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. Also relevant, could be the nationality and country of birth of the graduates; 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 also 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 so 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 on 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 printed in bold. These coefficients measure the net effect of a variable while the other variables in the model are controlled (held constant). It is evident from the table that most of the variables are not significant.

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

	Study Conditions and Provisions				
Independent variables	**Overall study conditions**	**Quality of teaching**	**Physical study conditions**	**Learning provisions**	**Specific service facilities**
Male (1=yes)	**.105**	**.121**	.076	**.105**	.057
Age at the time of the survey 2017	.041	.110	-.018	.001	-.006
Academic background (1=yes)	-.063	**-.108**	-.036	-.024	-.020
Namibian nationality (1=yes)	-.008	.008	-.032	-.001	-.027
Born in Namibia (1=yes)	.023	.026	.010	-.052	.071
TVET before HE (1=yes)	.051	.052	.041	-.002	**.078**
Mode of study (ref. = full-time)					
Part-time	.052	.022	.054	.084	.015
Distance	**-.134**	**-.150**	-.088	-.027	**-.161**
Further studies (1=yes)	-.017	-.042	.018	.013	-.040
University (ref. = NUST)					
IUM International University of Management	.071	**.089**	.067	.062	.023
UNAM University of Namibia	.023	-.078	.041	-.012	.104
Degree level (ref. = Bachelor)					
Certificate/Diploma	-.063	-.010	-.018	-.093	-.084
Honours	-.082	-.015	-.057	-.110	-.065
Masters	-.035	.015	-.020	-.059	-.047
Field of study (ref. = Health)					
Agriculture	-.011	.040	-.011	.031	-.082
Business studies	-.069	**-.164**	-.042	-.053	.021
Languages	-.034	.022	-.016	-.049	-.065
Education	.037	.003	.060	.027	.032
Social sciences	-.066	-.032	-.063	-.062	-.061
Law	**-.171**	**-.146**	**-.167**	**-.119**	**-.126**
Sciences	**-.112**	**-.135**	**-.097**	**-.101**	-.046
Other	.006	-.010	-.011	-.040	.067
R square	9.1 %	13.9 %	6.2 %	6.9 %	7.9 %

Significant ($p < 0.05$) beta coefficients are marked bold and have a grey shadow.

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

- Sex: male graduates were more satisfied with study conditions and provisions than females;
- Academic background: the quality of teaching was rated lower by graduates whose parents have experiences in higher education;
- Vocational training/post-secondary school courses before higher education seems to be relevant only for a better rating of "specific service facilities";
- Mode of study: distance education is associated with a more critical view of the graduates regarding "teaching quality" and "specific service facilities ";
- University: the university attended seems to be only relevant for a better rating of the "teaching quality" in the case of IUM; differences between NUST and UNAM are not significant if the other variables are controlled;
- Field of study: Business graduates are only more critical with "teaching quality", while Law and Sciences graduates recorded a lower rating of many dimensions.

Variables that were not relevant (no significant regression coefficients) included:

- Age
- Namibian nationality,
- Birth in Namibia,
- Rural or urban background,
- Study in the minimum time,
- Part-time versus full-time study,
- Degree level,
- Further study.

8 Further Study

Graduates may choose to study further for various reasons, among which could be 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 university between completion of their studies (in 2012 and 2013) and the survey. This would usually include undergraduates proceeding straight with a postgraduate degree.

Table 8.1 shows that about 17 per cent of the 2012 and 2013 cohort completed a study programme in the period 2013 to 2017, and 43 per cent were still studying. A few of those who completed a further study programme were still studying.

Table 8.1 Further Study by Year of Completion of Studies (per cent; multiple responses)

	Year of completion of study		
Further studies	**2012**	**2013**	**Total**
Yes, I completed a further study programme	20	14	17
Yes, I am still studying	40	45	43
No	42	44	43
Total	102	103	103
Count	350	393	743

National Graduate Survey 2017, Question I1: Have you undertaken or are you undertaking further studies after completing your study programme in 2012/2013?

8.2 Reasons for Pursuing Further Study

Those who were engaged in further study between 2012 and 2017 ranked “enhancing career” (64 per cent), “acquiring new skills” 55 per cent), and “updating knowledge” (53 per cent) as the main reasons for doing so (Table 8.2). They also indicated that unemployment (25 per cent) has a reasonable effect on engaging in further study.

Table 8.2 Reasons for Engaging in Further Study by Higher Education Institution Attended (percent; multiple responses; only graduates with further studies)

Reasons for engaging in further studies	University UNAM	NUST	IUM	Total
Enhancing career	65	64	55	64
Acquiring new skills	52	60	55	55
Updating knowledge	48	58	73	53
Could not find employment	29	21	18	25
For promotion	16	22	9	18
Other reasons	3	3	9	3
Sum of responses (%)	213	226	218	219
Count of respondents (n)	245	193	11	449

National Graduate Survey 2017, 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 Law and “others“ (Table 8.3). Together with Law, graduates who were engaging in further study in Agriculture and Education considered acquiring new skills as an important reason why they studied further. The reason, “could not find employment“ was cited mostly by graduates in the fields of Science, Agriculture and Business. More graduates from the Education and Languages fields of study cited “promotion” as a reason for engaging in further study.

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

Reasons for engaging in further studies	Field of Learning Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	Total
Enhancing career	65	59	73	68	78	100	73	61	86	64
Acquiring new skills	70	53	53	68	63	71	45	59	43	55
Updating knowledge	50	53	60	55	52	71	49	45	57	52
Could not find employment	30	29	13	23	19	0	10	39	0	25
For promotion	15	19	27	29	11	14	18	11	14	18
Other reasons	10	2	7	0	7	0	4	2	14	3
Sum of responses (%)	240	215	233	242	230	257	198	218	214	219
Count of respondents (n)	20	244	15	31	27	7	51	44	7	446

National Graduate Survey 2017, Question I2: What was your reason for engaging in further studies? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

8.3 Level of Further Study Completed

Of the graduates who completed further studies after the initial qualification obtained in 2012/2013, 36 per cent managed to complete a postgraduate qualification (PhD, Masters, Postgraduate Certificate/Diploma). In addition, an Honours degree was the

most popular qualification (32 per cent) of further study during the same period (see Table 8.4).

Table 8.4 Level of Further Study Completed by Sex (per cent; multiple responses; only graduates with completed further studies)

	Sex		
Level of further study completed	**Male**	**Female**	**Total**
PhD	2	0	1
Masters	21	21	21
Honours	26	36	32
Bachelor	7	9	8
Postgraduate Diploma	14	13	13
Postgraduate Certificate	2	1	1
Diploma	10	11	11
Certificate	16	8	11
Short courses	17	10	13
Other	7	3	4
Sum of responses (%)	121	111	115
Count of respondents (n)	58	80	138

National Graduate Survey 2017, Question I3: What level of further study have you completed? Multiple answers possible

8.4 Year of Enrolment in Further Study

On average, most graduates who completed further studies enrolled in 2014 (Table 8.5).

Table 8.5 Year of Enrolment in Further Studies by Sex (median; only graduates with completed further studies)

Year of enrolment	Sex		Total
in further studies	Male	Female	
Median	2014	2014	2014
Count	50	71	121

National Graduate Survey 2017, Question I5: When did you enrol for this further study?

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

Table 8.6 shows that there is a strong linkage (80 per cent, values 4 and 5) between the fields of further study and the fields that were completed before. Only 10 per cent (values 1 and 2) disagreed that there was a link between the two fields of study. Within the fields of study, graduates from almost all fields indicated that there was a strong link between the fields of further study and the fields that were completed before (more than 50 per cent).

Table 8.6 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									
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	Total
1 Not at all	17	7	/	0	9	/	0	0	/	5
2	0	5	/	0	0	/	8	0	/	5
3	0	12	/	11	9	/	8	17	/	10
4	17	11	/	22	9	/	0	33	/	11
5 To a very high extent	67	66	/	67	73	/	85	50	/	69
Total	100	100	/	100	100	/	100	100	/	100
Count	6	76	/	9	11	/	13	6	/	128
Recoded values										
High (values 4 and 5)	83	76	/	89	82	/	85	83	/	80
Medium (value 3)	0	12	/	11	9	/	8	17	/	10
Low (values 1 and 2	17	12	/	0	9	/	8	0	/	10
Arithmetic mean	4.2	4.2	/	4.6	4.4	/	4.6	4.3	/	4.3

National Graduate Survey 2017, Question I6: 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
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than 5).

8.6 Institution of Further Study Completed

Out of 105 graduates who completed further studies, 38 per cent and 29 per cent studied at UNAM and NUST respectively (Table 8.7). Thirty (30) per cent of the graduates pursued further studies at “other” institutions. Only three graduates (3 per cent) pursued further studies at IUM. A large percentage (64 per cent) of Honours graduates undertook further studies at “other” institutions. The "other" institutions were mainly international institutions, dominated by South African universities.

Table 8.7 Institution of Further Study Completed by Kind of Degree (per cent; only graduates with completed further studies)

Institution of further study completed	Kind of degree				
	Diploma/ Certificate	Bachelor	Honours	Master	Total
University of Namibia	67	27	21	/	38
Namibia University of Science and Technology (NUST) (former Polytechnic of Namibia)	9	43	14	/	29
The International University of Management	6	0	0	/	3
Other	18	30	64	/	30
Total	100	100	100	/	100
Count	33	56	14	/	105

National Graduate Survey 2017, Question I7: At which institution have you done your further studies?
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than 5).

8.7 Mode of Further Study

Overall, the mode of further study undertaken by the graduates varied from full-time (38 per cent), part-time (30 per cent) to distance (25 per cent). It was only at Honours level, where the proportion of graduates who pursued further studies through distance mode exceeded the part-timers (Table 8.8).

"Other" modes of study included:

- Block release,
- Combination of online, face-to-face and distance for the thesis,
- Contact and online,
- E-learning,
- Evening classes.

Table 8.8 Mode of Further Study by Kind of Degree (per cent; only graduates with completed further studies)

	Kind of degree				
Mode of further study	**Diploma/ Certificate**	**Bachelor**	**Honours**	**Master**	**Total**
Full-time	39	33	56	/	38
Part-time	33	34	6	/	30
Distance	25	26	22	/	25
Other	3	7	17	/	7
Total	100	100	100	/	100
Count	36	73	18	/	129

National Graduate Survey 2017, Question I8: What was the mode of your further study?
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than five).

8.8 Duration of Further Study Programme

The average (median) duration of further study programme was 12 months (Table 8.9). The duration was longer for a Diploma at a median of 24 months than for a Bachelor degree (12 months).

Table 8.9 Duration of Further Study Programme (Months) by Kind of Degree (median; only graduates with completed further studies)

Duration of further study programme in months	Kind of degree				Total
	Diploma/ Certificate	Bachelor	Honours	Master	
Median	24	12	12	/	12
Count	36	71	18	/	127

National Graduate Survey 2017, Question I9: What was the duration of your further study programme?
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than five)

8.9 Level of Current Further Study

Many graduates were engaged in further studies at the time of the survey (42 per cent). The majority of these graduates were pursuing Masters (28 per cent) and Honours (29 per cent) degrees (Table 8.10). The total proportion for the Bachelor degrees was 42 per cent and for Postgraduate Certificates/Diplomas 45 per cent. However, the proportion of ordinary Diplomas and Certificates was 19 per cent, an indication that further study was more focused on deepening the knowledge rather than broadening it.

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

Level of current further study	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
PhD	8	1	0	0	6	/	0	3	0	1
Masters	31	22	15	44	39	/	21	50	50	28
Honours	46	31	46	36	11	/	21	17	0	29
Bachelor	8	15	38	8	11	/	11	8	0	13
Postgraduate Diploma	8	15	8	12	17	/	13	17	17	14
Postgraduate Certificate	0	1	0	0	6	/	0	6	0	1
Diploma	0	16	8	4	6	/	29	11	17	14
Certificate	0	5	8	0	6	/	5	8	0	5
Short courses	0	2	0	4	6	/	3	3	33	3
Other	0	4	0	0	6	/	3	0	0	3
Sum of responses (%)	100	111	123	108	111	/	105	122	117	111
Count of respondents (n)	13	174	13	25	18	/	38	36	6	326

National Graduate Survey 2017, Question I10: What level of further study are you undertaking? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than five).

A larger proportion (68 per cent) of male graduates undertook further studies at higher level (PhD, Masters and Honours) compared to female graduates (52 per cent) (Table 8.11).

Table 8.11 Level of Current Further Study by Sex (per cent; multiple responses; only graduates who are currently studying)

	Sex		Total
Level of current further study	**Male**	**Female**	
PhD	3	0	1
Masters	30	26	28
Honours	35	26	29
Bachelor	12	15	14
Postgraduate Diploma	9	16	14
Postgraduate Certificate	1	1	1
Diploma	7	17	14
Certificate	7	4	5
Short courses	6	2	3
Other	3	3	3
Sum of responses (%)	113	111	111
Count of respondents (n)	109	219	328

National Graduate Survey 2017, Question I10: What level of further study are you undertaking? Multiple answers possible

8.10 Year of Enrolment in Current Further Study

It is important to consider the time it takes for graduates to enrol for further studies, as this might be related to the graduates' growth and progression in their careers or employment. About one quarter of the 2012 and 2013 graduates who indicated “currently studying” started the following year with their studies (Table 8.12).

Table 8.12 Year of Enrolment in Current Further Study by Year of Completion of Study (per cent; only graduates who are currently studying)

	Year of completion of study		Total
Year of enrolment in current further study	**2012**	**2013**	
2012	1	0	1
2013	24	1	11
2014	13	24	19
2015	22	25	24
2016	39	51	45
Total	100	100	100
Count	134	174	308

National Graduate Survey 2017, Question I12a: In which year did you enrol for this further study?

8.11 Linkage between the Field of Previous and Current Further Study

Graduates who were studying at the time of the survey were probed to indicate if there was a linkage between the field of current study and the field that was completed before. Although it is important for graduates to deepen their knowledge by studying for a more advanced qualification, it is also beneficial for them to broaden their knowledge in other skills that can contribute to their efficiency at their place of work.

Overall, 70 per cent (values 4 and 5) of the graduates indicated that there was a strong link. Only 17 per cent (values 1 and 2) a non-existent or poor link between the two fields of study (Table 8.13).

Within the field of study, only graduates from the Business and Languages fields did not indicate a strong link between the previous and current fields of study – about one fifth of them. This was also confirmed by their arithmetic mean, which was below four.

Table 8.13 Linkage Between the Field of Previous and Current Further Study by Field of Learning (per cent; arithmetic mean; only graduates who are currently studying)

Linkage between the field of further study and the field that was completed before	Field of learning									
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	Tot
1 Not at all	8	14	8	0	11	/	9	0	0	10
2	0	7	15	8	0	/	0	18	17	7
3	23	13	8	17	6	/	6	21	17	13
4	8	17	15	17	33	/	17	0	0	15
5 To a very high extent	62	49	54	58	50	/	69	62	67	55
Total	100	100	100	100	100	/	100	100	100	100
Count	13	168	13	24	18	/	35	34	6	314
Recoded values										
High (values 4 and 5)	69	67	69	75	83	/	86	62	67	70
Medium (value 3)	23	13	8	17	6	/	6	21	17	13
Low (values 1 and 2	8	21	23	8	11	/	9	18	17	17
Arithmetic mean	4.2	3.8	3.9	4.3	4.1	/	4.4	4.1	4.2	4.0

National Graduate Survey 2017, Question I13: 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.
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than five).

8.12 Institution of Current Further Study

Graduates were also probed about the names of institutions where they were pursuing further study. The responses were compared by the types of degrees. Slightly over half (54 per cent) of the graduates were studying at UNAM, while 18 per cent were at NUST and 23 at “other” institutions (Table 8.14). Only 5 per cent were at IUM. Graduates who were studying for a Diploma (74 per cent) and for an Honours degree (53 per cent) were mainly at UNAM.

Table 8.14 Institution of Current Further Study by Kind of Degree (per cent; only graduates who are currently studying)

Institution of current further study	Kind of degree				Total
	Diploma/ Certificate	Bachelor	Honours	Master	
University of Namibia (UNAM)	74	35	53	/	54
Namibia University of Science and Technology (former Polytechnic of Namibia)	8	34	9	/	18
The International University of Management	4	5	9	/	5
Other	14	27	29	/	23
Total	100	100	100	/	100
Count	109	104	58	/	275

National Graduate Survey 2017, Question I14: At which institution are you doing your further studies?
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than five).

8.13 Mode of Current Further Study

The mode of current further study can provide some indications as to whether the graduates were available for work or not. Overall, the graduates who were studying during the survey (48 per cent) were mainly undertaking it through distance mode (Table 8.15). About half of those who were studying while employed, were studying on distance mode and a third on part-time basis.

Table 8.15 Mode of Current Further Study by Type of Employment (per cent; only graduates who are currently studying)

Mode of current further study	Type of employment		Total
	Employment and study	Study only	
Full-time	16	50	24
Part-time	29	7	23
Distance	50	42	48
Other	5	1	5
Total	100	100	100
Count	238	74	313

National Graduate Survey 2017, Question I15: What is the mode of your further study?

8.14 Duration of Current Further Study Programme

The overall duration of current further study, as reported by the graduates, was a median of 24 months (Table 8.16). This median was also similar for all undergraduates, while the median duration for the Masters degree was 48 months.

Table 8.16 Duration of the Whole Current Further Study Programme (months) by Kind of Degree (median; only graduates who are currently studying)

Duration of further study programme in months	Kind of degree				
	Diploma/ Certificate	Bachelor	Honours	Master	Total
Median	24	24	24	48	24
Count	111	128	69	5	313

National Graduate Survey 2017, Question I16: What is the duration of your further study programme?

9 Employment Search

Employment search is often expected to be the main activity of graduates after completion of their studies. This chapter explores started by the graduates in 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 (73 per cent) did so. Table 9.1 shows that 84 per cent of the Honours degree holders searched for employment, while this holds true only for 31 per cent of the Masters degree holders and 64 per cent of the Diploma/Certificate holders.

Table 9.1 Employment Search by Type of Qualification (per cent)

	Kind of degree				
Employment search	**Diploma/ Certificate**	**Bachelor**	**Honours**	**Master**	**Total**
Yes	64	74	84	31	73
No	36	26	16	69	27
Total	100	100	100	100	100
Count	192	357	194	13	756

National Graduate Survey 2017, Question H1: Have you searched for employment after completion of your study programme in 2012/2013?

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 important reason was that graduates continued with a job they already had before or during their studies (66 per cent of graduates who did not search for employment). This reason was reported by 89 per cent of the Masters degree holders. Many Honours degree holders (41 per cent of graduates who did not search for employment) reported that they found a job without searching. Bachelor degree holders (14 per cent) and, Diploma/Certificate holders (38 per cent) reported that they did not search for employment because they continued with further studies.

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

Reasons for not searching for employment	Kind of degree				
	Diploma/ Certificate	Bachelor	Honours	Master	Total
Continued a job I already had before/during studies	67	66	56	89	66
Found a job without searching	9	25	41	0	21
Continued studying	38	14	6	11	20
Became self-employed	1	0	3	0	1
Ill-health	0	0	0	0	0
Prevented due to family commitments	0	2	0	0	1
Chose not to work	1	0	0	0	0
Other reason	0	0	0	0	0
Sum of responses (%)	116	107	106	100	110
Count of respondents (n)	69	95	32	9	205

National Graduate Survey 2017, Question H2: Why have you not searched for employment? Multiple answers possible

9.3 Duration of Job Search

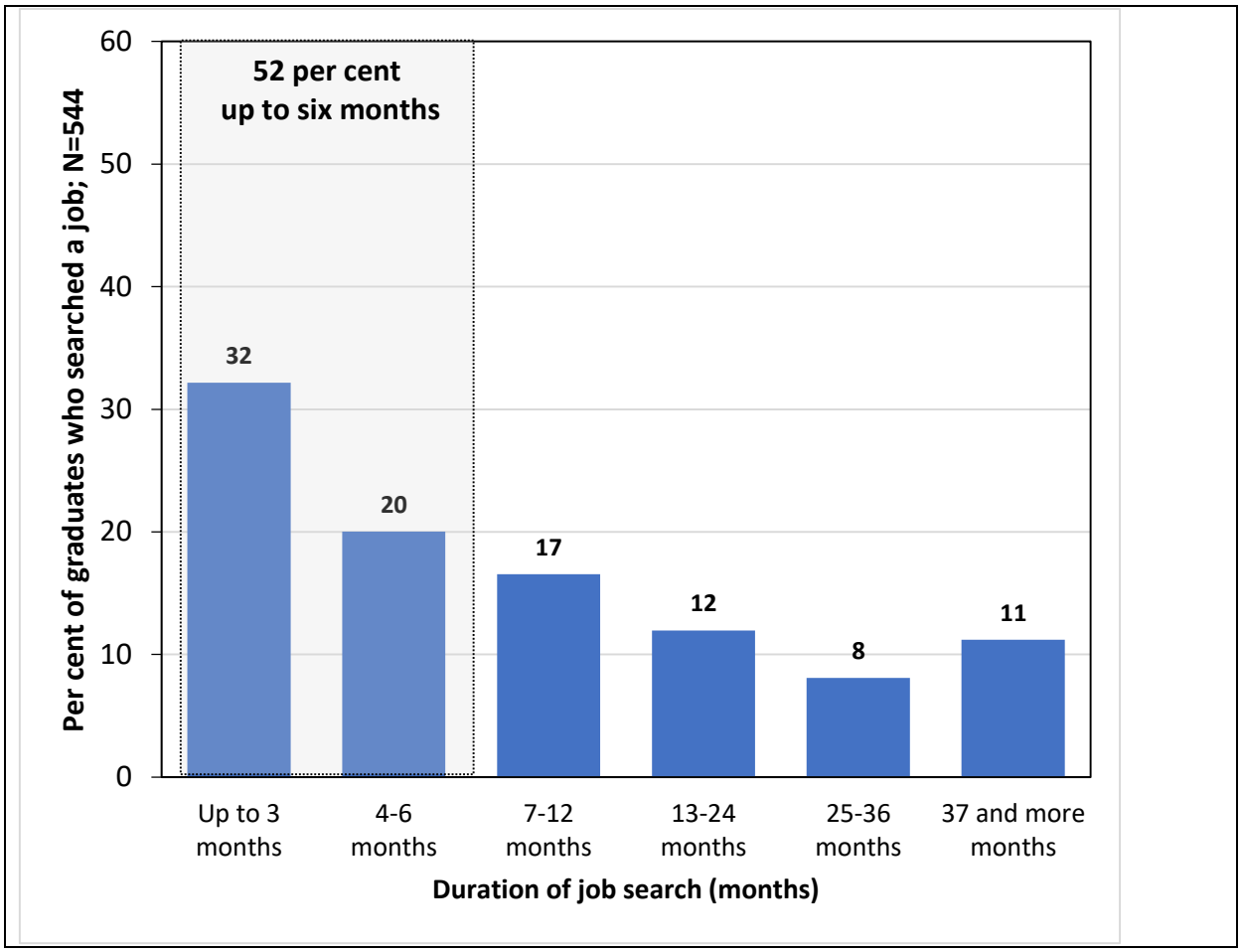
The duration of job search is often taken as a key indicator of the labour market situation of higher education graduates. The longer the duration of job search, the worse the labour market situation, an assumption which is not always true. A certain period for job search is even necessary if graduates are on high demand on the labour market. Graduates need time to contact employers, to wait for a response and to undertake interviews. Graduates are usually not interested to get any job. Some graduates strictly 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 be very different for 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 a first job just as an intermediate step to find appropriate employment.

Figure 7.1 shows that close to one third of the graduates had a very short job search duration of up to three months. However, an additional 20 per cent also reported a short job search duration of four to six months. Altogether, 52 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 is six months while the

arithmetic mean is higher (13 months), which indicates that some graduates (19 per cent) needed a rather longer time – two years or even more – to find a first job.

Figure 9.1 Duration of Job Search (per cent; only graduates who searched for a job; N=544)



National Graduate Survey 2017, Question H3: How long have you searched for your first job?

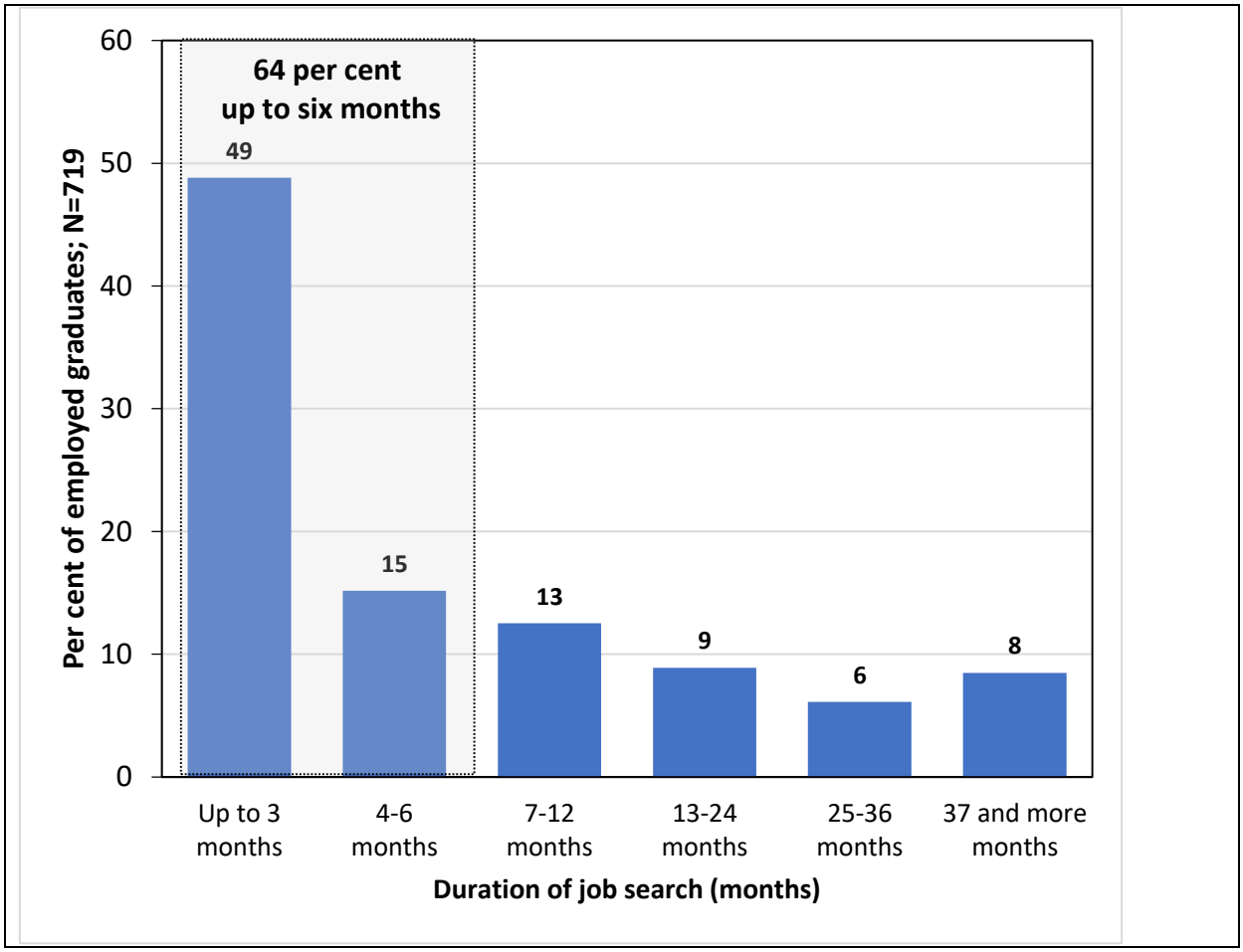
A short job search duration for those graduates who searched for a job is associated with:

- 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 a job they held before 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 three months, from one third to almost 50 per cent of the graduates (Figure 9.2). It also means that two thirds of the graduates were searching for jobs for not longer than six months.

Figure 9.2 Duration of Job Search (per cent; all graduates with employment after completion of studies; N=719)



National Graduate Survey 2017, Question H3: 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. The graduates, who have searched for a job, approached an average of approximately 12 employers (arithmetic mean), received six acknowledgements and five invitations for interviews before they were able to find their first employment after completion of their studies. The exception is to be found among the graduates in the

Health field, who contacted only four employers on average and received less acknowledgements and less interview invitations.

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

Job search indicators	Field of learning									
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	Total
Number of employers approached										
Arithmetic mean	11.4	12.7	5.4	11.6	9.3	17.5	3.9	15.0	11.3	11.6
Median	5.5	6.0	3.0	5.0	5.0	13.5	2.0	8.0	10.0	5.0
Count	22	305	17	40	28	6	56	62	7	543
Number of acknowledgements										
Arithmetic mean	4.7	6.9	4.6	5.7	8.2	22.4	2.0	4.8	17.6	6.2
Median	3.5	4.0	2.5	3.0	2.0	6.0	1.0	3.0	4.0	3.0
Count	22	272	16	40	29	5	52	61	7	504
Number of calls for interviews										
Arithmetic mean	3.6	6.1	4.5	5.2	2.9	4.6	1.9	3.4	10.0	5.1
Median	3.0	4.0	3.0	3.0	2.0	4.0	1.0	3.0	6.0	3.0
Count	22	299	16	37	29	5	51	61	7	527

National Graduate Survey 2017, Question H6: How many employers have you approached after completion of your study programme? Question H7: How many acknowledgements and calls for interviews have you received? Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

The intensity of the job search can be analysed, using a breakdown of the classified job search duration and the average number of employers contacted, acknowledgements and interview invitations.

9.5 Methods of Job Search

The graduates used different and many methods to find their first employment after completion of their studies. Three methods of search were used on average (see Table 9.4). The most often used method was "press advertisements (e.g. newspapers)" which was reported by 85 per cent of the graduates who searched for employment. Health graduates (43 per cent) used this method the least.

Many graduates used their social network: 38 per cent searched "through family, friends or acquaintances". About every third graduate "contacted employer on own initiative", used the "private employment agency (e.g. Jobs Unlimited)", or used "social media (e.g. Facebook, LinkedIn)".

About a fifth (19 per cent) of the graduates searched for a job through work placement/attachment during their studies. Graduates from the Agriculture field (42 per cent) reported this method very often. Besides work placement, the graduates hardly reported having received help from the HEIs (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)

	Field of learning									
Used job search methods	**Agri**	**Busi**	**Lang**	**Edu**	**Soc**	**Law**	**Heal**	**Sci**	**Oth**	**Total**
Press advertisements (e.g. newspapers)	83	92	94	95	73	83	43	87	86	85
Through family, friends or acquaintances	46	45	33	29	40	50	13	29	29	38
Contacted employer on own initiative	42	36	17	15	43	67	34	45	57	36
Private employment agency (e.g. Jobs Unlimited)	25	42	17	20	37	33	11	34	43	35
Social media (e.g. Facebook, LinkedIn)	17	37	22	29	27	50	13	40	57	33
Radio/TV	29	24	11	32	17	0	13	18	14	22
Through work placement/attachment during higher/tertiary education	42	19	17	17	17	0	11	15	43	19
Contacted by employer	4	10	17	15	17	17	20	11	43	12
Through the Ministry of Labour	4	14	0	5	3	0	5	2	14	10
Through help of higher/tertiary education institution	4	9	11	0	7	0	13	2	14	8
Set up own business	13	7	0	2	7	0	0	8	14	6
Other	0	2	6	2	0	0	7	3	0	3
Sum of responses (%)	308	338	244	261	287	300	180	294	414	305
Count of respondents (n)	24	315	18	41	30	6	56	62	7	559

National Graduate Survey 2017, Question H4: 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; Soc - Social Sciences; 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 47 per cent of the graduates who searched for a job after completion of their studies, followed by the help of family, friends or acquaintances (13 per cent) and contacting the employer on own initiative (12 per cent). All other methods were reported by not more than five per cent (Table 9.5).

Remarkable differences in the successful first job search methods exist among the fields of learning. Only 27 per cent of the Agriculture graduates found their first job through press advertisements. For these graduates, the most successful job search strategy was the help of family, friends or acquaintances (32 per cent). They often also contacted employers on own initiative or used press advertisements, both of which accounted for 27 per cent.

A very different job search pattern can be found among the Health graduates, who were very seldom able to find the first job through press advertisements (18 per cent), but often successfully contacted their later employer (29 per cent) and were also contacted by the employer (20 per cent). For graduates from the Languages (73 per

cent) and Education (67 per cent) fields of learning, 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									
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	Total
Press advertisements (e.g. newspapers)	27	52	73	67	33	50	18	46	57	47
Through family, friends or acquaintances	32	13	0	18	11	33	5	10	14	13
Contacted employer on own initiative	27	7	0	3	26	17	29	20	0	12
Contacted by employer	0	3	7	5	0	0	20	3	14	5
Through work placement/attachment during higher/tertiary education	9	4	13	0	7	0	5	5	14	5
Radio/TV	5	3	0	3	0	0	2	7	0	3
Social media (e.g. Facebook, LinkedIn)	0	3	0	0	4	0	0	2	0	2
Through help of higher education institution	0	1	7	0	11	0	5	0	0	2
Through the Ministry of Labour	0	3	0	0	0	0	2	0	0	2
Set up own business	0	2	0	0	0	0	0	0	0	1
Other	0	2	0	0	0	0	0	2	0	1
Private employment agency (e.g. Jobs Unlimited)	0	1	0	3	4	0	0	2	0	1
I did not get/find a job	0	6	0	3	4	0	14	5	0	6
Total	100	100	100	100	100	100	100	100	100	100
Count	22	298	15	39	27	6	56	61	7	531

National Graduate Survey 2017, Question H5: 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; Soc - Social Sciences; 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.

As Table 9.6 shows, the most effective method for the first job search was the use of press advertisements. Fifty-four (54) per cent of those graduates who searched for a job through press advertisements found the first job through this method. The second most effective method was the job search with the help of family, friends or acquaintances (29 per cent). Contacting the employer on own initiative and being contacted by the employer were also recorded as effective methods, while the social media (6 per cent) and private employment agencies (e.g. Jobs Unlimited) were the less effective (2 per cent).

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 (%)
Press advertisements (e.g. newspapers)	54
Through family, friends or acquaintances	29
Contacted employer on own initiative	28
Contacted by employer	28
Through work placement/attachment during higher/tertiary education	21
Through help of higher/tertiary education institution	19
Set up own business	15
Other	15
Through the Ministry of Labour	13
Radio/TV	11
Social media (e.g. Facebook, LinkedIn)	6
Private employment agency (e.g. Jobs Unlimited)	2

Effectiveness: The percentage of graduates who reported that the specific job search method was the most import one to find the first job. Example: 54 per cent of those graduates who searched for a job through press advertisements found the first job using this method.

Another way to derive information about the relative effectiveness of the different job search methods is through the calculation of the average job search duration by each successful job search method. Table 9.7 shows that graduates who used the help of the HEI reported the shortest job search duration, an average of 5.7 months. Graduates who found jobs through work placement/ attachment during their studies also reported a rather short job search duration (6.3 months on average). To find a first job through press advertisements took the graduates an average of 13.3 months. It is further interesting to note that the use of the classical social network (through family, friends or acquaintances) was only successful after about 20 months, while the few graduates who used the new social media (e.g. Facebook, LinkedIn) needed only 9 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)

	Duration of job search in months	
Most successful method for finding the first job	**Arithmetic mean**	**Count**
Through help of higher education institution	5.7	9
Through work placement/attachment during higher/tertiary education	6.3	23
Contacted employer on own initiative	9.0	63
Social media (e.g. Facebook, LinkedIn)	9.1	11
Contacted by employer	12.4	25
Press advertisements (e.g. newspapers)	13.3	244
Radio/TV	16.6	13
Through family, friends or acquaintances	19.7	66
Through the Ministry of Labour	20.1	9
Other	21.8	6
Private employment agency (e.g. Jobs Unlimited)	22.4	6
I did not get/find a job	30.9	29
Set up own business	67.1	7
Total	15.1	511

National Graduate Survey 2017, Question H3: How long have you searched for your first job? Question H5: What was the most successful method for finding your first job? Choose only one answer.

10 Employment and Work

The 2017 National Graduate Survey focused on graduates who completed their studies in the year 2012 and 2013. Thus, the graduates provided information related to their employment or work, approximately three to four years after completing 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 to gauge a broader picture of the quality of their employment and work. Besides employment status, this chapter also contains results of 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,
- 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, three to four years after completion of their studies, is impressive. Four out of five (81 per cent) graduates were employed and an additional 2 per cent were self-employed (Table 10.1). Only 17 per cent were not employed.

The unemployment rate is relatively high among graduates from the Agriculture field (28 per cent), Languages (24 per cent) and Law (23 per cent). When it comes to graduates from other fields of study the differences are small. No significant differences existed for the two cohorts of graduates from 2012 and 2013. The percentage of unemployed graduates for the younger cohort is only slightly higher (2013: 18 per cent; 2012: 16 per cent).

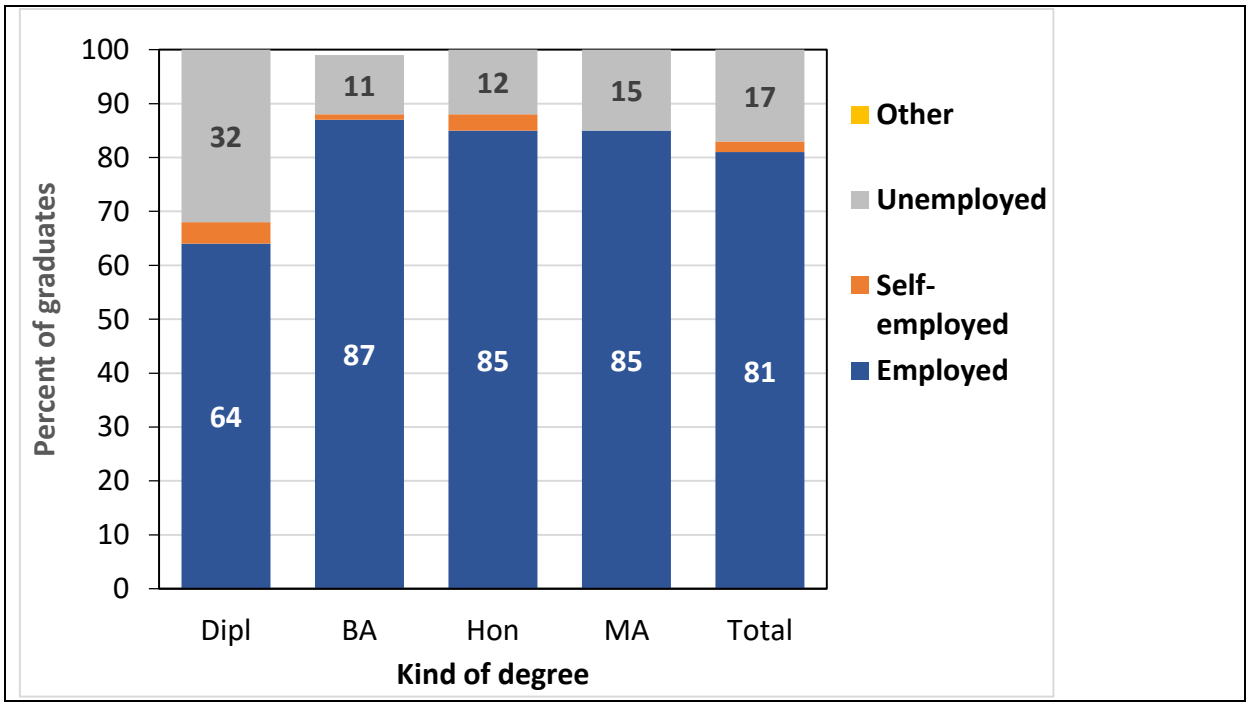
The qualification type or degree level seemed to be an important factor in the employment situation of the graduates. Graduates who completed their studies with a Diploma/Certificate had a much higher unemployment rate (32 per cent) compared to Bachelor's graduates, recorded at 11 per cent (Table 10.2 and Figure 10.1).

Table 10.1 Employment Status Four to Five Years after Completion of Study by Field of Learning (per cent)

Current employment status	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Employed	67	81	76	88	78	69	87	82	71	81
Self-employed	5	2	0	0	4	8	2	0	14	2
Unemployed	28	17	24	12	18	23	11	18	14	17
Total	100	100	100	100	100	100	100	100	100	100
Count	39	417	21	59	49	13	106	78	7	789

National Graduate Survey 2017, Question J1: What is your current employment status?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Figure 10.1 Employment Status Four to Five Years after Completion of Study by Type of Qualification/Degree (per cent)



National Graduate Survey 2017, Question J1: What is your current employment status?

Table 10.2 Employment Status Four to Five Years after Completion of Study by Type of Qualification/ Degree (per cent)

Current employment status	Kind of degree				
	Diploma/ Certificate	Bachelor	Honours	Master	Total
Employed	64	87	85	85	81
Self-employed	4	1	3	0	2
Unemployed	32	11	12	15	17
Other	1	0	0	0	0
Total	100	100	100	100	100
Count	199	370	196	13	778

National Graduate Survey 2017, 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 (83 per cent) stated that they were seeking employment (Table 10.3). The second largest group were graduates who were studying and, therefore, not employed (28 per cent). Only very few graduates were unemployed because of child rearing and family care (9 per cent of the unemployed graduates).

Table 10.3 Activities of Unemployed Graduates Four to Five Years after Completion of Study by Field of Learning (per cent; multiple responses; only unemployed graduates)

Activity at the time of the survey	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Unemployed, seeking employment	82	90	80	71	57	/	73	86	/	83
Unemployed, not seeking employment	9	0	0	14	0	/	0	0	/	2
Further study/training	18	24	80	29	57	/	27	21	/	28
Child rearing, family care	0	10	0	0	14	/	27	0	/	9
Other	0	3	0	0	0	/	0	0	/	2
Sum of responses (%)	109	127	160	114	129	/	127	107	/	124
Count of respondents (n)	11	67	5	7	7	/	11	14	/	126

National Graduate Survey 2017, Question J2: What applies to your current situation? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than 5).

10.3 Typology 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 third (32 per cent) of the graduates combined employment with further study, 51 per cent were regularly employed (no study) and 10 per cent studied without employment. Only 7 per cent were neither employed nor did they study at the time of the survey.

Table 10.4 Typology of Employment Four to Five Years after Completion of Study by Field of Learning (per cent)

Typology of employment	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Employment only	53	50	33	52	59	69	59	44	14	51
Employment and study	17	34	43	36	22	8	30	38	71	32
Study only	19	9	19	7	14	15	8	10	0	10
No employment - no study	11	7	5	5	4	8	4	8	14	7
Total	100	100	100	100	100	100	100	100	100	100
Count	36	393	21	58	49	13	104	77	7	758

National Graduate Survey 2017, Question J1: What is your current employment status?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.4 Working Time

Almost all employed graduates (92 per cent) from the three universities were working full-time (Table 10.5). The average weekly working time for all employed graduates was approximately 41 hours (41 arithmetic mean; 40 hours median). Only 8 per cent of the graduates were working part-time. The part-timers worked 26 hours per week on average (arithmetic mean). The proportion of part-time workers was higher (13 per cent) among Diploma/Certificate holders and, especially among the few Masters degree holders (45 per cent).

Table 10.5 Full-time Employment Four to Five Years after Completion of Study by Kind of Degree (per cent; only employed graduates)

Full-time employment	Kind of degree				Total
	Diploma/ Certificate	Bachelor	Honours	Master	
Yes	87	95	92	55	92
No	13	5	8	45	8
Total	100	100	100	100	100
Count	127	297	173	11	608

National Graduate Survey 2017, Question J4: 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 Permanent Employment

Another important indicator of the quality of employment is the kind of employment - are the graduates able to find permanent employment? This question on whether the graduates can find permanent employment was very prominent in the debate about the changes of the labour market in the context of HE expansion and globalisation in Europe in the beginning of the 21st Century. It is generally argued that for coming generations of graduates, it would become increasingly insecure to find permanent employment. In France, the term "precarious generation" was used to describe the situation. Similar terms and negative views were widespread in Italy and Germany as well. The Namibian study shows a different picture. Full-time employment and also permanent employment were dominant, recorded at 83 per cent (Table 10.6). Only 15

per cent of the graduates reported that they have non-permanent contracts, three to four years after graduation. The European graduate tracer studies REFLEX[2] (2005) and HEGESCO[3] (2008) which were conducted in 19 European countries and Japan found that about 43 per cent (country average) of the employed graduates had a fixed-term contract (with a maximum of 72 per cent in Spain, 63 per cent in Poland, 62 per cent in the Netherlands and 60 per cent in Italy), four to five years after graduation.

Table 10.6 Permanent Employment Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates)

	Field of learning									Total
Permanent employment	**Agri**	**Busi**	**Lang**	**Edu**	**Soc**	**Law**	**Heal**	**Sci**	**Oth**	
Yes	75	85	75	92	80	88	88	69	50	83
No	17	13	25	8	20	13	11	31	50	15
Not applicable, I am self-employed	8	2	0	0	0	0	1	0	0	2
Total	100	100	100	100	100	100	100	100	100	100
Count	24	324	16	51	41	8	92	64	6	626

National Graduate Survey 2017, Question J5: Are you permanently employed?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.6 Type of Employer

The public sector tends to employ more graduates in Namibia. More than half (59 per cent) of the graduates reported to be employed in the public service and 14 per cent by public enterprises (Table 10.7). Only about one fifth of the graduates were employed in the private sector and very few were self-employed (2 per cent). The share of type of employers in Namibia for graduates who completed their studies in 2012 or 2013 are similar to the results of tracer studies conducted in 1997 in Ghana, Kenya, Malawi, Nigeria, Tanzania and Uganda (Kaijage, 2007).

[2] Allen, Jim and van der Velden, Rolf (eds.) (2011): The Flexible Professional in the Knowledge Society. New Challenges for Higher Education. Dordrecht: Springer, Higher Education Dynamics, Vol. 35.

[3] Van der Velden, Rolf and Allen, Jim (eds.) (2009): Competencies and Early Labour Market Careers of Higher Education Graduates. Report on the Large Scale Graduate Survey (HEGESCO). http://www.decowe.org/static/uploaded/htmlarea/finalreportshegesco/Competencies_and_Early_Labour_Market_Careers_of_HE_Graduates.pdf

Table 10.7 Type of Employer Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates)

Type of employer	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Public/Government	50	56	69	88	71	20	62	41	33	59
Public Enterprise	13	15	25	10	2	20	12	14	33	14
Private	29	23	6	0	12	50	18	30	17	21
Self-employed	4	2	0	0	5	10	1	0	17	2
Non-governmental Organisation (NGO)	4	2	0	2	2	0	7	8	0	3
International and Diplomatic	0	0	0	0	7	0	0	0	0	0
Other	0	1	0	0	0	0	0	6	0	1
Total	100	100	100	100	100	100	100	100	100	100
Count	24	314	16	51	41	10	92	63	6	617

National Graduate Survey 2017, Question J15: What type of employer do you work for?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.7 Economic 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 10.8, 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.

Indeed, for some fields of study there is such concentration, e.g. 72 per cent of the graduates from Education are working in the education sector, and 69 per cent of graduates from Health study programmes are working in the health sector. The education sector has absorbed 24 per cent of the graduates, followed by health and social services (17 per cent), administration (17 per cent), and accounting and finance (17 per cent). Only 5 per cent of the graduates are working in the mining and industries sector, which appears to be relatively low when compared to similar information in Europe and Japan.

Table 10.8 Economic Sector of Employment Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates)

	Field of learning									Total
Economic sector	**Agri**	**Busi**	**Lang**	**Edu**	**Soc**	**Law**	**Heal**	**Sci**	**Oth**	
Education	17	18	38	72	30	0	13	25	17	24
Health and Social Services	9	8	0	8	28	0	69	3	0	17
Administration	26	20	44	8	13	33	7	14	33	17
Accounting and Finance	0	26	6	4	5	11	3	15	17	17
ICT	22	9	13	2	5	0	1	17	17	8
Law and Justice	0	8	0	4	15	44	5	2	0	7
Mining and Industries	9	5	0	0	3	11	1	15	17	5
Agriculture, Water and Fisheries	9	1	0	0	0	0	0	7	0	2
Other	9	5	0	2	3	0	1	2	0	3
Total	100	100	100	100	100	100	100	100	100	100
Count	23	309	16	50	40	9	88	59	6	600

National Graduate Survey 2017, Question J18: In which sector are you currently employed/self-employed (e.g. fisheries, agriculture, secondary education, etc.)? Open text answers.
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.8 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?"). The majority of graduates (58 per cent) were in non-supervisory entry positions (Table 10.9) and 41 per cent reported that they held higher positions (supervisory: 23 per cent; middle management: 14 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 10.9 Level of Position Four to Five Years after Completion of Study by Field of Learning (per cent; only employed graduates)

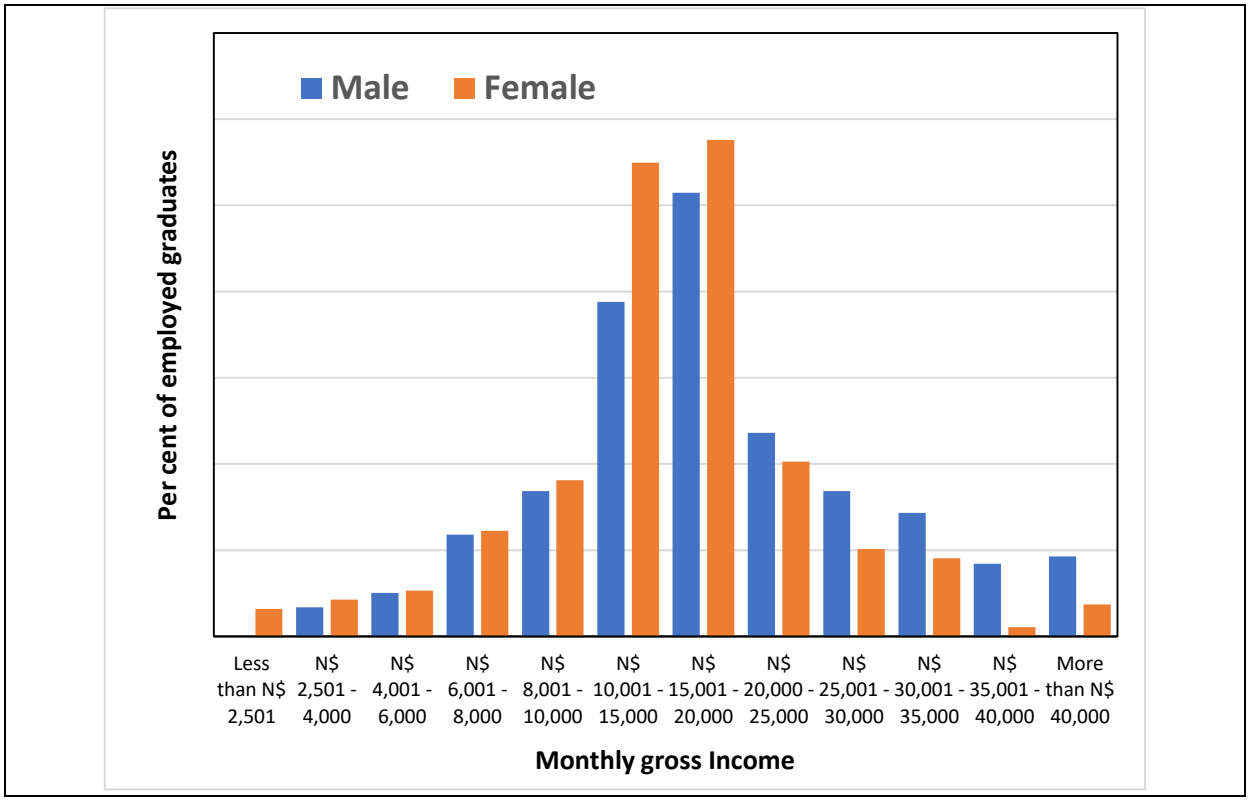
	Field of learning									Total
Level of current position	**Agri**	**Busi**	**Lang**	**Edu**	**Soc**	**Law**	**Heal**	**Sci**	**Oth**	
Non-supervisory	50	62	56	67	46	50	40	65	67	58
Supervisory	25	22	31	25	21	10	31	15	33	23
Middle Management	13	12	13	4	26	10	23	10	0	14
Senior Management	4	4	0	2	5	30	5	8	0	4
Other	8	1	0	2	3	0	2	2	0	1
Total	100	100	100	100	100	100	100	100	100	100
Count	24	313	16	52	39	10	88	60	6	608

National Graduate Survey 2017, Question J21: What is the level of your current position?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.9 Income

Figure 10.2 shows the income distribution differentiated for male and female graduates. The income distribution is quite similar with a slight advantage for male graduates. The graduates reported an average monthly gross income of about N$17,000 (arithmetic means) with N$19,000 for male graduates and N$16,000 for female graduates. The median income of N$17,501 was the same for both sexes. It should be noted that the average income was calculated from the original categorised answers by using the middle of the range within one category, e.g. for the category of N$15,001 - 20,000, the value N$17,501 was used as the average.

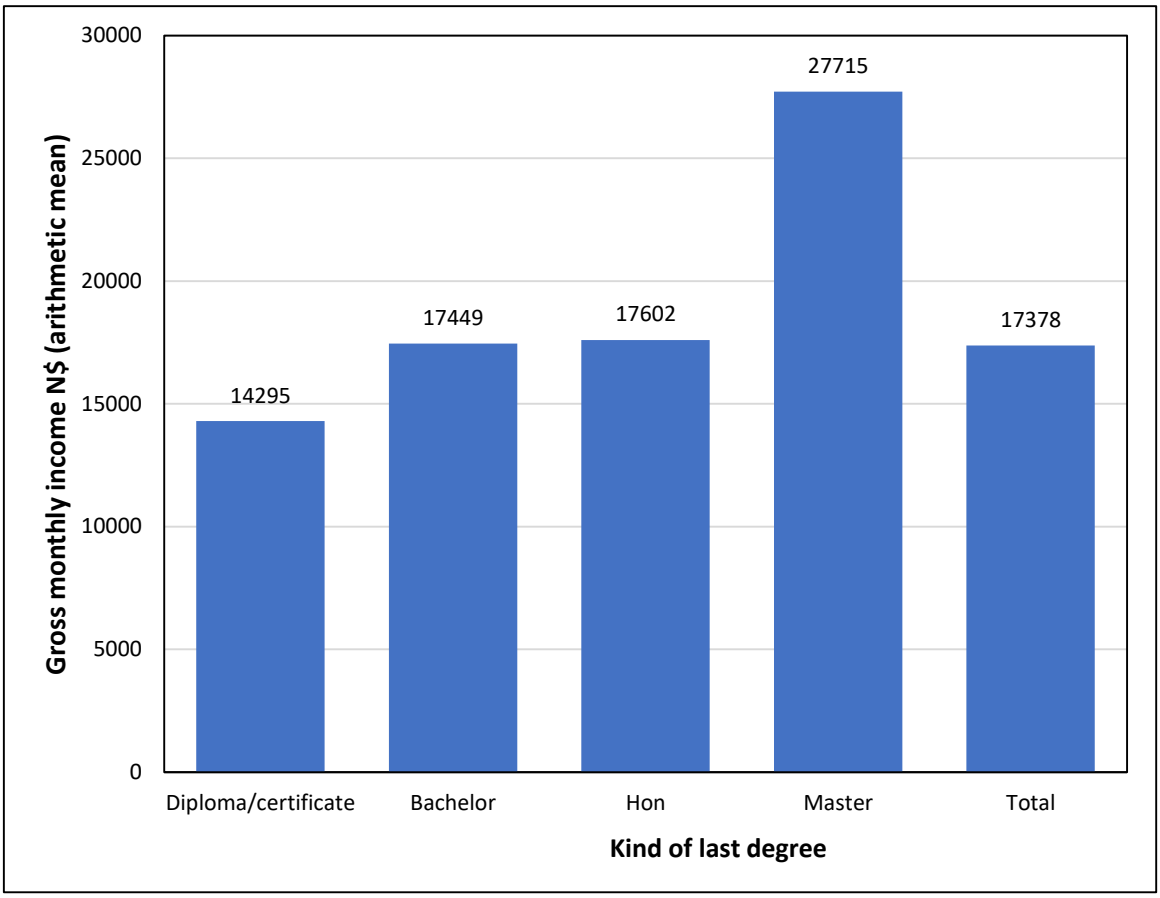
Figure 10.2 Gross Monthly Income Four to Five Years after Completion of Study by Sex (per cent)



National Graduate Survey 2017, Question J22: What is/are your current total/gross monthly income/earnings?

It is interesting to establish whether there was a positive relationship between the qualification/degree level and income. As Figure 10.3 shows, 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$14,295 compared to N$17,449 of the Bachelor's graduates. There were no income differences between the Bachelor and Honours levels, while the income of the few graduates with a Masters degree was much higher (N$27,715).

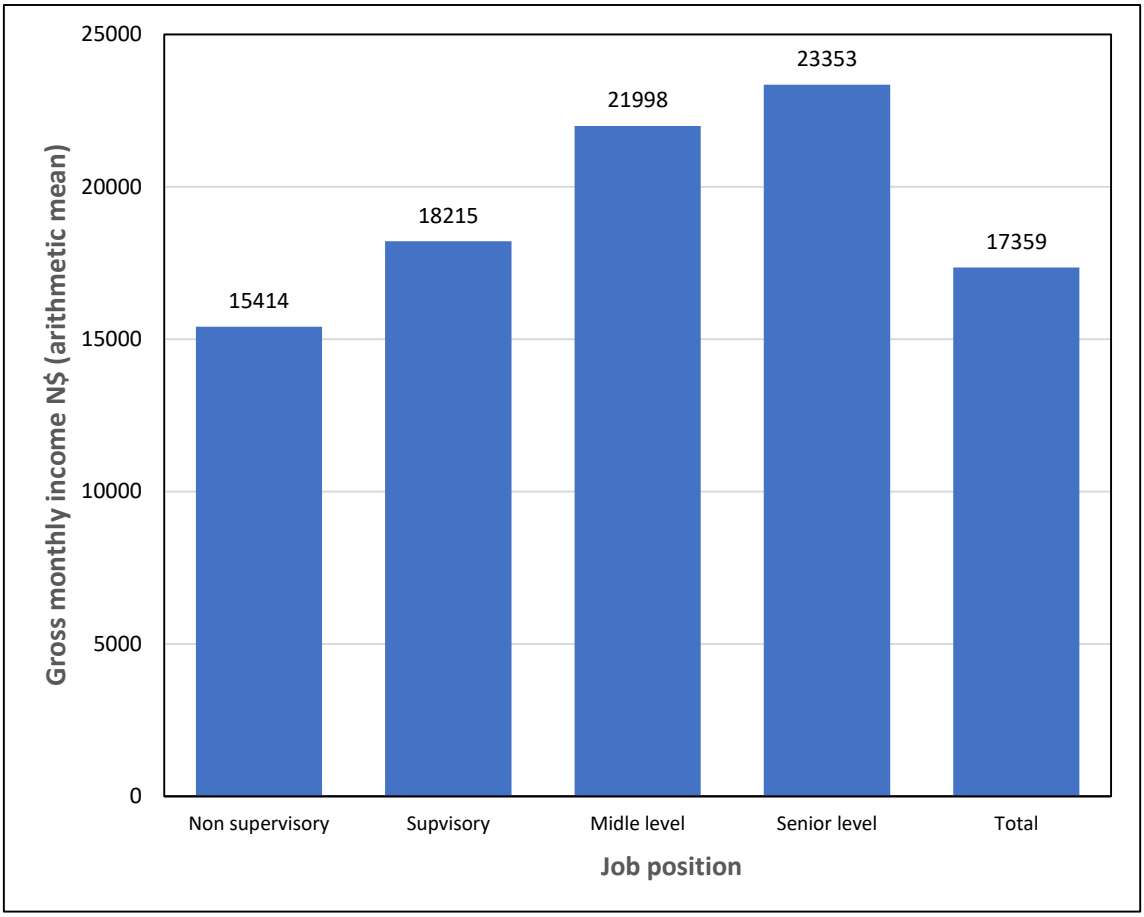
Figure 10.3 Gross Monthly Income Four to Five Years after Completion of Study by Type of Last Degree (arithmetic mean)



National Graduate Survey 2017, Question J22: What is/are your current total/gross monthly income/earnings?

The income of the graduates depended also on the job position: the higher the position the higher the income (Figure 10.4).

Figure 10.4 Gross Monthly Income Four to Five Years After Completion of Study by Level of Position (arithmetic mean)



National Graduate Survey 2017, Question J22: What is/are your current total/grossmonthlyincome/earnings?

It is also important to differentiate income by field of learning; economic sector; and type of employer. A relatively high income was reported by many graduates from the Social Studies, Law and Sciences fields of learning (Table 10.10).

Table 10.10 Gross Monthly Income Four to Five Years after Completion of Study by Field of Learning (per cent and means; only employed graduates)

Gross monthly income/earnings	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Less than N$ 2,501	0	2	0	0	0	0	1	0	0	1
N$ 2,501 - 4,000	0	2	0	2	3	0	1	3	0	2
N$ 4,001 - 6,000	9	3	6	0	0	10	0	2	33	3
N$ 6,001 - 8,000	17	7	0	6	5	0	3	3	33	6
N$ 8,001 - 10,000	0	11	6	2	3	10	9	13	0	9
N$ 10,001 - 15,000	26	26	50	27	20	20	16	20	17	24
N$ 15,001 - 20,000	13	24	19	44	28	20	39	25	0	27
N$ 20,001 - 25,000	22	10	19	10	8	0	18	8	0	11
N$ 25,001 - 30,000	4	6	0	4	13	0	7	8	0	6
N$ 30,001 - 35,000	4	4	0	4	8	10	7	12	0	6
N$ 35,001 - 40,000	4	3	0	0	0	0	0	5	0	2
More than N$ 40,000	0	2	0	2	15	30	0	0	17	3
Count	23	319	16	52	40	10	90	60	6	616
Arithmetic mean	16,327	16,484	14,626	17,083	22,282	24,151	17,834	18,334	13,584	17,331
Median	12,501	12,501	12,501	17,501	17,501	17,501	17,501	17,501	7,001	17,501

National Graduate Survey 2017, Question J22: What is/are your current total/gross monthly income/earnings?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Graduates who held higher job positions also reported higher income (Table 10.11). Also, those who were employed in public enterprises (parastatals) also recorded higher income, but there were no differences between private and public service (central government) employees.

Table 10.11 Gross Monthly Income Four to Five Years after Completion of Study by Level of Current Position (per cent and means; only employed graduates)

Gross monthly income/earnings	Level of current position				Total
	Non-supervisory	Supervisory	Middle	Senior	
Less than N$ 2,501	1	0	0	0	1
N$ 2,501 - 4,000	3	1	1	0	2
N$ 4,001 - 6,000	3	1	1	4	3
N$ 6,001 - 8,000	7	4	7	7	6
N$ 8,001 - 10,000	11	6	4	4	9
N$ 10,001 - 15,000	27	27	11	19	25
N$ 15,001 - 20,000	30	27	25	19	28
N$ 20,001 - 25,000	6	19	16	7	11
N$ 25,001 - 30,000	5	6	12	7	7
N$ 30,001 - 35,000	4	4	12	11	6
N$ 35,001 - 40,000	1	1	8	7	2
More than N$ 40,000	1	3	4	15	3
Total	100	100	100	100	100
Count	347	139	85	27	598
Arithmetic mean	15,414	18,215	21,998	23,353	17,359
Median	12,501	17,501	22,501	17,501	17,501

National Graduate Survey 2017, Question J22: What is/are your current total/gross monthly income/earnings?

10.10 Fringe Benefits

Besides their salary, the majority of graduates were receiving fringe benefits. Table 10.12 shows that:

- 78 per cent received health related benefits (medical aid and insurances),
- 78 per cent received housing subsidy and rent allowance,
- 74 per cent received transportation (car/transport) allowance,
- 70 per cent was entitled to retirement (pension and gratuity),
- Education and training (staff development and family study rebate) was the least popular among all the fringe benefits,
- Only 8 per cent of the employed graduates reported that they did not receive any fringe benefits.

Fringe benefits are much more widespread in the public sector than in the private sector, for example, housing as fringe benefit was reported by 91 per cent of the graduates in the public sector compared to only 41 per cent in the private sector (Table 10.12). Similarly, for transportation (91 per cent in the public sector versus 37 per cent in the private sector), health (83 per cent in the public sector versus 63 per cent in the private sector) and retirement (73 per cent in the public sector versus 53 per cent in the private sector).

Table 10.12 Kind of Fringe/Other Benefits Four to Five Years after Completion of Study by Type of Employer (per cent; multiple responses; only employed graduates)

Kind of fringe/other benefit(s)	Type of employer				Total
	Public	Public enterprise	Private	Other	
Health (medical aid, insurances)	83	86	63	69	78
Housing (subsidy, rent allowance)	91	86	41	59	78
Transportation (car/transport allowance)	91	72	37	41	74
Retirement (pension, gratuity)	73	86	53	66	70
Education and training (staff development, family study rebate)	27	45	24	24	28
None	1	7	26	10	8
Other	3	2	2	7	3
Sum of responses (%)	369	383	247	276	339
Count of respondents (n)	362	83	139	29	613

National Graduate Survey 2017, Question J23: What kind of fringe/other benefit(s) do you receive? Multiple answers possible

10.11 Other Sources of Income

Some graduates (12 per cent) had other income sources, additional to their main income (Table 10.13). It was noted that the higher the level of the job position the higher the percentage of graduates with additional sources of income. One third of the graduates at the senior level had additional sources of income compared to 7 per cent at the non-supervisory entry level.

Table 10.13 Other Sources of Income Four to Five Years after Completion of Study by Level of Current Position (per cent; only employed graduates)

Other sources of income	Level of current position					Total
	Non-supervisory	Supervisory	Middle	Senior	Other	
Yes	7	13	23	33	11	12
No	93	88	77	67	89	88
Total	100	100	100	100	100	100
Count	349	136	83	27	9	604

National Graduate Survey 2017, Question J24: Do you have any other sources of income?

The male graduates reported more often to have additional sources of income (20 per cent) compared to 6 per cent of the female graduates (Table 10.14).

Table 10.14 Other Sources of Income Four to Five Years after Completion of Study by Sex (per cent; only employed graduates)

	Sex		Total
Other sources of income	**Male**	**Female**	
Yes	20	7	12
No	80	93	88
Total	100	100	100
Count	241	376	617

National Graduate Survey 2017, Question J24: Do you have any other sources of income?

The graduates' additional sources of income were mainly generated from small business activities and part-time employment.

10.12 Change of Employer

Many graduates (53 per cent) reported that they did not change their employer/employment in the first three to four years after completion of studies (Table 10.15). One-fifth (20 per cent) changed employer only once and 17 per cent, twice. Only 10 per cent of the employed graduates changed their employer more than two times with 7 per cent having changed three times. Job mobility is slightly higher for the older cohort of the 2012 graduates.

Table 10.15 Change of Employer/Employment by Year of Completion of Study (per cent; only employed graduates)

	Year of completion of study		Total
Change of employer/employment	**2012**	**2013**	
No change of employer/employment	48	57	53
Once	20	19	20
Twice	17	17	17
Three times	9	5	7
Four times	3	1	2
Five times or more	2	0	1
Total	100	100	100
Count	296	322	618

National Graduate Survey 2017, Question J7: How many times did you change employer/employment since completing your studies in 2012/2013?

Table 10.16 shows that Education and Law graduates did not change jobs more than twice. Languages and Sciences had the largest proportion of graduates changing their job twice or more.

Table 10.16 Change of Employer/Employment by Field of Learning (per cent; only employed graduates)

Change of employer/employment	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
No change of employer/employment	50	50	38	69	66	50	65	46	50	54
Once	38	20	6	10	17	40	21	14	33	19
Twice	0	19	31	21	10	10	9	22	0	17
Three times	8	8	25	0	2	0	4	13	0	7
Four times	4	2	0	0	5	0	1	3	0	2
Five times or more	0	1	0	0	0	0	0	2	17	1
Total	100	100	100	100	100	100	100	100	100	100
Count	24	324	16	52	41	10	92	63	6	628

National Graduate Survey 2017, Question J7: How many times did you change employer/employment since completing your studies in 2012/2013?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.13 Duration of Work Experience

At the time of the survey, the graduates worked already on average 3.5 years (43 months) with the current employer and two years with the previous employer, for those who changed employers (Table 10.17). The total duration of work experiences as a combination of current and previous employment is 56 months (arithmetic means). The median of total work experiences amounts only to three years, which demonstrates the heterogeneity of graduates. Some graduates worked already some years before they started studying, and others were working during studies. Social scientists reported the longest total duration of work (arithmetic mean: 95 months). The duration of working in the current position is shorter for most of the subject areas, which implies job mobility. However, Social Sciences, Education and Health graduates stayed longer with their current employer.

Table 10.17 Duration of Work Experience by Field of Learning (arithmetic mean and median; only employed graduates)

Work experiences	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
a) Duration of working with current employer (months)										
Arithmetic mean	34	41	18	50	87	27	44	30	18	43
Median	24	25	19	35	36	18	33	24	19	27
Count	21	303	15	50	40	10	88	61	5	593
b) Duration of working in current position (months)										
Arithmetic mean	23	25	18	44	36	28	30	19	20	27
Median	24	20	19	35	31	18	25	15	19	22
Count	17	245	13	34	30	9	53	48	5	454
c) Duration of working with previous employer (months)										
Arithmetic mean	17	29	14	32	18	13	20	13	8	24
Median	12	10	11	6	12	12	13	8	6	10
Count	14	181	11	23	18	8	40	39	4	338
d) Duration of total work experiences (a + c)										
Arithmetic mean	45	58	29	64	95	37	53	37	24	56
Median	34	36	24	36	39	34	37	31	27	36
Count	21	303	15	50	40	10	88	61	5	593

National Graduate Survey 2017, Question J12: How long have you been working?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.14 Job Search for the Current Job

Since more than one-third of graduates (47 per cent) changed their employer within the three to four years after completion of their studies, it is interesting to analyse some basic information about the job search for the current job. Table 10.18 shows that for the group of graduates who changed their employer, the duration of job search for the job held at the time of the survey was 14.5 months (arithmetic mean). The search duration of 12 months (median) is much higher for the current employment compared with the first employment (4 months). It has to be taken into account that the short (median) 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.

Table 10.18 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)

Job search	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
a) Duration of job search for current job (months)										
Duration of job search in months										
Arithmetic mean	15.9	16.0	19.1	11.1	10.9	3.3	5.7	19.1	15.3	14.5
Median	17.5	12.0	15.0	12.0	10.0	2.0	1.5	18.5	8.0	12.0
Count	12	164	10	18	15	6	34	34	3	296
b) Duration of job search for first job (months)										
Arithmetic mean	13.1	16.6	8.9	8.7	13.0	5.0	5.3	9.2	12.7	13.0
Median	6.0	6.0	6.0	2.0	2.0	2.0	1.0	4.5	12.0	4.0
Count	32	379	17	55	47	9	96	74	7	716

National Graduate Survey 2017, Question J8: How long did it take you to find your current job after completing your studies in 2012/2013?
Question H3: 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; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

The most prominent method used for job search was "press advertisements" (74 per cent), followed by "through family, friends or acquaintances", which accounted for 19 per cent (Table 10.19). This was similar to the job search for the first job.

Table 10.19 Job Search Methods Used for Current Job by Field of Learning (per cent; multiple responses; only employed graduates who changed their employer)

Job search methods	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Press advertisements (e.g. newspapers)	83	78	100	88	57	60	55	69	/	74
Through family, friends or acquaintances	25	21	11	13	21	20	9	22	/	19
Contacted employer on own initiative	0	8	0	0	43	0	33	14	/	12
Contacted by employer	17	9	11	6	21	40	18	14	/	12
Social media (e.g. Facebook, LinkedIn)	8	11	11	0	14	20	3	11	/	10
Private employment agency (e.g. Jobs Unlimited)	0	10	11	0	14	0	3	6	/	8
Through work placement/ attachment during higher/tertiary education	0	4	11	6	7	0	3	0	/	3
Through help of higher/tertiary education institution	0	3	0	0	0	0	3	0	/	2
Set up own business	8	3	0	0	7	0	0	0	/	2
Through the Ministry of Labour	0	4	0	0	0	0	0	0	/	2
Radio/TV	0	4	22	0	0	0	3	6	/	4
Other	0	6	0	0	0	0	9	6	/	5
Sum of responses (%)	142	160	178	113	186	140	139	147	/	153
Count of respondents (n)	12	159	9	16	14	5	33	36	/	287

National Graduate Survey 2017, Question J9: What methods have you used to search for your current job? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than 5).

The results pertaining to the most successful method for finding the current job were also similar to the job search for the first job (Table 10.20). The majority of graduates reported "press advertisements" (56 per cent) as most successful method for finding their current job, followed by "through family, friends or acquaintances" (11 per cent) (see Table 10.20).

Table 10.20 Most Successful Method for Acquiring the Current Job by Field of Learning (per cent; only employed graduates who changed their employer)

	Field of learning									Total
Most successful method	**Agri**	**Busi**	**Lang**	**Edu**	**Soc**	**Law**	**Heal**	**Sci**	**Oth**	
Press advertisements (e.g. newspapers)	53	59	80	80	33	40	40	56	/	56
Through family, friends or acquaintances	13	10	0	13	20	20	11	13	/	11
Not applicable; I am not employed	20	11	0	0	7	0	6	8	/	9
Contacted employer on own initiative	0	5	0	0	13	0	26	13	/	8
Contacted by employer	7	6	10	0	13	20	9	0	/	6
Other	0	2	0	0	0	0	6	3	/	2
Social media (e.g. Facebook, LinkedIn)	0	1	0	0	13	20	0	3	/	2
Set up own business	7	2	0	0	0	0	0	0	/	2
Radio/TV	0	1	10	0	0	0	3	5	/	2
Private employment agency (e.g. Jobs Unlimited)	0	1	0	0	0	0	0	0	/	1
Through work placement/attachment during higher/tertiary education	0	1	0	7	0	0	0	0	/	1
Through the Ministry of Labour	0	1	0	0	0	0	0	0	/	1
Through help of higher/tertiary education institution	0	1	0	0	0	0	0	0	/	0
Total	100	100	100	100	100	100	100	100	/	100
Count	15	176	10	15	15	5	35	39	/	313

National Graduate Survey 2017, Question J10: What was the most successful method for getting your current job? One answer only
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other
/ The calculation of percentages is not meaningful in this group because too few cases answered (less than 5).

Graduates who changed their employer contacted 13 employers to secure the current job (Table 10.21). This was almost the same as for searching for the first job.

Table 10.21 Number of Employers Contacted by Field of Learning (arithmetic mean and median; only employed graduates)

Job search indicators	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
a) Number of employers contacted for current job										
Arithmetic mean	29	13	16	8	25	4	3	14	35	13
Median	5	5	6	5	3	1	2	7	4	5
Count	12	149	10	16	14	5	32	34	3	275
b) Number of employers contacted for first job										
Arithmetic mean	11	13	5	12	9	18	4	15	11	12
Median	6	6	3	5	5	14	2	8	10	5
Count	22	305	17	40	28	6	56	62	7	543

National Graduate Survey 2017, a) Question J11: How many employers did you contact/job positions or opportunities did you apply for before you took up your current job?
b) Question H6: How many employers have you approached after completion of your study programme?
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

10.15 Region of Employment

Almost all employed respondents worked in Namibia.

Table 10.22 shows the regional distribution of graduates with respect to employment disaggregated by field of learning. The majority of graduates (54 per cent) were employed in the Khomas region, which hosts the capital city, Windhoek. Proportions in each of the other regions were 8 per cent or lower. Education and Health Sciences graduates were less concentrated in the Khomas region because these services are decentralised all over the country. The opposite is true for graduates from Law, Business Studies and Social Sciences.

Table 10.22 Region of Employment Four to Five Years after Completion of Study by Field of Learning (per cent; multiple responses; only employed graduates)

Region of employment	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Erongo	13	8	13	0	15	11	6	16	0	8
Hardap	8	2	6	4	5	0	5	0	0	3
Karas	8	5	6	8	12	22	6	3	0	6
Kavango East	4	3	6	8	0	0	10	3	0	4
Kavango West	4	2	0	0	2	0	2	0	0	2
Khomas	46	62	44	31	61	78	34	51	100	54
Kunene	4	3	0	4	15	11	1	0	0	3
Ohangwena	4	5	6	8	5	11	6	3	0	5
Omaheke	8	3	13	2	2	0	1	2	0	3
Omusati	13	3	13	17	7	0	5	5	0	6
Oshana	4	7	0	8	12	22	13	5	0	8
Oshikoto	17	5	6	8	5	0	6	5	0	6
Otjozondjupa	0	7	6	8	5	0	10	13	0	7
Zambezi (previously known as Caprivi)	4	3	0	2	5	0	2	3	0	3
Outside Namibia	0	0	0	0	2	0	0	0	0	0
Sum of responses (%)	138	118	119	106	154	156	110	108	100	118
Count of respondents (n)	24	322	16	52	41	9	93	63	6	626

National Graduate Survey 2017, Question J13: In which region(s) are you employed? Multiple answers possible
Abbreviations: Agri - Agriculture; Busi - Business Studies; Lang - Languages; Edu - Education; Soc - Social Sciences; 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 10.23 shows that:

- Only 14 per cent of graduates from regions other than Khomas were employed in their home region;
- 36 per cent of graduates did not work in their home region but outside Khomas region;
- 51 per cent worked in Khomas region.

Table 10.23 Region of Birth by Region of Employment Four to Five Years after Completion of Study (row percentages; only employed graduates)

Region of birth	Region of current employment			Total
	Home	Central	Other	
Erongo	6	50	44	100
Hardap	33	50	17	100
Kharas	50	30	20	100
Kavango East	46	23	31	100
Kavango West	22	56	22	100
Khomas	-	70	30	100
Kunene	0	63	38	100
Ohangwena	11	44	46	100
Omaheke	0	80	20	100
Omusati	12	46	42	100
Oshana	15	51	34	100
Oshikoto	11	48	41	100
Otjozondjupa	6	75	19	100
Zambezi (previously known as Caprivi)	24	65	12	100
Total	14	51	36	100
Count	78	290	205	573

National Graduate Survey 2017, Question J14: If you work in several regions, in which region are you based? Only one answer

10.16 International Mobility

Only very few graduates were not living in Namibia at the time of the survey. However, some graduates had experiences with international mobility because their employers sent them outside Namibia on work assignments. This group accounted for 9 per cent of the total and 15 per cent of male graduates (Table 10.24).

It is interesting to note that only 17 per cent of the graduates considered working outside Namibia. This is relatively low when compared to the situation of higher education graduates e.g. in Europe and Japan. In the international CHEERS graduate survey, 45 per cent of the graduates reported to have considered working outside their home country and 14 per cent sought employment abroad compared to 7 per cent in Namibia.

Table 10.24 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	20	15	17
I have been sent outside Namibia by employer on work assignment	15	6	9
I sought employment outside Namibia	10	5	7
I received an offer to work outside Namibia	6	2	4
I had regular employment outside Namibia	0	1	1
None of the above	65	77	72
Sum of responses (%)	116	106	110
Count of respondents (n)	255	450	705

National Graduate Survey 2017, Question L3: Since completing your study programme in 2012/2013, which of the following applied to you? Multiple answers possible

10.17 Self-Employment

A very low number of graduates were self-employed three to four years after graduation (16 graduates or 2 per cent). The distribution of type of self-employment is displayed in Table 10.25:

- 50 per cent established a new firm;
- 44 per cent were working from home;
- 25 per cent had a partnership/company with others;
- 19 per cent were a sole trader.

Table 10.25 Type of Self-employment by Sex (per cent; multiple responses; only self-employed graduates)

Kind of self-employment	Sex		Total
	Male	Female	
I established a new firm	56	43	50
I took over an existing firm, office	11	0	6
I am a sole trader	22	14	19
I have a partnership/company with others	33	14	25
I am working from home	33	57	44
Other	0	0	0
Sum of responses (%)	156	129	144
Count of respondents (n)	9	7	16

National Graduate Survey 2017, Question J16: If you are self-employed: Which of the following are applicable to you? Multiple answers possible

About every second self-employed graduate had employees, mostly not more than 10 employees. Only one graduate reported more than 10 employees.

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, economic sector, etc. This chapter widens the analysis with a "subjective" evaluation of the relationship between study and work by the graduates regarding:

- 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"),
- Job satisfaction.

The analysis of these four dimensions provides a more 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 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 provides information about the usefulness of six study elements according to the rating of the graduates, about three to four years after completion of their studies. The usefulness of all six study elements were rated to be "high" by 59 to 69 per cent of graduates, "medium" by 14 to 20 per cent and "low" by 16 to 20 per cent. These results indicate already a relatively high fit between study and work for the majority of graduates. Nevertheless, it should also be noted that about 30 to 40 per cent of the employed graduates reported a medium or lower usefulness of the six study elements.

The ratings of the six study aspects are very similar if one considers the overall results. Differences that are more interesting are visible in the comparison of fields of study as shown in Table 11.1. By far, the best ratings for the usefulness of these elements of the study programme were reported by graduates from the Health Sciences and, on the opposite side, the Law graduates provided the lowest ratings. Some examples of the range of good ratings (values 4 and 5) are:

- Course/programme content: Health 80 per cent; Law 60 per cent,
- Variety of modules offered: Health 81 per cent; Agriculture and Law 50 per cent,
- Opportunity for specialisation: Health 76 per cent; Law 50 per cent,

- Research emphasis/orientation: Health 72 per cent; Social Sciences 53 per cent; Business 54 per cent,
- Practical emphasis/orientation of teaching/learning: Health 84 per cent; Law 30 per cent,
- Work experience (internships/work integrated learning): Health 86 per cent; Law 40 per cent.

Table 11.1 Usefulness of Elements of the Study Programme by Field of Learning (per cent)

Usefulness of elements of the study programme	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Course/programme content										
High (values 4 and 5)	68	66	75	72	65	60	80	68	83	69
Medium (value 3)	23	13	13	17	5	40	12	21	0	14
Low (values 1 and 2)	9	20	13	11	30	0	8	11	17	16
Variety of modules offered										
High (values 4 and 5)	50	64	63	69	66	50	81	60	50	66
Medium (value 3)	27	18	31	18	5	40	12	24	33	18
Low (values 1 and 2)	23	18	6	12	29	10	7	16	17	16
Opportunity for specialisation										
High (values 4 and 5)	55	60	56	72	53	50	76	58	50	62
Medium (value 3)	23	19	31	11	6	30	14	31	17	19
Low (values 1 and 2)	23	21	13	17	42	20	10	12	33	19
Research emphasis/orientation										
High (values 4 and 5)	62	54	63	66	53	60	72	64	83	59
Medium (value 3)	19	21	19	19	16	20	20	16	0	20
Low (values 1 and 2)	19	25	19	15	32	20	9	20	17	21
Practical emphasis/orientation of teaching/learning										
High (values 4 and 5)	67	58	50	71	49	30	84	62	50	62
Medium (value 3)	10	22	44	16	19	30	6	18	17	19
Low (values 1 and 2)	24	21	6	12	32	40	10	20	33	19
Work experience (internships/work integrated learning)										
High (values 4 and 5)	59	62	69	79	64	40	86	54	67	66
Medium (value 3)	18	15	6	13	10	10	11	20	17	14
Low (values 1 and 2)	23	23	25	8	26	50	4	27	17	20
Count	22	308	16	50	40	10	89	59	6	600

National Graduate Survey 2017, Question K1: 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; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

11.2 Most Appropriate Level of Education for Employment

The expansion of HE is often accompanied by the question: “To what extent are graduates able to get appropriate employment?” The concept of appropriate employment involves relating the level of education to the level of employment. The term "overeducation" is sometimes used to describe a situation where an individual

graduate possesses a level of education in excess of what is required for his/her particular job (McGuinness, 2006). Sometimes also, the term vertical link or vertical match between higher education and employment is used to differentiate the concepts of overeducation (vertical match) from skill mismatch (horizontal match).

This survey allowed 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 are similar to the answers regarding the own level of education, it is possible to assess the extent of overeducation among young higher education graduates in Namibia.

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 2012 or 2013. Graduates who were working in areas where a higher education degree was not required can be defined as overeducated. This indicates a very low extent of overeducation among the respondents which is especially true for graduates with a Bachelor or higher degree. Only 8 per cent of the employed graduates reported that for their employment, no higher education was required. At Certificate or Diploma level, 16 per cent of the graduates reported that no higher education was needed. It can thus be summarised 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 look to the results shows that almost every second (48 per cent) Bachelor degree holder worked in the job that required this qualification level. However, 30 per cent Bachelor degree holders (30 per cent) reported that in their view, the most appropriate level of education for their employment was a Diploma or Certificate. This group of graduates can be described as slightly overeducated. Some graduates (15 per cent) with a Bachelor degree also reported to be slightly undereducated as they considered their level of qualification insufficient.

The fit between level of education and employment was lower for Honours degree holders: 54 per cent thought they were working below their level but mostly in the jobs that required a Bachelor degree qualification. The majority of graduates with a Masters degree (45) reported that they were able to find an appropriate level of employment.

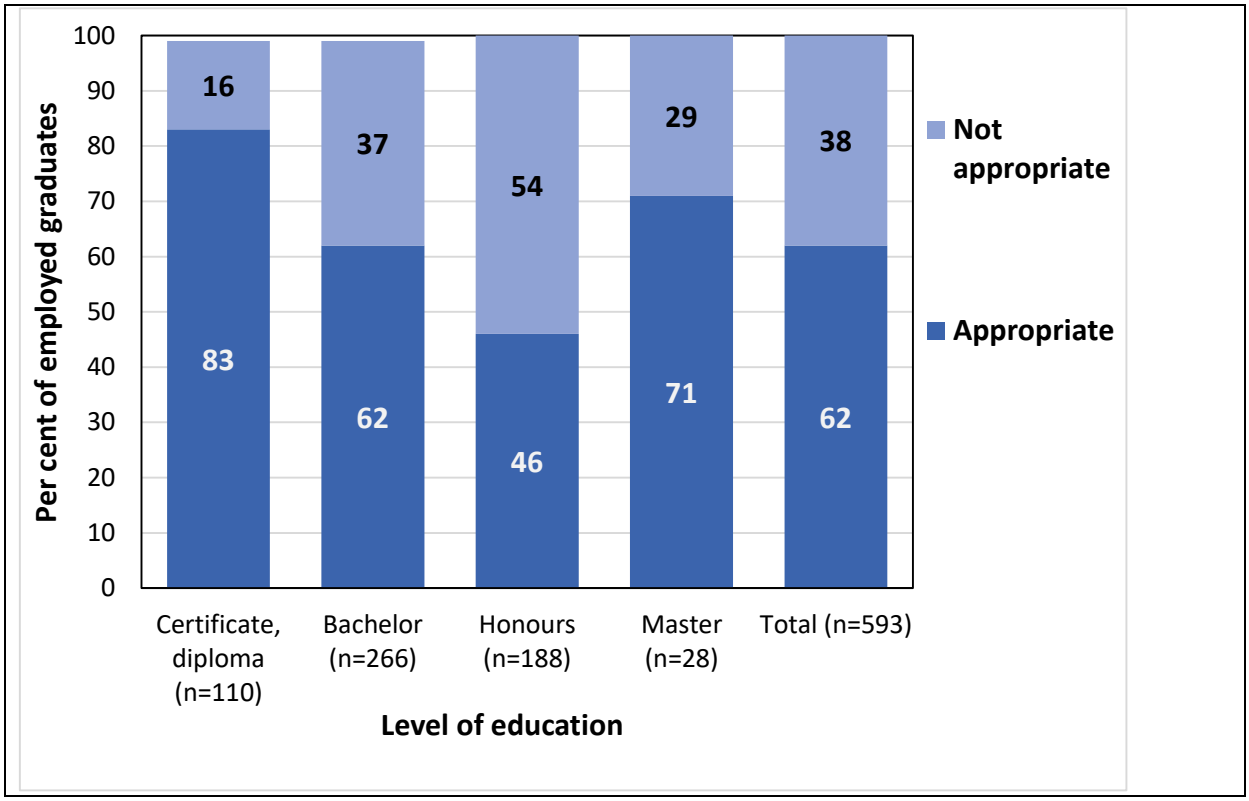
Table 11.2 Most Appropriate Level of Education for Employment by Kind of Degree (per cent; only employed graduates)

Most appropriate level of education	Own level of education (kind of degree)				Total
	Diploma/ Certificate	Bachelor	Honours	Master	
No higher education needed	16	8	3	0	8
Certificate/Diploma	42	30	19	9	29
Bachelor	21	48	35	9	38
Honours	14	8	31	9	16
Masters	7	5	8	45	7
PhD	0	2	5	27	3
Total	100	100	100	100	100
Count	123	292	167	11	593

National Graduate Survey 2017, Question K2: What is the most appropriate level of education for your employment? One answer only

In Figure 11.1, the results are aggregated to show 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 62 per cent of all employed graduates are working in areas, which they consider appropriate for their level of education. It should be noted that in Namibia, some Honours degrees have been integrated with Bachelor degrees. Notwithstanding, the entry requirements in the job market might not have adjusted in response to this change in academic qualifications. This fact could, in part, explain why some Honours degree holders held a view that they were not working in areas appropriate for their level.

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



National Graduate Survey 2017, Question K2: 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 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 two-thirds (71 per cent) of the employed graduates reported a close relationship between their field of study and their area of work, with a range of 90 per cent for the Law graduates and 65 per cent for the Business graduates (Table 11.3). A close relationship was also reported by graduates from Health (88 per cent) and Languages (81 per cent). Only a few graduates reported that they were working in fields different from their fields of study (16 per cent on average).

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

Relationship between field of study and area of work	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
1 Not at all	9	12	0	6	18	0	3	7	33	10
2	5	9	13	4	3	0	1	11	0	7
3	14	14	6	14	13	10	8	14	17	13
4	18	25	19	14	8	30	8	18	0	19
5 To a very high extent	55	39	63	61	60	60	80	51	50	51
Total	100	100	100	100	100	100	100	100	100	100
Count	22	306	16	49	40	10	89	57	6	595
Recoded values										
High (values 4 and 5)	73	65	81	76	68	90	88	68	50	71
Medium (value 3)	14	14	6	14	13	10	8	14	17	13
Low (values 1 and 2	14	21	13	10	20	0	4	18	33	16
Arithmetic mean	4.0	3.7	4.3	4.2	3.9	4.5	4.6	3.9	3.3	4.0

National Graduate Survey 2017, Question K3: 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; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

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 (19 per cent),
- At the beginning of the envisaged career, I had to accept work hardly linked to my study (6 per cent),
- My current job allows me to take into account family needs (6 per cent),
- My current job provides the opportunity for part-time or flexible schedules (5 per cent).

From the afore-stated answers, it can be concluded that in some cases, the reasons associated with mismatch between jobs and studies are involuntarily. Differences by gender were not significant.

Table 11.4 Reasons for Taking up a Job Hardly Linked to Study by Sex (per cent; multiple responses; only employed graduates)

Reasons for taken up a job hardly linked to study	Sex		Total
	Male	Female	
I could not find any job closely linked to my study	18	20	19
At the beginning of the career envisaged I had to accept work hardly linked to my study	5	7	6
My current job allows me to take into account family needs	6	7	6
My current job provides the opportunity for part-time or flexible schedules	4	5	5
In doing this job I have better career prospects	2	5	4
My interests have changed	4	4	4
My current job ensures high income	4	3	3
My current job is very satisfactory	2	4	3
I was promoted to a position less linked to my studies and my previous position	2	1	2
My current job provides the opportunity to work in a locality/area I prefer	3	2	2
Other	2	2	2
Not applicable, employment is related to study	75	69	71
Count of respondents (n)	223	359	582

National Graduate Survey 2017, Question K4: 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 fields of study and takes into account the motivation of graduates. A satisfying situation can be defined as a 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 with the following question "L1: 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 items were similar to the ones used in the international graduate surveys CHEERS, REFLEX, the AAU (Association of African Universities) tracer studies and the National Graduate Survey of 2011. Thus, wide comparisons can be made.

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

- Content of work (70 per cent),
- Possibility to use knowledge and skills acquired during my studies (69 per cent),
- Job security (69 per cent),

- Working atmosphere (62 per cent),
- Opportunity to benefit society (61 per cent),
- Challenges of the job (59 per cent),
- Chance of realising own ideas (59 per cent),
- Workplace surroundings (noise, space, climate) (56 per cent),
- Current position (52 per cent),
- Equal treatment of all employees (52 per cent).

Satisfaction with income and promotion prospects were relatively low, 40 and 34 per cent respectively.

The results further show remarkable differences in job satisfaction according to fields of study. Graduates from the Law (89 per cent) and Health (82 per cent) fields of learning reported a very high satisfaction with the content of work. Health graduates also had the highest satisfaction level with the possibility to use knowledge and skills acquired during studies (86 per cent). Many Agriculture graduates reported satisfaction with "challenges of the job" (90 per cent), while this was only true for few graduates from the Languages (27 per cent). Work autonomy is a central element of professional work and graduates from almost all fields of learning, excluding Law, reported a high level of work autonomy. As such, only 22 per cent of the Law graduates reported a high "chance of realising my own ideas" compared to 59 per cent on average.

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

Characteristics of professional work	Field of learning									Total
	Agri	Busi	Lang	Edu	Soc	Law	Heal	Sci	Oth	
Content of work										
High (values 4 and 5)	68	67	67	79	68	89	82	65	67	70
Medium (value 3)	23	21	33	15	15	0	11	26	17	19
Low (values 1 and 2)	9	12	0	6	18	11	7	9	17	11
Possibility to use knowledge and skills acquired during my studies										
High (values 4 and 5)	67	65	67	73	56	56	86	70	83	69
Medium (value 3)	19	18	20	15	10	33	10	13	0	15
Low (values 1 and 2)	14	17	13	13	33	11	4	18	17	16
Job security										
High (values 4 and 5)	64	74	71	73	62	44	71	48	67	69
Medium (value 3)	14	13	14	17	13	22	17	28	0	15
Low (values 1 and 2)	23	14	14	10	26	33	12	24	33	16
Working atmosphere										
High (values 4 and 5)	74	63	27	62	49	67	73	55	83	62
Medium (value 3)	22	23	60	26	23	22	18	34	17	24
Low (values 1 and 2)	4	15	13	13	28	11	10	11	0	14
Opportunity to benefit society										
High (values 4 and 5)	62	59	64	65	68	33	76	51	50	61
Medium (value 3)	29	23	29	23	20	44	16	35	17	23
Low (values 1 and 2)	10	19	7	13	13	22	8	15	33	15
Challenges of the job										
High (values 4 and 5)	90	58	27	54	58	56	69	51	67	59
Medium (value 3)	0	23	60	25	18	22	24	31	17	24
Low (values 1 and 2)	10	18	13	21	25	22	8	18	17	17
Chance of realising my own ideas										
High (values 4 and 5)	55	58	60	65	63	22	65	57	60	59
Medium (value 3)	40	23	20	20	15	67	23	32	0	24
Low (values 1 and 2)	5	19	20	15	23	11	12	11	40	17
Workplace surroundings (noise, space, climate)										
High (values 4 and 5)	57	60	29	53	33	44	64	47	50	56
Medium (value 3)	29	20	36	22	38	33	23	24	0	23
Low (values 1 and 2)	14	20	36	24	30	22	12	29	50	21
Current position										
High (values 4 and 5)	52	49	43	52	60	50	63	49	50	52
Medium (value 3)	35	26	36	35	23	25	32	28	33	28
Low (values 1 and 2)	13	25	21	13	18	25	5	23	17	19
Equal treatment of all employees										
High (values 4 and 5)	65	52	33	53	36	56	58	48	67	52
Medium (value 3)	20	22	40	29	38	22	22	29	17	25
Low (values 1 and 2)	15	26	27	18	26	22	20	23	17	24
Fringe/other benefits										
High (values 4 and 5)	45	53	47	53	45	33	49	38	0	49
Medium (value 3)	35	22	20	31	32	11	30	44	50	27
Low (values 1 and 2)	20	25	33	16	24	56	21	18	50	24
Equipment of workplace										
High (values 4 and 5)	55	52	27	43	38	11	51	41	67	48

Medium (value 3)	25	27	47	37	28	56	29	37	17	30
Low (values 1 and 2)	20	21	27	20	33	33	20	22	17	22
Income										
High (values 4 and 5)	33	40	36	38	44	56	49	36	0	40
Medium (value 3)	29	27	36	46	36	11	32	32	50	31
Low (values 1 and 2)	38	33	29	17	21	33	20	32	50	29
Promotion prospect										
High (values 4 and 5)	19	36	14	25	35	33	42	36	20	34
Medium (value 3)	38	27	29	27	25	33	30	29	20	28
Low (values 1 and 2)	43	37	57	48	40	33	28	36	60	38
Count	23	301	15	49	40	9	88	56	6	587

National Graduate Survey 2017, Question L1: 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; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Although different methodologies were used to conduct the National Graduate Survey of 2011 and 2012/13 cohort, some comparisons can be made. Table 11.6 shows the results of the two surveys in selected characteristics of the professional work situation by university.

For UNAM, the results were close, but for NUST (former PON), there appeared to be a trend towards a more satisfying job situation for the recent graduates. The NUST graduates of the years 2012 and 2013 were more satisfied with the work autonomy ("chance of realising my own ideas" – 2011: 46 per cent; 2012/13: 57 per cent), the content of their work (2011: 61 per cent; 2012/13: 71 per cent), the social relevance of their work ("opportunity to benefit society" – 2011: 45 per cent; 2012/13: 59 per cent) and the match of study and work ("possibility to use knowledge and skills acquired during my studies" – 2011: 54 per cent; 2012/13: 66 per cent).

Table 11.6 Satisfaction with Selected Characteristics of the Professional Work Situation by University and Year of the Survey (per cent; only employed graduates)

	UNAM		NUST (PON)	
Characteristics of professional work	**2011**	**2017**	**2011**	**2017**
Content of work	66	70	61	71
Possibility to use knowledge and skills acquired during my studies	68	71	54	66
Opportunity to benefit society	68	65	45	59
Chance of realising my own ideas	57	61	46	57
Income	40	37	45	44
Equipment of workplace	43	43	45	53

Source of the study from 2011: National Council for Higher Education: Tracer Study of Graduates from Higher Education Institutions 1999-2008. Windhoek 2011.

The different aspects of job satisfaction are of course related to some extent, but does this indicate 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 14 aspects of job satisfaction shows (see Table 11.7) that this is not true. There

is not just one dimension of satisfying job attributes. Three dimensions of job satisfaction could be differentiated:

- *Professional work*: Possibility to use knowledge and skills acquired during my studies; content of work; chance of realising my own ideas; challenges of the job; opportunity to benefit society.
- *Status*: Income; fringe benefits; promotion prospects.
- *Work context*: Workplace surroundings; equipment of workplace; job security.

Based on the results of the factor analysis, three index variables were created for further analysis (Table 11.7).

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	0.796
Content of work	0.771
Chance of realising my own ideas	0.736
Challenges of the job	0.683
Opportunity to benefit society	0.635
Current position	0.613
Working atmosphere	0.568
2. Status	
Income	0.774
Promotion prospect	0.703
Fringe/other benefits	0.685
3. Work environment	
Workplace surroundings (noise, space, climate)	0.770
Equipment of workplace	0.652
Job security	0.581
Reliability of the index variables	**Cronbach's alpha**
1. Professional work (index)	0.86
2. Status (index)	0.77
3. Work environment (index)	0.65

National Graduate Survey 2017, Question L1: 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 64 per cent of the variance of the 14 variables. Only component loadings higher than 0.5 are documented.

In addition to the single aspects, graduates were asked to provide a résumé of their job satisfaction: "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'". This overall job satisfaction takes into account that graduates might have different work orientations which contributes to their job satisfaction level.

The overall job satisfaction of graduates was quite high: every second graduate was satisfied (values 4 or 5), one-third had a moderate satisfaction level, and 17 per cent were not satisfied, recorded at values 1 or 2 (Table 11.8). The differences by field of study are not very pronounced. Only the Health graduates stood out with 68 per cent job satisfaction.

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	Lang	Edu	Soc	Law	Heal	Sci	Other	
1 Not at all	5	6	0	8	8	11	1	5	0	6
2	9	13	13	4	13	11	9	15	0	11
3	36	33	40	41	38	33	22	36	17	33
4	32	29	33	31	30	33	44	29	50	32
5 To a very high extent	18	19	13	16	13	11	24	15	33	18
Total	100	100	100	100	100	100	100	100	100	100
Count	22	296	15	49	40	9	87	55	6	579
Recoded values										
High (values 4 and 5)	50	48	47	47	43	44	68	44	83	50
Medium (value 3)	36	33	40	41	38	33	22	36	17	33
Low (values 1 and 2)	14	19	13	12	20	22	10	20	0	17
Arithmetic mean	3.5	3.4	3.5	3.4	3.3	3.2	3.8	3.3	4.2	3.5

National Graduate Survey 2017, Question L2: 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; Soc - Social Sciences; Law - Law; Heal - Health; Sci - Sciences; Oth - Other

Significant differences were visible between male and female graduates with a higher job satisfaction. Table 11.9 shows that more male graduates (56 per cent) recorded high levels of satisfaction in their jobs compared to their female counterparts (47 per cent).

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

General job satisfaction	Sex		
	Male	Female	Total
1 Not at all	6	6	6
2	8	13	11
3	30	34	33
4	33	32	32
5 To a very high extent	23	16	19
Total	100	100	100
Count	218	357	575
Recoded values			
High (values 4 and 5)	56	47	51
Medium (value 3)	30	34	33
Low (values 1 and 2)	14	18	17
Arithmetic mean	3.6	3.4	3.5

National Graduate Survey 2017, Question L2: 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)

Standardized regression Independent variables	Significance coefficient (beta)	
Professional work	0.40	***
Status	0.34	***
Work environment	0.10	**
Multiple R square	0.54	***

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 %

The most important was the intrinsic factor "professional work" (beta: 0.40), followed by the status factor (beta: 0.34). The work environment (0.10) was less important for the overall job satisfaction. These results are similar to those from other African countries, Europe and Japan. Professional work orientation seems to be very important for HE graduates. 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 Conclusions and Recommendations

12.1 Conclusions

The main objective of this survey was to evaluate the quality of the higher education by assessing the general impact of the programmes on graduates and its external efficiency. Specifically, the survey endeavoured to:

- assess the impact of the quality and content of academic programmes;
- assess whether the graduates have enhanced their understanding, professionalism, prospects to find employment and advance in their careers;
- assess the impact of the qualifications on employability skills;
- identify the sectors where the graduates are employed and assess their job satisfaction; and finally
- establish the rate of employment among the graduates.

In relation to the study objectives, the following are the key findings.

Impact of the quality and content of academic programmes

In assessing the impact of the quality and content of the academic programmes, the factors affecting the choice of academic institution for further studies was also considered as the image of an institution has a bearing effect on the perceived quality of its outputs. The choice of the HEI is mostly influenced by the academic factors such as: reputation or image of the HEI or campus; practical emphasis of study programme; provision of area of specialisation; and prior grades. The graduates reported that failure of examination, financial difficulties, work commitments and family matters were the top reasons for prolonging study periods.

Most graduates (69 per cent) rated course/programme content “high” in terms of the usefulness of the study programme to their current employment. This observation suggests that the universities are offering useful programmes in terms of quality and content, thus enhancing employability of graduates.

The delivery of the content of academic programmes is influenced by different factors, including study conditions and provisions. More than half (53 per cent) of the graduates were satisfied with study conditions at their institutions. Learning provisions scored the best rating (3.9), followed by physical study conditions (3.7), quality of teaching (3.6) and specific service facilities (3.0) on the rating scale from 1 (very bad) to 5(very good). Distance education graduates expressed a more critical view of the “teaching quality” and “specific service facilities”. This is an indication that the universities should improve service provisions to distance students, when on campus.

Enhancement of Graduates' understanding, professionalism, employment prospects and career advancement

There are various reasons why graduates may enrol for higher education such as finding employment, learning new skills and opportunity to specialise. In this survey, career enhancement, updating of knowledge, acquisition of new skills and promotion were ranked as the main reasons for engaging in further studies. More than half (60 per cent) of the graduates undertook further studies after completing their study programme in 2012/2013.

In terms of employment prospects, 41 per cent reported that they held higher positions (supervisory: 23 per cent; middle management: 14 per cent; senior management: 4 per cent). This indicates satisfactory employment prospects for new employees and career advancement for graduates who were employed before their studies.

Impact of the qualifications on employability skills

The type of qualification obtained by graduates is an important factor in the employment situation of the graduates. Graduates who completed their studies with a Diploma/Certificate had a much higher rate of unemployment (32 per cent) compared to Bachelor's graduates (11 per cent). This implies that the graduates with certificates and diplomas would be required to enrol for higher qualifications to enhance their employability.

In terms of job satisfaction, the majority of graduates (69 per cent) rated "possibility to use knowledge and skills acquired during my studies" "high". A high percentage of graduates (71) 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. This is an indication that skills gained during studies are relevant and applicable in the work environment.

Sectors of graduate employment and job satisfaction

The majority of graduates (94 per cent) who were employed before enrolment, had full-time jobs. This could be an indication that some graduates sought higher education to improve their career. An analysis of work experience by sex revealed that more male graduates (33 per cent) had work experience at the time of enrolment than female (22) students. Given that graduates had work experience prior to enrolment in higher education, there is potential impact on graduates' choices of sector of employment upon completion of studies in that the sector of employment before studies tend to be the determinant of the field of study.

More than half (59 per cent) of the graduates were employed by the public service and 14 per cent by public enterprises, amounting to 73 per cent for the public sector. Only one-fifth of the graduates (21 per cent) were employed in the private sector. In terms of economic sector, the service sector was the leading employer for the graduates: the Education sector absorbed 24 per cent; Administration (17 per cent); Accounting and Finance (17 per cent); and Health and Social Services (17 per cent). On the contrary, a high unemployment rate was recorded among Agriculture (28 per cent), Languages (24 per cent) and Law graduates (23 per cent), compared to the overall average unemployment rate (17 per cent).

An analysis of the income distribution among graduates indicated a similar monthly income distribution between men and woman in general, with an advantage for males in the higher income brackets. It is, therefore, no surprise that more male graduates (56 per cent) recorded high levels of satisfaction in their jobs compared to their female counterparts (48 per cent). In terms of the fields of learning, the Health graduates (68 per cent) recorded relatively high levels of satisfaction in their jobs, compared to other fields of learning.

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.

Employment rate among the graduates

Employment was indicated as one of the main reasons for enrolment into higher education. For graduates to be employed, a major activity is job search. Press advertisement was the most successful method for finding the first jobs (47 per cent) but was also reported to take the longest average period. Slightly more than half of the graduates (52 per cent) who searched for jobs found it within a period of 3 to 6 months.

The majority of graduates (81 per cent employed and an additional 2 per cent self-employed) were employed by the time of the survey (3 to 4 years after studies). Almost all employed graduates were working full-time (92 per cent) or had permanent contracts. Although 17 per cent indicated that they were unemployed, about one-third (28 per cent) were pursuing further studies.

12.2 Recommendations

Lessons learned from the 2017 National Graduate Survey are useful for improvement in future survey methodologies; operations within institutions; and policy making. The following are the main recommendations:

Methodology

The collection and verification of contact details should be conducted well in advance to prevent interference with the survey period. Accurate alumni contact information would also help in planning for representative samples across the fields of learning.

Future survey planning should consider including telephonic data collection.

Operations

The lessons related to lack of graduate contact details should be used by the HEIs and their departments to develop and maintain up to date graduate contact details data banks. The HEIs should invest in alumni relationship management both at departmental and institutional level.

HEIs should sensitise students (as part of soft skills development) about their social responsibility to feedback their alma mater and decision makers about their experiences during and after training.

To ensure availability of human, financial and time resources for survey undertaking, graduate surveys should become a standing activity in the institutional strategic plans and budgets.

For the purpose of sustainability, the NCHE and the HEIs should develop capacity of staff charged with the responsibilities of coordinating the graduate surveys.

HEIs should take into account issues stated by respondents as pulling factors when developing marketing and outreach programmes.

HEIs should undertake research on the specific needs of their working student populations to ensure provision of targeted academic support systems.

HEIs should closely monitor the quality of teaching offered to distance education students and ensure that specific service facilities are accessible to distance students, when on campus.

Academic departments within HEIs should keep in contact with their graduates to assess their needs for further study so as to inform future training programmes.

Potential employers should diversify methods of job advertisement, utilising platforms that are widely accessible such as press advertisement.

Policy, planning and programming

Relevant education, labour and planning institutions such as the NCHE; the Ministry of Labour, Industrial Relations and Employment Creation; National Planning Commission; and the Namibia Statistics Agency should strengthen cooperation partnerships so as to facilitate integration and collation of information from different universities with the human resources demand and supply information managed through Namibia's Occupational Demand and Supply Outlook Model (NODSOM) and the Labour Market Information System (LMIS).

This survey was conducted in the first year of the Fifth National Development Plan (NDP5). Its results may thus serve as baseline information for NDP5. It is recommended that in the event that resources do not permit undertaking of annual surveys, planning for future surveys should coincide with the periodic review and evaluations of sectoral and national development plans so as to inform policy decisions on human resources demand and supply.

Though there was some degree of satisfaction with study conditions among the graduates, universities should invest in field/practical courses and enhance partnerships with employers to enable student access to internship and work integrated learning programmes.

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Appendices

Appendix 1: Mass media advertisements

Appendix 2: Invitation letter

Appendix 3: Questionnaire of National Graduate Survey 2017

Appendix 1: Mass media advertisements

NATIONAL GRADUATE SURVEY

IUM, NUST(PoN), UNAM cordially invites all Graduates who completed their studies in 2012 and 2013 to participate in the National Graduate Survey.

Take a survey now and stand a chance to **WIN** 1 of the remaining 2 **SMARTPHONES**, draws will take place at the end of February and March 2017.

The Smartphone **WINNER** for end of January Draw is former UNAM Student, **Matheus Kapanga**. Call Mr. Namesho Tel: 061 206 3091 of UNAM Communications & Marketing to collect your phone.

Participate in the graduate survey by accessing the following links for your institution

IUM: http://namtrace.ium.edu.na/qtafi
NUST (PoN): http://namtrace.nust.na/graduatesurvey
UNAM: http://www.unam.edu.na/graduates/

Once you access the questionnaire, enter your four-digit PIN number that was emailed or sent via sms to you by your institution. If you do not have the PIN, please enter your student number.

Should you not have access to internet facilities, you can complete a hard copy questionnaire at your institution's Regional Centre / Campus / Education Regional Office.

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INTERNATIONAL UNIVERSITY OF MANAGEMENT - KNOWLEDGE DISCIPLINES - WINDHOEK - NAMIBIA

NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

UNAM UNIVERSITY OF NAMIBIA

NATIONAL GRADUATE SURVEY

Mr. Abner Kondja Frans, winner of the February 2017 smart phone draw receiving the handset from Dr Jacob Sheehama, Deputy Director: Academic Affairs and Research, at the UNAM Oshakati Campus

Mr. Abner Kondja Frans, a UNAM graduate for a Diploma in Accounting and Auditing, is the successful winner of one of the three smart phones offered to the former students of the International University of Management (IUM), Namibia University of Science and Technology (NUST) and the University of Namibia (UNAM), who are participating in the Graduate Survey. The first and second draw took place at the end of January and February respectively. The final smart phone is up for grabs at the end of March 2017.

The Graduate Survey was officially launched by the Minister of Higher Education Training and Innovation, Hon. Dr. Itah Kandjii-Murangi, in October 2016. The survey targets graduates who wrote final examinations in 2012 and 2013 at the three local universities and would run until 31 March 2017.

Through Graduate Surveys, graduates' reflection on programmes of study, employment status, further studies and job searching strategies will be gathered and analysed. Mass participation of graduates is thus crucial.

IUM, NUST and UNAM are appealing to all graduates who wrote final examinations 2012 and 2013 to participate via their universities' websites. Those who have no access to internet can approach their university campuses or centres in the regions. The respondents who have used a valid Student number or allocated PIN and have completed the questionnaire fully, will automatically be entered into the competition. Respondents who attempted to answer the questionnaire but did not complete the survey are encouraged to log in to their respective universities websites and continue where they left off for them to be eligible for the draw.

Graduates, participate to make a difference in future academic programmes and contribute to development planning.

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INTERNATIONAL UNIVERSITY OF MANAGEMENT - KNOWLEDGE DISCIPLINES - WINDHOEK - NAMIBIA

NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

UNAM UNIVERSITY OF NAMIBIA

Appendix 2: Invitation letter

From the web site of UNAM (http://www.unam.edu.na/graduates)

UNAM
UNIVERSITY OF NAMIBIA

UNAM > Graduates

GRADUATES SURVEY 2012 - 2013

Dear Graduates

Recently, you have received an invitation letter to participate in the NAMTRACE (survey of graduates) who completed their studies in the year 2012 - 2013. Here you will find further information about the survey and access to the online questionnaire. You should use your student number to access the questionnaire.

Your information will be treated with strict confidentiality. The results will be published in such a way that identification of individual persons is excluded. Results of this survey will be published in March 2017 on the website of the University of Namibia. On your request, we will send you a printed version of the report with the main results of the survey.

We depend on a high response rate in order to continue to obtain reliable results and thereby improve the quality of the degree programmes and conditions of study we offer, so please give us your support. This year, we are inviting all Bachelor and Honours graduates who completed their degrees in 2012 - 2013 at the University of Namibia, to participate.

Thank you in advance for your cooperation.

Kind regards,

Prof. Lazarus Hangula
Vice Chancellor: University of Namibia

Appendix 3: Questionnaire of National Graduate Survey 2017

Survey of Graduates of the Namibia University of Science and Technology (Former Polytechnic of Namibia) of the year 2012/2013

Dear Graduate,

The Namibia University of Science and Technology (Former Polytechnic of Namibia), kindly request your participation in a survey for graduates who completed their studies in 2012/2013.

We would like to find out what happened to you after you completed your studies. Did you find a job or are you still looking for a job, did your studies prepare you well for the workplace, and do you use the knowledge and skills you acquired during your studies?

Mainly, the improvement of the study programmes and more specific, the revision of the curricular, are the core objectives of the graduate survey.

Your information will be treated with strict confidentiality. The results will be published in such a way that identification of individual persons is excluded.

Results of this survey will be published in June 2017 on the web site of the Namibia University of Science and Technology (http://www.nust.na). On your request we will send you a printed version of the report with the main results of the survey.

Please use the PIN you received via SMS or Email or your student number to login and complete the questionnaire.

Thank you very much in advance for your kind support.

Mr. Booysen Tubulingane, Institutional Statistician,
Namibia University of Science and Technology
(Project leader of the NUST graduate survey team)
Tel: +264 61 207 2749, Email: alumni@nust.na

Explanatory Notes

How long does it take to fill in the questionnaire?
Most of you will need about half an hour. It depends of course on the kind of experiences you have made during the last years.
We have developed a high standardized questionnaire, which mainly expect from you to mark boxes which refer to relevant answers. With this aproach we hope that we have made it easy for you to answer the questions.
How to answer the questions?
Please answer all questions applicable to you. In some cases, you will note that the questionnaire suggests you to disregard some questions not applicable to you (e.g. → Please continue with question B7).
Since the questionnaire will be captured with the help of a scanner, please fill it in readable.

Please mark the most appropriate answer like this→ .☒

In some questions we have employed answer scales from 1 to 5 (e.g 1 = very bad to 5 = very good).
Example of a 5-point-scale
→ Mark only one box for each item (row)
→ If you would like to correct your answer, make the wrong one black and mark and underscore the right one

	K1	In your current employment, how useful are the following elements of your study programme?				
	Not useful at all				Very useful	
	1	2	3	4	5	
1	X	@	@	@	@	Course/programme content
2	@	X	@	@	@	Variety of modules offered
3	@	@	X	X	@	Opportunity for specialisation

Open answers

Please fill in *0*, if your answer would be "zero".

Sometimes we leave space for you to write an answer (.....).
If the space for your replies is not sufficient, please include an additional sheet of paper.
Your comments and additional information are welcome
This questionnaire is used in different institutions of higher education in Namibia with a wide range of different fields of study. We could not take into consideration every specific detail of study and work, which might be relevant for the survey. Therefore we would appreciate your comments and additional information.
Overview of the content of the questionnaire

- *A Demographic information*
- *B Education and work experience before study*
- *C Regional and international mobility*
- *D Family information*
- *G Study conditions and provisions*
- *E Prior higher/tertiary education*
- *F Study programme that you completed in 2012/2013*
- *H Employment search*
- *I Further studies/training*
- *J Current employment & work*
- *K Job requirement and use of qualifications*
- *L Assessment of employment and work*
- *M Comments/recommendations*

Survey of Graduates of the Namibia University of Science and Technology of the Year 2012/2013

A Demographic information

A1 Gender

☐ Male

☐ Female

A2 Year of birth

1 ☐☐☐☐ Year of birth

A3 Do you have a disability?

1 ☐ Yes

2 ☐ No → ***Please continue with question A5***

A4 What kind of physical challenge are you experiencing?

1 ☐ Visually impaired: blind

2 ☐ Visually impaired: partially blind-difficult to read printed text. Need assistance in the form of audio cassettes or enlarged print

3 ☐ Deaf

4 ☐ Wheelchair bound

5 ☐ Muscular/Skeletal/ joint/ limb deficiencies/diseases such as polio or muscular dystrophy

6 ☐ Diabetes

7 ☐ Other (please specify): .....

A5 Current marital status

1 ☐ Never Married
2 ☐ Married
3 ☐ Divorced
4 ☐ Widow(er)
5 ☐ Separated
6 ☐ Other (please specify): .....

A6 How many people are financially dependent on you? Multiple answers possible

1 ☐☐ Number of dependents 0-6 years old
2 ☐☐ Number of dependents 7-13 years old
3 ☐☐ Number of dependents 14-21 years old
4 ☐☐ Number of dependents 22 years and older

A7 Nationality

1 ☐ Namibian
2 ☐ Other nationality (please specify): .....

B EDUCATION AND WORK EXPERIENCE BEFORE STUDY

B1 In which country was your high/secondary school national certificate awarded?

1 ☐ Namibia
2 ☐ Other country (please specify): ……

B2 Was your high/secondary school located in urban or rural area?

1 ☐ Urban
2 ☐ Rural

B3 From which type of high/secondary school did you receive your entry qualification for your first enrolment in higher/tertiary education?

1 ☐ Public/Government
2 ☐ Private
3 ☐ Other type of high/secondary school (please specify):
……

B4 What was your highest qualification when you left school?

1 ☐☐ Points grade 12
2 ☐☐ Points grade 10
3 ☐ Others (please specify)
……

B5 Did you attend any vocational training/post-secondary school courses (NQF Level 1, 2, 3, 4, 5) before entering higher/tertiary education (NQF Level 5 and higher)?

1 ☐ Yes
2 ☐ No → ***Please continue with question B8***

B6 Please specify the vocational training/post-secondary school courses before entering higher/tertiary education.

1 ……

B7 To what extent was your vocational training/post-secondary school courses linked to your higher/tertiary education studies?

	Not at all 1	2	3	4	To a very high extent 5	
1	☐	☐	☐	☐	☐	Linkage of vocational training/post-secondary school courses and higher/tertiary education studies

B8 Did you acquire any working experience before your enrolment in higher/tertiary education?

1 ☐ Yes

2 ☐ No → ***Please continue with question C1***

B9 How many days did you work per week?

1 ☐ One day

2 ☐ Two days

3 ☐ Three days

4 ☐ Four days

5 ☐ Five days

6 ☐ Six days

7 ☐ Seven days

C REGIONAL AND INTERNATIONAL MOBILITY

C1 In which country were you born?

1 ☐ Namibia

2 ☐ Other country (please specify):.....

If you are not born in Namibia → Please continue with question C3

C2 In which region of Namibia were you born?

1 ☐ Erongo
2 ☐ Hardap
3 ☐ Kharas
4 ☐ Kavango East
5 ☐ Kavango West
6 ☐ Khomas
7 ☐ Kunene
8 ☐ Ohangwena
9 ☐ Omaheke
10 ☐ Omusati
11 ☐ Oshana
12 ☐ Oshikoto
13 ☐ Otjozondjupa
14 ☐ Zambezi (previously known as Caprivi)

C3 What is your country of residence?

1 ☐ Namibia
2 ☐ Other country (please specify):.....

D FAMILY INFORMATION

D1 Were your parent(s) alive at the time of your first enrolment in higher/tertiary education? Multiple answers possible

1 ☐ Yes, mother
2 ☐ Yes, father
3 ☐ None

	D2	Who was responsible for the payment of your studies? Multiple answers possible
1	☐	Parent(s)
2	☐	Guardian(s) (other than biological parent(s))
3	☐	Self (own savings/personal loan/own income)
4	☐	Employer (public company)
5	☐	Employer (private company)
6	☐	Government loan
7	☐	Bursary
8	☐	Other (please specify): .....

	D3	What was the highest level of education of your father at the time you enrolled in higher/tertiary education?
1	☐	Without education
2	☐	Incomplete primary school
3	☐	Complete primary school
4	☐	Junior secondary
5	☐	Senior secondary
6	☐	Diploma
7	☐	Bachelor's degree
8	☐	Honours degree
9	☐	Masters degree
10	☐	Doctorate degree
11	☐	Don’t know
12	☐	Other (please specify): .....

	D4	What was the highest level of education of your mother at the time you enrolled in higher/tertiary education?
1	☐	Without education
2	☐	Incomplete primary school
3	☐	Complete primary school
4	☐	Junior secondary
5	☐	Senior secondary
6	☐	Diploma
7	☐	Bachelor's degree
8	☐	Honours degree
9	☐	Masters degree
10	☐	Doctorate degree
11	☐	Don’t know
12	☐	Other (please specify): .....

E PRIOR HIGHER/TERTIARY EDUCATION

E1 In which year did you first enrol for higher/tertiary education (e.g. UNAM, Polytechnic, NUST etc.)?

1 ☐ 2000 and before
2 ☐ 2001
3 ☐ 2002
4 ☐ 2003
5 ☐ 2004
6 ☐ 2005
7 ☐ 2006
8 ☐ 2007
9 ☐ 2008
10 ☐ 2009
11 ☐ 2010
12 ☐ 2011

E2 Did you study any higher/tertiary education programme(s) before the one you completed in 2012/2013?

1 ☐ Yes
2 ☐ No ***→Please continue with question F1***

E3 What was the name of the study programme(s)?

1 .....

E4 What was the name of the institution(s)?

1 .....

F STUDY PROGRAMME THAT YOU COMPLETED IN 2012/2013

F1 Which selection criterion was used for your entry to the study programme that you completed in 2012/2013?

1 ☐ Grades achieved in secondary school
2 ☐ Results of special entry exams (mature entry)
3 ☐ Other (please specify): .....

F2 How important were the following factors in choosing the higher/tertiary education institution where you completed your study programme in 2012/2013?

	Not at all important 1	2	3	4	Very important 5	
1	☐	☐	☐	☐	☐	Closeness to home
2	☐	☐	☐	☐	☐	Availability of scholarship/loan/grants at the higher education institution
3	☐	☐	☐	☐	☐	Availability of accommodation on or off campus
4	☐	☐	☐	☐	☐	Availability of quality accommodation on or off campus
5	☐	☐	☐	☐	☐	Attractiveness of town/suburb/region
6	☐	☐	☐	☐	☐	Reputation/image of the higher education institution/campus
7	☐	☐	☐	☐	☐	Practical emphasis of the study programme
8	☐	☐	☐	☐	☐	Provision of area of specialisation
9	☐	☐	☐	☐	☐	Admission standards and prior grades
10	☐	☐	☐	☐	☐	Advise by parents/relatives/friends
11	☐	☐	☐	☐	☐	Other (please specify): .....

F3 What was the level of study that you completed in 2012/2013?

1. ☐ PhD
2. ☐ Masters
3. ☐ Honours
4. ☐ Bachelor (3 years)
5. ☐ Bachelor (4 years)
6. ☐ Professional Bachelor
7. ☐ Post-graduate diploma
8. ☐ Post-graduate certificate
9. ☐ Diploma
10. ☐ Certificate
11. ☐ Short courses
12. ☐ Other (please specify):
.....

F4 What was the name of the study programme that you completed in 2012/2013?

1. .....

F5 Through which mode of study did you complete your study programme in 2012/2013?

1. ☐ Full-time
2. ☐ Part-time
3. ☐ Distance
4. ☐ Other (please specify):
.....

F6 Did you complete the study programme in the minimum required period of time?

1. ☐ Yes ***→Please continue with question G1***
2. ☐ No

F7 Which of the following reasons caused the delay? Multiple answers possible

1. ☐ Financial challenges/difficulties
2. ☐ Failed examinations
3. ☐ Slow/difficulty in writing thesis/dissertation
4. ☐ Change of subject or major
5. ☐ Change of course
6. ☐ Family matters
7. ☐ Health problems/challenges
8. ☐ Work commitments
9. ☐ Long duration of research
10. ☐ Other (please specify): .....

G STUDY CONDITIONS AND PROVISIONS

G1 How would you rate the study conditions you experienced at your institution?

Very bad				Very good
1	2	3	4	5

1	☐	☐	☐	☐	☐	Opportunity for consultation with teaching staff
2	☐	☐	☐	☐	☐	Motivation offered to help in your studies
3	☐	☐	☐	☐	☐	Conducting research/dissertation/research paper
4	☐	☐	☐	☐	☐	Teaching quality (methods) of lecturers
5	☐	☐	☐	☐	☐	Teaching/grading system
6	☐	☐	☐	☐	☐	Internship programme/field course/practicals
7	☐	☐	☐	☐	☐	Contacts with fellow students
8	☐	☐	☐	☐	☐	Chances for students to have an influence on higher education institution policies
9	☐	☐	☐	☐	☐	Quality of technical equipment
10	☐	☐	☐	☐	☐	Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)
11	☐	☐	☐	☐	☐	Supply of teaching or learning materials
12	☐	☐	☐	☐	☐	Quality of buildings
13	☐	☐	☐	☐	☐	Quality of classroom learning
14	☐	☐	☐	☐	☐	Student recreational facilities on campus
15	☐	☐	☐	☐	☐	Other (please specify): .....

G2 How do you rate the following study provisions at your institution?

	Very bad 1	2	3	4	Very good 5	
1	☐	☐	☐	☐	☐	Stocking of the library
2	☐	☐	☐	☐	☐	Learning modules
3	☐	☐	☐	☐	☐	Variety of subjects offered
4	☐	☐	☐	☐	☐	Catering facilities on the campus
5	☐	☐	☐	☐	☐	Medical facilities
6	☐	☐	☐	☐	☐	Higher education institution scholarships/bursaries
7	☐	☐	☐	☐	☐	Other (please specify): .....

H EMPLOYMENT SEARCH

H1 Have you searched for employment after completion of your study programme in 2012/2013?

1 ☐ Yes → ***Please continue with question H3***

2 ☐ No

H2 Why have you not searched for employment? Multiple answers possible

1 ☐ Continued studying

2 ☐ Found a job without searching

3 ☐ Continued a job I already had before/during studies

4 ☐ Became self-employed

5 ☐ Ill-health

6 ☐ Prevented due to family commitments

7 ☐ Chose not to work

8 ☐ Other reason (please specify): .....

If you have not searched for employment → Please continue with question I1

H3 How long have you searched for your first job?

1 ☐☐ Duration of job search in months (including job search period before graduation)

		H4	**What methods have you used to search for your first job after completion of your study programme? Multiple answers possible**
1	☐		Press advertisements (e.g. newspapers)
2	☐		Private employment agency (e.g. Jobs Unlimited)
3	☐		Social media (e.g. Facebook, LinkedIn)
4	☐		Contacted employer on own initiative
5	☐		Contacted by employer
6	☐		Through work placement/attachment during higher/tertiary education
7	☐		Through family, friends or acquaintances
8	☐		Through help of higher/tertiary education institution
9	☐		Set up own business
10	☐		Through the Ministry of Labour
11	☐		Radio/TV
12	☐		Other (please specify): .....

		H5	**What was the most successful method for finding your first job?** *Choose only one answer*
1	☐		Press advertisements (e.g. newspapers)
2	☐		Private employment agency (e.g. Jobs Unlimited)
3	☐		Social media (e.g. Facebook, LinkedIn)
4	☐		Contacted employer on own initiative
5	☐		Contacted by employer
6	☐		Through work placement/attachment during higher/tertiary education
7	☐		Through family, friends or acquaintances
8	☐		Through help of higher education institution
9	☐		Set up own business
10	☐		Through the Ministry of Labour
11	☐		Radio/TV
12	☐		Other (please specify): .....

H6 **How many employers have you approached after completion of your study programme?**

1 ☐☐ Number of employers approached

H7 **How many acknowledgements and calls for interviews have you received?**

1 ☐☐ Number of acknowledgements

2 ☐☐ Number of calls for interviews

I FURTHER STUDIES/TRAINING (All these questions I1, I2 ... I16 applies to after completing your study programme in 2012/2013)

I1 **Have you undertaken or are you undertaking further studies after completing your study programme in 2012/2013?**

1 ☐ Yes, I completed a further study programme

2 ☐ Yes, I am still studying

3 ☐ No → ***Please continue with question J1***

I2 **What was your reason for engaging in further studies? Multiple answers possible**

1 ☐ Could not find employment

2 ☐ Enhancing career

3 ☐ For promotion

4 ☐ Updating knowledge

5 ☐ Acquiring new skills

6 ☐ Other reasons (please specify):.....

If you have not completed a further study programme → Please continue with question I10

I3 What level of further study have you completed? Multiple answers possible

1 ☐ PhD
2 ☐ Masters
3 ☐ Honours
4 ☐ Bachelor
5 ☐ Post-graduate diploma
6 ☐ Post-graduate certificate
7 ☐ Diploma
8 ☐ Certificate
9 ☐ Short courses
10 ☐ Other (please specify):
.....

I4 What field of further studies have you undertaken?

1 .....

I5 When did you enrol for this further study?

1 ☐☐ Month of enrolment in further studies
2 ☐☐☐☐ Year of enrolment in further studies

I6 To what extent is the field of your further studies linked to the field that you graduated in?

	Not at all				To a very high extent	
	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Linkage between the field of further studies and the field that was completed before

I7 At which institution have you done your further studies?

1 ☐ University of Namibia
2 ☐ Namibia University of Science and Technology(NUST) (former Polytechnic of Namibia)
3 ☐ The International University of Management
4 ☐ Monitronics
5 ☐ Triumphant
6 ☐ Lingua
7 ☐ Namibia Evangelical Theological Seminary
8 ☐ Paulinum
9 ☐ Institute of Bankers
10 ☐ Headstart Montessori
7 ☐ Institute of Open Learning
8 ☐ Vocational Training Centres
9 ☐ Other institution/organization in Namibia (please specify):
.....
10 ☐ Other institution/organization outside Namibia (please specify):
.....

I8 What was the mode of your further study?

1 ☐ Full-time
2 ☐ Part-time
3 ☐ Distance
4 ☐ Other (please specify):
.....

I9 What was the duration of your further study programme?

1 ☐☐ Duration of further study programme in months

If you are currently not studying → **Please continue with question J1**

I10 What level of further study are you undertaking? Multiple answers possible

1. ☐ PhD
2. ☐ Masters
3. ☐ Honours
4. ☐ Bachelor
5. ☐ Post-graduate diploma
6. ☐ Post-graduate certificate
7. ☐ Diploma
8. ☐ Certificate
9. ☐ Short courses
10. ☐ Other (please specify):
.....

I11 What field of further studies are you undertaking?

1. .....

I12a In which year did you enrol for this further study?

1. ☐ 2012
2. ☐ 2013
3. ☐ 2014
4. ☐ 2015
5. ☐ 2016

I12b In which month did you enrol for this further study?

1	☐	January
2	☐	February
3	☐	March
4	☐	April
5	☐	May
6	☐	June
7	☐	July
8	☐	August
9	☐	September
10	☐	October
11	☐	November
12	☐	December

I13 To what extent is the field of your further studies linked to the field that you graduated in?

	Not at all 1	2	3	4	To a very high extent 5	
1	☐	☐	☐	☐	☐	Linkage between the field of current further studies and the field that was completed before

I14 At which institution are you doing your further studies?

1 ☐ University of Namibia
2 ☐ Namibia University of Science and Technology(NUST) (former Polytechnic of Namibia)
3 ☐ The International University of Management
4 ☐ Monitronics
5 ☐ Triumphant
6 ☐ Lingua
7 ☐ Institute of Open Learning
8 ☐ Vocational Training Centres
9 ☐ Other institution/organization in Namibia (please specify): .....
10 ☐ Other institution/organization outside Namibia (please specify): .....

I15 What is the mode of your further study?

1 ☐ Full-time
2 ☐ Part-time
3 ☐ Distance
4 ☐ Other (please specify): .....

I16 What is the duration of your further study programme?

1 ☐☐ Duration of the whole (current) further study programme in months

J CURRENT EMPLOYMENT AND WORK

J1 What is your current employment status?

1 ☐ Employed
2 ☐ Self-employed
3 ☐ Unemployed
4 ☐ Other (please specify):
.....

J2 What applies to your current situation? Multiple answers possible

1 ☐ Unemployed, seeking employment
2 ☐ Unemployed, not seeking employment
3 ☐ Further studies/training
4 ☐ Child rearing, family care
5 ☐ Other (please specify):
.....

J3 How many jobs have you had after completion of your study programme?

1 ☐☐ Number of temporary/contract jobs
2 ☐☐ Number of permanent jobs

If you are currently unemployed → Please continue with question K1

J4 How many hours do you work per week?

1 ☐☐ Weekly working hours

J5 Are you permanently employed?

1 ☐ Yes → ***Please continue with question J7***
2 ☐ No
3 ☐ Not applicable, I am self-employed

J6 What is the duration of your employment according to your employment contract?

1 ☐☐☐ Duration of employment in months

J7 How many times did you change employer/employment since completing your studies in 2012/2013?

1 ☐ No change of employer/employment → ***Please continue with question J12***
2 ☐ Once
3 ☐ Twice
4 ☐ Three times
5 ☐ Four times
6 ☐ Five times or more

J8 How long did it take you to find your current job after completing your studies in 2012/2013?

1 ☐☐ Duration of job search in months

	J9	What methods have you used to search for your current job? Multiple answers possible
1	☐	Press advertisements (e.g. newspapers)
2	☐	Private employment agency (e.g. Jobs Unlimited)
3	☐	Social media (e.g. Facebook, LinkedIn)
4	☐	Contacted employer on own initiative
5	☐	Contacted by employer
6	☐	Through work placement/attachment during higher/tertiary education
7	☐	Through family, friends or acquaintances
8	☐	Through help of higher/tertiary education institution
9	☐	Set up own business
10	☐	Through the Ministry of Labour
11	☐	Radio/TV
12	☐	Other (please specify): .....

	J10	What was the most successful method for getting your current job? One answer only
1	☐	Press advertisements (e.g. newspapers)
2	☐	Private employment agency (e.g. Jobs Unlimited)
3	☐	Social media (e.g. Facebook, LinkedIn)
4	☐	Contacted employer on own initiative
5	☐	Contacted by employer
6	☐	Through work placement/attachment during higher/tertiary education
7	☐	Through family, friends or acquaintances
8	☐	Through help of higher/tertiary education institution
9	☐	Set up own business
10	☐	Through the Ministry of Labour
11	☐	Radio/TV
12	☐	Other (please specify): .....

J11 How many employers did you contact/job positions or opportunities did you apply for before you took up your current job?

1	☐☐	Number of employers contacted

J12 How long have you been working?

1	☐☐	Duration of working with current employer (months)
2	☐☐	Duration of working in current position (months)
3	☐☐	Duration of working with previous employer (months)

J13 In which region(s) are you employed? Multiple answers possible

1	☐	Erongo
2	☐	Hardap
3	☐	Karas
4	☐	Kavango East
5	☐	Kavango West
6	☐	Khomas
7	☐	Kunene
8	☐	Ohangwena
9	☐	Omaheke
10	☐	Omusati
11	☐	Oshana
12	☐	Oshikoto
13	☐	Otjozondjupa
14	☐	Zambezi (previously known as Caprivi)
15	☐	Outside Namibia (please specify): .....

J14 If you work in several regions, in which region are you based? Only one answer

1 ☐ Erongo
2 ☐ Hardap
3 ☐ Karas
4 ☐ Kavango East
5 ☐ Kavango West
6 ☐ Khomas
7 ☐ Kunene
8 ☐ Ohangwena
9 ☐ Omaheke
10 ☐ Omusati
11 ☐ Oshana
12 ☐ Oshikoto
13 ☐ Otjozondjupa
14 ☐ Zambezi (previously known as Caprivi)
15 ☐ Outside Namibia (please specify):
.....

J15 What type of employer do you work for?

1 ☐ Public/government
2 ☐ Parastatal
3 ☐ Private
4 ☐ Self-employed
5 ☐ Non-governmental organisation (NGO)
6 ☐ International and diplomatic
7 ☐ Other (please specify):
.....

If you are not self-employed → Please continue with question J18

J16 If you are self-employed: Which of the following are applicable to you? Multiple answers possible

1 ☐ I established a new firm
2 ☐ I took over an existing firm, office
3 ☐ I am a sole trader
4 ☐ I have a partnership/company with others
5 ☐ I am working from home
6 ☐ Other (please specify):
.....

J17 How many employees do you have?

1 ☐☐☐☐ Number of employees

J18 In which sector are you currently employed/self-employed (e.g. fisheries, agriculture, secondary education etc)?

1 .....
.....

J19 What is your occupation/job title? (e.g. primary school teacher)

1 .....
.....

J20 Outline the 3 main duties of your job description.

1 .....
2 .....
3 .....

J21 What is the level of your current position?

1 ☐ Non-supervisory
2 ☐ Supervisory
3 ☐ Middle management
4 ☐ Senior management
5 ☐ Other (please specify):
.....

J22 What is/are your current total/gross monthly income/earnings?

1 ☐ Less than N$ 2,501
2 ☐ N$ 2,501 - 4,000
3 ☐ N$ 4,001 - 6,000
4 ☐ N$ 6,001 - 8,000
5 ☐ N$ 8,001 - 10,000
6 ☐ N$ 10,001 - 15,000
7 ☐ N$ 15,001 - 20,000
8 ☐ N$ 20,000 - 25,000
9 ☐ N$ 25,001 - 30,000
10 ☐ N$ 30,001 - 35,000
11 ☐ N$ 35,001 - 40,000
12 ☐ More than N$ 40,000

J23 What kind of fringe/other benefit(s) do you receive? Multiple answers possible

1 ☐ Housing (subsidy, rent allowance)
2 ☐ Transportation (car/transport allowance)
3 ☐ Health (medical aid, insurances)
4 ☐ Education and training (staff development, family study rebate)
5 ☐ Retirement (pension, gratuity)
6 ☐ None
7 ☐ Other (please specify):
.....

J24 Do you have any other sources of income?

1 ☐ Yes
2 ☐ No → ***Please continue with question K1***

J25 What kind of other sources of income do you have?

1 .....

K JOB REQUIREMENT AND USE OF QUALIFICATIONS

K1 In your current employment, how useful are the following elements of your study programme?

Not useful at all				Very useful
1	2	3	4	5

1	☐	☐	☐	☐	☐	Course/programme content
2	☐	☐	☐	☐	☐	Variety of modules offered
3	☐	☐	☐	☐	☐	Opportunity for specialisation
4	☐	☐	☐	☐	☐	Research emphasis/orientation
5	☐	☐	☐	☐	☐	Practical emphasis/orientation of teaching/learning
6	☐	☐	☐	☐	☐	Work experience (internships/work integrated learning)

K2 What is the most appropriate level of education for your employment? One answer only

1	☐	No higher education needed
2	☐	Certificate/diploma
3	☐	Bachelors
4	☐	Honours
5	☐	Masters
6	☐	PhD

K3 To what extent does your field of study relate to your area of work?

	Not at all 1	2	3	4	To a very high extent 5	
1	☐	☐	☐	☐	☐	Relationship between field of study and area of work

K4 **If you consider your employment not related to your knowledge and your study, why did you take it up? Multiple answers possible**

1. ☐ At the beginning of the career envisaged I had to accept work hardly linked to my study
2. ☐ My current job ensures high income
3. ☐ In doing this job I have better career prospects
4. ☐ My interests have changed
5. ☐ My current job is very satisfactory
6. ☐ I was promoted to a position less linked to my studies and my previous position
7. ☐ My current job provides the opportunity for part time or flexible schedules
8. ☐ My current job provides the opportunity to work in a locality/area I prefer
9. ☐ My current job allows me to take into account family needs
10. ☐ I could not find any job closely linked to my study
11. ☐ Other (please specify):
    .....

L ASSESSMENT OF EMPLOYMENT AND WORK

L1 **How satisfied are you with the following characteristics of your professional work situation?**

Not at all				To a very high extent
1	2	3	4	5

1	☐	☐	☐	☐	☐	Content of work
2	☐	☐	☐	☐	☐	Working atmosphere
3	☐	☐	☐	☐	☐	Job security
4	☐	☐	☐	☐	☐	Possibility to use knowledge and skills acquired during my studies
5	☐	☐	☐	☐	☐	Challenges of the job
6	☐	☐	☐	☐	☐	Current position
7	☐	☐	☐	☐	☐	Income
8	☐	☐	☐	☐	☐	Promotion prospect
9	☐	☐	☐	☐	☐	Opportunity to benefit society
10	☐	☐	☐	☐	☐	Chance of realising my own ideas
11	☐	☐	☐	☐	☐	Fringe/other benefits
12	☐	☐	☐	☐	☐	Equipment of workplace
13	☐	☐	☐	☐	☐	Workplace surroundings (noise, space, climate)
14	☐	☐	☐	☐	☐	Equal treatment of all employees

L2 Overall, to what extent are you satisfied with your current work situation?

	Not at all				To a very high extent
	1	2	3	4	5
1	☐	☐	☐	☐	☐

L3 Since completing your study programme in 2012/2013 which of the following applied to you? Multiple answers possible

1 ☐ I considered working outside Namibia
2 ☐ I sought employment outside Namibia
3 ☐ I received an offer to work outside Namibia
4 ☐ I had regular employment outside Namibia
5 ☐ I have been sent outside Namibia by employer on work assignment
6 ☐ None of the above

M COMMENTS/RECOMMENDATIONS

Please share further comments and recommendations about your higher/tertiary education institution/study programme in this part.

M1 What did you like about your study?

1 .....

2 .....

3 .....

M2 What did you not like about your study?

1 .....

2 .....

3 .....

M3 Which important changes would you recommend for your higher/tertiary education institution/study programme?

1 .....

2 .....

3 .....

M4 Other comments

1 .....

2 .....

3 .....

M5 Comments/suggestions regarding this survey

1 .....

2 .....

3 .....

	M6	Comments/suggestions regarding this questionnaire
1		.....
2		.....
3		.....

Thank you very much for completing the questionnaire!

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