

**NATIONAL COUNCIL FOR HIGHER EDUCATION**



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# 2024 National Graduate Survey Report





# **National Graduate Survey for the 2019, 2020 and 2021 Graduate Cohorts**

**March 2026**

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## The Publisher

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**ISBN: 978-99945-0-256-1**

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## Basic information about the 2024 National Graduate Survey

|                                      |                                                                                                                                                                                                                                          |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participating institutions           | University of Namibia (UNAM),<br>Namibia University of Science and<br>Technology (NUST),<br>International University of Management<br>(IUM), and<br>Institute of Open Learning (IOL)<br><br>Namibia College of Open Learning<br>(NAMCOL) |
| Questionnaire                        | Adaptation of internationally tested tracer<br>study questionnaires <ul style="list-style-type: none"><li>• 100 questions</li><li>• 300 possible answers (variables)</li></ul>                                                           |
| Method of data collection            | Only with an online questionnaire<br>programmed through Questions, Tables and<br>Figures (QTAFI) software                                                                                                                                |
| Time of data collection              | 21 May 2024 - 31 August 2024                                                                                                                                                                                                             |
| Target population                    | All graduates of the five participating<br>institutions who completed a study<br>programme in the years 2019,2020, and<br>2021:<br>32,811 graduates                                                                                      |
| Available graduates<br>(Sample size) | Number of graduates available for the<br>survey by email, SMS or phone: 24,242<br>graduates                                                                                                                                              |
| Valid respondents                    | 9,063 graduates                                                                                                                                                                                                                          |
| Response rate                        | 37% corrected net response rate (valid<br>respondents/ reachable graduates)                                                                                                                                                              |



## **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***

NCHE aspires to be a valued leader and a partner 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***

In the execution of our mandate and the pursuit of our strategic pillars, we are inspired and guided by the following values;

|                        |                                                                                                                                                         |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accountability</b>  | We take responsibility for our policies, decisions and actions and report, explain and answer for resulting consequences.                               |
| <b>Professionalism</b> | We exercise high levels of competence in our work and avoid compromises to our set standards and values.                                                |
| <b>Integrity</b>       | We exhibit the quality of an intuitive sense of honesty and truthfulness with regard to our behaviour and motivation for our actions.                   |
| <b>Innovation</b>      | We strive for continuous learning, seek creative ways to change, solve problems and find better solutions in the execution of our mandate.              |
| <b>Empathy</b>         | We endeavour to cultivate empathy amongst ourselves, customers and stakeholders, with a view to building positive relationships and boost productivity. |

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## Preface

Globally, higher education has undergone a profound transformation, driven by rising public demand for *accountability, relevance, and equitable access*. In the SADC region, enrolment rates have continued to rise, yet they remain below global averages. As of 2024, the gross tertiary enrolment rate in SADC countries is estimated at around 11 per cent, compared to global average of approximately 40 per cent (UNESCO Institute for Statistics, 2025). While this reflects progress from the 9.4 per cent reported in 2020, the gap between the region and global levels of higher education participation remains substantial.

Despite the expansion in enrolment rates, persistent challenges continue to undermine graduate outcomes. These challenges include a *mismatch between graduate skills and labour market demands*, limited investment in research and infrastructure, *shortages of qualified academic staff*, and *imbalances in programme offerings*, particularly between Science, Technology, Engineering and Mathematics, and humanities disciplines. Quality assurance systems remain uneven across institutions, and many universities struggle to meet international standards.

In Namibia the latest Labour Force Report of 2023 by the Namibia Statistics Agency (NSA) reveals a national unemployment rate of 36.9 per cent, with youth unemployment at 44.4 per cent. The International Labour Organisation (2024) warns of rising global unemployment and widening inequality, especially among young people and those in informal employment. These trends underscore the urgency of aligning higher education outcomes with national development priorities and labour market realities.

The NCHE, in line with its statutory mandate, plays a pivotal role in promoting and monitoring the quality of higher education in Namibia. Through national graduate surveys, NCHE provides evidence-based insights into the effectiveness of higher education programmes and their contribution to national development. This fifth national graduate survey, focusing on the graduate cohorts who completed studies in 2019, 2020, and 2021, offers a comprehensive analysis of graduate experiences, employment outcomes, and institutional performance.

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The report covers key themes, including programme quality and efficiency, links between education and employment, graduate satisfaction, and institutional facilities. It offers recommendations for policy and institutional improvement. The insights presented will empower higher education institutions, policymakers, and stakeholders to make informed decisions, implement targeted interventions, and strengthen the contribution of higher education to Namibia's social and economic development.

Sylvia Demas, DBA  
**Deputy Executive Director**

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## Acknowledgements

The National Graduate Survey (NGS) was officially launched in May 2024 by Dr. Alfred Van Kent, the then Executive Director of the Ministry of Higher Education, Training and Innovation (MHETI), with opening remarks delivered by Ms. Rochelle Januarie, member of the NCHE Council. Their contributions, along with the Council's leadership and the active support from heads of participating higher education institutions - UNAM, NUST, IUM, IOL, and NAMCOL - are sincerely appreciated for laying the groundwork for this national undertaking.

Special appreciation is extended to all graduates from the 2019, 2020, and 2021 cohorts who generously took time to respond to the survey. Their participation was both meaningful and commendable.

Gratitude also goes to the National Graduate Survey Inter-Agency Technical Committee (IATC), comprising planners, statisticians, IT specialists, marketing and alumni officers from each participating institution, for their instrumental role in driving the survey data collection process forward.

The survey is funded by NCHE, with institutions contributing both personnel and material resources, including advocacy design and social media outreach, to ensure its success.

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## **Acronyms and Abbreviations**

|        |                                                                    |
|--------|--------------------------------------------------------------------|
| GER    | Gross Enrolment Ratio                                              |
| HEI(s) | Higher Education Institution(s)                                    |
| IOL    | Institute for Open Learning                                        |
| IUM    | The International University of Management                         |
| NAMCOL | Namibian College of Open Learning                                  |
| NCHE   | National Council for Higher Education                              |
| NQF    | National Qualifications Framework                                  |
| NSFAF  | Namibia Students Financial Assistance Fund                         |
| NUST   | Namibia University of Science and Technology                       |
| OLS    | Ordinary Least Square                                              |
| QTAFI  | Questions, Tables and Figures (open-source online survey software) |
| SPSS   | Statistical Package for Social Sciences                            |
| STEM   | Science, Technology, Engineering and Mathematics                   |
| UNAM   | University of Namibia                                              |

## Explication of the tables

Example of a typical table used in the report:

Table A

| Table Kind of school region by Sex (per cent) |      |        |       | Column percentages |
|-----------------------------------------------|------|--------|-------|--------------------|
| Kind of school region                         | Sex  |        | Total |                    |
|                                               | Male | Female |       |                    |
| Urban                                         | 55   | 60     | 58    | Sum of percentages |
| Rural                                         | 45   | 40     | 42    |                    |
| Total                                         | 100  | 100    | 100   | Sum of respondents |
| Count                                         | 292  | 506    | 798   |                    |

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

Table B

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

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

## Column percentages

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

<sup>1</sup> A break variable specifies groups of cases which should be compared. The values of the break variable identify the groups to compare.

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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 cases of multiple responses, the percentages can exceed 100 per cent because a single graduate may provide more than one answer.

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

### Count

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

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

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

### Median

In some Tables with metric variables such as 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 that 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.

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## National Qualifications Framework (NQF) Field of Learning-Abbreviations

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

| <b>Abbreviation (in the Report)</b> | <b>NQF Field of Learning</b>                                                             |
|-------------------------------------|------------------------------------------------------------------------------------------|
| Agri                                | Agriculture and Nature Conservation                                                      |
| Busi                                | Business, Commerce and Management Studies                                                |
| Lan                                 | Communication Studies and Languages                                                      |
| Cul                                 | Culture and the Arts                                                                     |
| Edu                                 | Education, Training and Development                                                      |
| Man                                 | Manufacturing, Engineering and Technology                                                |
| Soc                                 | Human and Social Studies                                                                 |
| Law                                 | Law, Military Science and Security                                                       |
| Heal                                | Health Sciences and Social Services                                                      |
| Sci                                 | Physical, Mathematical and Computer Sciences                                             |
| Plan                                | Physical Planning and Construction                                                       |
| Ser                                 | Services and Life Sciences                                                               |
| Other (for Surveys before 2024)     | Culture and the Arts<br>Physical Planning and Construction<br>Services and Life Sciences |

## Comparison of Key Indicators of National Graduate Surveys (2019, 2021 and 2024)

| Indicator                          |                                              | 2019          | 2021          | 2024          |
|------------------------------------|----------------------------------------------|---------------|---------------|---------------|
| Study Population                   | <b>Graduate (Target) Population (N)</b>      | <b>19,078</b> | <b>15,352</b> | <b>32,811</b> |
|                                    | UNAM                                         | 9,269         | 7,642         | 14,658        |
|                                    | NUST                                         | 6,391         | 4,884         | 7,668         |
|                                    | IUM                                          | 3,418         | 2,069         | 5,966         |
|                                    | IOL                                          | -             | 757           | 1,906         |
|                                    | NAMCOL                                       | -             | -             | 2,613         |
|                                    | Female (%)                                   | 65            | 65            | 71            |
|                                    | Male (%)                                     | 35            | 35            | 29            |
|                                    | <b>Study Population (n)</b>                  | <b>14,457</b> | <b>13,679</b> | <b>24,242</b> |
|                                    | UNAM                                         | 7,125         | 7,291         | 9,981         |
|                                    | NUST                                         | 4,835         | 4,797         | 6,521         |
|                                    | IUM                                          | 2,497         | 835           | 4,419         |
|                                    | IOL                                          | -             | 756           | 1,438         |
|                                    | NAMCOL                                       | -             | -             | 1,883         |
|                                    | Female (%)                                   | 61            | 64            | 70            |
|                                    | Male (%)                                     | 39            | 36            | 30            |
|                                    |                                              |               |               |               |
| Characteristics of the Respondents | <b>Net Response Rate (%)</b>                 | <b>44</b>     | <b>45</b>     | <b>37</b>     |
|                                    | UNAM                                         | 45            | 42            | 33            |
|                                    | NUST                                         | 45            | 48            | 35            |
|                                    | IUM                                          | 39            | 67            | 42            |
|                                    | IOL                                          | -             | 32            | 53            |
|                                    | NAMCOL                                       |               |               | 45            |
|                                    | <b>Sex (%)</b>                               |               |               |               |
|                                    | Female                                       | 65            | 64            | 70            |
|                                    | Male                                         | 35            | 36            | 30            |
|                                    | <b>Average Age (years)</b>                   | <b>30</b>     | <b>31</b>     | <b>32</b>     |
|                                    | <b>NQF Field of Learning (%)</b>             |               |               |               |
|                                    | Agriculture and Nature Conservation          | 7             | 6             | 4             |
|                                    | Business, Commerce and Management Studies    | 40            | 34            | 27            |
|                                    | Communication Studies and Languages          | 2             | 3             | 3             |
|                                    | Education, Training and Development          | 14            | 19            | 38            |
|                                    | Manufacturing, Engineering and Technology    | 6             | 6             | 5             |
|                                    | Human and Social Studies                     | 12            | 10            | 4             |
|                                    | Law, Military Science and Security           | 2             | 4             | 4             |
|                                    | Health Sciences and Social Services          | 7             | 9             | 8             |
|                                    | Physical, Mathematical and Computer Sciences | 6             | 6             | 5             |
|                                    | Other (Culture, Planning, Services)          | 2             | 4             | -             |
|                                    | Culture and the Arts                         | -             | -             | 1             |
|                                    | Physical Planning and Construction           | -             | -             | 1             |
|                                    | Services and Life Sciences                   | -             | -             | 1             |
|                                    | <b>Qualification Type Obtained (%)</b>       |               |               |               |
|                                    | Certificate/ Diploma                         | 20            | 26            | 35            |
|                                    | Bachelor (3 years)                           | 13            | 27            | 21            |
|                                    | Bachelor (4 years)                           | 24            |               |               |

| Indicator                                                         |                                                                                                   | 2019 | 2021 | 2024 |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------|------|------|
|                                                                   | Honours                                                                                           | 37   | 39   | 36   |
|                                                                   | Professional Bachelor                                                                             | 1    | -    | -    |
|                                                                   | Postgraduate Certificate/ Diploma                                                                 | -    | 4    | 5    |
|                                                                   | Masters/ PhD                                                                                      | 2    | 4    | 4    |
|                                                                   | <b>Source of Funding (%)</b>                                                                      |      |      |      |
|                                                                   | Namibia Student Assistance Fund (NSFAF)                                                           | 54   | 53   | 48   |
|                                                                   | Parent(s)                                                                                         | 37   | 34   | 31   |
|                                                                   | Self (own savings/ persona/ own income)                                                           | 19   | 23   | 28   |
|                                                                   | Guardian(s) (other than biological parent(s))                                                     | 12   | 12   | 13   |
|                                                                   | Bursary (private organisations excluding Government bursary/ loan/ NSFAF)                         | 6    | 5    | 4    |
|                                                                   | Government loan (excluding NSFAF)                                                                 | 5    | 4    | 4    |
|                                                                   | Government bursary (excluding NSFAF)                                                              | 3    | 3    | 2    |
|                                                                   | Employer (public company)                                                                         | 3    | 3    | 2    |
|                                                                   | Employer (private company)                                                                        | 1    | 2    | 1    |
|                                                                   | Other                                                                                             | 2    | 3    | 3    |
| Factors Influencing Higher Education Choice and Learning Outcomes | <b>Selection Criteria for Study Institution (Scale: 1=not important at all; 5=very important)</b> |      |      |      |
|                                                                   | <b>Arithmetic Mean</b>                                                                            |      |      |      |
|                                                                   | Reputation/ image of the higher education institution (HEI)/ campus                               | 4.2  | 4.2  | 4.2  |
|                                                                   | Practical emphasis of the study programme                                                         | 4.2  | 4.2  | 4.2  |
|                                                                   | Provision of area of specialisation                                                               | 4.1  | 4.1  | 4.1  |
|                                                                   | Admission standards and prior grades                                                              | 4.1  | 4.2  | 4.2  |
|                                                                   | Availability of scholarship/ loan/ grants at the HEI                                              | 3.8  | 3.8  | 3.7  |
|                                                                   | Advise by parents/ relatives/ friends                                                             | 3.7  | 3.5  | 3.6  |
|                                                                   | Other                                                                                             | 2.9  | 2.9  | 3.2  |
|                                                                   | <b>Selection Criteria for Study Programme (%)</b>                                                 |      |      |      |
|                                                                   | Grades achieved in secondary school                                                               | 82   | 77   | 77   |
|                                                                   | Results of special entry examination                                                              | 9    | 10   | 12   |
|                                                                   | Other                                                                                             | 8    | 13   | 11   |
|                                                                   | <b>Completion of Study within Minimum Required Period (%)</b>                                     |      |      |      |
|                                                                   | Yes                                                                                               | 70   | 73   | 76   |
|                                                                   | No                                                                                                | 30   | 27   | 24   |
|                                                                   | <b>Reasons for Prolonging Studies (%)</b>                                                         |      |      |      |
|                                                                   | Failed examinations                                                                               | 65   | 63   | 63   |
|                                                                   | Financial challenges/ difficulties                                                                | 30   | 29   | 35   |
|                                                                   | Work commitments                                                                                  | 19   | 19   | 16   |
|                                                                   | Family matters                                                                                    | 16   | 17   | 14   |
|                                                                   | All Other                                                                                         | 31   | 31   | 31   |
| Higher Education Institution Services                             | <b>Quality of Study Conditions and Provisions (Scale: 1=very bad; 5=very good)</b>                |      |      |      |
|                                                                   | <b>Arithmetic Mean</b>                                                                            |      |      |      |
|                                                                   | Quality of teaching                                                                               | 3.9  | 3.8  | 4.0  |
|                                                                   | Physical study conditions                                                                         | 3.7  | 3.9  | 3.9  |
|                                                                   | Learning provisions                                                                               | 3.6  | 4.0  | 3.8  |
|                                                                   | Specific service facilities                                                                       | 3.1  | 3.2  | 3.4  |

| Indicator           |                                                                        | 2019 | 2021 | 2024 |
|---------------------|------------------------------------------------------------------------|------|------|------|
| Further Studies     | <b>Further Studies after First HE Qualification (%)</b>                |      |      |      |
|                     | Yes                                                                    | 27   | 27   | 27   |
|                     | No                                                                     | 73   | 73   | 73   |
|                     | <b>Reasons for Further Studies (%)</b>                                 |      |      |      |
|                     | Enhancing career                                                       | 61   | 59   | 50   |
|                     | Acquiring new skills                                                   | 48   | 47   | 46   |
|                     | Updating knowledge                                                     | 44   | 47   | 48   |
|                     | Could not find employment                                              | 32   | 34   | 36   |
|                     | For promotion                                                          | 11   | 14   | 15   |
|                     | Other reasons                                                          | 4    | 2    | 2    |
| Employment and Work | <b>Duration of Job Search, First Job (%)</b>                           |      |      |      |
|                     | Up to 3 months                                                         | 26   | 19   | 14   |
|                     | 4 to 6 months                                                          | 11   | 10   | 8    |
|                     | 7 to 12 months                                                         | 14   | 16   | 13   |
|                     | 13 to 24 months                                                        | 13   | 15   | 13   |
|                     | 25 and more months                                                     | 36   | 40   | 52   |
|                     | <b>Most Successful Method for Finding the First Job (%)</b>            |      |      |      |
|                     | Press advertisements (e.g. newspapers)                                 | 41   | 33   | 27   |
|                     | Through family, friends or acquaintances                               | 13   | 12   | 11   |
|                     | Contacted employer on own initiative                                   | 12   | 11   | 8    |
|                     | Through work placement / attachment during higher / tertiary education | 6    | 6    | 5    |
|                     | Social media (e.g. Facebook, LinkedIn)                                 | 6    | 12   | 20   |
|                     | Contacted by employer                                                  | 5    | 6    | 6    |
|                     | All Other                                                              | 18   | 20   | 24   |
|                     | <b>Employment Status (%)</b>                                           |      |      |      |
|                     | Employed                                                               | 66   | 62   | 61   |
|                     | Self-employed                                                          | 3    | 4    | 4    |
|                     | Unemployed                                                             | 30   | 33   | 34   |
|                     | Other                                                                  | 1    | 1    | 1    |
|                     | <b>Type of Employment (%)</b>                                          |      |      |      |
|                     | Full-time                                                              | 76   | 75   | 73   |
|                     | Part-time                                                              | 24   | 25   | 27   |
|                     | <b>Type of Employer (%)</b>                                            |      |      |      |
|                     | Public/ government                                                     | 51   | 54   | 54   |
|                     | Parastatal                                                             | 13   | 12   | 11   |
|                     | Private (including self-employed)                                      | 29   | 28   | 26   |
|                     | Non-governmental organisation (NGO)                                    | 5    | 4    | 9    |
|                     | Other                                                                  | 2    | 2    | 1    |
|                     | <b>Level of Income (%)</b>                                             |      |      |      |
|                     | Up to N\$10,000                                                        | 28   | 30   | 29   |
|                     | N\$10,001-N\$25,000                                                    | 55   | 52   | 51   |
|                     | More than N\$25,000                                                    | 17   | 18   | 20   |

| Indicator                           |                                                                                                               | 2019 | 2021 | 2024 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------|------|------|------|
| Relationship between Study and Work | <b>Usefulness of Elements of Study Programme (% of “High Values” 4 and 5 only)</b>                            |      |      |      |
|                                     | Course/ programme content                                                                                     | 73   | 75   | 77   |
|                                     | Variety of modules offered                                                                                    | 67   | 70   | 73   |
|                                     | Opportunity for specialisation                                                                                | 64   | 67   | 70   |
|                                     | Research emphasis/ orientation                                                                                | 59   | 61   | 64   |
|                                     | Practical emphasis/ orientation of teaching/ learning                                                         | 65   | 68   | 72   |
|                                     | Work experience (internships / work integrated learning)                                                      | 69   | 70   | 74   |
|                                     | <b>Appropriate Level for Education for Employment by Qualification Type (%)</b>                               |      |      |      |
|                                     | Certificate/ Diploma                                                                                          | 86   | 87   | 88   |
|                                     | Bachelor (3 years)                                                                                            | 64   | 63   | 70   |
|                                     | Honours                                                                                                       | 52   | 55   | 61   |
|                                     | Postgraduate certificate/ diploma                                                                             | -    | -    | 83   |
|                                     | Masters                                                                                                       | 65   | 52   | 56   |
|                                     | PhD                                                                                                           | -    | -    | 69   |
|                                     | <b>Relationship between Field of Learning and Area of work (%:1=not at all;5=to a very high extent)</b>       |      |      |      |
|                                     | Values 1 and 2                                                                                                | 15   | 13   | 13   |
|                                     | Value 3                                                                                                       | 10   | 9    | 9    |
|                                     | Values 4 and 5                                                                                                | 75   | 78   | 78   |
|                                     | <b>Satisfaction with Characteristics of the Professional Work Situation (% of “High Values” 4 and 5 only)</b> |      |      |      |
|                                     | Content of work                                                                                               | 71   | 75   | 78   |
|                                     | Possibility to use knowledge and skills acquired during my studies                                            | 71   | 72   | 77   |
|                                     | Job security                                                                                                  | 61   | 66   | 67   |
|                                     | Opportunity to benefit society                                                                                | 60   | 65   | 66   |
|                                     | Working atmosphere                                                                                            | 59   | 66   | 67   |
|                                     | Challenges of the job                                                                                         | 59   | 59   | 60   |
|                                     | Chance of realising my own ideas                                                                              | 58   | 62   | 64   |
|                                     | Workplace surroundings (noise, space, climate)                                                                | 54   | 57   | 56   |
|                                     | Current position                                                                                              | 53   | 55   | 59   |
|                                     | Equal treatment of all employees                                                                              | 48   | 53   | 56   |
|                                     | Equipment of workplace                                                                                        | 47   | 51   | 51   |
|                                     | Fringe/ other benefits                                                                                        | 45   | 46   | 50   |
|                                     | Income                                                                                                        | 36   | 37   | 41   |
|                                     | Promotion prospect                                                                                            | 32   | 35   | 40   |
|                                     | <b>General Job Satisfaction (%: 1=not all; 5=to a very high extent)</b>                                       |      |      |      |
|                                     | Values 1 and 2                                                                                                | 22   | 19   | 17   |
|                                     | Value 3                                                                                                       | 33   | 32   | 29   |
|                                     | Values 4 and 5                                                                                                | 45   | 49   | 54   |

## 1. Executive Summary

The NCHE coordinated the undertaking of the National Graduate Survey together with the University of Namibia (UNAM), the Namibia University of Science and Technology (NUST), the International University of Management (IUM), the Institute for Open Learning (IOL), and the Namibian College of Open Learning (NAMCOL). The study targeted all graduates who completed their studies in 2019, 2020, and 2021. It was conducted from 21 May 2024 to 31 August 2024. The main purpose was to obtain information on the current employment and economic status of the graduates as well as to gauge their assessments of the relevance, quality, and effectiveness of their education within their work environment.

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

The graduates who obtained higher education qualifications at the five higher education institutions (HEIs) in the academic years 2019, 2020, and 2021 were 32,811. After attempts to contact all graduates to ascertain their availability for the survey, the contact details of 24,242 graduates were confirmed. This figure constituted the target population. Of the target population, 9,063 responded, yielding a response rate of 37 per cent. The profile of the respondents was found to be very similar to the target population when disaggregated by sex. This indicates that the study delivered representative findings.

The following are the key findings of the 2024 National Graduate Survey:

- In terms of sex, only 30 per cent of the respondents were male graduates.
- Two (2) per cent of the respondents represented graduates with disability.
- 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 means, they were either important or very important.

- About Three-quarters (77 per cent) of graduates rated course/ programme content “high” in terms of the usefulness of the study programme to their current employment.
- Graduates were relatively satisfied with study conditions at their institutions, scoring an average of 3.8 on the rating scale of 1 (very bad) to 5 (very good). Teaching quality scored the best rating arithmetic mean of 4.0, followed by the physical study conditions (3.9), learning provisions (3.8), and specific service facilities (3.4).
- Career enhancement (50 per cent), acquisition of new skills (46 per cent), updating of knowledge (48 per cent) and unemployment (36 per cent) were rated as the main reasons for engaging in further studies.
- Almost two-thirds of the graduates (65 per cent) were in employment (61 per cent employed and 4 per cent self-employed) by the time of the survey. About three quarters (73 per cent) of the employed graduates were working full-time or had permanent contracts.
- The survey found that Certificates/ Diplomas graduates had a much higher rate of unemployment (45 per cent) compared to Bachelor degree graduates with (31 per cent).
- Majority of the graduates (77 per cent) rated “possibility to use knowledge and skills acquired during studies” high. A high percentage of graduates (70 per cent) were working in areas that are appropriate to their education level and reported a close relationship between their field of learning and area of work.
- More than half (54 per cent) of the graduates were employed by the public service and 11 per cent by public enterprises, amounting to 65 per cent for the public sector. Only one quarter of the graduates (24 per cent) were employed in the private sector and another 4 per cent were self-employed.
- An analysis of the income distribution amongst graduates indicated a slightly higher monthly income distribution for men (N\$19,000) compared to women (17,000) in general, with a more visible advantage for males in the higher income brackets.
- Press advertisement was the most successful method for finding the first jobs (27 per cent) followed by social media (20 per cent) usage

and securing jobs through relations (11 per cent) was also significant. Slightly more than a third (35 per cent) of the graduates who searched for jobs found it within the first 12 months.

- Only 5 per cent of the graduates evaluated the study conditions and provisions at their respective HEI as "bad". The majority (66 per cent) reported that the study conditions and provisions were "good".
- Generally, the younger graduates were more likely to prolong their studies due to "failed examination" while the older graduates prolonged studies due to "work commitments" and "financial challenges".

This NGS, provides robust data on graduate employment, career paths, and satisfaction, enabling evidence-based policy reform and strategic planning aligned with labour market needs. HEIs can use these insights to evaluate programme effectiveness, revise curricula, and foster continuous improvement through graduate feedback loops. Administrators can leverage the survey data for benchmarking and guiding institutional development, while graduates can benefit from reflective learning and stronger alumni engagement. Career advisors can apply these findings to offer realistic guidance, helping prospective students make informed academic and career decisions.

Readers are encouraged to take time to read the whole NGS report for a comprehensive appreciation of the findings.

Happy reading!

## **2. Introduction**

Graduate surveys are retrospective analyses of graduates through a standardised survey, which takes place sometime after graduation (normally between 6 months and three years). They are also known as tracer studies, alumni surveys, or graduate tracking. Normally, the target population is a homogenous group of students/ trainees who finished their studies at the same time (generation or graduation cohort) (European Training Foundation, 2016, p. 1).

Moreover, Dorji and Sihn (2020, as cited in Calma & Clarin, 2021) state that a tracer study is a widely used approach by educational institutions to evaluate the relevance of higher education and to collect other valuable information from graduates. Generally, institutions also undertake regular tracer studies to evaluate study programmes and their effects on the labour market to inform national development planning. At the same time, the demand from national and international development partners for empirical evidence on the relevance of education/ training is also growing.

This section provides a brief background on NGS undertakings in Namibia, outlines the main activities that took place during the survey, and provides context for the country's higher education landscape.

### **2.1 Background of the Study**

Prior to this study, Namibia conducted four successful national graduate surveys for the 1999-2008 cohorts (conducted in 2010), 2012-2013 cohorts (conducted in 2017), and 2014, 2015, 2016 cohorts (conducted in 2019) and 2017 and 2018 cohorts (conducted in 2021).

The 2024 National Graduate Survey focuses on the 2019, 2020, and 2021 graduate cohorts who completed studies at the five participating HEIs (UNAM, NUST, IUM, NAMCOL, and IOL).

HEIs were invited to voluntarily participate in the 2024 NGS and five (5) institutions participated in the survey. The characteristics of the participating HEIs are summarised in Table 2.1

**Table 2.1 Characteristics of the Participating Higher Education Institutions**

| Background                                                        | UNAM                                                                                                                                                                                                                                                                                                                                                                      | NUST                                                                                                                                                                                                                                                                                                                                                                                | IUM                                                                                                                                                                                                                                                                                                                                                                                                                            | IOL                                                                                                                                                      | NAMCOL                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establishment (name, ownership, year and enrolment)               | UNAM is a public HEI established by the UNAM Act (Act 18 of 1992).                                                                                                                                                                                                                                                                                                        | NUST is a public HEI initially established as Polytechnic of Namibia in 1994 and transformed to NUST by Act No. 7 of 2015.                                                                                                                                                                                                                                                          | IUM is a private university which started as the Institute of Higher Education in 1994; the institution gained university status in 2002.                                                                                                                                                                                                                                                                                      | IOL is a private, distance HEI, established in 1995 as the Open Learning Group and was acquired by Trustco Group Holdings in 2005.                       | NAMCOL is a public college established by Act 1 of 1997, known as the Namibian College of Open Learning Act, 1997.                                                                                                                                                                                                                                                                          |
| Focus Area (programmes on offer and qualification types of range) | The University has 4 Faculties and 16 Schools, offering programmes and carrying out research activities across all 12 National Qualifications Framework (NQF) fields of learning. The programmes are offered either full time or part-time; and delivered through face-to-face, online, blended and/ or distance teaching modes. UNAM has 12 campuses across the country. | NUST focuses on the Science, Technology, Engineering and Math (STEM) fields which are offered in three out of four Faculties. The university offers qualifications from Certificate to doctoral degree levels in most fields using all modes of study.<br><br>NUST has campuses in Windhoek (main), Eenhana, Lüderitz and Rietfontein. There are also seven centres in the regions. | IUM offered programmes registered under at least seven of the 12 NQF fields of learning, with clear strengths in Business, ICT, Education, Law, Social Sciences, Languages, and Health. The programmes are from Certificates to Doctoral degrees which are offered on full-time, part-time and distance modes.<br><br>As of 2024, IUM had four campuses: in Windhoek (main), Ongwediva, Swakopmund, Walvis Bay and Nkurenkuru. | IOL offers teaching and police qualifications from NQF Levels 5 to 8 on distance mode. The Institute offers Certificates, Diplomas and Bachelor degrees. | NAMCOL was created to provide open learning opportunities for adults and out-of-school youth, aiming to broaden access to education across Namibia in the fields of learning of Education, Training and Development. The College began offering tertiary-level programmes in 2010. The Institute offers Certificates, Diplomas, a Bachelor, and a Master degree on distance education mode. |

| Background                                                                  | UNAM                                                                                                                                                       | NUST                                                                                                         | IUM                                                                                                              | IOL                                                                                                                                                                          | NAMCOL                                                                                                                                                                |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student enrolment for NQF level 5 and above)<br>(2017, 2018, 2019 and 2020) | 30,069 in-2019,<br>30,216 in 2020,<br>29,923 in 2021                                                                                                       | 12,227 in 2019,<br>12,197 in 2020,<br>12,340 in 2021                                                         | 9,905 In 2019,<br>10,396 in 2020,<br>11,409 in 2021                                                              | 4,805 in 2019,<br>4,473 in 2020,<br>3,815 in 2021                                                                                                                            | 4,571 in 2019,<br>4,939 in 2020,<br>5,679 in 2021                                                                                                                     |
| Funding Sources                                                             | Receives Government subsidy on an annual basis but also raises funds from tuition fees, research and donations.                                            | Receives Government subsidy on annual basis but also raises funds from tuition fees, research and donations. | Mainly generates income from students' tuition fees.                                                             | Receives 100% financing from Trustco Finance; however, students mainly apply student loans from Trustco Finance which they can repay through salary deduction.               | NAMCOL receives Government subsidy on annual basis but also raises funds from tuition fees.                                                                           |
| Facilities and Services                                                     | Has a library and e-resources, laboratories, a clinic and sport facilities. Offer Wi-Fi connectivity on campus and off campus for all registered students. | Has a library and e-resources, laboratories, a clinic and limited sport facilities. Offer Wi-Fi on campus.   | Has a library and e-resources, laboratories, no clinic and sport facilities. Offer Wi-Fi connectivity on campus. | All programmes are offered on distance; there is no need for physical facilities. No provision for connectivity as students are non-contact and make their own arrangements. | All higher education programmes are offered in a blended learning format. NAMCOL offers a library and some e-resources. Wi-Fi is available on campus, and off campus. |

To promote ownership, and ensure optimal utilisation and sustainability of institutional capacity, the NCHE encouraged collaboration and sharing of resources with the participating HEIs in survey planning and implementation. Therefore, the survey was spearheaded by an Inter-Agency Technical Committee, consisting of staff members from the NCHE Secretariat and the participating HEIs. The committee members included Institutional Planners, Statisticians, Economists; Quality Assurance Practitioners; Marketing and Alumni Officials and IT Technicians.

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

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

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

## **2.2 Country Context**

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

In 2024, the main providers of higher education in the country were the four universities and sixteen other HEIs.

Statutory agencies established to regulate and support the development of the higher education system are shown in Table 2.2.

**Table 2.2 Organisational and Regulatory Framework for Higher Education**

| Agency                           | Establishing Act | Objective                                                                                                                                                           |
|----------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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   |
| Namibia Qualifications Authority | Act 29 of 1996   | Promote quality education and training through the development and management of the NQF, and the accreditation of education and training institutions and courses. |
| NSFAF                            | Act 20 of 2000   | Provide financial assistance to students to study the prescribed courses at approved HEIs                                                                           |

Headcount enrolments in public and private HEIs in Namibia have increased from 4,240 in 1992 to 86,646 in 2024. This enrolment translates into a Gross Enrolment Ratio (GER) of 33.1 per cent, which is amongst the highest in the Southern African Development Community (SADC) region. Similarly, it is slightly higher than that of lower-middle-income countries – 25.9 per cent, under which Namibia is recently 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 2.3 shows that a person who graduated from tertiary and higher education has a greater probability of finding a job (18.9 per cent of unemployment rate) than those with a secondary education or less (at least 43.6 per cent of unemployment).

**Table 2.3 Employment Status by Education Level and by Sex, 2023**

| Highest education level completed | Unemployed     | Labour force   | Rate (%)    |
|-----------------------------------|----------------|----------------|-------------|
| <b>Total Population</b>           | <b>320,442</b> | <b>867,247</b> | <b>36.9</b> |
| None                              | 26,821         | 72,429         | 37.0        |
| Informal                          | 1,053          | 2,786          | 37.8        |
| Primary                           | 45,952         | 107,891        | 42.6        |
| Secondary                         | 206,669        | 501,476        | 41.2        |
| Technical/ Vocational             | 8,379          | 22,866         | 36.6        |
| Tertiary (Higher) Education       | 23,669         | 133,897        | 17.7        |
| Other                             | 420            | 2,485          | 16.9        |
| Don't Know                        | 7,479          | 23,417         | 31.9        |
| <b>Male</b>                       | <b>158,929</b> | <b>459,723</b> | <b>34.6</b> |
| None                              | 14,950         | 48,200         | 31.0        |
| Informal                          | 508            | 1,472          | 34.5        |
| Primary                           | 25,675         | 68,985         | 37.2        |
| Secondary                         | 98,478         | 253,541        | 38.8        |
| Technical/ Vocational             | 5,621          | 16,362         | 34.4        |
| Tertiary (Higher) Education       | 8,759          | 55,109         | 15.9        |
| Other                             | 147            | 1,068          | 13.8        |
| Don't Know                        | 4,791          | 14,986         | 32.0        |
| <b>Female</b>                     | <b>161,513</b> | <b>407,524</b> | <b>39.6</b> |
| None                              | 11,871         | 24,229         | 49.0        |
| Informal                          | 545            | 1,314          | 41.5        |
| Primary                           | 20,277         | 38,906         | 52.1        |
| Secondary                         | 108,191        | 247,935        | 43.6        |
| Technical/ Vocational             | 2,758          | 6,504          | 42.4        |
| Tertiary (Higher) Education       | 14,910         | 78,788         | 18.9        |
| Other                             | 273            | 1,417          | 19.3        |
| Don't Know                        | 2,688          | 8,431          | 31.9        |

Source: NSA, 2023 Population and Housing Census - Labour Force Report

## 2.3 Objectives of the survey

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

Specifically, the study sought to:

- (i) Identify factors influencing higher education choices and learning outcomes
- (ii) Gauge the graduates' reflection on the study facilities, conditions and provisions at HEIs.

- (iii) Determine the relationship between job search and employment.
- (iv) Establish the status and conditions of employment among the graduates.
- (v) Assess the usefulness and relevance of the study programme to graduates' employment.

### **3. Methodology**

The 2024 National Graduate Survey targeted cohorts who completed studies in 2019, 2020 and 2021 academic years at five HEIs, namely UNAM, NUST, IUM, IOL and NAMCOL.

This section presents the methodological approach of determining the study population, survey tools, data collection, data analysis, study limitations and methodological challenges.

#### **3.1 Target Population, Study Population, and Sample Size**

For this survey, the target population refers to all graduates who completed studies in the 2019, 2020, and 2021 academic years, regardless of their current location or employment status. This is the population the findings aim to represent, and the research findings aim to generalise to. The graduates who obtained more than one qualification during that period are counted only once in the target population to avoid double-counting and overestimating response rates.

The study population (also referred to as an accessible population) is the group of graduates from the target population who are available, reachable, and eligible to participate in the survey. A portion of the study population, comprising graduates willing to participate in the survey, constitutes the sample size.

A total number of 32,811 graduates completed studies in 2019, 2020, and 2021 and form part of the target population (the target population). Notwithstanding this total, it was necessary to determine the number of graduates who were reachable and available to participate in the survey, thereby establishing the approximate study population.

The process of updating contact details (phone numbers and/ or email addresses) was undertaken between January 2024 and April 2024. Updating contact details involved verifying students' email addresses and telephone numbers by phone. During this process, graduates were also informed about the upcoming survey. All the contact details that did not include email addresses needed to be updated, as email is the best form of communication with a potential respondent because it can include detailed information about the survey.

Out of the target population of 32,812 graduates, 25,180 had contact details (phone numbers and email addresses). The majority (24,443) of

available phone numbers were verified, while 21,293 were verified for email addresses. Of the 25,180 graduates with accessible contact details (the study population), only 24,242 were available for the survey, after 938 declined. This 24,242 represents the sample size. Table 3.1 presents the target and study population by institution.

**Table 3.1 Target Population, Study Population and Sample Size by HEIs**

| Response Statistics                | HEI    |       |       |       |        | Total  |
|------------------------------------|--------|-------|-------|-------|--------|--------|
|                                    | UNAM   | NUST  | IUM   | IOL   | NAMCOL |        |
| Target population                  |        |       |       |       |        |        |
| Female (%)                         | 71     | 56    | 74    | 86    | 93     | 71     |
| Male (%)                           | 29     | 44    | 26    | 14    | 7      | 29     |
| Total (%)                          | 100    | 100   | 100   | 100   | 100    | 100    |
| Count                              | 14,658 | 7,668 | 5,966 | 1,906 | 2,613  | 32,811 |
| Study (accessible) population      |        |       |       |       |        |        |
| Female (%)                         | 71     | 57    | 75    | 86    | 94     | 71     |
| Male (%)                           | 29     | 43    | 25    | 14    | 6      | 29     |
| Total (%)                          | 100    | 100   | 100   | 100   | 100    | 100    |
| Count                              | 10,314 | 6,545 | 4,621 | 1,752 | 1,948  | 25,180 |
| Sample size (available population) |        |       |       |       |        |        |
| Female (%)                         | 71     | 58    | 75    | 85    | 93     | 70     |
| Male (%)                           | 29     | 42    | 25    | 15    | 7      | 30     |
| Total (%)                          | 100    | 100   | 100   | 100   | 100    | 100    |
| Count                              | 9,981  | 6,521 | 4,419 | 1,438 | 1,883  | 24,242 |

### 3.2 Survey Tools and Data Collection

An online questionnaire was used as the sole data collection tool. It consisted of 16 sections on: demographic information; education and work experience before study; regional and international mobility; family information; prior higher/ tertiary education; study programme completed in 2019, 2020 and/ or 2021; employment search; further studies/ training; current employment and work; job requirement and use of qualifications; assessment of employment and work; and comments/ recommendations.

The questionnaire was developed using QTAFI (Questions, Tables and Figures) which produced codebooks used to programme the questionnaire as a web-enabled online survey, with a different IP address for each HEI. These IP addresses or links were installed on NCHE graduate survey website as well as on the five participating HEIs websites.

QTAFI was also used to administer (PINs verification; response rates demonstration; data saving) the survey.

The data collection phase started on 21 May 2024 and ended on 31 August 2024. An online questionnaire was set up at NCHE, with links appearing on each institution's website. During data collection, personal identification numbers (PINs) were sent to the graduates to enable them to access the survey. SMSs and emails were sent out to the study population to inform them to access the questionnaire via the Survey link on their respective institutions' websites.

### **3.3 Survey Response Analysis**

Data was imported from the QTAFI online questionnaire to the SPSS (Statistical Package for Social Sciences) for analysis. By the end of the survey, a total number of 9,232 respondents had accessed the survey. However, 169 respondents were lurkers. Lurkers are respondents who opened the survey link but did not respond to any question. The valid cases used for data analysis were 9,063 respondents. Non-responses and not applicable were treated as missing information. Coding of open-ended answers and creation of new variables were performed during data analysis. The data outputs were then tabulated for reporting. Each HEI was provided with their respective dataset and data Tables for the production of their institutional reports.

### **3.4 Response Rate and Proportional Representativeness**

The corrected net response rate for the National Graduate Survey was 37 per cent, after removing invalid cases such as lurkers and loiters. Gross response rates varied across institutions, ranging from 23 per cent at UNAM to 39 per cent at IOL. When adjusted to the available (sample) population, net response rates were higher, with IOL achieving 53 per cent, NAMCOL 45 per cent, and IUM 42 per cent, while UNAM and NUST stood at 33 per cent and 35 per cent respectively.

In terms of representativeness, the sex ratios remained consistent across availability and actual participation. For example, females accounted for 70 per cent of respondents overall, the same as the 70 per cent in the sample population, with similar alignment observed across individual institutions. Likewise, the distribution by field of learning and qualification level showed no major deviations, ensuring that the study population was broadly homogeneous with the target population.

**Table 3.1 Target Population, Study Population, Respondents and Response Rate by Higher Education Institution (per cent and count; graduates)**

| Response Statistics                                               | HEI    |       |       |       |        | Total  |
|-------------------------------------------------------------------|--------|-------|-------|-------|--------|--------|
|                                                                   | UNAM   | NUST  | IUM   | IOL   | NAMCOL |        |
| Target Population (Count)                                         |        |       |       |       |        |        |
| Female (%)                                                        | 71     | 56    | 74    | 86    | 93     | 71     |
| Male (%)                                                          | 29     | 44    | 26    | 14    | 7      | 29     |
| Count                                                             | 14,658 | 7,668 | 5,966 | 1,906 | 2,613  | 32,811 |
| Sample Size (Available Population)                                |        |       |       |       |        |        |
| Female (%)                                                        | 71     | 58    | 75    | 85    | 93     | 70     |
| Male (%)                                                          | 29     | 42    | 25    | 15    | 7      | 30     |
| Count                                                             | 9,981  | 6,521 | 4,419 | 1,438 | 1,883  | 24,242 |
| Respondents by Gender                                             |        |       |       |       |        |        |
| Female (%)                                                        | 69     | 56    | 74    | 83    | 90     | 70     |
| Male (%)                                                          | 31     | 44    | 26    | 17    | 10     | 30     |
| Count                                                             | 3,320  | 2,274 | 1,858 | 768   | 843    | 9,063  |
| Response Rates                                                    |        |       |       |       |        |        |
| Gross response rate (valid respondents as % of target population) | 23     | 30    | 31    | 39    | 32     | 27     |
| Net response rate (valid respondents as % of sample population)   | 33     | 35    | 42    | 53    | 45     | 37     |

### 3.5 Ethical Considerations

For the purpose of ethical consideration, the respondents were assured that their responses will be kept confidential as PINs were used as passwords to access the survey.

### 3.6 Strategies to Improve Response Rates

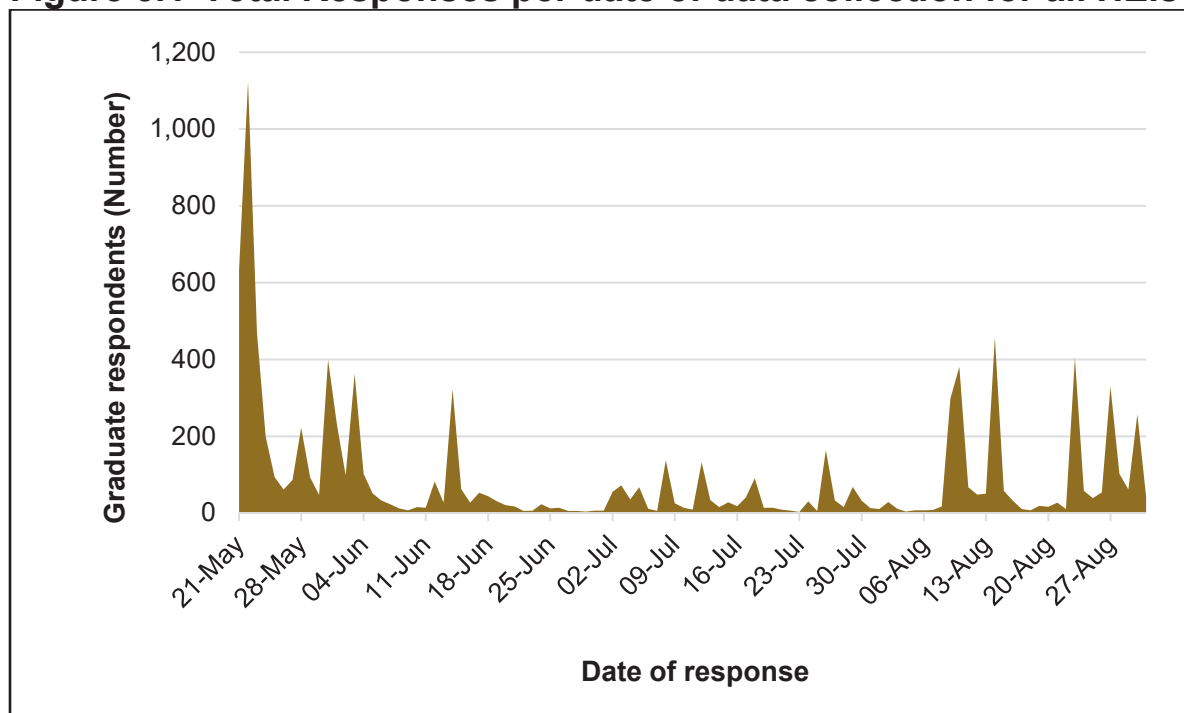
To encourage survey participation, every week, NCHE sent out email reminders. Later in July 2024 and August 2024, SMS reminders were also used. Weekly newspaper and radio adverts in English and all indigenous languages were also launched by NCHE to invite targeted graduates to participate in the survey. Institutions used different media platforms and institutional radios for advocacy.

NCHE supported the survey in a form of an incentive where 15 graduates who fully completed the survey stood a chance to win a prize, recharge vouchers. The newspaper adverts were modified to reflect the winners as further advocacy to promote the survey. The institutions used social media

and their website updates to encourage participation. Figure 3.1 presents the overall responses per day of data collection for all HEIs. The peak points were due to the weekly invitations.

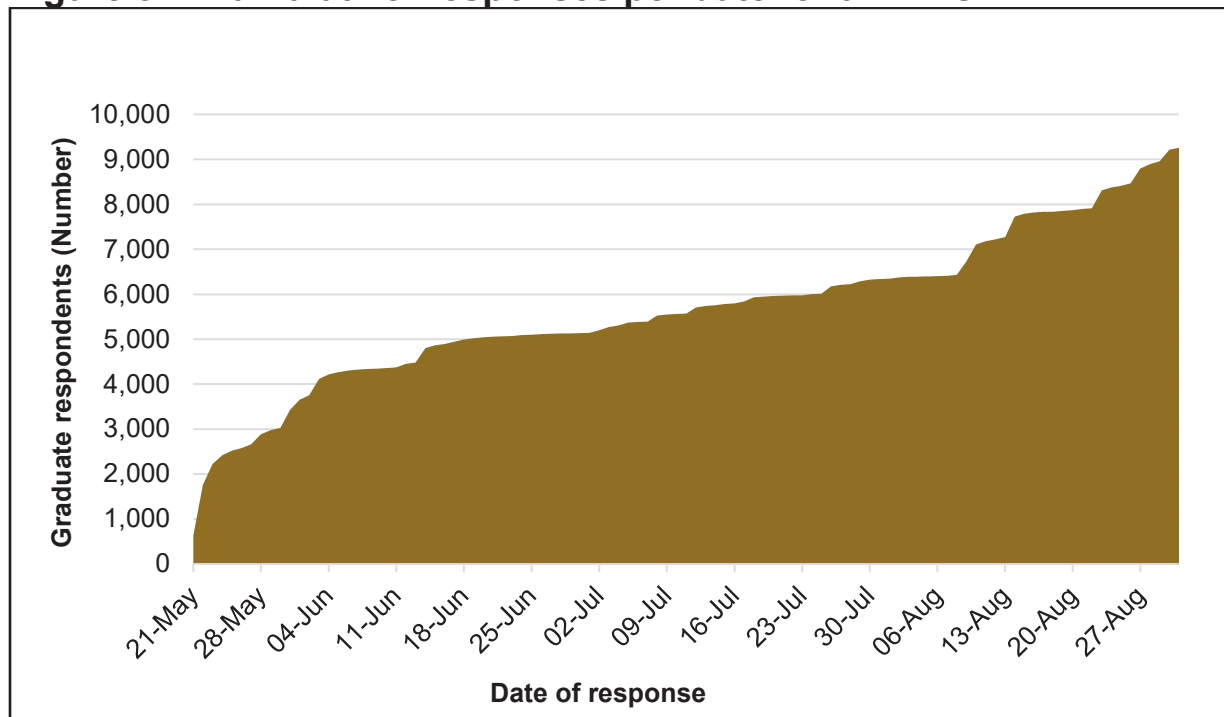
The highest responses were recorded on 22 May 2024 (1,133 responses), the day after the launch and emails invitations were sent out as well as newspaper adverts on the launch date. There was also a significantly high number of responses during 3 June, 14 June, 26 July, 8, 10 and 14 August 2024 because of the sending out of email and SMS reminders to the graduates to participate.

**Figure 3.1 Total Responses per date of data collection for all HEIs**



The radio adverts were aired every second Friday; however, these adverts could not be continued throughout the survey as service of the national broadcaster was interrupted by an industrial action midway the survey. Figure 3.2 indicates the cumulative responses per day for all HEIs.

**Figure 3.2 Cumulative Responses per date for all HEIs**



### **3.7 Study Limitations and Methodological Challenges**

The study had limitations, as not all graduates within the survey's scope were accessible or available. The radio adverts that could not be aired throughout the survey due to industrial action at the national broadcaster, midway through the survey, disrupted survey advocacy and might have influenced the response rates, which are directly related to the adverts.

The study also had several methodological challenges as listed below:

- The alumni offices and institutional planning are not well resourced to ensure the contact address lists are updated, a situation that requires additional resources and causes delays in the survey implementation.
- Limited capacity and exposure of some HEIs to graduate surveys hamper the appreciation and institutionalisation of the survey.

#### 4. Demographic Characteristics of Respondents

It is always necessary to take into account some demographic characteristics of the graduates such as sex, age, marital status, abilities/disabilities, nationality, number of financial dependents, social background, and source of study funding. These characteristics are relevant to explain the professional success of the graduates and issues of equity.

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

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

| Demographic characteristics of respondents                                              | Higher education institution |       |       |     |        | Total |
|-----------------------------------------------------------------------------------------|------------------------------|-------|-------|-----|--------|-------|
|                                                                                         | UNAM                         | NUST  | IUM   | IOL | NAMCOL |       |
| <b>Sex (%)</b>                                                                          |                              |       |       |     |        |       |
| Male                                                                                    | 31                           | 44    | 26    | 17  | 10     | 30    |
| Female (per cent)                                                                       | 69                           | 56    | 74    | 83  | 90     | 70    |
| Age at the time of the survey 2024 (arithmetic mean)                                    | 31                           | 31    | 32    | 38  | 36     | 32    |
| Disability (%)                                                                          | 2                            | 1     | 2     | 2   | 1      | 2     |
| <b>Marital status (%)</b>                                                               |                              |       |       |     |        |       |
| Never married                                                                           | 76                           | 77    | 71    | 45  | 56     | 71    |
| Married                                                                                 | 16                           | 17    | 18    | 45  | 29     | 20    |
| Other                                                                                   | 8                            | 6     | 11    | 10  | 14     | 9     |
| Namibian nationality (%)                                                                | 98                           | 98    | 99    | 100 | 100    | 98    |
| <b>Number of financially dependent persons (%)</b>                                      |                              |       |       |     |        |       |
| No person                                                                               | 15                           | 17    | 9     | 2   | 4      | 12    |
| One to three                                                                            | 31                           | 39    | 34    | 20  | 31     | 33    |
| More than three                                                                         | 55                           | 44    | 58    | 77  | 65     | 55    |
| <b>Parent(s) alive at the time of first enrolment in higher/ tertiary education (%)</b> |                              |       |       |     |        |       |
| Both                                                                                    | 61                           | 66    | 57    | 47  | 50     | 59    |
| Only mother                                                                             | 24                           | 22    | 27    | 32  | 30     | 25    |
| Only father                                                                             | 7                            | 6     | 9     | 9   | 8      | 7     |
| None                                                                                    | 8                            | 6     | 8     | 12  | 12     | 8     |
| Count                                                                                   | 3,320                        | 2,274 | 1,858 | 768 | 843    | 9,063 |

National Graduate Survey 2024; Question A3: Your gender? Question A4: In which year were you born? Question A5: Do you have a disability? Question A5: What is your current marital status? Question A11: What is your nationality? Question A10: How many people are financially dependent on you? D1: Were your parent(s) alive at the time of first enrolment in higher/ tertiary education?

#### **4.1 Sex**

Female graduates form the larger proportion of graduates (Table 4.1). Seventy (70) per cent of the respondents were female, while thirty per cent were male graduates. NUST has the lowest gender disparity, where the proportion of female graduates was 56 per cent compared to UNAM (69 per cent) and IUM (74 per cent). At IOL (83 per cent) and NAMCOL (90 per cent), which are mainly distance institutions, the proportions of female graduates were much higher. These differences can be partly attributed to the different study structures/ orientation at the institutions.

#### **4.2 Age**

At the time of the survey, the average age of the graduates was 32 years (arithmetic mean) (Table 4.1). Since the survey was conducted about two to four years after completion of study, this means that the graduates were on average 28 to 30 years old when they completed their studies. In the questionnaire, only the year of completion of study was asked and the age at the time of the survey was computed. The graduates from UNAM and NUST were one year younger than the IUM graduates, on average. NAMCOL graduates were much older (36 years). The graduates from IOL (38 years on average) were much older than the graduates from the other institutions because they were mainly working adults.

#### **4.3 Marital Status**

The vast majority of graduates were not married at the time of the survey (Table 4.1). Only 20 per cent stated that they were married. The prevalence of married graduates was high at distance mode HEIs, namely IOL (45 per cent) and NAMCOL (29 per cent). This higher proportion of married graduates may be linked to the fact that many distance education graduates were adults returning to education.

#### **4.4 Graduates with Disabilities**

The graduates with disabilities accounted for 2 per cent of respondents (Table 4.1). The analysis of data on graduates with disability is only presented at aggregated level for selected variables. This is to ensure data anonymity.

#### **4.5 Nationality**

Almost all graduate respondents (98 per cent) were Namibians (Table 4.1).

#### 4.6 Financial Dependants

Most of the graduates (88 per cent) were financially responsible for other people (Table 4.1). Fifty-five per cent of the graduates reported that they had more than three financial dependants.

#### 4.7 Parents Alive or Not

Thirty-two (32) per cent of the graduates reported that at the time of the first enrolment in higher education, one of their parents was deceased, and a further 8 per cent reported that both parents were not alive (Table 4.1).

#### 4.8 Source of Study Funding

The main source of study financing was the Namibia Student Financial Assistance Fund (NSFAF), recorded at 48 per cent (Table 4.2). About one-third (31 per cent) of graduates reported that parents were responsible for the payment of their studies, while 28 per cent of the graduates reported having funded their own studies. Only 6 per cent of the graduates reported having benefited from both private and government bursaries. Three (3) per cent of the graduates' studies were funded by employers (government and private).

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

| Responsible persons/institutions for the payment of studies             | Sex   |        | Total |
|-------------------------------------------------------------------------|-------|--------|-------|
|                                                                         | Male  | Female |       |
| Namibia Student Assistance Fund (NSFAF)                                 | 52    | 46     | 48    |
| Parent(s)                                                               | 33    | 30     | 31    |
| Self (own savings/personal loan/own income)                             | 28    | 28     | 28    |
| Guardian(s) (other than biological parent(s))                           | 13    | 13     | 13    |
| Bursary (private organisations excluding Government bursary/loan/NSFAF) | 5     | 4      | 4     |
| Government loan (excluding NSFAF)                                       | 4     | 3      | 4     |
| Employer (public company)                                               | 2     | 2      | 2     |
| Government bursary (excluding NSFAF)                                    | 3     | 2      | 2     |
| Employer (private company)                                              | 1     | 1      | 1     |
| Other                                                                   | 2     | 3      | 3     |
| Total                                                                   | 145   | 132    | 136   |
| Count                                                                   | 2,566 | 6,010  | 8,576 |

National Graduate Survey 2024; Question D2: Who was responsible for the payment of your studies?  
Multiple answers possible

#### 4.9 Highest Level of Education of Parents

As Table 4.3 illustrates, 30 per cent of the parents of the graduates attained a higher education degree, 46 per cent completed primary or secondary education, while 25 per cent had no education.

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

| Highest education level of parents                | Sex   |        | Total |
|---------------------------------------------------|-------|--------|-------|
|                                                   | Male  | Female |       |
| <b>Highest level of education of a father</b>     |       |        |       |
| No education                                      | 34    | 37     | 36    |
| Primary or secondary                              | 42    | 43     | 43    |
| Higher education                                  | 24    | 20     | 22    |
| Total                                             | 100   | 100    | 100   |
| Count                                             | 2,006 | 4,245  | 6,251 |
| <b>Highest level of education of mother</b>       |       |        |       |
| No education                                      | 27    | 28     | 28    |
| Primary or secondary                              | 50    | 51     | 51    |
| Higher education                                  | 23    | 21     | 22    |
| Total                                             | 100   | 100    | 100   |
| Count                                             | 2,266 | 5,054  | 7,320 |
| <b>Highest level of education of both parents</b> |       |        |       |
| No education                                      | 24    | 25     | 25    |
| Primary or secondary                              | 44    | 47     | 46    |
| Higher education                                  | 33    | 28     | 30    |
| Total                                             | 100   | 100    | 100   |
| Count                                             | 2,343 | 5,261  | 7,604 |

National Graduate Survey 2024; Question D6: What was the highest level of education of your father/ mother at the time you enrolled in higher/ tertiary education?

For most of the graduates, their attained level of education was higher than that of their parents. Sixty-seven (67) per cent of the graduates had a level of education higher than either of their parents (Table 4.4). Only 8 per cent of graduates had a father with a higher education level compared to them, while 6 per cent reported that their mother had a higher level of education than they did.

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

| Educational mobility                      | Education Level |        |
|-------------------------------------------|-----------------|--------|
|                                           | Mother          | Father |
| Downwards (graduate has a lower level)    | 6               | 8      |
| No mobility (graduate has the same level) | 26              | 25     |
| Upwards (graduate has a higher level)     | 68              | 67     |
| Total                                     | 100             | 100    |
| Count                                     | 6,904           | 5,891  |

National Graduate Survey 2024, Question D6: What was the highest level of education of your father/ mother at the time you enrolled in higher/ tertiary education? Question F5: What was the level of study that you completed? In case of further studies, the last achieved level was used for the comparison. Question I4: What level of further study have you completed? The comparison of the level of educational attainment of the graduates and their father or mother was used to create the educational mobility indicator.

## 5. Education and Work before Study

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

### 5.1 Country of Secondary School Completion

In line with their nationality status, 98 per cent of graduates completed secondary school in Namibia with a balanced distribution between males and female. (Table 5.1).

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

| Country of high/ secondary school national certificate | Sex   |        | Total |
|--------------------------------------------------------|-------|--------|-------|
|                                                        | Male  | Female |       |
| Namibia                                                | 98    | 98     | 98    |
| Other country                                          | 2     | 2      | 2     |
| Total                                                  | 100   | 100    | 100   |
| Count                                                  | 2,623 | 6,137  | 8,760 |

National Graduate Survey 2024; Question B1: In which country was your high/ secondary school national certificate awarded?

### 5.2 Geographic Area where Graduates Completed High/ Secondary School

More than half of the graduates 58 per cent completed secondary school in urban areas compared to 42 per cent in rural areas (Table 5.2).

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

| Kind of school region | Sex   |        | Total |
|-----------------------|-------|--------|-------|
|                       | Male  | Female |       |
| Urban                 | 57    | 59     | 58    |
| Rural                 | 43    | 41     | 42    |
| Total                 | 100   | 100    | 100   |
| Count                 | 2,608 | 6,093  | 8,701 |

National Graduate Survey 2024; Question B3: Was your high/ secondary school located in urban or rural area?

### 5.3 Type of Secondary School

Over ninety per cent of the graduates completed secondary education in Public/ government schools (Table 5.3).

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

| Type of high/ secondary school       | Sex   |        | Total |
|--------------------------------------|-------|--------|-------|
|                                      | Male  | Female |       |
| Public/ Government                   | 93    | 93     | 93    |
| Private                              | 7     | 6      | 6     |
| Other type of high/ secondary school | 1     | 1      | 1     |
| Total                                | 100   | 100    | 100   |
| Count                                | 2,622 | 6,132  | 8,754 |

National Graduate Survey 2024; Question B4: From which type of high/ secondary school did you receive your entry qualification for your first enrolment in higher/ tertiary education?

### 5.4 Highest School Qualification

The graduates who entered higher education using their grade 12 Certificate obtained an average of 27 points in their grade 12 examination (median). The average points of those who entered higher education with grade 11 as a highest qualification was recorded at 30 points, and the graduates who entered higher education with grade 10 as a highest qualification obtained an average of 32. (Table 5.4).

There was a slight difference between male and female graduates' scores in grade 12, in favour of male graduates. However, there differences

between male and female graduates who left school after completing grade 10 and grade 11 were negligible or non-existent.

**Table 5.4 Highest School Qualification by Sex (median)**

| Higher School Qualification | Sex   |        | Total |
|-----------------------------|-------|--------|-------|
|                             | Male  | Female |       |
| <b>Points grade 12</b>      |       |        |       |
| Median                      | 29    | 27     | 27    |
| Count                       | 2,276 | 5,143  | 7,419 |
| <b>Points grade 10</b>      |       |        |       |
| Median                      | 32    | 32     | 32    |
| Count                       | 1,041 | 1,746  | 2,787 |
| <b>Points grade 11</b>      |       |        |       |
| Median                      | 31    | 30     | 30    |
| Count                       | 689   | 950    | 1,639 |

National Graduate Survey 2024; Question B6: What was your highest qualification when you left school? (best six subjects including English)

## 5.5 Vocational Training before Higher Education

A few graduates (16 per cent) reported that they acquired vocational education before entering higher education programmes (Table 5.5). More female graduates (16 per cent) acquired vocational education than male graduates (14 per cent).

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

| Vocational training/ post-secondary school courses before entering HE | Sex   |        | Total |
|-----------------------------------------------------------------------|-------|--------|-------|
|                                                                       | Male  | Female |       |
| Yes                                                                   | 14    | 16     | 16    |
| No                                                                    | 86    | 84     | 84    |
| Total                                                                 | 100   | 100    | 100   |
| Count                                                                 | 2,611 | 6,093  | 8,704 |

National Graduate Survey 2024; Question B7: Did you attend any vocational training/ post-secondary school courses (NQF Levels 1, 2, 3, 4, and 5) before entering higher/ tertiary education (NQF Level 5 and higher)?

When asked to explain the extent of the linkage between the vocational education/ post-secondary school courses and the higher education programmes, 58 per cent of the graduates indicated a high degree of linkage whereas 23 per cent stated that the linkage was low or non-existing (Table 5.6). The remaining 19 per cent indicated moderate linkages. Overall, it could be deduced that there was a great extent of

linkage between prior vocational education and the higher education programmes as represented by an arithmetic mean of 3.6.

**Table 5.6 Linkage of Prior Vocational Training to the Graduate Qualification**

| Linkage of vocational training/ post-secondary school courses | Sex  |        | Total |
|---------------------------------------------------------------|------|--------|-------|
|                                                               | Male | Female |       |
| 1 Not at all                                                  | 13   | 13     | 13    |
| 2                                                             | 8    | 11     | 10    |
| 3                                                             | 19   | 19     | 19    |
| 4                                                             | 17   | 18     | 17    |
| 5 To a very high extent                                       | 42   | 40     | 40    |
| Total                                                         | 100  | 100    | 100   |
| Count                                                         | 360  | 977    | 1337  |
| <b>Recoded values</b>                                         |      |        |       |
| High (values 4 and 5)                                         | 59   | 57     | 58    |
| Medium (value 3)                                              | 19   | 19     | 19    |
| Low (values 1 and 2)                                          | 22   | 24     | 23    |
| Arithmetic mean                                               | 3.7  | 3.6    | 3.6   |

National Graduate Survey 2024; Question B8: To what extent was your vocational training/ post-secondary school courses linked to your higher/ tertiary education studies? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

## 5.6 Work Experience

Work experience before enrolment presents added advantages to students' prospects of being employed after completion of their studies as some of them may remain with or return to their employment. In total, 34 per cent of the respondents reported that they had work experience before they enrolled in the HE programmes (Table 5.7).

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

| Work experience before enrolment in higher/ tertiary education | Sex   |        | Total |
|----------------------------------------------------------------|-------|--------|-------|
|                                                                | Male  | Female |       |
| Yes                                                            | 34    | 33     | 34    |
| No                                                             | 66    | 67     | 66    |
| Total                                                          | 100   | 100    | 100   |
| Count                                                          | 2,615 | 6,100  | 8,715 |

National Graduate Survey 2024; Question B9: Did you acquire any working experience before your enrolment in higher/ tertiary education?

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

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**Table 5.8 Working Days per Week by Sex (per cent)**

| Working days per week | Sex  |        | Total |
|-----------------------|------|--------|-------|
|                       | Male | Female |       |
| One day               | 1    | 0      | 0     |
| Two days              | 1    | 1      | 1     |
| Three days            | 2    | 4      | 3     |
| Four days             | 2    | 3      | 2     |
| Five days             | 70   | 74     | 73    |
| Six days              | 11   | 10     | 11    |
| Seven days            | 12   | 8      | 9     |
| Total                 | 100  | 100    | 100   |
| Count                 | 876  | 2,025  | 2,901 |

National Graduate Survey 2024; Question B10: How many full days did you work per week?

## 6. Factors Influencing Higher Education Choices and Learning Outcomes

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

Factors considered in the National Graduate Survey included:

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

### 6.1 Selection Criteria for Study Programme

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

Graduates who entered their study programme through special entry examination (mature age entry) were mainly older graduates. This is indicated by 28 per cent of the graduates who were 34 years old and above at the time of the survey.

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

| Selection criterion for entry to the study programme | Age at the time of the survey |         |              | Total |
|------------------------------------------------------|-------------------------------|---------|--------------|-------|
|                                                      | Up to 27                      | 28 - 33 | 34 and older |       |
| Grades achieved in secondary school                  | 98                            | 86      | 53           | 77    |
| Results of special entry exams (mature entry)        | 1                             | 5       | 28           | 12    |
| Other                                                | 1                             | 9       | 19           | 11    |
| Total                                                | 100                           | 100     | 100          | 100   |
| Count                                                | 1,889                         | 3,129   | 2,948        | 7,966 |

National Graduate Survey 2024; Question F1: Which selection criterion was used for your entry to the study programme that you completed in 2019, 2020 or 2021? Refer to your first qualification.

## 6.2 Selection Criteria for Higher Education Institution

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

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

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

| Importance of factors in choosing the higher/ tertiary education | Age at the time of the survey |         |              | Total |
|------------------------------------------------------------------|-------------------------------|---------|--------------|-------|
|                                                                  | Up to 27                      | 28 - 33 | 34 and older |       |
| Closeness to home                                                | 2.9                           | 3.0     | 3.2          | 3.0   |
| Availability of scholarship/loan/grants at the HEI               | 4.0                           | 3.8     | 3.2          | 3.7   |
| Availability of accommodation on or off campus                   | 3.6                           | 3.2     | 2.6          | 3.1   |
| Availability of quality accommodation on or off campus           | 3.2                           | 3.0     | 2.4          | 2.9   |
| Attractiveness of town/suburb/region                             | 2.6                           | 2.8     | 2.7          | 2.8   |
| Reputation/image of the HEI/campus                               | 4.2                           | 4.2     | 4.1          | 4.2   |
| Practical emphasis of the study programme                        | 4.2                           | 4.2     | 4.3          | 4.2   |
| Provision of area of specialisation                              | 4.1                           | 4.1     | 4.2          | 4.1   |
| Admission standards and prior grades                             | 4.2                           | 4.3     | 4.2          | 4.2   |
| Advise by parents/relatives/friends                              | 3.7                           | 3.7     | 3.5          | 3.6   |
| Other                                                            | 3.1                           | 3.2     | 3.3          | 3.2   |
| Count                                                            | 1,907                         | 3,161   | 2,960        | 8,028 |

National Graduate Survey 2024; Question F3: How important were the following factors in choosing the higher/ tertiary education institution where you completed your study programme? Scale of answers from 1 = 'Not at all important' to 5 = 'Very important'.

### 6.3 Study Duration

The graduates were asked if they completed studies in the minimum required period. The majority (76 per cent) of respondents reported that they completed their studies on time. It appears that the younger graduates (up to 27 years) tend to complete their studies in the minimum required period more than the older graduates.

Twenty-one (21) per cent of graduates aged 27 or below did not complete their studies in the minimum required period compared to 32 per cent in the age group 28 to 33 and 28 per cent in the age group 34 and older (Table 6.3).

**Table 6.3 Completion of the Study Programme in the Minimum Required Period of Time by Age at the Time of the Survey 2024 (per cent)**

| Completion of the study programme in the minimum required period of the time | Age at the time of the survey |         |              | Total |
|------------------------------------------------------------------------------|-------------------------------|---------|--------------|-------|
|                                                                              | Up to 27                      | 28 - 33 | 34 and older |       |
| Yes                                                                          | 79                            | 74      | 77           | 76    |
| No                                                                           | 21                            | 26      | 23           | 24    |
| Total                                                                        | 100                           | 100     | 100          | 100   |
| Count                                                                        | 1,899                         | 3,155   | 2,977        | 8,031 |

National Graduate Survey 2024; Question F11: Did you complete the study programme in the minimum required period?

### 6.4 Reasons for Prolongation of Studies

The graduates who did not complete their studies on time were probed to indicate the reasons for the delays. The top four reasons include (Table 6.4):

- Failure of examinations (62 per cent),
- Financial challenges/ difficulties (36 per cent),
- Work commitments (16 per cent), and
- Family matters (14 per cent).

Prolonging studies due to “failed examination” was generally prominent among the younger graduates while the older graduates prolonged studies due to “work commitments” and “financial challenges”.

**Table 6.4 Reasons for Prolongation of Study by Age at the Time of the Survey 2024 (per cent)**

| Reasons for prolongation of study              | Age at the time of the survey |         |              | Total |
|------------------------------------------------|-------------------------------|---------|--------------|-------|
|                                                | Up to 27                      | 28 - 33 | 34 and older |       |
| Financial challenges/difficulties              | 23                            | 37      | 42           | 36    |
| Failed examinations                            | 80                            | 64      | 50           | 62    |
| Slow/difficulty in writing thesis/dissertation | 3                             | 6       | 6            | 5     |
| Change of subject or major                     | 3                             | 3       | 3            | 3     |
| Change of course                               | 3                             | 4       | 3            | 3     |
| Family matters                                 | 9                             | 16      | 15           | 14    |
| Health problems/challenges                     | 6                             | 6       | 7            | 7     |
| Work commitments                               | 3                             | 11      | 29           | 16    |
| Long duration of research                      | 2                             | 6       | 5            | 5     |
| Other                                          | 10                            | 7       | 9            | 8     |
| Total                                          | 140                           | 162     | 169          | 160   |
| Count                                          | 399                           | 837     | 697          | 1,933 |

National Graduate Survey 2024; Question F12: Which of the following reasons caused the delay?  
Multiple answers possible

The two public HEIs (UNAM and NUST) recorded the highest percentage of prolonged studies due to “failed examinations”, while within the private space (IUM and IOL), more graduates prolonged studies because of both “Financial challenges/ difficulties” and “Failed examinations” (Table 6.5).

**Table 6.5 Reasons for Prolongation of Study by Institution of Higher Education (per cent; multiple responses; only graduates with prolongation of study)**

| Reasons for prolongation of study              | Name of the institution |      |     |     |        | Total |
|------------------------------------------------|-------------------------|------|-----|-----|--------|-------|
|                                                | UNAM                    | NUST | IUM | IOL | NAMCOL |       |
| Financial challenges/difficulties              | 28                      | 38   | 42  | 49  | 40     | 35    |
| Failed examinations                            | 66                      | 69   | 40  | 44  | 59     | 62    |
| Slow/difficulty in writing thesis/dissertation | 7                       | 4    | 7   | 3   | 2      | 5     |
| Change of subject or major                     | 3                       | 4    | 1   | 2   | 0      | 3     |
| Change of course                               | 4                       | 5    | 1   | 0   | 1      | 3     |
| Family matters                                 | 14                      | 16   | 12  | 20  | 12     | 14    |
| Health problems/challenges                     | 7                       | 7    | 4   | 7   | 5      | 7     |
| Work commitments                               | 13                      | 20   | 13  | 21  | 8      | 16    |
| Long duration of research                      | 7                       | 2    | 11  | 1   | 2      | 5     |
| Other                                          | 10                      | 9    | 9   | 2   | 4      | 8     |
| Total                                          | 158                     | 174  | 141 | 148 | 132    | 160   |
| Count                                          | 696                     | 778  | 235 | 111 | 133    | 1,953 |

National Graduate Survey 2024; Question F12: Which of the following reasons caused the delay?  
Multiple answers possible.

The survey results indicate that the likelihood of graduates prolonging their studies was strongly associated with specific challenges across fields of learning. Graduates in Physical Planning and Construction (76 per cent), Manufacturing, Engineering and Technology (73 per cent), and Physical, Mathematical and Computer Science (69 per cent) reported that the primary reason for extending their studies was “Failed examinations. By contrast, graduates in Services and Life Sciences (54 per cent), Culture and the Arts (45 per cent), and Business, Commerce and Management (43 per cent) were attributed to prolonged study periods to “Financial challenges or difficulties” (Table 6.6).

These findings highlight that while academic performance issues were predominant in technically oriented fields, financial constraints were more pronounced in service-oriented and socio-economic disciplines. The distribution of these responses underscores the differentiated pressures faced by graduates depending on their field of learning, thereby reinforcing the importance of tailoring institutional support mechanisms to the specific needs of each discipline.

**Table 6.6 Reasons for Prolongation of Study by Field of Learning (per cent; multiple responses; only graduates with prolongation of study)**

| Reasons for prolongation of study              | Field of learning |      |     |     |     |     |     |     |      |     |      | Total |
|------------------------------------------------|-------------------|------|-----|-----|-----|-----|-----|-----|------|-----|------|-------|
|                                                | Agri              | Busi | Lan | Cul | Edu | Man | Soc | Law | Heal | Phy | Plan | Ser   |
| Financial challenges/difficulties              | 31                | 43   | 34  | 45  | 33  | 35  | 33  | 10  | 26   | 28  | 22   | 54    |
| Failed examinations                            | 65                | 66   | 61  | 27  | 57  | 73  | 47  | 51  | 56   | 69  | 76   | 46    |
| Slow/difficulty in writing thesis/dissertation | 3                 | 4    | 7   | 9   | 4   | 10  | 7   | 4   | 11   | 8   | 7    | 0     |
| Change of subject or major                     | 2                 | 4    | 5   | 9   | 2   | 2   | 5   | 2   | 2    | 2   | 5    | 23    |
| Change of course                               | 3                 | 4    | 2   | 18  | 1   | 3   | 5   | 0   | 4    | 4   | 10   | 8     |
| Family matters                                 | 15                | 15   | 10  | 0   | 13  | 15  | 23  | 10  | 11   | 15  | 20   | 23    |
| Health problems/challenges                     | 5                 | 7    | 8   | 0   | 6   | 3   | 9   | 8   | 10   | 4   | 12   | 8     |
| Work commitments                               | 10                | 22   | 18  | 9   | 12  | 12  | 12  | 27  | 7    | 11  | 7    | 8     |
| Long duration of research                      | 10                | 4    | 5   | 9   | 5   | 9   | 7   | 6   | 4    | 4   | 5    | 0     |
| Other                                          | 13                | 6    | 15  | 0   | 7   | 9   | 14  | 14  | 13   | 12  | 7    | 8     |
| Total                                          | 155               | 176  | 164 | 127 | 139 | 171 | 160 | 131 | 145  | 159 | 171  | 177   |
| Count                                          | 62                | 752  | 61  | 11  | 499 | 91  | 43  | 51  | 91   | 205 | 41   | 13    |
|                                                |                   |      |     |     |     |     |     |     |      |     |      | 1,920 |

National Graduate Survey 2024; Question F12: Which of the following reasons caused the delay? Multiple answers possible

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Languages; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## 6.5 Mode of Study

It is important to analyse the mode of study as it has the potential of influencing the rate of completion of study and employment uptake. Table 6.7 shows that the full-time mode of study was attended by most of the graduates (57 per cent). However, while this was true for the younger age groups (33 years and below), the older age (34 and older) opted for part-time and distance modes of study (74 per cent).

**Table 6.7 Mode of Study by Age at the Time of the Survey 2024 (per cent)**

| Mode of study | Age at the time of the survey |         |              | Total |
|---------------|-------------------------------|---------|--------------|-------|
|               | Up to 27                      | 28 - 33 | 34 and older |       |
| Full-time     | 91                            | 69      | 24           | 57    |
| Part-time     | 5                             | 14      | 31           | 18    |
| Distance      | 3                             | 16      | 43           | 23    |
| Other         | 1                             | 1       | 2            | 1     |
| Total         | 100                           | 100     | 100          | 100   |
| Count         | 1,900                         | 3,165   | 2,983        | 8,048 |

National Graduate Survey 2024; Question F9: Through which mode of study did you complete your study programme?

## 6.6 Level of Study Programme

The survey respondents graduated with qualifications at the Certificate, Diploma, Bachelor, Masters and PhD levels. As illustrated in Table 6.8, the majority of respondents (57 per cent) either graduated with a Bachelor degrees (21 per cent) or Honours degree (36 per cent). A relatively high percentage (47 per cent) of older (34 and older) graduates completed Certificates and Diplomas compared to only 23 per cent for the younger age group (Up to 27). While 15 PhD graduates responded, the count is very negligible and represent 0.2 per cent which was rounded to zero.

**Table 6.8 Level of Study by Age at the Time of the Survey 2024 (per cent)**

| Level of study           | Age at the time of the survey |         |              | Total |
|--------------------------|-------------------------------|---------|--------------|-------|
|                          | Up to 27                      | 28 - 33 | 34 and older |       |
| PhD                      | 0                             | 0       | 0            | 0     |
| Masters                  | 0                             | 3       | 8            | 4     |
| Honours                  | 45                            | 42      | 24           | 36    |
| Bachelor                 | 32                            | 21      | 13           | 21    |
| Postgraduate diploma     | 0                             | 4       | 6            | 4     |
| Postgraduate certificate | 0                             | 0       | 2            | 1     |
| Diploma                  | 19                            | 22      | 37           | 27    |
| Certificate              | 4                             | 8       | 10           | 8     |
| Short courses            | 0                             | 0       | 0            | 0     |
| Other                    | 0                             | 0       | 1            | 0     |
| Total                    | 100                           | 100     | 100          | 100   |
| Count                    | 1,900                         | 3,152   | 2,978        | 8,030 |

National Graduate Survey 2024; Question F5: What was the level of study that you completed?

## 6.7 Programme Field of Learning

Education, Training and Development was the dominant field, accounting for 41 per cent overall, and its share increased steadily with age, reaching half of graduates in the oldest group. Business, Commerce and Management was the second largest field, consistently representing 27 per cent across all age groups. Health Sciences and Physical, Mathematical and Computer Sciences were more prominent among younger respondents, though their overall shares were smaller at 9 per cent and 7 per cent respectively (Table 6.9).

At the other end of the spectrum, the least represented fields were Services and Life Science, Physical Planning and Construction, and Culture and the Arts, each contributing around 1 per cent or less. These results show that the graduate population was concentrated in education and business, with technical and creative fields making up only a marginal proportion.

**Table 6.9 Programme Field of Learning by Age, 2024 (per cent)**

| Field of learning                           | Age at the time of the survey |         |              | Total |
|---------------------------------------------|-------------------------------|---------|--------------|-------|
|                                             | Up to 27                      | 28 - 33 | 34 and older |       |
| Agriculture and Natural Science             | 5                             | 3       | 1            | 3     |
| Business, Commerce and Management           | 26                            | 27      | 27           | 27    |
| Communication Studies and Language          | 4                             | 3       | 3            | 3     |
| Culture and Arts                            | 0                             | 1       | 1            | 1     |
| Education, Training and Development         | 27                            | 40      | 50           | 41    |
| Manufacturing, Engineering and Technology   | 4                             | 4       | 1            | 3     |
| Human and Social Studies                    | 3                             | 3       | 2            | 3     |
| Law, Military Science and Security          | 3                             | 2       | 4            | 3     |
| Health Science                              | 13                            | 7       | 7            | 9     |
| Physical, Mathematics and Computer Sciences | 11                            | 8       | 3            | 7     |
| Physical Planning and Construction          | 3                             | 1       | 0            | 1     |
| Services and Life Science                   | 1                             | 0       | 0            | 0     |
| Total (per cent)                            | 100                           | 100     | 100          | 100   |
| Count                                       | 1,892                         | 3,138   | 2,950        | 7,980 |

National Graduate Survey 2024; Question F7: In which field of learning was the study programme?

## **7. Higher Education Institutions' Study Conditions and Provisions**

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

### **7.1 Study Conditions and Provisions**

Two questions (with 20 aspects) were used to measure study conditions and provisions, namely:

- "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<sup>2</sup>, four dimensions of study conditions and provisions were used to create four index variables for further analysis. The indices included:

1. Quality of Teaching
2. Physical Study Conditions
3. Specific Service Facilities
4. Learning Provisions

The reliability of the four dimensions was analysed with Cronbach's alpha. The results showed that the reliability of the measured dimensions was sufficient with high results of 0.89 for the first dimension, 0.87 for the second, 0.76 for the third, and 0.75 for the fourth dimension (Table 7.1).

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<sup>2</sup> 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)**

| <b>Dimensions and Related Items</b>                                                           | <b>Loading</b>          |
|-----------------------------------------------------------------------------------------------|-------------------------|
| <b>Quality of Teaching</b>                                                                    |                         |
| Motivation offered to help in your studies                                                    | 0.799                   |
| Opportunity for consultation with teaching staff                                              | 0.757                   |
| Teaching quality (methods) of lecturers                                                       | 0.730                   |
| Teaching/ grading system                                                                      | 0.718                   |
| Conducting research/ dissertation/ research paper                                             | 0.681                   |
| Chances for students to have an influence on HEI policies                                     | 0.587                   |
| Internship programme/ field course/ practicals                                                | 0.557                   |
| Contacts with fellow students                                                                 | 0.538                   |
| <b>Physical Study Conditions</b>                                                              |                         |
| Quality of buildings                                                                          | 0.802                   |
| Quality of classroom learning                                                                 | 0.789                   |
| Student recreational facilities on campus                                                     | 0.708                   |
| Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab) | 0.671                   |
| Quality of technical equipment                                                                | 0.596                   |
| Supply of teaching or learning materials                                                      | 0.584                   |
| <b>Specific Service Facilities</b>                                                            |                         |
| HEI scholarships/ bursaries                                                                   | 0.764                   |
| Medical facilities                                                                            | 0.756                   |
| Catering facilities on the campus                                                             | 0.662                   |
| <b>Learning Provisions</b>                                                                    |                         |
| Learning modules                                                                              | 0.860                   |
| Variety of subjects offered                                                                   | 0.846                   |
| Stocking of the library                                                                       | 0.607                   |
| <b>Reliability of the index variables</b>                                                     | <b>Cronbach's alpha</b> |
| Quality of Teaching (index)                                                                   | 0.89                    |
| Physical Study Conditions (index)                                                             | 0.87                    |
| Specific Service Facilities (index)                                                           | 0.76                    |
| Learning Provisions (index)                                                                   | 0.75                    |

National Graduate Survey 2024, Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

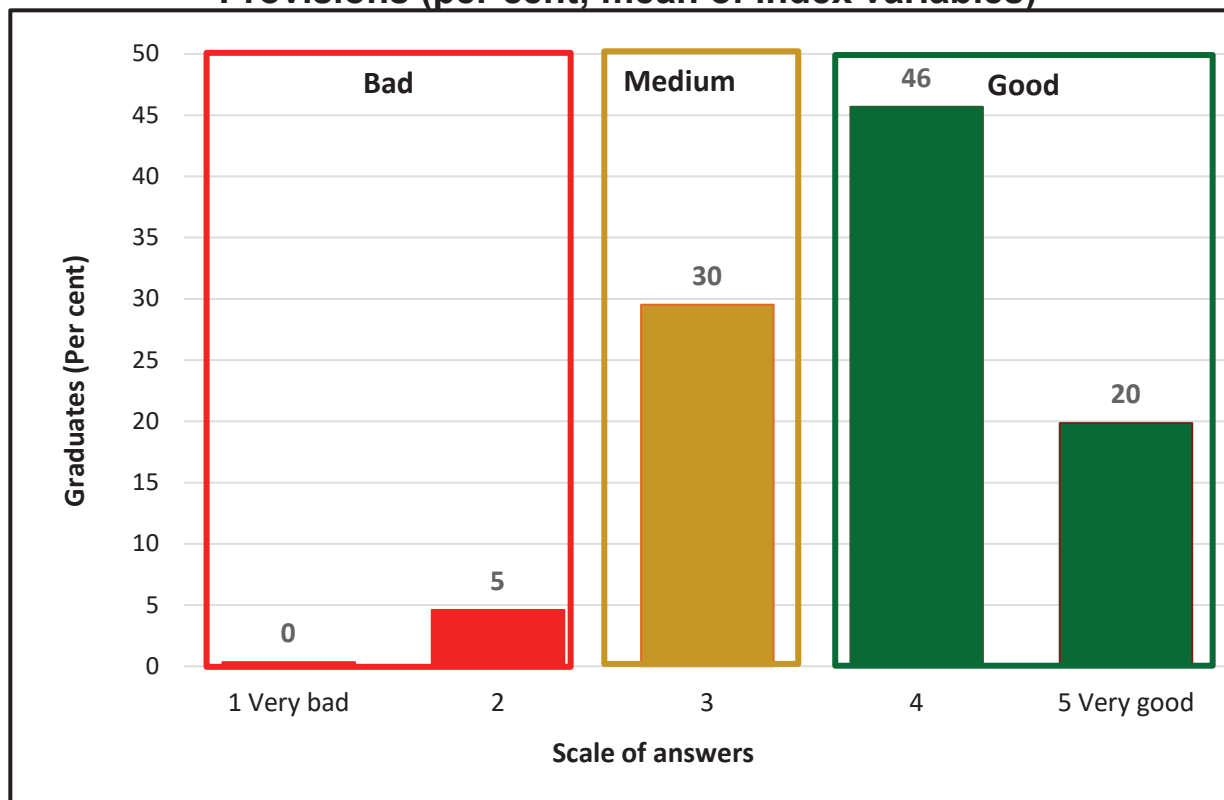
Note: Main component analysis. Only component loadings higher than 0.500 are documented.

To obtain a precise comprehensive view of the results, the average of the four index variables was calculated. The results were relatively positive. Most of the graduates were satisfied with the study conditions and

provisions they experienced at their HEIs: the ratings of the different aspects are mostly between 3 and 4 on the 5-point scale (Figure 7.1). Since the value 5 has the meaning of "very good", the retrospective ratings of the graduates can be interpreted as "good". The study conditions and provisions were rated an average of 3.8 overall.

Furthermore, Figure 7.1 shows the distribution of the rating based on the average of the four index variables, which was rounded to revert to the original 5-point scale. Only 5 per cent of the graduates evaluated the study conditions and provisions at their respective HEI as "bad". The majority (66 per cent) reported that the study conditions and provisions were "good". It should, however, be noted that a rather large group (30 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 2024; Question G1: How would you rate the study conditions you experienced at your institution? Question G3: How do you rate the following study provisions at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

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

provisions can be explained by the institution attended, the field of learning, gender, age and other background variables.

Table 7.2 shows clear distinctions among the five HEIs. On average, the graduates rated "Quality of teaching" (4.0), "Physical study conditions" (3.9), and "Learning provisions" (3.8), meaning most leaned toward good. The lowest rated was "Specific service facilities", with an overall average of 3.4, meaning most graduates were indecisive whether facilities were good or bad.

The "Quality of teaching" was rated best by IUM graduates (4.3) followed by NUST and NAMCOL (4.1), UNAM (4.0) and IOL (3.9). NAMCOL (4.1) and NUST (4.0) rated "Physical study conditions" above average. NUST (3.9) rated "Learning provisions) above average. IUM and NAMCOL (3.6) and IOL (3.5) rated the "Specific service facility" above average

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

| Study conditions and provisions                                                               | Name of the institution |            |            |            |            | Total      |
|-----------------------------------------------------------------------------------------------|-------------------------|------------|------------|------------|------------|------------|
|                                                                                               | UNAM                    | NUST       | IUM        | IOL        | NAMCOL     |            |
| <b>Quality of Teaching</b>                                                                    | <b>3.9</b>              | <b>4.0</b> | <b>4.3</b> | <b>3.9</b> | <b>4.1</b> | <b>4.0</b> |
| Opportunity for consultation with teaching staff                                              | 3.9                     | 4.1        | 4.2        | 3.8        | 4.0        | 4.0        |
| Motivation offered to help in your studies                                                    | 3.7                     | 3.9        | 4.2        | 3.9        | 4.1        | 3.9        |
| Conducting research/ dissertation/ research paper                                             | 3.7                     | 3.7        | 4.0        | 3.6        | 3.6        | 3.8        |
| Teaching quality (methods) of lecturers                                                       | 4.0                     | 4.1        | 4.3        | 3.9        | 4.1        | 4.1        |
| Teaching/ grading system                                                                      | 3.9                     | 4.0        | 4.2        | 4.0        | 4.1        | 4.0        |
| Internship programme/ field course/ practicals                                                | 3.2                     | 3.5        | 3.7        | 4.0        | 3.9        | 3.5        |
| Contacts with fellow students                                                                 | 4.2                     | 4.3        | 4.4        | 4.1        | 4.3        | 4.3        |
| Chances for students to have an influence on HEI policies                                     | 3.4                     | 3.5        | 3.9        | 3.8        | 3.9        | 3.6        |
| <b>Physical study conditions</b>                                                              | <b>3.8</b>              | <b>4.0</b> | <b>3.9</b> | <b>3.6</b> | <b>4.1</b> | <b>3.9</b> |
| Quality of technical equipment                                                                | 3.5                     | 3.9        | 3.8        | 3.8        | 3.8        | 3.7        |
| Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab) | 3.7                     | 4.0        | 3.7        | 3.4        | 3.7        | 3.8        |
| Supply of teaching or learning materials                                                      | 3.7                     | 4.0        | 3.8        | 3.9        | 4.4        | 3.9        |
| Quality of buildings                                                                          | 4.1                     | 4.3        | 4.3        | 3.8        | 4.5        | 4.2        |
| Quality of classroom learning                                                                 | 4.1                     | 4.2        | 4.3        | 3.4        | 4.4        | 4.1        |
| Student recreational facilities on campus                                                     | 3.6                     | 3.4        | 3.6        | 3.0        | 3.8        | 3.5        |
| <b>Learning provisions</b>                                                                    | <b>3.7</b>              | <b>3.9</b> | <b>3.7</b> | <b>3.4</b> | <b>3.8</b> | <b>3.8</b> |
| Stocking of the library                                                                       | 4.0                     | 4.3        | 3.9        | 3.1        | 3.6        | 3.9        |
| Learning modules                                                                              | 4.0                     | 4.2        | 4.0        | 4.2        | 4.6        | 4.1        |
| Variety of subjects offered                                                                   | 4.0                     | 4.2        | 4.3        | 4.2        | 4.5        | 4.2        |
| <b>Specific service facilities</b>                                                            | <b>3.3</b>              | <b>3.4</b> | <b>3.6</b> | <b>3.5</b> | <b>3.6</b> | <b>3.4</b> |
| Catering facilities on the campus                                                             | 3.5                     | 3.5        | 3.3        | 2.7        | 3.3        | 3.4        |
| Medical facilities                                                                            | 3.0                     | 3.3        | 2.9        | 2.3        | 2.7        | 3.0        |
| HEI scholarships/ bursaries                                                                   | 3.1                     | 3.2        | 3.3        | 2.7        | 3.1        | 3.1        |
| Total study conditions (arithmetic mean)                                                      | 3.7                     | 3.8        | 3.9        | 3.6        | 3.9        | 3.8        |
| Count                                                                                         | 2,896                   | 1,955      | 1,614      | 677        | 769        | 7,911      |

National Graduate Survey 2024; Question G1: How would you rate the study conditions you experienced at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Table 7.3 shows that graduates generally rated their study conditions positively, with the overall average at 3.8, meaning most leaned toward “good, of which Health field graduates have the highest average rate of 3.9, and Culture and the arts field graduates the lowest at 3.5.

Graduates from Agriculture and Nature Conservation, Health Sciences and Social Services, Education, Training and Development, and Services and Life Sciences fields rated “Quality teaching” high, while Law, Military Science and Security and Physical, Mathematical and Computer Sciences graduates pulled the average down with scores of 3.8 and 3.9, respectively. Health Sciences and Social Services graduates positively contributed (4.0) to the “Physical study provisions” while Culture and the Arts lowered it with an average rate of 3.3.

Again, Health Sciences and Social Services graduates contributed positively to the “Learning provisions” with a rate of 3.9, while Culture and the Arts and Agriculture and Nature Conservation fields pulled the average down with rate of 3.5 and 3.6, respectively. Education, Training and Development graduates rated “Specific service facilities” higher (3.7) than the overall average of 3.4, but Manufacturing, Planning, Sciences and Culture fields lowered the average with average rates of 3.0 and 3.2, respectively.

A critical issue across all fields was the “ Internship programme/ field course/ practicals”, which averaged only 3.5. Sciences (2.8), Law (2.9), Manufacturing (3.0), and Social Sciences (3.0) fields graduates rated them lowest, indicating a widespread dissatisfaction with practice-based learning opportunities. “Students' recreational facilities on campus” also averaged 3.5, with Planning and manufacturing fields graduates rating them at 3.0, reflecting weak support for student life.

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

| Rating of study conditions                                                                    | Field of learning |       |     |     |       |     |     |     |      |     |      | Total |       |
|-----------------------------------------------------------------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-------|-------|
|                                                                                               | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan |       | Ser   |
| Quality of Teaching                                                                           | 4.2               | 4.0   | 4.0 | 4.0 | 4.1   | 4.0 | 4.0 | 3.8 | 4.2  | 3.9 | 4.0  | 4.1   | 4.0   |
| Opportunity for consultation with teaching staff                                              | 4.4               | 4.0   | 4.1 | 4.1 | 4.0   | 4.0 | 4.0 | 3.8 | 4.2  | 4.0 | 4.3  | 4.3   | 4.0   |
| Motivation offered to help in your studies                                                    | 4.1               | 3.8   | 3.8 | 3.8 | 4.0   | 3.8 | 3.7 | 3.7 | 4.1  | 3.7 | 4.0  | 4.0   | 3.9   |
| Conducting research/dissertation/research paper                                               | 4.2               | 3.7   | 3.7 | 3.6 | 3.8   | 3.8 | 3.9 | 3.8 | 3.9  | 3.8 | 3.8  | 3.7   | 3.8   |
| Teaching quality (methods) of lecturers                                                       | 4.2               | 4.1   | 4.1 | 4.1 | 4.1   | 3.9 | 4.1 | 3.7 | 4.2  | 3.9 | 4.1  | 4.2   | 4.1   |
| Teaching/grading system                                                                       | 4.1               | 4.0   | 4.0 | 4.0 | 4.1   | 3.9 | 4.0 | 3.8 | 4.2  | 3.9 | 3.9  | 4.2   | 4.0   |
| Internship programme/field course/practicals                                                  | 3.8               | 3.2   | 3.5 | 3.2 | 4.0   | 3.0 | 3.0 | 2.9 | 3.9  | 2.8 | 3.1  | 3.6   | 3.5   |
| Contacts with fellow students                                                                 | 4.4               | 4.2   | 4.2 | 4.3 | 4.3   | 4.2 | 4.2 | 4.1 | 4.4  | 4.2 | 4.3  | 4.1   | 4.3   |
| Chances for students to have an influence on HEI policies                                     | 3.5               | 3.5   | 3.3 | 3.4 | 3.8   | 3.2 | 3.4 | 3.3 | 3.6  | 3.2 | 3.2  | 3.4   | 3.6   |
| Physical study conditions                                                                     | 3.8               | 3.9   | 3.9 | 3.3 | 3.9   | 3.7 | 3.7 | 3.7 | 4.0  | 3.8 | 3.9  | 3.9   | 3.9   |
| Quality of technical equipment                                                                | 3.6               | 3.7   | 3.6 | 3.2 | 3.8   | 3.6 | 3.4 | 3.4 | 3.9  | 3.5 | 3.9  | 3.7   | 3.7   |
| Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab) | 3.7               | 3.8   | 3.7 | 3.2 | 3.7   | 3.8 | 3.5 | 3.6 | 4.1  | 3.8 | 3.9  | 3.7   | 3.8   |
| Supply of teaching or learning materials                                                      | 3.9               | 3.8   | 3.8 | 3.6 | 3.9   | 3.6 | 3.7 | 3.6 | 4.0  | 3.8 | 4.0  | 4.0   | 3.9   |
| Quality of buildings                                                                          | 4.1               | 4.2   | 4.2 | 3.4 | 4.2   | 4.3 | 4.0 | 4.0 | 4.4  | 4.0 | 4.3  | 4.2   | 4.2   |
| Quality of classroom learning                                                                 | 4.0               | 4.2   | 4.2 | 3.5 | 4.1   | 4.2 | 4.1 | 4.0 | 4.3  | 4.0 | 4.3  | 4.3   | 4.1   |
| Student recreational facilities on campus                                                     | 3.3               | 3.6   | 3.7 | 3.1 | 3.6   | 3.0 | 3.5 | 3.4 | 3.5  | 3.4 | 3.0  | 3.5   | 3.5   |
| Learning provisions                                                                           | 3.6               | 3.8   | 3.8 | 3.5 | 3.7   | 3.7 | 3.8 | 3.7 | 3.9  | 3.8 | 3.7  | 3.7   | 3.8   |
| Stocking of the library                                                                       | 4.2               | 4.1   | 4.2 | 3.6 | 3.7   | 4.1 | 4.0 | 3.9 | 4.2  | 4.2 | 4.1  | 3.8   | 3.9   |
| Learning modules                                                                              | 4.1               | 4.1   | 4.2 | 4.1 | 4.2   | 4.0 | 4.1 | 4.0 | 4.2  | 4.0 | 4.0  | 4.3   | 4.1   |
| Variety of subjects offered                                                                   | 4.2               | 4.2   | 4.1 | 3.9 | 4.2   | 4.1 | 4.0 | 4.0 | 4.2  | 4.0 | 4.0  | 4.2   | 4.2   |
| Specific service facilities                                                                   | 3.5               | 3.3   | 3.3 | 3.2 | 3.7   | 3.0 | 3.2 | 3.2 | 3.6  | 3.1 | 3.1  | 3.4   | 3.4   |
| Catering facilities on the campus                                                             | 3.1               | 3.4   | 3.5 | 3.3 | 3.4   | 3.3 | 3.4 | 3.3 | 3.5  | 3.5 | 3.2  | 3.2   | 3.4   |
| Medical facilities                                                                            | 2.7               | 3.1   | 3.1 | 2.7 | 2.7   | 2.9 | 3.2 | 3.1 | 3.3  | 3.3 | 3.1  | 3.0   | 3.0   |
| HEI scholarships/bursaries                                                                    | 3.2               | 3.1   | 3.0 | 3.0 | 3.2   | 2.8 | 3.0 | 3.2 | 3.2  | 3.1 | 2.9  | 3.3   | 3.1   |
| Total study conditions (arithmetic mean)                                                      | 3.8               | 3.8   | 3.7 | 3.5 | 3.8   | 3.6 | 3.7 | 3.6 | 3.9  | 3.6 | 3.7  | 3.8   | 3.8   |
| Count                                                                                         | 220               | 2,071 | 239 | 47  | 3,179 | 229 | 232 | 221 | 678  | 504 | 114  | 29    | 7,763 |

National Graduate Survey 2024; Question G1: How would you rate the study conditions you experienced at your institution? Scale of answers from 1 = 'Very bad' to 5 = 'Very good'.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Languages; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## 7.2 Other Variables Influencing Study Conditions and Provisions

In addition to the HEI and field of learning, other variables may explain the evaluation of study conditions and provisions. Sex is often seen as an important variable, because male and female graduates might have had different study experiences and expectations. The age of the students should also be taken into account. Older students might be more mature and could have a different pathway to higher education.

Additionally, the nationality and country of birth of the graduates could be relevant. The school background in the urban or rural area could also provide meaning to the evaluation of study conditions and provisions. Different educational backgrounds might affect the perception of the graduates who attended vocational training/ post-secondary school courses or worked before entering higher education. Finally, the educational background of the parents could influence the expectations of students and the evaluation of study conditions. The different modes of study, namely full-time, part-time and distance, could have also influenced ratings of study conditions and provisions.

Table 7.4 presents the results of multiple regression analyses (Ordinary Least Square or OLS method ) of the effects of the different “Other variables” mentioned in the preceding paragraph. The four dimensions (index variables) of the study conditions and provisions together” with the overall rating (mean) were used as dependent variables. The significant standardised regression coefficients are marked in the table as (\*). These coefficients measure the net effect of a variable while the other variables in the model are controlled (held constant). Some of the variables were significant, though most of the effects were rather minimal.

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

- Sex: very little differences between male and female graduates.
- Age: very little difference among age groups.
- Academic background: very little differences between graduates with academic and non-academic background.
- Nationality and country of birth had no effect on the ratings.
- Geographical location: very little differences between graduates who completed secondary school in rural and urban areas.
- Vocational training or a post-secondary school course before the course of study had no significant effect.

- Graduates who completed their study programme in the minimum required period of time were satisfied with all dimensions of study conditions and provisions.
- Mode of study: distance education is associated with a more critical view of the study conditions and provisions of the graduates.
- Graduates with further studies completed or current further studies had no significant effect.
- Higher Education Institution: the HEI attended is relevant for the rating of the study conditions and provisions. Graduating from IUM and NAMCOL had no effect on any dimensions.
- Qualification level had little to no effect on the study conditions and provisions.
- Field of learning: For Agriculture, Language, Culture and the arts, Law, and Services fields of learning, there were no significant difference in the rating compared to Health as the reference category.

In summary, specific factors that seem to have an influence on graduates' perception include study in the minimum required time; distance education mode of study; the HEI attended; qualification type obtained; and the field of learning. This observation calls for deeper investigation.

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

| Independent variables                               | Study conditions and provisions |      |                     |      |                           |      |                             |      |                     |      |
|-----------------------------------------------------|---------------------------------|------|---------------------|------|---------------------------|------|-----------------------------|------|---------------------|------|
|                                                     | Overall study conditions        |      | Quality of teaching |      | Physical study conditions |      | Specific service facilities |      | Learning provisions |      |
|                                                     | Beta                            | Sig. | Beta                | Sig. | Beta                      | Sig. | Beta                        | Sig. | Beta                | Sig. |
| Male (1=yes)                                        | .016                            | ns   | .049                | *    | -.010                     | ns   | .001                        | ns   | .017                | ns   |
| Age at the time of the survey 2024                  | .065                            | *    | .093                | *    | .056                      | *    | .030                        | ns   | .027                | ns   |
| Academic background (1=yes)                         | -.060                           | *    | -.043               | *    | -.069                     | ns   | -.053                       | *    | -.035               | ns   |
| Namibian nationality (1=yes)                        | .024                            | ns   | .007                | ns   | -.002                     | ns   | .046                        | ns   | .022                | ns   |
| Born in Namibia (1=yes)                             | .011                            | ns   | .013                | ns   | .029                      | ns   | .004                        | ns   | .000                | ns   |
| Rural area (1=yes)                                  | .043                            | *    | .041                | *    | .047                      | *    | .038                        | ns   | .017                | ns   |
| Vocational Education and Training before HE (1=yes) | .015                            | ns   | -.001               | ns   | .004                      | ns   | .029                        | ns   | .014                | ns   |
| Study in the minimum required time (1=yes)          | .094                            | *    | .123                | *    | .071                      | *    | .085                        | *    | .044                | *    |
| <b>Mode of study (ref. = full-time)</b>             |                                 |      |                     |      |                           |      |                             |      |                     |      |
| Part-time study                                     | -.059                           | *    | -.074               | *    | -.035                     | ns   | -.047                       | ns   | -.042               | Ns   |
| Distance study                                      | -.146                           | *    | -.188               | *    | -.105                     | *    | -.120                       | *    | -.085               | *    |
| Further studies completed or current study (1=yes)  | -.028                           | ns   | -.017               | ns   | -.025                     | ns   | -.028                       | ns   | -.023               | ns   |
| <b>Higher Education Institution (ref. = NUST)</b>   |                                 |      |                     |      |                           |      |                             |      |                     |      |
| UNAM                                                | -.163                           | *    | -.144               | *    | -.136                     | *    | -.153                       | *    | -.114               | *    |
| IUM                                                 | -.039                           | ns   | .039                | ns   | -.079                     | *    | .014                        | ns   | -.121               | *    |
| IOL                                                 | -.127                           | *    | -.064               | *    | -.154                     | *    | -.053                       | ns   | -.166               | *    |
| NAMCOL                                              | -.025                           | ns   | .003                | ns   | .009                      | ns   | -.048                       | ns   | -.037               | ns   |
| <b>Qualification level (ref. = Bachelor)</b>        |                                 |      |                     |      |                           |      |                             |      |                     |      |
| Diploma/ certificate                                | .039                            | ns   | -.008               | ns   | .049                      | ns   | .075                        | *    | .013                | ns   |
| Honours                                             | -.013                           | ns   | -.030               | ns   | .018                      | ns   | -.011                       | ns   | -.016               | ns   |
| Masters                                             | -.073                           | ns   | .003                | ns   | -.038                     | ns   | -.125                       | *    | -.079               | ns   |
| PhD                                                 | .113                            | ns   | 0.65                | ns   | .029                      | ns   | .117                        | ns   | .148                | ns   |
| <b>Field of learning (ref. = Health)</b>            |                                 |      |                     |      |                           |      |                             |      |                     |      |
| Agri                                                | -.011                           | ns   | .032                | ns   | -.034                     | ns   | .009                        | ns   | -.040               | ns   |
| Busi                                                | -.055                           | *    | -.066               | *    | -.031                     | ns   | -.100                       | *    | .000                | ns   |
| Lang                                                | -.019                           | ns   | -.016               | ns   | -.009                     | ns   | -.028                       | ns   | -.001               | ns   |
| Cul                                                 | -.017                           | ns   | .003                | ns   | -.035                     | ns   | -.010                       | ns   | -.016               | ns   |
| Edu                                                 | .033                            | ns   | .013                | ns   | .002                      | ns   | .117                        | *    | -.040               | ns   |
| Man                                                 | -.063                           | *    | -.046               | *    | -.045                     | *    | -.088                       | *    | -.035               | ns   |
| Soc                                                 | -.031                           | ns   | -.028               | ns   | -.033                     | ns   | -.045                       | *    | .003                | ns   |
| Law                                                 | -.026                           | ns   | -.027               | ns   | -.029                     | ns   | -.024                       | ns   | -.011               | ns   |
| Sci                                                 | -.055                           | *    | -.036               | ns   | -.044                     | ns   | -.093                       | *    | -.008               | ns   |
| Plan                                                | -.041                           | *    | -.013               | ns   | -.020                     | ns   | -.061                       | *    | -.034               | ns   |
| Ser                                                 | -.005                           | ns   | .005                | ns   | -.007                     | ns   | -.006                       | ns   | -.012               | ns   |
| R Squared (per cent)                                | <b>0.073</b>                    | *    | <b>0.082</b>        | *    | <b>0.057</b>              | *    | <b>0.107</b>                | *    | <b>0.040</b>        | *    |

Significant ( $p < 0.05$ ) beta coefficients are marked with \* and the non-significant coefficients with ns.Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan** - Physical Planning and Construction and **Ser** - Services and Life Sciences.

## 8. Further Study

Pursuing further studies is a significant pathway for many graduates, driven by diverse motivations such as deepening subject knowledge, enhancing career prospects, or building greater self-confidence and analytical capabilities. The choice of HEIs and specific postgraduate programmes is influenced by a range of personal, academic, and market-driven factors.

Including a section on further studies in a graduate survey is essential for several reasons. It provides valuable insights into the academic progression of graduates, helping institutions understand how their undergraduate programmes align with postgraduate aspirations. Moreover, it informs strategic planning for curriculum development, career guidance services, and labour market alignment. By examining the patterns and preferences in further education, stakeholders can better support lifelong learning and ensure that graduates are equipped to meet evolving professional demands.

### 8.1 Further Study/ Training

The main measure of further studies include whether respondents completed or registered for a qualification at any HEI between completion of their studies (in 2019, 2020 and or 2021) and the survey. This would usually include undergraduates proceeding straight to a higher qualification (such as a postgraduate degree), or postgraduates pursuing other postgraduate degrees.

Table 8.1 shows that 27 per cent of the respondents completed a further study programme in the period 2019, 2020 and 2021. The longer the graduates are in the market, the more they have completed further studies.

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

| Further studies completed | Cohort year |       |       | Total |
|---------------------------|-------------|-------|-------|-------|
|                           | 2019        | 2020  | 2021  |       |
| Yes                       | 32          | 26    | 24    | 27    |
| No                        | 68          | 74    | 76    | 73    |
| Total                     | 100         | 100   | 100   | 100   |
| Count                     | 2,410       | 2,408 | 2,829 | 7,647 |

National Graduate Survey 2024; Question I1: Did you already complete a further studies programme after completing your study programme in 2019, 2020 or 2021? Please Refer to your first qualification.

## 8.2 Reasons for Pursuing Further Studies

Graduates who were engaged in further studies between 2020 and 2024 ranked “enhancing career” (50 per cent), “updating knowledge” (48 per cent) and “acquiring new skills” (46 per cent), as the main reasons for pursuing further studies (Table 8.2). They also indicated that unemployment (36 per cent) led to engaging in further studies.

**Table 8.2 Reasons for Engaging in Further Studies by Higher Education Institution (per cent; multiple responses)**

| Reasons for engaging in further studies       | Name of the institution |      |     |     |        | Total |
|-----------------------------------------------|-------------------------|------|-----|-----|--------|-------|
|                                               | UNAM                    | NUST | IUM | IOL | NAMCOL |       |
| Could not find employment                     | 35                      | 31   | 39  | 39  | 44     | 36    |
| Enhancing career                              | 51                      | 60   | 43  | 41  | 40     | 50    |
| For promotion                                 | 16                      | 15   | 16  | 16  | 9      | 15    |
| Updating knowledge (advanced studies)         | 48                      | 55   | 45  | 42  | 43     | 48    |
| Acquiring new skills (broadening your skills) | 49                      | 53   | 45  | 34  | 38     | 46    |
| Other reasons                                 | 3                       | 2    | 2   | 2   | 3      | 2     |
| Total                                         | 201                     | 216  | 190 | 173 | 177    | 197   |
| Count                                         | 681                     | 686  | 397 | 280 | 265    | 2,309 |

National Graduate Survey 2024; 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 Physical Planning and Construction, Law and Military Science, Culture & Arts, and Communication studies and Languages (Table 8.3). “Acquiring new skills” was also cited as the main reason for pursuing further study by graduates from Physical Planning and Construction, Agriculture and Nature Conservation, Communication studies and Languages as an important reason for further studies. The reason “Could not find employment” was cited mostly by graduates in the fields of Agriculture and Nature Conservation and Physical, Mathematical and Computer Sciences.

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

| Reasons for engaging in further studies       | Field of learning |      |     |     |     |     |     |     |      |     |      |     | Total |
|-----------------------------------------------|-------------------|------|-----|-----|-----|-----|-----|-----|------|-----|------|-----|-------|
|                                               | Agri              | Busi | Lan | Cul | Edu | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Could not find employment                     | 52                | 28   | 41  | 39  | 40  | 31  | 40  | 21  | 30   | 51  | 33   | 29  | 36    |
| Enhancing career                              | 55                | 54   | 58  | 61  | 41  | 55  | 44  | 63  | 55   | 56  | 67   | 43  | 50    |
| For promotion                                 | 9                 | 18   | 11  | 6   | 13  | 7   | 12  | 19  | 16   | 13  | 13   | 14  | 15    |
| Updating knowledge (advanced studies)         | 42                | 51   | 49  | 39  | 43  | 64  | 35  | 50  | 59   | 55  | 53   | 29  | 48    |
| Acquiring new skills (broadening your skills) | 55                | 49   | 54  | 28  | 39  | 52  | 49  | 50  | 52   | 53  | 58   | 29  | 46    |
| Other reasons                                 | 0                 | 3    | 1   | 0   | 2   | 2   | 5   | 3   | 2    | 1   | 0    | 0   | 2     |
| Total                                         | 214               | 204  | 214 | 172 | 180 | 210 | 184 | 206 | 215  | 230 | 224  | 143 | 197   |
| Count                                         | 65                | 644  | 91  | 18  | 904 | 58  | 43  | 70  | 169  | 156 | 45   | 7   | 2,270 |

National Graduate Survey 2024; Question I2: What was your reason for engaging in further studies? Multiple answers possible.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

### 8.3 Level of Further Studies Completed

Of the graduates who completed further studies after the initial qualification obtained in 2019, 2020, and or 2021, 32 per cent completed a postgraduate qualification (PhD, Masters, Postgraduate Certificate/ Diploma). In addition, an Honours degree was the most popular qualification for further studies recorded at 34 per cent (Table 8.4).

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

| Level of completed further study | Sex  |        | Total |
|----------------------------------|------|--------|-------|
|                                  | Male | Female |       |
| PhD                              | 2    | 1      | 1     |
| Masters                          | 19   | 13     | 14    |
| Postgraduate diploma             | 15   | 12     | 13    |
| Postgraduate certificate         | 3    | 4      | 4     |
| Honours                          | 35   | 34     | 34    |
| Bachelor                         | 14   | 13     | 13    |
| Diploma                          | 15   | 24     | 22    |
| Certificate                      | 15   | 16     | 16    |
| Short courses                    | 8    | 5      | 6     |
| Other                            | 2    | 2      | 2     |
| Total                            | 129  | 123    | 124   |
| Count                            | 659  | 1,606  | 2,265 |

National Graduate Survey 2024; Question I4: What level of further study have you completed? Multiple answers possible.

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

There is a strong link (82 per cent for ratings 4 and 5) between the fields of further study and the initial fields (Table 8.5). All the fields of learning displayed relatively strong links (from 96 per cent for Manufacturing, Engineering and Technology to 57 per cent for Services and Life Sciences fields graduates) for ratings 4 and 5.

**Table 8.5 Linkage between the Field of Further Study and the Field of Initial Completed Study (per cent; arithmetic mean; only graduates with completed further studies)**

| Linkage between the field of further studies and the field that was completed before | Field of learning |      |     |     |     |     |     |     |      |     |      | Total |
|--------------------------------------------------------------------------------------|-------------------|------|-----|-----|-----|-----|-----|-----|------|-----|------|-------|
|                                                                                      | Agri              | Busi | Lan | Cul | Edu | Man | Soc | Law | Heal | Sci | Plan | Ser   |
| 1 Not at all                                                                         | 5                 | 5    | 3   | 6   | 5   | 0   | 10  | 9   | 5    | 4   | 5    | 29    |
| 2                                                                                    | 7                 | 3    | 1   | 6   | 3   | 0   | 5   | 0   | 2    | 4   | 0    | 0     |
| 3                                                                                    | 10                | 11   | 10  | 17  | 9   | 4   | 17  | 6   | 5    | 9   | 7    | 14    |
| 4                                                                                    | 20                | 20   | 15  | 11  | 20  | 20  | 17  | 12  | 14   | 22  | 21   | 0     |
| 5 To a very high extent                                                              | 59                | 61   | 70  | 61  | 62  | 76  | 51  | 74  | 73   | 61  | 67   | 57    |
| Total                                                                                | 100               | 100  | 100 | 100 | 100 | 100 | 100 | 100 | 100  | 100 | 100  | 100   |
| Count                                                                                | 61                | 601  | 87  | 18  | 783 | 54  | 41  | 69  | 147  | 150 | 42   | 7     |
| <b>Recorded Values</b>                                                               |                   |      |     |     |     |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                                | 79                | 81   | 85  | 72  | 82  | 96  | 68  | 86  | 87   | 83  | 88   | 57    |
| Medium (value 3)                                                                     | 10                | 11   | 10  | 17  | 9   | 4   | 17  | 6   | 5    | 9   | 7    | 14    |
| Low (values 1 and 2)                                                                 | 11                | 8    | 5   | 11  | 9   | 0   | 15  | 9   | 7    | 8   | 5    | 29    |
| Arithmetic mean                                                                      | 4.2               | 4.3  | 4.5 | 4.2 | 4.3 | 4.7 | 4.0 | 4.4 | 4.5  | 4.3 | 4.5  | 3.6   |
|                                                                                      |                   |      |     |     |     |     |     |     |      |     |      | 4.3   |

National Graduate Survey 2024; Question I9: To what extent is the field of your completed 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 and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## 8.5 Institution of Further Study Completed

Out of 2,111 graduates who completed further studies, about a quarter (26 per cent) studied at NUST, 19 per cent at UNAM, 15 per cent at IUM and 10 and 11 per cent at NAMCOL and IOL respectively (Table 8.6). Sixteen (16) per cent of the graduates pursued further studies at “Other institutions” mainly outside the country

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

| Institution of completed further study | Qualification obtained between 2019, 2020 and 2021 |      |     |                     |     |     | Total |
|----------------------------------------|----------------------------------------------------|------|-----|---------------------|-----|-----|-------|
|                                        | Cert/ Dipl                                         | Bach | Hon | Postgrad Cert/ Dipl | MA  | PhD |       |
| NAMCOL                                 | 22                                                 | 2    | 2   | 5                   | 0   | 0   | 10    |
| NUST                                   | 10                                                 | 53   | 32  | 15                  | 23  | 33  | 26    |
| UNAM                                   | 23                                                 | 9    | 19  | 21                  | 25  | 33  | 19    |
| ALI                                    | 0                                                  | 0    | 0   | 0                   | 0   | 0   | 0     |
| IOB                                    | 0                                                  | 0    | 1   | 1                   | 0   | 0   | 0     |
| IOL                                    | 23                                                 | 3    | 3   | 13                  | 0   | 0   | 11    |
| IUM                                    | 12                                                 | 10   | 18  | 27                  | 26  | 0   | 15    |
| Lingua                                 | 0                                                  | 0    | 0   | 0                   | 0   | 0   | 0     |
| Monitronic                             | 0                                                  | 0    | 0   | 1                   | 0   | 0   | 0     |
| Nets                                   | 0                                                  | 0    | 0   | 0                   | 0   | 0   | 0     |
| Philippi                               | 0                                                  | 0    | 0   | 0                   | 0   | 0   | 0     |
| St. Charles                            | 0                                                  | 0    | 0   | 0                   | 0   | 0   | 0     |
| Triumphant                             | 0                                                  | 2    | 2   | 2                   | 2   | 0   | 1     |
| Tulipohamba                            | 0                                                  | 0    | 1   | 0                   | 0   | 0   | 0     |
| Paulinum                               | 0                                                  | 0    | 0   | 0                   | 0   | 0   | 0     |
| Welwitchia                             | 1                                                  | 0    | 1   | 1                   | 0   | 0   | 1     |
| Other                                  | 8                                                  | 21   | 22  | 16                  | 25  | 33  | 16    |
| Total                                  | 100                                                | 100  | 100 | 100                 | 100 | 100 | 100   |
| Count                                  | 841                                                | 426  | 595 | 132                 | 114 | 3   | 2,111 |

National Graduate Survey 2024; Question I10: At which institution have you done your further studies?

## 8.6 Mode of Further Study

Overall, graduates most often pursued further study through the distance mode (39 per cent), followed by part-time (32 per cent) and full-time study (26 per cent). At Certificate and Diploma level, distance study was dominant, with more than half of graduates (56 per cent) choosing this option. In contrast, Bachelor and Honours degree graduates leaned towards part-time study (43 per cent and 39 per cent respectively), while full-time remained significant at the Honours degree level (31 per cent). At the postgraduate level, part-time study was most common, among

Masters degree graduates (50 per cent), while PhD degree enrolments were split between part-time and full-time (Table 8.7).

Other modes of study include block release, blended learning, online learning, and modular study formats where courses are divided into independent modules or units.

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

| Mode of further study | Graduates Qualification obtained in 2019, 2020 or 2021 |      |     |                     |     |     | Total |
|-----------------------|--------------------------------------------------------|------|-----|---------------------|-----|-----|-------|
|                       | Cert/ Dipl                                             | Bach | Hon | Postgrad Cert/ Dipl | MA  | PhD |       |
| Full-time             | 24                                                     | 27   | 31  | 20                  | 23  | 33  | 26    |
| Part-time             | 18                                                     | 43   | 39  | 36                  | 50  | 67  | 32    |
| Distance              | 56                                                     | 27   | 26  | 41                  | 22  | 0   | 39    |
| Other                 | 2                                                      | 4    | 4   | 3                   | 5   | 0   | 3     |
| Total                 | 100                                                    | 100  | 100 | 100                 | 100 | 100 | 100   |
| Count                 | 835                                                    | 425  | 593 | 132                 | 113 | 3   | 2,101 |

National Graduate Survey 2024; Question I12: What was the mode of your further study?

## 8.7 Duration of Further Study Programme

The average (median) duration of further study programme was 24 months (Table 8.8). The duration was longer for many Certificate/ Diploma graduates (78 per cent) at a median of at least 24 months than for a Bachelor degree (61 per cent) at 12 months.

**Table 8.8 Duration of Completed Further Study Programme by Qualification Type**

| Duration of completed further study (months) | Qualification obtained between 2019, 2020 and 2021 |      |     |                     |     |     | Total |
|----------------------------------------------|----------------------------------------------------|------|-----|---------------------|-----|-----|-------|
|                                              | Cert/ Dipl                                         | Bach | Hon | Postgrad Cert/ Dipl | MA  | PhD |       |
| Mean                                         | 28                                                 | 17   | 20  | 20                  | 25  | 19  | 23    |
| Median                                       | 24                                                 | 12   | 24  | 24                  | 24  | 12  | 24    |
| Count                                        | 835                                                | 424  | 590 | 132                 | 112 | 3   | 2,096 |

National Graduate Survey 2024 Question I14: What was the duration of your further study programme?

## 8.8 Level of Current Further Study

In addition to those who completed further studies, some graduates were still pursuing further studies at the time of the survey. The majority of further study graduates were pursuing Honours (27 per cent) and Masters (26 per cent) degrees (Table 8.9). The total proportions for the Bachelor/

Honours degrees and for all the Postgraduate qualifications were 41 per cent and 39 per cent, respectively. However, the proportion of ordinary Diplomas and Certificates was relatively low (18 per cent), a confirmation that further studies were more focused on deepening knowledge rather than broadening it.

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

| Level of current further study | Field of learning |      |     |     |     |     |     |     |      |     |      |     | Total |
|--------------------------------|-------------------|------|-----|-----|-----|-----|-----|-----|------|-----|------|-----|-------|
|                                | Agri              | Busi | Lan | Cul | Edu | Man | Soc | Law | Heal | Phy | Plan | Ser |       |
| PhD                            | 11                | 3    | 8   | 8   | 4   | 7   | 4   | 0   | 4    | 9   | 0    | 0   | 4     |
| Masters                        | 44                | 24   | 34  | 23  | 17  | 43  | 22  | 16  | 41   | 40  | 41   | 25  | 26    |
| Honours                        | 28                | 35   | 24  | 38  | 26  | 16  | 30  | 31  | 16   | 21  | 33   | 25  | 27    |
| Bachelor                       | 10                | 16   | 10  | 15  | 15  | 16  | 13  | 27  | 10   | 9   | 15   | 0   | 14    |
| Postgraduate diploma           | 2                 | 11   | 15  | 8   | 4   | 3   | 7   | 7   | 14   | 5   | 11   | 25  | 8     |
| Postgraduate certificate       | 0                 | 0    | 0   | 0   | 1   | 2   | 0   | 2   | 1    | 1   | 0    | 0   | 1     |
| Diploma                        | 4                 | 7    | 3   | 0   | 27  | 5   | 13  | 7   | 5    | 4   | 4    | 13  | 13    |
| Certificate                    | 4                 | 4    | 6   | 8   | 5   | 5   | 4   | 3   | 8    | 10  | 0    | 13  | 5     |
| Short courses                  | 0                 | 4    | 6   | 0   | 2   | 9   | 6   | 3   | 7    | 7   | 0    | 0   | 4     |
| Other                          | 0                 | 5    | 1   | 0   | 1   | 2   | 4   | 8   | 1    | 2   | 0    | 0   | 2     |
| Total                          | 102               | 108  | 107 | 100 | 103 | 107 | 102 | 103 | 107  | 108 | 104  | 100 | 105   |
| Count                          | 82                | 584  | 71  | 13  | 761 | 58  | 54  | 90  | 183  | 184 | 27   | 8   | 2,115 |

National Graduate Survey 2024; Question J2: What level of further study are you undertaking? Multiple answers possible.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Langu** - Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

The graduates who reported undertaking further studies were enrolled mostly for Honours and Masters degrees. There were no major differences between the percentages of male and female graduates regarding the level of current further study except for those that pursued a Diploma where a difference of 7 per cent is observed in favour of female students (Table 8.10).

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

| Level of current further study | Sex  |        | Total |
|--------------------------------|------|--------|-------|
|                                | Male | Female |       |
| PhD                            | 6    | 4      | 4     |
| Masters                        | 28   | 25     | 26    |
| Honours                        | 27   | 28     | 27    |
| Postgraduate diploma           | 8    | 7      | 8     |
| Postgraduate certificate       | 1    | 1      | 1     |
| Bachelor                       | 14   | 14     | 14    |
| Diploma                        | 9    | 16     | 14    |
| Certificate                    | 6    | 5      | 5     |
| Short courses                  | 4    | 3      | 4     |
| Other                          | 3    | 2      | 2     |
| Total                          | 107  | 105    | 105   |
| Count                          | 683  | 1466   | 2,149 |

National Graduate Survey 2024; Question J2: What level of further study are you undertaking? Multiple answers possible.

## 8.9 Mode of Current Further Study

The mode of current further study can provide some indications of whether the graduates were available for work.

Forty-five (45) per cent of those who were studying while working were doing so through the distance mode, and 36 per cent were studying through part-time mode (Table 8.11).

**Table 8.11 Mode of Current Further Study by Activities of the Employed Graduates (per cent; only graduates who are currently studying)**

| Mode of current Further studies | Activities of the Employed |                      | Total |
|---------------------------------|----------------------------|----------------------|-------|
|                                 | Employment only            | Employment and study |       |
| Full-time                       | 25                         | 13                   | 13    |
| Part-time                       | 75                         | 36                   | 36    |
| Distance                        | 0                          | 45                   | 45    |
| Other                           | 0                          | 7                    | 7     |
| Total                           | 100                        | 100                  | 100   |
| Count                           | 4                          | 1,328                | 1,332 |

National Graduate Survey 2024; Question J10: What is the mode of your further study?

## 9. Employment Search

Searching for employment is typically regarded as the primary activity undertaken by graduates upon completing their studies. This chapter examines the various methods employed by graduates in their job search. It also investigates additional activities in which graduates may have been engaged during this period. The findings are disaggregated by qualification level - namely, Diploma/ Certificate, Bachelor, Honours, and Masters degrees. Key aspects of the job search process explored include the duration of the search, methods used to secure employment, the most effective strategies, the number of applications submitted, responses received, and invitations to job interviews.

### 9.1 Employment Search

Although not all graduates sought employment immediately after completing their studies, the majority (82 per cent) did engage in job searching (Table 9.1). Many Bachelor degree (85 per cent) and Honours degree holders (88 per cent) pursued employment opportunities, compared with 62 per cent of Masters degree holders and 78 per cent of those with undergraduate Certificates or Diplomas.

**Table 9.1. Employment Search by Qualification Type (per cent)**

| Employment search | Kind of degree |       |       |                           |     |     | Total |
|-------------------|----------------|-------|-------|---------------------------|-----|-----|-------|
|                   | Cert/<br>Dipl  | BA    | Hon   | Postgrad<br>Cert/<br>Dipl | MA  | PhD |       |
| Yes               | 78             | 85    | 88    | 69                        | 62  | 36  | 82    |
| No                | 22             | 15    | 12    | 31                        | 38  | 64  | 18    |
| Total             | 100            | 100   | 100   | 100                       | 100 | 100 | 100   |
| Count             | 2,679          | 1,573 | 2,739 | 353                       | 329 | 14  | 7,687 |

National Graduate Survey 2024; Question H1: Have you searched for employment after completion of your study programme? Refer to your first qualification completed in 2019, 2020 or 2021

### 9.2 Alternatives to Employment Search

The reasons why some graduates did not seek employment after completing their studies varied considerably (Table 9.2). The most frequently cited reason was that graduates continued in a job they had held prior to or during their studies (65 per cent). This was particularly common among those who completed postgraduate (approximately 90 per cent or above). In contrast, 34 per cent of Certificate or Diploma

holders stated they did not search for employment because they had chosen to pursue further studies.

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

| Reasons for not searching for employment            | Kind of degree |     |     |                           |     |     | Total |
|-----------------------------------------------------|----------------|-----|-----|---------------------------|-----|-----|-------|
|                                                     | Cert/<br>Dipl  | BA  | Hon | Postgrad<br>Cert/<br>Dipl | MA  | PhD |       |
| Continued studying                                  | 34             | 22  | 15  | 5                         | 6   | 0   | 23    |
| Found a job without searching                       | 7              | 10  | 11  | 4                         | 5   | 0   | 8     |
| Continued a job I already had before/during studies | 56             | 66  | 62  | 89                        | 90  | 100 | 65    |
| Became self-employed                                | 3              | 4   | 3   | 5                         | 1   | 0   | 3     |
| Ill-health                                          | 1              | 0   | 0   | 0                         | 0   | 0   | 0     |
| Prevented due to family commitments                 | 1              | 1   | 2   | 0                         | 1   | 0   | 1     |
| Chose not to work                                   | 2              | 0   | 0   | 0                         | 0   | 0   | 1     |
| Other reason                                        | 9              | 6   | 13  | 5                         | 5   | 0   | 9     |
| Total                                               | 112            | 111 | 106 | 107                       | 106 | 100 | 110   |
| Count                                               | 584            | 239 | 319 | 110                       | 125 | 9   | 1,386 |

National Graduate Survey 2024. Question H2: Why have you not searched for employment? Multiple answers possible.

### 9.3 Duration of Job Search

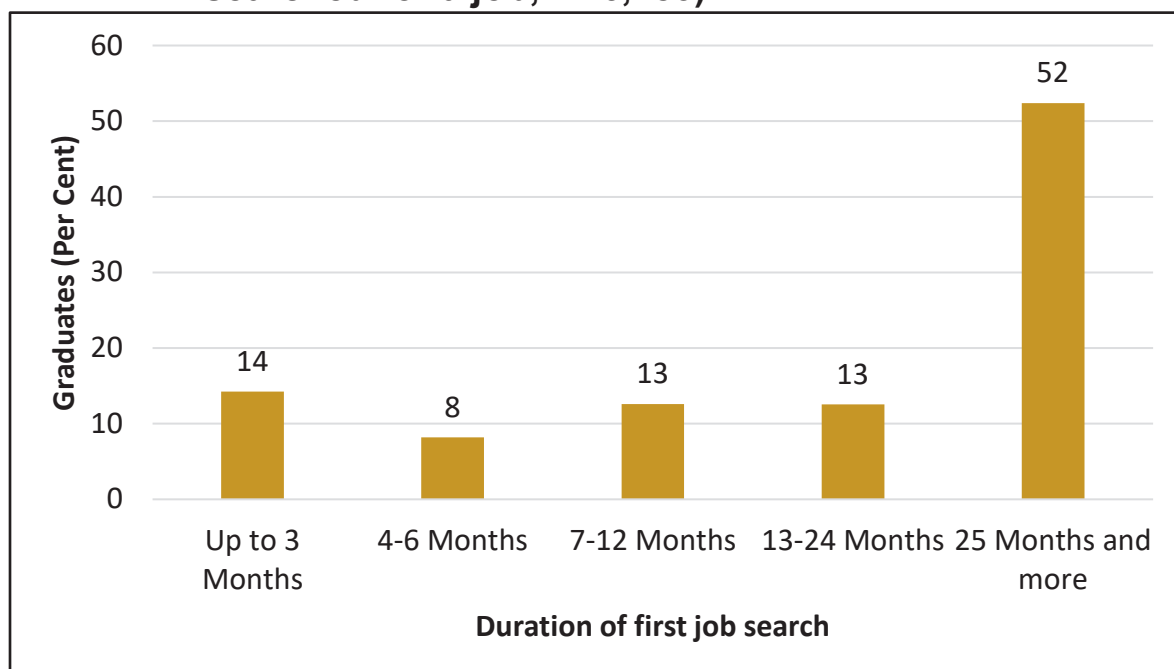
The duration of job search is often regarded as a key indicator of the labour market conditions faced by higher education graduates. Some graduates spend a longer period searching for employment because they aim to secure roles that align with their academic competencies ("horizontal match") and aspire to positions within organisational hierarchies that reflect their level of education ("vertical match"). Securing a role that is both field-related and appropriately positioned is a complex process, requiring considerable effort from graduates as well as opportunities and engagement from employers within the labour market.

Defining the start of the job search is not straightforward and may vary among graduates. Some begin seeking employment prior to completing their studies, while others may engage in alternative activities before initiating their job search. Moreover, job searching is not typically a full-time or exclusive activity. Some graduates may choose to accept an initial role as a transitional step towards securing more suitable employment.

Figure 9.1 illustrates that 14 per cent of graduates experienced a very short job search duration of up to three months, while 8 per cent reported a duration of four to six months. In total, 22 per cent of graduates who sought employment after completing their studies were able to secure a first job within six months. Only about one-third (35 per cent) secured their first job within 12 months, and close to half of the graduates who searched for a job secured their first job within 24 months. Notably, 52 per cent of graduates took more than two years to obtain their first job.

The median job search duration was 25 months, whereas the arithmetic mean was 18 months.

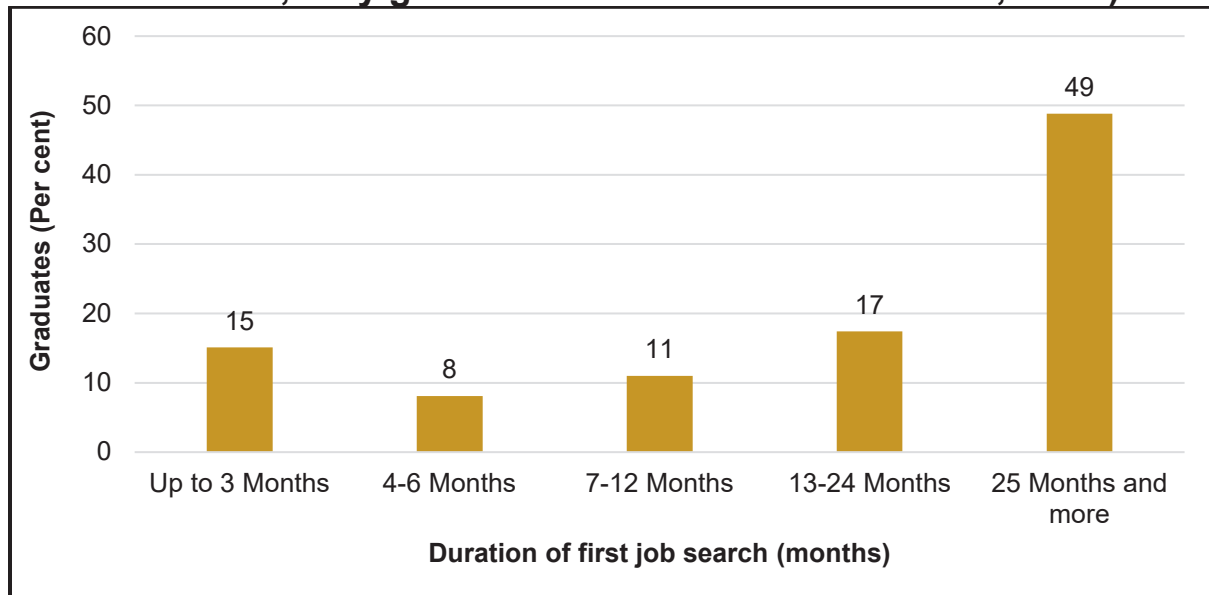
**Figure 9.1 Duration of Job Search (per cent; only graduates who searched for a job; N=6,283)**



National Graduate Survey 2024, Question H4: How long have you searched for your first job?

The presence of disability appeared not to have an influence on the duration of job search, as the pattern observed among the graduates with disability was similar to the rest of the graduates (Figure 9.2).

**Figure 9.2 Duration of Job Search by Graduates with Disability (per cent; only graduates who searched for a Job; N=86)**



National Graduate Survey 2024, Question H4: How long have you searched for your first job?

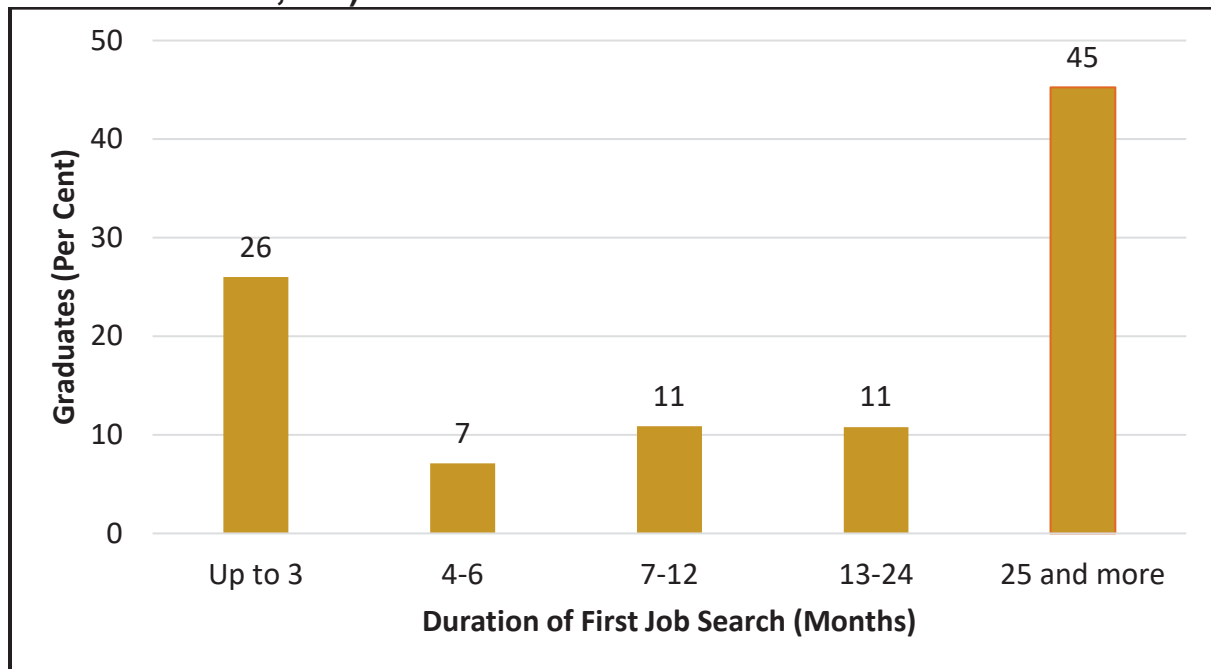
A short job search duration for those graduates who searched for a job is associated with:

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

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 their job search. If the group of graduates who found jobs without searching is also considered, the results change. For graduates who continued in a job they held before their studies, or who found a job without searching, it is assumed that their search duration is zero. This leads to a change in the group of graduates with a very short job search duration of up to six months, from 22 to 33 per cent of the graduates (Figure 9.3). It

also means that two-thirds of the graduates had been searching for jobs for longer than six months.

**Figure 9.3 Duration of Job Search (per cent; only graduates who searched for a Job or secured a job without searching; N=7,240)**



National Graduate Survey 2024, Question H4: How long have you searched for your first job?

#### 9.4 Number of Contacted Employers, Acknowledgements and Interview Invitations

Table 9.3 provides more details about the job search process differentiated by NQF field of learning. The results show that graduates who have searched for a job, contacted an average of 16 employers, received an average of 5 acknowledgements, and received an average of about 15 interview invitations before finding their first employment after completing their studies. Graduates from the fields of Manufacturing, Engineering and Technology, Business, Commerce and Management Studies, Communication Studies and Languages, and Education, Training and Development had to contact at least 16 employers before finding their first employment after completing their studies.

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

| Indicator of Job Search | Field of learning |      |       |      |      |       |      |      |      |     |      |      | Total |       |
|-------------------------|-------------------|------|-------|------|------|-------|------|------|------|-----|------|------|-------|-------|
|                         | Agri              | Busi | Lang  | Cul  | Edu  | Man   | Soc  | Law  | Heal | Sci | Plan | Ser  |       |       |
| Contacted employers     | Mean              | 11.4 | 17.4  | 17.1 | 14.1 | 16.2  | 19.0 | 14.8 | 13.1 | 8.7 | 15.6 | 14.3 | 7.9   | 15.6  |
|                         | Median            | 4.0  | 9.0   | 9.0  | 6.0  | 5.0   | 13.0 | 6.0  | 5.0  | 3.0 | 8.0  | 10.0 | 6.0   | 6.0   |
|                         | Count             | 183  | 1,563 | 203  | 39   | 2,611 | 185  | 202  | 128  | 528 | 423  | 97   | 27    | 6,189 |
| Acknowledgements        | Mean              | 3.4  | 6.5   | 6.0  | 7.6  | 6.2   | 6.2  | 4.8  | 4.9  | 3.1 | 5.6  | 4.7  | 3.9   | 5.8   |
|                         | Median            | 2.0  | 2.0   | 2.0  | 2.0  | 1.0   | 3.0  | 2.0  | 2.0  | 2.0 | 2.0  | 3.0  | 2.0   | 2.0   |
|                         | Count             | 175  | 1,524 | 197  | 38   | 2,533 | 183  | 196  | 125  | 520 | 420  | 98   | 27    | 6,036 |
| Calls for interview     | Mean              | 5.3  | 8.7   | 6.2  | 19.6 | 27.2  | 4.9  | 7.3  | 2.9  | 2.9 | 6.1  | 3.6  | 4.9   | 15.3  |
|                         | Median            | 3.0  | 4.0   | 4.0  | 6.0  | 13.0  | 3.0  | 3.0  | 2.0  | 2.0 | 3.0  | 2.0  | 3.0   | 5.0   |
|                         | Count             | 185  | 1,556 | 204  | 37   | 2,573 | 184  | 204  | 126  | 523 | 419  | 97   | 27    | 6,135 |

National Graduate Survey 2024; Question H9: How many employers have you approached after completion of your study programme? Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## **9.5 Methods of Job Search**

The graduates used multiple methods to find their first employment after completion of their studies. The most commonly used method was "press advertisements (e.g. newspapers)," which was reported by 74 per cent of the graduates who searched for employment. Health Sciences and Social Services graduates (59 per cent) used this method the least (Table 9.4).

Many graduates used "social media (e.g. Facebook, LinkedIn)" (65 per cent) while 35 per cent searched "through family, friends or acquaintances". Fewer graduates (27 per cent) "contacted an employer on own initiative" or used a "private employment agency" (28 per cent).

Also, fewer (18 per cent) searched for a job through work placement/ attachment during their studies. Graduates from the Services and Life Sciences field (56 per cent) reported this method very often. Besides work placements, graduates hardly reported receiving help from HEIs (only 7 per cent).

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

| Used job search methods                                            | Field of learning |       |     |     |       |     |     |     |      |     |      |     | Total |
|--------------------------------------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                                                                    | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Phy | Plan | Ser |       |
| Press advertisements (e.g. newspapers)                             | 78                | 77    | 83  | 67  | 74    | 68  | 73  | 82  | 59   | 79  | 68   | 52  | 74    |
| Private employment agency (e.g. Jobs Unlimited)                    | 43                | 39    | 38  | 26  | 16    | 41  | 29  | 34  | 24   | 47  | 34   | 37  | 28    |
| Social media (e.g. Facebook, LinkedIn)                             | 78                | 74    | 74  | 72  | 56    | 82  | 61  | 74  | 52   | 80  | 66   | 74  | 65    |
| Contacted employer on own initiative                               | 42                | 32    | 38  | 23  | 14    | 50  | 35  | 36  | 39   | 42  | 60   | 52  | 27    |
| Contacted by employer                                              | 21                | 15    | 15  | 5   | 8     | 17  | 17  | 14  | 16   | 18  | 22   | 22  | 13    |
| Through work placement/attachment during higher/tertiary education | 32                | 23    | 26  | 5   | 12    | 29  | 17  | 15  | 19   | 26  | 30   | 56  | 18    |
| Through family, friends or acquaintances                           | 48                | 40    | 40  | 33  | 29    | 49  | 39  | 37  | 30   | 48  | 42   | 44  | 35    |
| Through help of higher/tertiary education institution              | 16                | 10    | 8   | 8   | 4     | 16  | 6   | 5   | 5    | 15  | 10   | 11  | 7     |
| Set up own business                                                | 18                | 19    | 21  | 18  | 9     | 21  | 19  | 6   | 7    | 19  | 21   | 22  | 13    |
| Through the Ministry of Labour                                     | 25                | 34    | 25  | 15  | 15    | 20  | 27  | 18  | 19   | 32  | 9    | 0   | 22    |
| Radio/TV                                                           | 17                | 12    | 14  | 21  | 21    | 13  | 12  | 14  | 10   | 13  | 8    | 7   | 16    |
| Other                                                              | 4                 | 4     | 3   | 3   | 7     | 3   | 3   | 4   | 6    | 1   | 4    | 0   | 5     |
| Total                                                              | 422               | 377   | 387 | 295 | 265   | 409 | 339 | 338 | 287  | 419 | 374  | 378 | 325   |
| Count                                                              | 185               | 1,586 | 203 | 39  | 2,663 | 188 | 207 | 131 | 531  | 421 | 100  | 27  | 6,281 |

National Graduate Survey 2024; Question H5: What methods have you used to search for your first job after completion of your study programme? Multiple answers possible.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## **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 27 per cent of the graduates who searched for a job after completion of their studies, followed by “Social media” (20 per cent), “Through family, friends or acquaintances” (11 per cent) and “Contacting the employer on own initiative” (8 per cent). All other methods were reported by no more than 6 per cent of the respondents who searched and found their first job (Table 9.5).

Remarkable differences in the methods of a successful first job search exist across the fields of learning. Only 4 per cent of the graduates from the “Services and Life Sciences” field of learning found their first job through “Press advertisements”. The most successful method for finding the first job for these (Services) graduates was " Through family, friends or acquaintances" (30 per cent).

The graduates also prominently used “Social media”; however, graduates from the Health and Physical planning and Construction fields were the least (13 per cent) to find the first job using “Social media”. Contacted employer on own initiative” was prominently used by graduates from Physical Planning and Construction (26 per cent) and Health Sciences and Social Services (21 per cent) Fields.

For graduates from the Culture and the Arts (37 per cent) and Education, Training and Development (35 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 |       |     |     |       |     |     |     |      |     |      |     | Total |
|--------------------------------------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                                                                    | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Press advertisements (e.g. newspapers)                             | 16                | 23    | 27  | 37  | 35    | 13  | 23  | 29  | 20   | 15  | 11   | 4   | 27    |
| Private employment agency (e.g. Jobs Unlimited)                    | 4                 | 4     | 1   | 0   | 2     | 1   | 1   | 6   | 3    | 4   | 1    | 4   | 3     |
| Social media (e.g. Facebook, LinkedIn)                             | 23                | 20    | 23  | 21  | 20    | 24  | 20  | 18  | 13   | 22  | 13   | 15  | 20    |
| Contacted employer on own initiative                               | 9                 | 9     | 8   | 5   | 4     | 13  | 10  | 11  | 21   | 9   | 26   | 19  | 8     |
| Contacted by employer                                              | 6                 | 5     | 7   | 8   | 5     | 7   | 10  | 2   | 12   | 6   | 11   | 0   | 6     |
| Through work placement/attachment during higher/tertiary education | 9                 | 7     | 4   | 3   | 3     | 7   | 3   | 3   | 8    | 6   | 13   | 22  | 5     |
| Through family, friends or acquaintances                           | 11                | 14    | 9   | 11  | 7     | 19  | 16  | 17  | 8    | 18  | 13   | 30  | 11    |
| Through help of HEI                                                | 3                 | 1     | 1   | 3   | 1     | 2   | 1   | 2   | 1    | 4   | 2    | 0   | 1     |
| Set up own business                                                | 6                 | 6     | 8   | 3   | 7     | 8   | 3   | 2   | 3    | 5   | 5    | 4   | 6     |
| Through the Ministry of Labour                                     | 2                 | 3     | 3   | 0   | 1     | 2   | 3   | 2   | 2    | 2   | 0    | 0   | 2     |
| Radio/TV                                                           | 1                 | 0     | 0   | 3   | 2     | 0   | 2   | 1   | 1    | 0   | 0    | 0   | 1     |
| Other                                                              | 10                | 10    | 10  | 8   | 13    | 5   | 8   | 6   | 9    | 9   | 6    | 4   | 11    |
| Total                                                              | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100  | 100 | 100   |
| Count                                                              | 174               | 1,482 | 191 | 38  | 2,459 | 182 | 194 | 123 | 493  | 394 | 94   | 27  | 5,851 |

National Graduate Survey 2024; Question H7: What was the most successful method for finding your first job? Choose only one answer.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences

Graduates who contacted employer on own initiative found employment fastest - approximately 13 months (Table 9.6). Although “Press advertisement” was cited as the most successful and effective method for finding the first jobs, it took a longer period - more than a year. The use of the traditional social network (Through family, friends or acquaintances) was only successful in finding the first job after about 17 months. Graduates who used “Social media (e.g. Facebook, LinkedIn)” also took 17 months to find their first job.

**Table 9.6 Most Successful Method for Finding the First Job and Duration of Job Search (mean; only graduates who searched for employment)**

| Most successful method for finding the first job                     | Mean (Months) | Count |
|----------------------------------------------------------------------|---------------|-------|
| Press advertisements (e.g. newspapers)                               | 16.3          | 1,538 |
| Private employment agency (e.g. Jobs Unlimited)                      | 18.5          | 143   |
| Social media (e.g. Facebook, LinkedIn)                               | 17.3          | 1,148 |
| Contacted employer on own initiative                                 | 12.5          | 462   |
| Contacted by employer                                                | 14.0          | 342   |
| Through work placement/ attachment during higher/ tertiary education | 13.8          | 304   |
| Through family, friends or acquaintances                             | 17.4          | 617   |
| Through help of HEI                                                  | 14.4          | 83    |
| Set up own business                                                  | 23.1          | 338   |
| Through the Ministry of Labour                                       | 18.9          | 118   |
| Radio/ TV                                                            | 17.5          | 58    |
| Other                                                                | 22.5          | 626   |
| Total                                                                | 17.2          | 5,777 |

National Graduate Survey 2024, Question H4: How long have you searched for your first job? Question H7: What was the most successful method for finding your first job? Choose only one answer.

## 9.7 The Most Important Job Search Method

The most important method is the method used to find jobs and through which the first job was secured. Table 9.7 shows that the most important method for the first job search was “Press advertisements” (35 per cent). The second most effective method was the job search was through “Social Media” (29 per cent), followed by “Set up own business” (28 per cent). Methods such as “Through family, friends or acquaintances” and “Contacting the employer on own initiative” were also recorded as effective methods by 25 and 23 per cent of graduates respectively.

**Table 9.7 Importance of Job Search Methods for Finding the First Job (per cent; only graduates who searched for employment)**

| <b>Job search methods</b>                                            | <b>Effectiveness<br/>(per cent)</b> |
|----------------------------------------------------------------------|-------------------------------------|
| Press advertisements (e.g. newspapers)                               | 35                                  |
| Through family, friends or acquaintances                             | 25                                  |
| Contacted employer on own initiative                                 | 23                                  |
| Set up own business                                                  | 28                                  |
| Through work placement/ attachment during higher/ tertiary education | 21                                  |
| Contacted by employer                                                | 11                                  |
| Social media (e.g. Facebook, LinkedIn)                               | 29                                  |
| Through help of higher/ tertiary education institution               | 11                                  |
| Radio/ TV                                                            | 5                                   |
| Through the Ministry of Labour                                       | 7                                   |
| Private employment agency (e.g. Jobs Unlimited)                      | 7                                   |
| Other                                                                | 47                                  |

## 10. Employment and Work

The 2024 National Graduate Survey focused on graduates who completed their studies in the years 2019, 2020, and 2021. Thus, the graduates provided information related to their employment or work, approximately two to four years after completing their studies. This has to be taken into account when utilising the results on employment and work in this chapter.

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

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

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

### 10.1 Employment Status

Approximately two-thirds (65 per cent) of graduates secured employment within 2 to 4 years after completing their studies. Sixty-one (61) per cent of graduates were employed, and an additional 4 per cent were self-employed). One-third (33 per cent) of graduates were unemployed.

Graduates who reported being employed (including self-employed) were from the Services and Life Sciences (86 per cent), Law, Military and Security (76 per cent), and Health Sciences and Social Services (72 per cent) Fields of learning.

The unemployment rate is relatively high among graduates from Agriculture and Nature Conservation (47 per cent), Education, Training and Development (38 per cent) as well as Culture and the Arts, Physical, Mathematical and Computer Sciences, and Physical Planning and Construction fields of learning (all at 35 per cent).

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

| Current<br>employment status | Field of learning |       |     |     |       |     |     |     |      |     | Total |
|------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|-------|
|                              | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Phy |       |
| Employed                     | 48                | 64    | 64  | 59  | 56    | 65  | 65  | 72  | 70   | 60  | 61    |
| Self-employed                | 4                 | 5     | 6   | 4   | 5     | 4   | 4   | 4   | 2    | 4   | 4     |
| Unemployed                   | 47                | 30    | 29  | 35  | 38    | 29  | 30  | 22  | 27   | 35  | 34    |
| Other                        | 1                 | 1     | 1   | 2   | 1     | 1   | 1   | 1   | 1    | 1   | 1     |
| Total                        | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100   |
| Count                        | 213               | 1,968 | 228 | 46  | 3,051 | 224 | 221 | 218 | 657  | 471 | 7,437 |

National Graduate Survey 2024; Question K1: What is your current employment status?

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

The qualification type or level appeared to be an important factor in graduates' employment situation. Graduates who completed their studies with a Certificate/ Diploma had a much higher unemployment rate (45 per cent) compared to other qualification levels (Table 10.2). Self-employment was mainly achieved by PhD (8 per cent), and Certificates/ Diplomas (6 per cent) graduates.

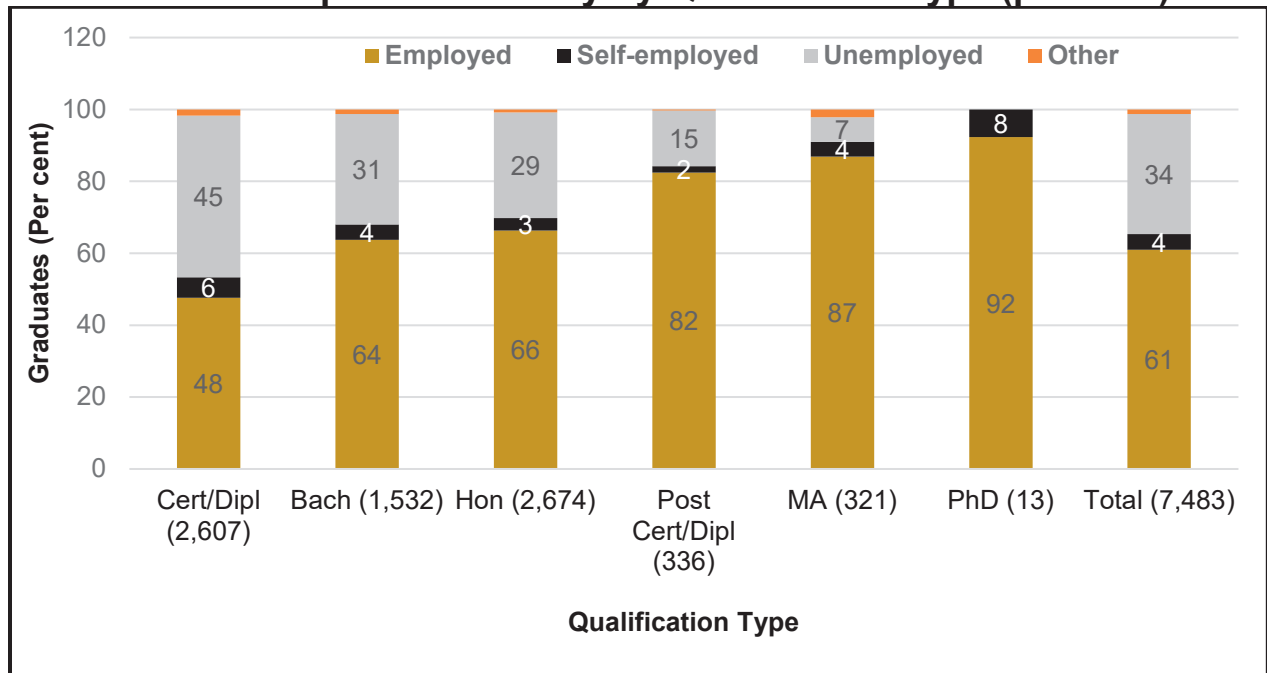
**Table 10.2 Current Employment Status by Level of Qualification (per cent)**

| Current employment status | Kind of degree |          |       |                       |     |     | Total |
|---------------------------|----------------|----------|-------|-----------------------|-----|-----|-------|
|                           | Cert/ Dipl     | Bachelor | Hon   | Postgrad . Cert/ Dipl | MA  | PhD |       |
| Employed                  | 48             | 64       | 66    | 82                    | 87  | 92  | 61    |
| Self-employed             | 6              | 4        | 3     | 2                     | 4   | 8   | 4     |
| Unemployed                | 45             | 31       | 29    | 15                    | 7   | 0   | 34    |
| Other                     | 2              | 1        | 1     | 0                     | 2   | 0   | 1     |
| Total                     | 100            | 100      | 100   | 100                   | 100 | 100 | 100   |
| Count                     | 2,607          | 1,532    | 2,674 | 336                   | 321 | 13  | 7,483 |

National Graduate Survey 2024; Question K1: What is your current employment status?

Figure 10.1 presents trends in the employment rate across qualification types. The higher the qualification, the more likely graduates are to find employment. Notwithstanding, 7 per cent of graduates with Masters degree reported unemployed.

**Figure 10.1 Graduate Employment Status, Two to four Years after Completion of Study by Qualification Type (per cent)**



National Graduate Survey 2024 Question K1: 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 (90 per cent) stated that they were seeking employment (Table 10.3).

**Table 10.3 Activity of Unemployed Graduates by Field of Learning (per cent; multiple responses; only unemployed graduates)**

| Other activity of unemployed at the time of the survey | Field of learning |      |     |     |       |     |     |     |      |     |      |     | Total |
|--------------------------------------------------------|-------------------|------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                                                        | Agri              | Busi | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Unemployed, seeking employment                         | 85                | 91   | 87  | 76  | 94    | 88  | 87  | 83  | 83   | 84  | 83   | 100 | 90    |
| Unemployed, not seeking employment                     | 3                 | 2    | 1   | 6   | 2     | 3   | 4   | 4   | 1    | 1   | 6    | 0   | 2     |
| Further studies/training                               | 31                | 15   | 24  | 35  | 8     | 18  | 16  | 25  | 25   | 31  | 14   | 0   | 15    |
| Child rearing, family care                             | 12                | 7    | 3   | 0   | 10    | 4   | 0   | 0   | 4    | 3   | 0    | 0   | 7     |
| Other                                                  | 2                 | 2    | 3   | 0   | 3     | 3   | 3   | 6   | 4    | 2   | 6    | 0   | 3     |
| Total                                                  | 133               | 117  | 119 | 118 | 115   | 116 | 110 | 117 | 116  | 121 | 108  | 100 | 117   |
| Count                                                  | 103               | 614  | 70  | 17  | 1,199 | 68  | 69  | 53  | 184  | 170 | 36   | 4   | 2,587 |

National Graduate Survey 2024; Question K3: What applies to your current situation? Multiple answers possible

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

### **10.3 Activities of the Employed**

The employed graduates were also asked to provide information about further study. Approximately a quarter (27 per cent) of the employed graduates stated that they were busy with further study and 73 per cent were just employed, but not studying (Table 10.4). The fields of Law, Military Science and Security (37 per cent) had the highest proportion of graduates that were busy with further studies at the time of the survey, followed by Agriculture and Nature Conservation (31 per cent), then Communication Studies and Languages as well as Physical, Mathematical and Computer Sciences both at 30 per cent.

**Table 10.4 Activities of the Employed by Field of Learning (per cent)**

| Activity of the Employed | Field of learning |      |      |     |      |     |     |     |      |     |      |     | Total |
|--------------------------|-------------------|------|------|-----|------|-----|-----|-----|------|-----|------|-----|-------|
|                          | Agri              | Busi | Lang | Cul | Edu  | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Employment only          | 69                | 72   | 70   | 79  | 73   | 76  | 78  | 63  | 75   | 70  | 75   | 76  | 73    |
| Employment and study     | 31                | 28   | 30   | 21  | 27   | 24  | 22  | 37  | 25   | 30  | 25   | 24  | 27    |
| Total (Per cent)         | 100               | 100  | 100  | 100 | 100  | 100 | 100 | 100 | 100  | 100 | 100  | 100 | 100   |
| Count                    | 110               | 1347 | 158  | 29  | 1842 | 154 | 152 | 165 | 464  | 297 | 76   | 25  | 4.819 |

National Graduate survey 2024; Question K1: What is your current employment status? Question J1: Are you undertaking further studies at present?  
Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## 10.4 Full-time Employment

Weekly working hours of 40 hours or more were used to define full-time employment. Seventy-three (73) per cent of employed graduates were working full-time (Table 10.5). The average weekly working time for all employed graduates was 40 hours, having been indicated by close to half (48 per cent) of the graduates. The remaining 27 per cent of the graduates worked part-time (less than 40 hours).

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

| Working time per week (hours) | Kind of degree |       |       |                     |     |     | Total |
|-------------------------------|----------------|-------|-------|---------------------|-----|-----|-------|
|                               | Cert/ Dipl     | Bach  | Hon   | Postgrad Cert/ Dipl | MA  | PhD |       |
| 1 to 10 hours per week        | 23             | 13    | 16    | 20                  | 17  | 15  | 18    |
| 11 to 39 hours per week       | 12             | 6     | 10    | 7                   | 7   | 8   | 9     |
| 40 hours per week             | 41             | 52    | 50    | 54                  | 55  | 23  | 48    |
| 41 to 50 hours per week       | 15             | 22    | 17    | 13                  | 13  | 23  | 17    |
| More than 50 hours per week   | 9              | 8     | 8     | 6                   | 8   | 31  | 8     |
| Total                         | 100            | 100   | 100   | 100                 | 100 | 100 | 100   |
| Count                         | 1,424          | 1,058 | 1,888 | 280                 | 297 | 13  | 4,960 |

National Graduate Survey 2024, Question K7: How many hours do you work per week?

## 10.5 Type of Employer

The public sector tends to employ more graduates in Namibia, as more than half (54 per cent) of the graduates reported to be employed in the Public Service, 11 per cent in the Public Enterprises, and 26 per cent by Private Enterprises (Table 10.6). Graduates from Manufacturing, Engineering and Technology (57 per cent) and Services and Life Sciences (48 per cent) fields of learning were often employed by Private Enterprises.

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

| Type of employer                    | Field of learning |       |     |     |       |     |     |     |      |     |      |     | Total |
|-------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                                     | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Public/government                   | 42                | 31    | 40  | 61  | 79    | 17  | 49  | 61  | 58   | 34  | 35   | 13  | 54    |
| Parastatal/ Public Enterprise       | 11                | 19    | 21  | 10  | 3     | 16  | 12  | 14  | 5    | 15  | 11   | 9   | 11    |
| Private                             | 31                | 40    | 27  | 19  | 9     | 57  | 31  | 19  | 24   | 40  | 46   | 48  | 26    |
| Self-employed                       | 4                 | 4     | 7   | 3   | 5     | 5   | 3   | 4   | 2    | 4   | 1    | 13  | 5     |
| Non-governmental organisation (NGO) | 12                | 4     | 3   | 3   | 2     | 2   | 4   | 1   | 9    | 6   | 4    | 13  | 4     |
| International and diplomatic        | 0                 | 0     | 1   | 0   | 0     | 3   | 0   | 1   | 1    | 0   | 1    | 4   | 0     |
| Other                               | 1                 | 1     | 1   | 3   | 0     | 0   | 1   | 1   | 1    | 1   | 1    | 0   | 1     |
| Total                               | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100  | 100 | 100   |
| Count                               | 113               | 1,312 | 150 | 31  | 1,783 | 150 | 144 | 160 | 456  | 294 | 72   | 23  | 4,688 |

National Graduate Survey 2024; Question M8: What type of employer do you work for?

Abbreviations **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## **10.6 Sector of Employment**

The graduates were asked to state the economic sector in which they were employed. The coded answers are presented in Table 10.7, disaggregated by field of learning. This breakdown of the results allows to establish if graduates from certain fields of study are concentrated in related economic sectors.

The Education sector absorbed 39 per cent of the graduates, followed by Public Administration and Defence (16 per cent), Health and Social Services (13 per cent), and Financial Intermediation (9 per cent). Only 1 per cent of the graduates were working in the Fishing sector.

For some fields of study, there was a strong concentration in relevant industries. For example, 80 per cent of the graduates from the field of Education, Training and Development were working in the Education sector, and 82 per cent of graduates from Health Sciences and Social Services field of learning held jobs in the Health and Social Services sector. The Agriculture and Forestry industry did not feature among the industries of employment. The graduates from the Agricultural field of learning were rather concentrated in the Education sector. Given the adverse climatic conditions that affected the sector in recent years, these results could be predictable. The possibility of Government employees in Agriculture selecting the Public Administration and Defence industry can also not be ruled out.

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

| Economic sector of employment        | Field of learning |       |     |     |       |     |     |     |      |     | Total |       |
|--------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|-------|-------|
|                                      | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan  | Ser   |
| Fishing and fish processing on board | 9                 | 2     | 0   | 0   | 1     | 1   | 1   | 1   | 0    | 2   | 0     | 0     |
| Mining and quarrying                 | 6                 | 4     | 2   | 0   | 0     | 19  | 1   | 3   | 1    | 8   | 6     | 0     |
| Manufacturing                        | 12                | 2     | 2   | 0   | 1     | 5   | 2   | 1   | 2    | 4   | 1     | 5     |
| Electricity and water                | 5                 | 3     | 3   | 0   | 0     | 14  | 1   | 0   | 0    | 1   | 3     | 0     |
| Construction                         | 1                 | 2     | 1   | 0   | 1     | 27  | 3   | 0   | 0    | 1   | 35    | 5     |
| Wholesale and retail trade           | 7                 | 8     | 4   | 3   | 3     | 3   | 6   | 2   | 1    | 3   | 3     | 5     |
| Hotels and restaurant                | 6                 | 3     | 3   | 3   | 1     | 0   | 4   | 1   | 0    | 1   | 0     | 48    |
| Transport and communication          | 2                 | 8     | 13  | 17  | 1     | 9   | 8   | 6   | 1    | 7   | 7     | 10    |
| Financial intermediation             | 7                 | 23    | 8   | 3   | 1     | 5   | 9   | 5   | 1    | 20  | 3     | 0     |
| Real estate and business services    | 0                 | 3     | 1   | 0   | 1     | 0   | 1   | 4   | 0    | 2   | 17    | 0     |
| Public administration and defence    | 18                | 23    | 21  | 7   | 8     | 7   | 25  | 67  | 5    | 18  | 16    | 10    |
| Education                            | 21                | 11    | 38  | 62  | 80    | 8   | 16  | 6   | 7    | 25  | 7     | 10    |
| Health                               | 4                 | 7     | 3   | 3   | 2     | 2   | 25  | 3   | 82   | 7   | 1     | 10    |
| Total                                | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100   | 100   |
| Count                                | 94                | 1,281 | 144 | 29  | 1,754 | 147 | 141 | 138 | 446  | 281 | 69    | 21    |
|                                      |                   |       |     |     |       |     |     |     |      |     |       | 4,545 |

National Graduate Survey 2024; Question M13: In which economic sector are you currently employed/ self-employed? Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## **10.7 Level of Current Position**

Professional success is sometimes measured in terms of the position reached within an organisation or company. Since the terms used for positions might differ, the survey probed graduates to indicate the level of their position. The majority (54 per cent) of graduates were in non-supervisory entry positions, and 38 per cent reported holding higher positions (supervisory: 20 per cent; middle management: 13 per cent; and senior management: 5 per cent) (Table 10.8). Caution should be taken when using these results, as some of these higher positions could have resulted from job experiences obtained before and during studies.

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

| Level of current position | Field of learning |       |     |     |       |     |     |     |      |     |      |     | Total |
|---------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                           | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Non-supervisory           | 40                | 52    | 64  | 58  | 59    | 45  | 54  | 46  | 47   | 58  | 64   | 55  | 54    |
| Supervisory               | 32                | 21    | 18  | 23  | 16    | 27  | 22  | 22  | 23   | 21  | 18   | 14  | 20    |
| Middle management         | 21                | 15    | 9   | 6   | 10    | 17  | 15  | 19  | 17   | 11  | 16   | 27  | 13    |
| Senior management         | 4                 | 6     | 4   | 0   | 4     | 6   | 3   | 6   | 6    | 5   | 0    | 5   | 5     |
| Other                     | 4                 | 5     | 5   | 13  | 12    | 5   | 6   | 7   | 7    | 6   | 1    | 0   | 8     |
| Total                     | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100  | 100 | 100   |
| Count                     | 111               | 1,304 | 149 | 31  | 1,781 | 148 | 144 | 159 | 458  | 297 | 73   | 22  | 4,677 |

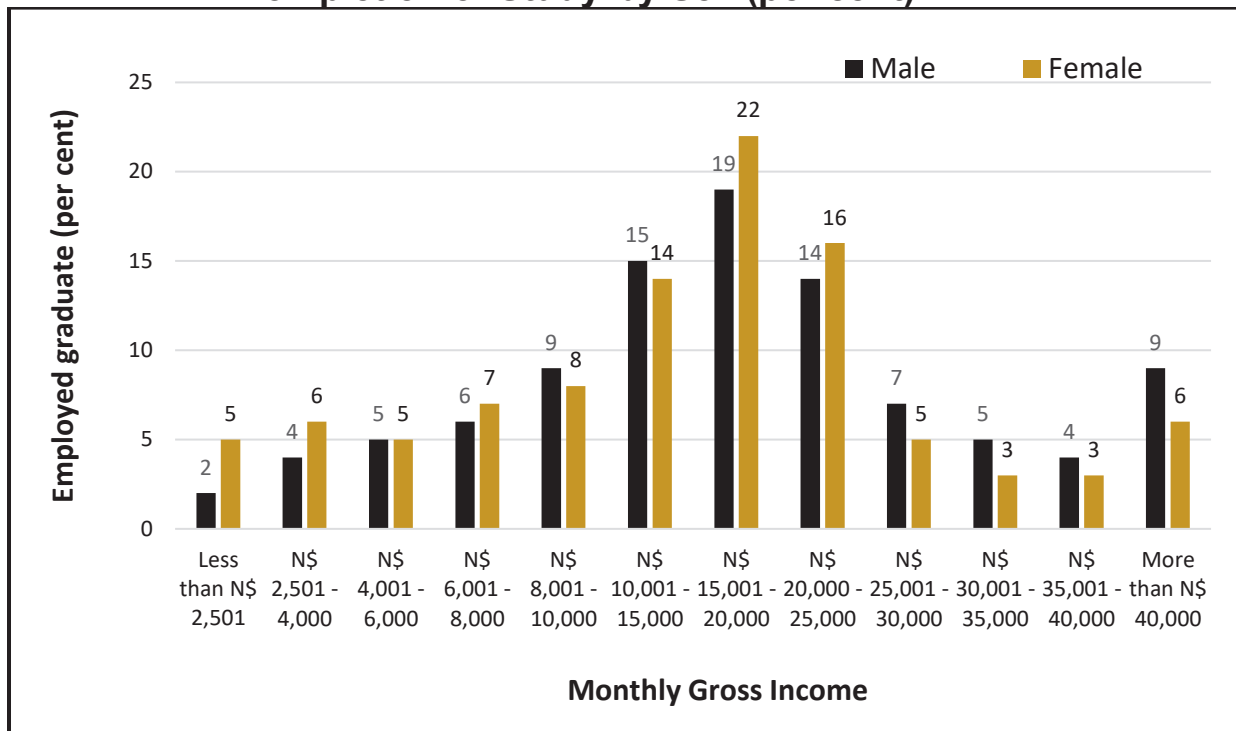
National Graduate Survey 2024; Question M16: What is the level of your current position?

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## 10.8 Income

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

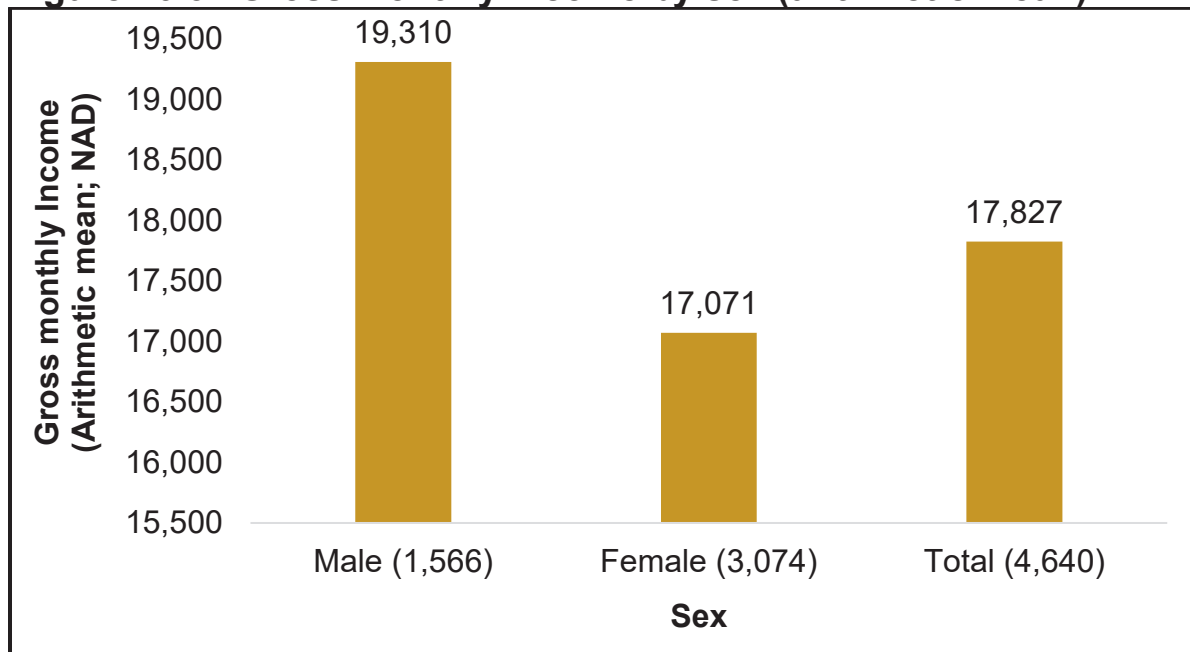
**Figure 10.2 Gross Monthly Income Two to Four Years after Completion of Study by Sex (per cent)**



National Graduate Survey 2024, Question M18: What is/ are your current total/ gross monthly income/ earnings?

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

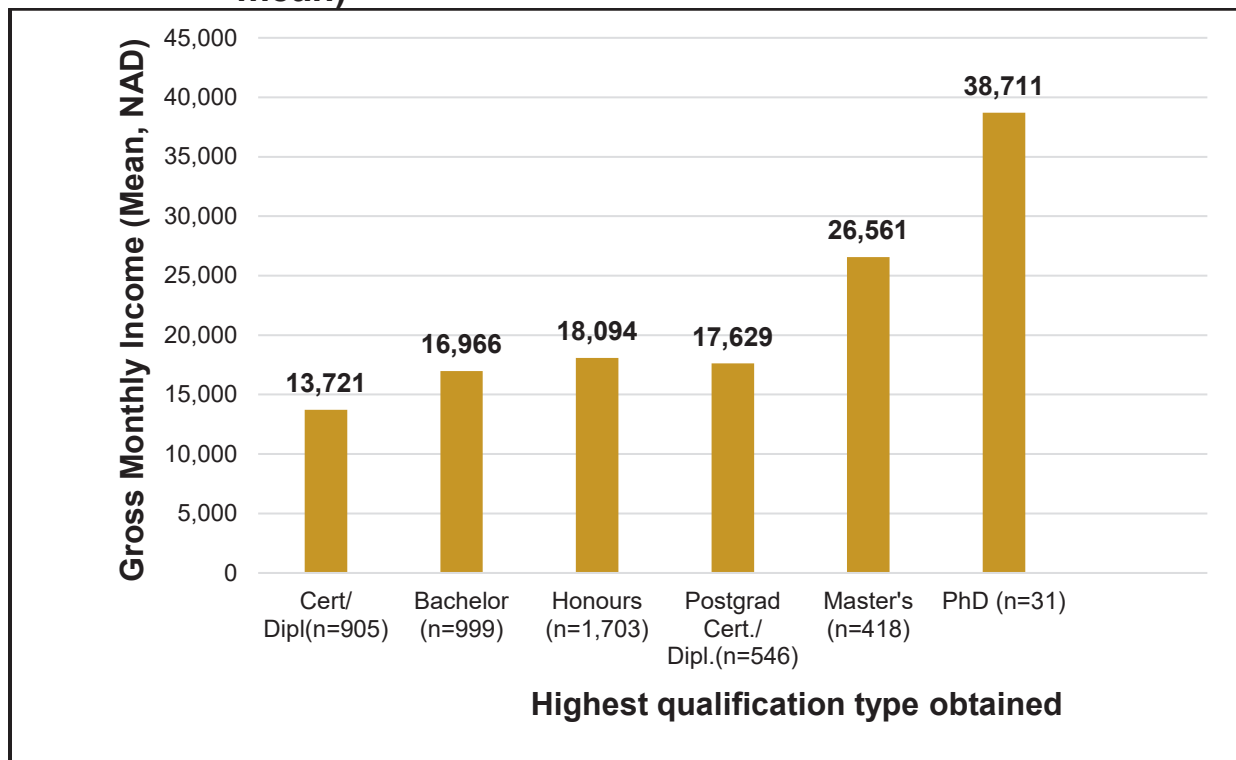
It should be noted that the average income was calculated from the original, categorised answer by using the middle of the range within one category. For example, for the category of N\$15,001–20,000, the value of N\$17,501 was used as an average.

**Figure 10.3 Gross Monthly Income by sex (arithmetic mean)**

National Graduate Survey 2024, Question M18: What is/ are your current total/ gross monthly income/ earnings?

It is worth establishing whether there was a positive relationship between the levels of qualification and income. Figure 10.4 shows that there was indeed a positive relationship between income and educational merit. Graduates who achieved a Certificate or Diploma as their highest level of education reported an average income of N\$13,721 compared to N\$16,966 for the Bachelor graduates. There was no substantive income difference between Honours degree and Postgraduate Certificate/ Diploma, while the income of graduates with a Masters (N\$26,561) and PhD degree (N\$38,711) was much higher relative to their qualifications.

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



National Graduate Survey 2024, Question M18: What is/ are your current total/ gross monthly income/ earnings?

## 10.9 Fringe Benefits

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

- Sixty-five (65) per cent received health related benefits (medical aid and insurances);
- Sixty-three (63) per cent received housing subsidy and rent allowance;
- Sixty-one (61) per cent received transportation (car/ transport) allowance;
- Fifty-eight (58) per cent were entitled to retirement (pension and gratuity);
- Education and training (staff development and family study rebate) was the least popular among all the fringe benefits (19 per cent);

- Eighteen (18) per cent of the employed graduates reported that they did not receive any fringe benefits.

Fringe benefits were more widespread in the Public Service than in the Private Sector. For example, housing as fringe benefit was recorded at 88 per cent of the graduates in the Public Service compared to only 25 per cent in the Private Sector. Similarly, transport related benefits were higher (85 per cent) in the Public Service than in Private Sector (24 per cent). In addition, 80 per cent of the graduates employed in the Public Service were receiving health benefits compared to 38 per cent in the Private Sector. Retirement was recorded at 69 per cent in the Public Service versus 36 per cent for the Private Sector.

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

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

| Kind of fringe/other benefit(s)                                 | Type of employer |                    |                |       | Total |
|-----------------------------------------------------------------|------------------|--------------------|----------------|-------|-------|
|                                                                 | Public Service   | Public Enterprises | Private Sector | Other |       |
| Housing (subsidy, rent allowance)                               | 88               | 59                 | 25             | 37    | 63    |
| Transportation (car/transport allowance)                        | 85               | 55                 | 24             | 35    | 61    |
| Health (medical aid, insurances)                                | 80               | 72                 | 38             | 46    | 65    |
| Education and training (staff development, family study rebate) | 18               | 38                 | 16             | 17    | 19    |
| Retirement (pension, gratuity)                                  | 69               | 71                 | 36             | 46    | 58    |
| None                                                            | 5                | 15                 | 43             | 29    | 18    |
| Other                                                           | 3                | 3                  | 2              | 5     | 3     |
| Total                                                           | 348              | 313                | 183            | 215   | 287   |
| Count                                                           | 2,549            | 499                | 1,428          | 246   | 4,722 |

National Graduate Survey 2024; Question M19: What kind of fringe/ other benefit(s) do you receive?  
Multiple answers possible

## 10.10 Other Sources of Income

Some graduates (11 per cent) had other income sources, in addition to their main income (Table 10.10). There seemed to be a relationship

between the level of job position and the incidences of other sources of income - the higher the level of the job position, the higher the percentage of graduates with additional sources of income.

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

| Other sources of income | Level of job position |        |     |     | Total |
|-------------------------|-----------------------|--------|-----|-----|-------|
|                         | Non sup               | Supvis | Mid | Sen |       |
| Yes                     | 9                     | 14     | 16  | 20  | 11    |
| No                      | 91                    | 86     | 84  | 80  | 89    |
| Total                   | 100                   | 100    | 100 | 100 | 100   |
| Count                   | 2,917                 | 940    | 625 | 216 | 4,698 |

National Graduate Survey 2024; Question M21: Do you have any other sources of income?

Non sup= Non-supervisory, Supvis= Supervisory, Mid= Middle Management, Sen= Senior Management

As illustrated in Table 10.1, more male graduates reported incidences of additional sources of income (14 per cent) compared to female graduates (10 per cent).

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

| Other sources of income | Sex   |        | Total |
|-------------------------|-------|--------|-------|
|                         | Male  | Female |       |
| Yes                     | 14    | 10     | 11    |
| No                      | 86    | 90     | 89    |
| Total                   | 100   | 100    | 100   |
| Count                   | 1,611 | 3,171  | 4,782 |

National Graduate Survey 2024; Question M21: Do you have any other sources of income?

### 10.11 Change of Employer

Majority of graduates (62 per cent) reported that they did not change their employer/ employment in the first two to four years after completion of their studies (Table 10.12). Sixteen (16) per cent changed employers only once whereas 12 per cent did so twice. Only 10 per cent of the employed graduates changed their employers more than twice.

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

| Change of employer/employment    | Year of completion of study |       |       | Total |
|----------------------------------|-----------------------------|-------|-------|-------|
|                                  | 2019                        | 2020  | 2021  |       |
| No change of employer/employment | 63                          | 62    | 63    | 62    |
| Once                             | 16                          | 16    | 16    | 16    |
| Twice                            | 11                          | 13    | 11    | 12    |
| Three times                      | 7                           | 7     | 7     | 7     |
| Four times                       | 3                           | 1     | 2     | 2     |
| Five times or more               | 1                           | 1     | 1     | 1     |
| Total                            | 100                         | 100   | 100   | 100   |
| Count                            | 1,707                       | 1,553 | 1,820 | 5,080 |

National Graduate Survey 2024; Question K9: How many times did you change employer/employment since completing your studies?

Intervals of job changes varied amongst the fields of learning. Table 10.13 shows that the Education, Training and Development and Law, Military Science and Security fields of learning rarely changed jobs. Services and Life Sciences as well as Physical Planning and Construction fields displayed the highest percentages of graduates who changed jobs at least once.

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

| Change of employer/employment    | Field of learning |       |     |     |       |     |     |     |      |     |      | Total |       |
|----------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-------|-------|
|                                  | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan |       | Ser   |
| No change of employer/employment | 44                | 53    | 56  | 65  | 76    | 42  | 61  | 72  | 61   | 48  | 36   | 24    | 62    |
| Once                             | 16                | 18    | 23  | 19  | 12    | 19  | 14  | 12  | 19   | 16  | 25   | 24    | 16    |
| Twice                            | 17                | 16    | 9   | 6   | 7     | 21  | 13  | 8   | 11   | 15  | 17   | 24    | 12    |
| Three times                      | 17                | 10    | 10  | 3   | 3     | 12  | 9   | 8   | 6    | 14  | 15   | 20    | 7     |
| Four times                       | 3                 | 3     | 2   | 3   | 1     | 5   | 1   | 0   | 2    | 5   | 5    | 0     | 2     |
| Five times or more               | 2                 | 1     | 1   | 3   | 1     | 1   | 3   | 0   | 1    | 3   | 1    | 8     | 1     |
| Total                            | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100  | 100   | 100   |
| Count                            | 117               | 1,388 | 162 | 31  | 1,915 | 160 | 155 | 169 | 479  | 311 | 75   | 25    | 4,987 |

National Graduate Survey 2024; Question K9: How many times did you change employer/ employment since completing your studies?

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** – Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

### **10.12 Duration of Work Experience**

Table 10.14 below shows that 60 per cent of the graduates had worked for more than two years with their current employer. Regarding the field of learning, Services and Life Sciences (63 per cent), Manufacturing, Engineering and Technology (62 per cent) Agriculture and Nature Conservation (61 per cent) and Physical Planning and Construction (60 per cent) fields of learning had more graduates with less duration of work experience, two years at most (24 months or less). This is explained by the relatively high rate of unemployment in the industries related to these fields.

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

| Duration of work experiences | Field of learning |       |     |     |       |     |     |     |      |     | Total |
|------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|-------|
|                              | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci |       |
| 1 to 12 months               | 44                | 27    | 33  | 33  | 16    | 41  | 25  | 18  | 22   | 32  | 24    |
| 13 to 24 months              | 17                | 16    | 14  | 20  | 13    | 21  | 16  | 15  | 16   | 22  | 15    |
| 25 to 36 months              | 13                | 10    | 7   | 17  | 11    | 14  | 13  | 2   | 16   | 9   | 11    |
| 36 to 48 months              | 7                 | 7     | 6   | 10  | 13    | 5   | 15  | 4   | 14   | 10  | 10    |
| More than 4 years            | 19                | 40    | 39  | 20  | 47    | 19  | 32  | 61  | 32   | 26  | 39    |
| Total                        | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100   |
| Count                        | 111               | 1,281 | 147 | 30  | 1,727 | 147 | 144 | 163 | 442  | 297 | 4,584 |

National Graduate Survey 2024; Question M1: How long have you been working with your current employer?

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

Table 10.15 presents the duration of work experience in current position in the field of learning. Fifty-four (54) per cent of the graduates have worked for more than 24 months (2 years) in their current positions. Graduates with more than 4 years of experience were mainly from the Law, Military Science and Security and Education, Training and Development fields of learning.

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

| Duration of work experiences in current position | Field of learning |       |     |     |       |     |     |     |      |     |      |     | Total |
|--------------------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                                                  | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| 1 to 12 months                                   | 49                | 34    | 34  | 52  | 17    | 49  | 30  | 26  | 27   | 45  | 41   | 32  | 28    |
| 13 to 24 months                                  | 21                | 18    | 13  | 13  | 14    | 28  | 17  | 15  | 18   | 23  | 30   | 45  | 17    |
| 25 to 36 months                                  | 16                | 10    | 10  | 13  | 12    | 5   | 13  | 6   | 18   | 8   | 9    | 9   | 11    |
| 36 to 48 months                                  | 4                 | 7     | 10  | 3   | 15    | 5   | 17  | 7   | 15   | 7   | 8    | 9   | 11    |
| More than 4 years                                | 9                 | 31    | 32  | 19  | 42    | 13  | 22  | 45  | 22   | 18  | 12   | 5   | 32    |
| Total                                            | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100  | 100 | 100   |
| Count                                            | 112               | 1,298 | 151 | 31  | 1,759 | 148 | 143 | 163 | 443  | 296 | 74   | 22  | 4,640 |

National Graduate Survey 2024; Question M2: How long have you been working in current position?

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

### **10.13 Job Search for the Current Job**

Thirty-eight (38) per cent of graduates changed their employer within the two to four years after completing their studies. Some basic information about the current job search is presented in Table 10.16.

For the group of graduates who changed their employer, the duration of the job search for the job held at the time of the survey was 14.5 months (arithmetic mean). The median search duration (14 months) was much lower for the current employment compared with the first employment (22 months). It has to be considered that the twenty-two months' median of first job search period can be explained by the fact that some graduates did not search for a job because they continued a job they already held before completion of their studies.

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

| Duration of job search                                 | Field of learning |       |      |      |       |      |      |      |      |      |      | Total |
|--------------------------------------------------------|-------------------|-------|------|------|-------|------|------|------|------|------|------|-------|
|                                                        | Agri              | Busi  | Lang | Cul  | Edu   | Man  | Soc  | Law  | Heal | Sci  | Plan | Ser   |
| <b>Duration of job Search for current job (months)</b> |                   |       |      |      |       |      |      |      |      |      |      |       |
| Arithmetic mean                                        | 18                | 15    | 17.3 | 18.8 | 13.8  | 14.7 | 15.5 | 15.4 | 10.3 | 16   | 13.9 | 14.1  |
| Median                                                 | 24                | 16    | 24.5 | 25   | 12.5  | 13   | 17   | 20.5 | 6    | 18   | 12   | 13    |
| Count                                                  | 62                | 617   | 62   | 11   | 432   | 85   | 57   | 46   | 176  | 155  | 45   | 18    |
|                                                        |                   |       |      |      |       |      |      |      |      |      |      | 1,766 |
| <b>Duration of job Search for first job (months)</b>   |                   |       |      |      |       |      |      |      |      |      |      |       |
| Arithmetic mean                                        | 18                | 15    | 15.9 | 16.6 | 16.5  | 14.2 | 14.8 | 11.1 | 9.8  | 15.7 | 13   | 13.8  |
| Median                                                 | 25                | 19    | 24   | 24.5 | 25    | 13   | 17   | 6    | 5    | 21   | 12   | 10    |
| Count                                                  | 197               | 1,883 | 224  | 42   | 2,918 | 211  | 219  | 200  | 621  | 459  | 110  | 25    |
|                                                        |                   |       |      |      |       |      |      |      |      |      |      | 7,109 |

National Graduate Survey 2024, Question L1: How long did it take to find your current job after completing your studies in 2019, 2020 or 2021? Refer to your first qualification. Question H4: How long have you searched for your first job?

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

The most prominent job search method used for the current job resembled those for the first job, "Press advertisements" (53 per cent) followed by "Social media" (41 per cent). The method "Through family, friends or acquaintances" was third at 21 per cent (Table 10.17).

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

| Used job search methods<br>for current job                         | Field of learning |      |     |     |     |     |     |     |      |     |      |     | Total |
|--------------------------------------------------------------------|-------------------|------|-----|-----|-----|-----|-----|-----|------|-----|------|-----|-------|
|                                                                    | Agri              | Busi | Lan | Cul | Edu | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Press advertisements (e.g. newspapers)                             | 56                | 56   | 52  | 50  | 59  | 44  | 44  | 54  | 41   | 50  | 50   | 17  | 53    |
| Private employment agency (e.g. Jobs Unlimited)                    | 20                | 16   | 14  | 0   | 6   | 9   | 11  | 13  | 8    | 17  | 9    | 6   | 12    |
| Social media (e.g. Facebook, LinkedIn)                             | 50                | 42   | 52  | 70  | 34  | 48  | 51  | 44  | 34   | 54  | 24   | 56  | 41    |
| Contacted employer on own initiative                               | 17                | 14   | 23  | 10  | 8   | 20  | 12  | 23  | 27   | 15  | 41   | 33  | 16    |
| Contacted by employer                                              | 18                | 11   | 13  | 10  | 8   | 16  | 21  | 15  | 15   | 14  | 15   | 11  | 12    |
| Through work placement/attachment during higher/tertiary education | 8                 | 7    | 12  | 0   | 5   | 12  | 7   | 8   | 9    | 7   | 13   | 17  | 7     |
| Through family, friends or acquaintances                           | 21                | 21   | 20  | 20  | 18  | 28  | 25  | 23  | 19   | 30  | 28   | 11  | 21    |
| Through help of higher/tertiary education institution              | 2                 | 3    | 4   | 0   | 1   | 6   | 5   | 4   | 2    | 6   | 4    | 0   | 3     |
| Set up own business                                                | 3                 | 5    | 9   | 10  | 7   | 6   | 5   | 4   | 3    | 5   | 2    | 6   | 5     |
| Through the Ministry of Labour                                     | 6                 | 11   | 9   | 0   | 3   | 6   | 7   | 6   | 3    | 8   | 0    | 0   | 7     |
| Radio/TV                                                           | 3                 | 3    | 1   | 10  | 8   | 2   | 11  | 2   | 2    | 3   | 0    | 0   | 4     |
| Other                                                              | 3                 | 4    | 3   | 0   | 5   | 0   | 0   | 4   | 4    | 2   | 0    | 0   | 4     |
| Total                                                              | 206               | 195  | 213 | 180 | 161 | 197 | 198 | 200 | 167  | 212 | 187  | 156 | 186   |
| Count                                                              | 66                | 648  | 69  | 10  | 459 | 89  | 57  | 48  | 182  | 164 | 46   | 18  | 1,856 |

National Graduate Survey 2024; Question L2: What methods have you used to search for your current job? Multiple answers possible  
Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

### **10.14 Region of Employment**

Table 10.18 shows the regional distribution of graduates with respect to employment disaggregated by field of learning. Almost all employed respondents worked in Namibia. The majority of graduates (43 per cent) were employed in the Khomas region, where the capital city, Windhoek, is located. Proportions in each of the other regions were 10 per cent or lower.

Graduates from the 'Education, Training and Development', Agriculture and Nature Conservation, and Culture and the Arts fields of learning were less concentrated in the Khomas region because these services are decentralised or spread all over the country. The converse is true for graduates from 'Physical Planning and Construction; Physical, Mathematical and Computer Sciences'; Communication Studies and Languages; and 'Business, Commerce and Management Studies' fields of learning.

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

| Region of current employment | Field of learning |       |     |     |       |     |     |     |      |     |      |     | Total |
|------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                              | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Erongo                       | 14                | 11    | 5   | 16  | 9     | 28  | 12  | 12  | 10   | 6   | 11   | 13  | 10    |
| Hardap                       | 10                | 2     | 2   | 0   | 3     | 3   | 5   | 2   | 2    | 1   | 3    | 9   | 3     |
| Kharas                       | 14                | 5     | 2   | 0   | 4     | 8   | 3   | 4   | 5    | 4   | 7    | 13  | 5     |
| Kavango East                 | 6                 | 3     | 4   | 3   | 6     | 1   | 3   | 8   | 5    | 3   | 4    | 4   | 4     |
| Kavango West                 | 5                 | 1     | 3   | 3   | 3     | 1   | 3   | 4   | 2    | 2   | 3    | 0   | 2     |
| Khomas                       | 39                | 63    | 64  | 39  | 19    | 56  | 49  | 48  | 41   | 67  | 69   | 52  | 43    |
| Kunene                       | 7                 | 1     | 0   | 0   | 3     | 1   | 1   | 4   | 1    | 2   | 3    | 9   | 2     |
| Ohangwena                    | 5                 | 3     | 1   | 6   | 14    | 1   | 6   | 5   | 8    | 4   | 3    | 4   | 8     |
| Omaheke                      | 1                 | 1     | 2   | 0   | 3     | 3   | 3   | 1   | 2    | 1   | 4    | 4   | 2     |
| Omusati                      | 5                 | 3     | 5   | 10  | 13    | 3   | 5   | 4   | 6    | 2   | 5    | 0   | 7     |
| Oshana                       | 4                 | 9     | 5   | 10  | 11    | 9   | 7   | 6   | 10   | 5   | 4    | 0   | 9     |
| Oshikoto                     | 6                 | 4     | 5   | 10  | 12    | 2   | 4   | 7   | 9    | 5   | 5    | 0   | 8     |
| Otjozondjupa                 | 12                | 4     | 5   | 3   | 7     | 4   | 8   | 10  | 10   | 5   | 7    | 0   | 6     |
| Zambezi                      | 7                 | 2     | 2   | 3   | 5     | 5   | 3   | 5   | 2    | 2   | 1    | 0   | 3     |
| Outside Namibia              | 1                 | 1     | 2   | 0   | 0     | 5   | 3   | 3   | 1    | 2   | 8    | 13  | 1     |
| Total                        | 137               | 113   | 107 | 103 | 112   | 128 | 114 | 121 | 115  | 113 | 136  | 122 | 114   |
| Count                        | 113               | 1,319 | 151 | 31  | 1,799 | 149 | 145 | 163 | 457  | 300 | 74   | 23  | 4,724 |

National Graduate Survey 2024; Question M4: In which region(s) are you employed? Multiple answers possible.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

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

- Only 23 per cent of graduates from regions other than Khomas were employed in their home region.
- Nearly four out of ten (39 per cent) of the graduates did not work in their home region but outside Khomas region.
- Over one third (37 per cent) worked in Khomas region

**Table 10.19 Main region of current employment by Region of birth (per cent; only employed graduates)**

| Region of birth | Main region of current employment |                       |       | Total |
|-----------------|-----------------------------------|-----------------------|-------|-------|
|                 | Home                              | Khomas (Capital city) | Other |       |
| Erongo          | 35                                | 35                    | 30    | 100   |
| Hardap          | 27                                | 47                    | 26    | 100   |
| Kharas          | 40                                | 32                    | 28    | 100   |
| Kavango East    | 44                                | 25                    | 31    | 100   |
| Kavango West    | 34                                | 18                    | 48    | 100   |
| Khomas          | -                                 | 65                    | 35    | 100   |
| Kunene          | 30                                | 30                    | 40    | 100   |
| Ohangwena       | 27                                | 35                    | 38    | 100   |
| Omaheke         | 26                                | 40                    | 34    | 100   |
| Omusati         | 21                                | 34                    | 45    | 100   |
| Oshana          | 21                                | 35                    | 44    | 100   |
| Oshikoto        | 22                                | 33                    | 45    | 100   |
| Otjozondjupa    | 23                                | 43                    | 34    | 100   |
| Zambezi         | 33                                | 34                    | 33    | 100   |
| Total           | 23                                | 37                    | 39    | 100   |
| Count           | 708                               | 1,144                 | 1,205 | 3,057 |

National Graduate Survey 2024, Question M6: If you work in several regions, in which region are you based? Only one answer

### 10.15 International Mobility

Few graduates were working outside Namibia at the time of the survey (6 per cent). Table 10.20 shows that some graduates had experiences with international mobility because they sought work outside Namibia (9 per cent), their employers sent them outside Namibia on work assignments (4 per cent), or they received offer to work outside the country (2 per cent). However, 23 per cent of the graduates considered working outside Namibia.

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

| Aspects of international mobility after study                   | Sex   |        | Total |
|-----------------------------------------------------------------|-------|--------|-------|
|                                                                 | Male  | Female |       |
| I considered working outside Namibia                            | 29    | 21     | 23    |
| I sought employment outside Namibia                             | 13    | 8      | 9     |
| I received an offer to work outside Namibia                     | 3     | 2      | 2     |
| I had regular employment outside Namibia                        | 1     | 1      | 1     |
| I have been sent outside Namibia by employer on work assignment | 7     | 3      | 4     |
| None of the above                                               | 65    | 75     | 72    |
| Total                                                           | 118   | 110    | 112   |
| Count                                                           | 2,171 | 4,945  | 7,116 |

National Graduate Survey 2024; Question O3: Since completing your study programme in 2019, 2020 or 2021, which of the following applied to you? Multiple answers possible

### 10.16 Self-Employment

A few graduates were self-employed (270 graduates). The distribution of type of self-employment is displayed in Table 10.21. Overall, 54 per cent of the self-employed were working from home, followed by sole traders (29 per cent), and those who established a firm (22 per cent).

It is, however, noted that a larger proportion of male graduates (29 per cent) reported to have a partnership/ company with others, compared to the proportion of female graduates (6 per cent). On the contrary, a larger proportion of female graduates reported that they worked from home (58 per cent) as compared to the proportion of male graduates (44 per cent).

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

| Kind of self-employment                  | Sex  |        | Total |
|------------------------------------------|------|--------|-------|
|                                          | Male | Female |       |
| I established a new firm                 | 36   | 16     | 22    |
| I took over an existing firm, office     | 4    | 3      | 3     |
| I am a sole trader                       | 36   | 26     | 29    |
| I have a partnership/company with others | 29   | 6      | 13    |
| I am working from home                   | 44   | 58     | 54    |
| Other                                    | 4    | 8      | 7     |
| Total                                    | 153  | 116    | 127   |
| Count                                    | 75   | 195    | 270   |

National Graduate Survey 2024; Question M10: If you are self-employed, which of the following are applicable to you? Multiple answers possible

## 11. Relationship between Study and Work

In the previous chapter, the analysis of the relationship between study and work was based on objective characteristics of employment and work, such as employment status, permanent or temporary contract, working time, income, and economic sector. This chapter widens the analysis with a "subjective" evaluation of the relationship between study and work by the graduates, with reference to the usefulness of elements of the study programme, appropriateness of the level of education for employment ("vertical match"), relationship between field of learning and area of work ("horizontal match"), and job satisfaction.

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

### 11.1 Usefulness of Elements of the Study Programme

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

Table 11.1 presents information about the usefulness of six study elements as per the rating of the graduates, about two to four years after completion of their studies. The usefulness of all six study elements was rated to be "high" by 64 to 77 per cent of graduates. These results indicate a relatively high fit between study and work for the majority of graduates.

The ratings of the six study aspects were somewhat close, considering the overall results, with course/ programme content scoring the highest in "high" value (77 per cent) and research emphasis/ orientation scoring the lowest in the "high" value category at 64 per cent. Differences were more visible among the fields of learning. By far, graduates who reported the best ratings for the usefulness of the study programme elements were from the Culture (88 per cent) field of learning. On the contrary, Services graduates (60 per cent) scored the lowest ratings.

The range of good ratings (values 4 and 5) for all elements were:

- Course/ programme content: from Culture and the Arts 93 per cent to Human and Social Studies 65 per cent,
- Variety of modules offered: from Health Sciences and Social Services 82 per cent to Services 55 per cent,
- Opportunity for specialisation: from Culture and the Arts 85 per cent to Service and Life Sciences 62 per cent,
- Research emphasis/ orientation: from Culture and the Arts 91 per cent to Services and Life Sciences 43 per cent.
- Practical emphasis/ orientation of teaching/ learning: Culture 88 per cent; Human and Social Studies 62 per cent,
- Work experience (internships/ work integrated learning): Culture and the Arts 88 per cent; Services and Life Sciences 60 per cent.

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

| Usefulness of elements<br>of the study programme        | Field of learning |       |     |     |       |     |     |     |      |     |      |     | Total |
|---------------------------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                                                         | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Course/ programme content                               |                   |       |     |     |       |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                   | 75                | 72    | 71  | 93  | 81    | 70  | 65  | 83  | 86   | 70  | 75   | 75  | 77    |
| Medium (value 3)                                        | 9                 | 15    | 13  | 4   | 7     | 15  | 17  | 11  | 6    | 14  | 13   | 5   | 11    |
| Low (values 1 and 2)                                    | 15                | 14    | 16  | 4   | 12    | 15  | 19  | 6   | 8    | 16  | 13   | 20  | 12    |
| Variety of modules offered                              |                   |       |     |     |       |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                   | 72                | 67    | 66  | 81  | 78    | 65  | 63  | 79  | 82   | 68  | 67   | 55  | 73    |
| Medium (value 3)                                        | 16                | 17    | 17  | 15  | 10    | 21  | 15  | 12  | 10   | 15  | 21   | 30  | 14    |
| Low (values 1 and 2)                                    | 11                | 16    | 17  | 4   | 12    | 14  | 22  | 8   | 8    | 17  | 13   | 15  | 14    |
| Opportunity for specialisation                          |                   |       |     |     |       |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                   | 66                | 66    | 70  | 85  | 74    | 66  | 65  | 74  | 78   | 64  | 64   | 62  | 70    |
| Medium (value 3)                                        | 14                | 17    | 15  | 15  | 13    | 19  | 12  | 15  | 12   | 15  | 14   | 14  | 14    |
| Low (values 1 and 2)                                    | 20                | 17    | 15  | 0   | 14    | 15  | 23  | 11  | 10   | 21  | 21   | 24  | 15    |
| Research emphasis/ orientation                          |                   |       |     |     |       |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                   | 70                | 57    | 60  | 91  | 70    | 54  | 57  | 70  | 74   | 55  | 58   | 43  | 64    |
| Medium (value 3)                                        | 17                | 22    | 21  | 4   | 15    | 26  | 19  | 18  | 14   | 21  | 13   | 33  | 18    |
| Low (values 1 and 2)                                    | 14                | 22    | 19  | 4   | 15    | 20  | 24  | 13  | 13   | 24  | 28   | 24  | 18    |
| Practical emphasis/ orientation of teaching/ learning   |                   |       |     |     |       |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                   | 73                | 63    | 63  | 88  | 79    | 69  | 62  | 71  | 83   | 63  | 69   | 67  | 72    |
| Medium (value 3)                                        | 14                | 19    | 16  | 8   | 9     | 15  | 14  | 16  | 10   | 15  | 10   | 5   | 13    |
| Low (values 1 and 2)                                    | 14                | 18    | 21  | 4   | 12    | 16  | 24  | 14  | 7    | 21  | 21   | 29  | 15    |
| Work experience (internships/ work integrated learning) |                   |       |     |     |       |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                   | 73                | 67    | 68  | 88  | 80    | 71  | 63  | 72  | 85   | 65  | 72   | 60  | 74    |
| Medium (value 3)                                        | 13                | 16    | 14  | 8   | 8     | 15  | 13  | 11  | 6    | 14  | 10   | 25  | 11    |
| Low (values 1 and 2)                                    | 14                | 17    | 18  | 4   | 11    | 14  | 24  | 17  | 9    | 21  | 18   | 15  | 14    |
| All elements                                            |                   |       |     |     |       |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                   | 72                | 65    | 66  | 88  | 77    | 66  | 63  | 75  | 81   | 64  | 68   | 60  | 72    |
| Medium (value 3)                                        | 14                | 18    | 16  | 9   | 10    | 19  | 15  | 14  | 10   | 16  | 14   | 19  | 14    |
| Low (values 1 and 2)                                    | 15                | 17    | 18  | 3   | 13    | 16  | 23  | 12  | 9    | 20  | 19   | 21  | 15    |
| Count                                                   | 108               | 1,293 | 149 | 30  | 1,776 | 143 | 142 | 161 | 454  | 299 | 73   | 21  | 4,649 |

National Graduate Survey 2024; Question N1: In your current employment, how useful are the following elements of your study programme? Scale of answers from 1 = 'Not useful at all' to 5 = 'Very useful'.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

## 11.2 Most Appropriate Level of Education for Employment

The concept of appropriate employment involves relating the level of education to the level of employment by asking the graduates to judge the extent to which they were able to secure appropriate employment. The term "over-education" is sometimes used to describe a situation where an individual graduate possesses a level of education in excess of what is required for his/ her particular job. The term vertical link or vertical match between higher education and employment is sometimes also used to differentiate the concepts of over-education (vertical match) from skill mismatch (horizontal match).

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

Table 11.2 presents the most appropriate level of education for employment according to the views of graduates, differentiated by their own level of education achieved in 2019, 2020 or 2021. Graduates who were working in areas where a higher education degree was not required can be classified as overeducated.

Only 7 per cent of the employed graduates reported that their employment did not require higher education. At the Certificate or Diploma level, 9 per cent of the graduates reported that no higher education was needed for their work. A possibility, therefore, exists that the higher the degree, the less the possibility of a graduate(s) to work in areas where no higher education is needed.

A closer analysis shows that 28 per cent of Bachelor degree and 31 per cent of Honours degree holders worked in jobs that required these qualification levels. Nine (9) per cent reported the Masters degree as the most appropriate level of education for their employment. A PhD degree was reported as the most appropriate level of education for the employment held by 3 per cent of graduates.

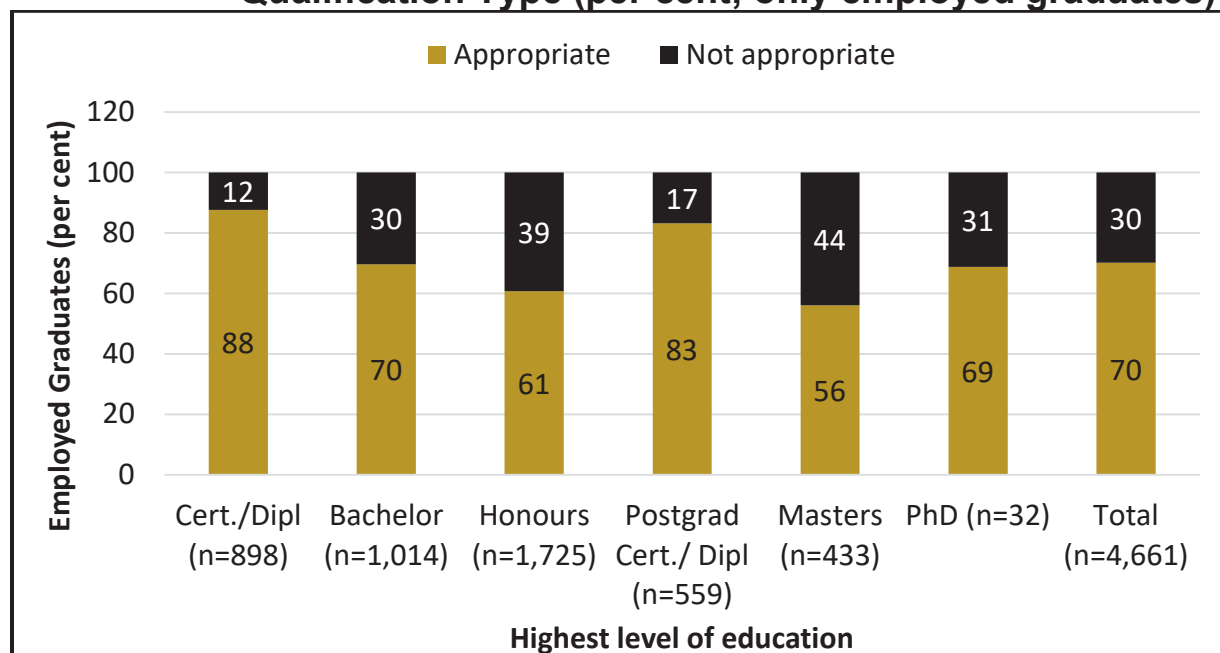
**Table 11.2 Most appropriate level of education for employment by Highest level of qualification (per cent; only employed graduates)**

| Most appropriate level of education for employment | Highest level of qualification |          |     |                           |     |     | Total |
|----------------------------------------------------|--------------------------------|----------|-----|---------------------------|-----|-----|-------|
|                                                    | Cert/<br>Dipl                  | Bachelor | Hon | Postgrad<br>Cert/<br>Dipl | MA  | PhD |       |
| No higher education needed                         | 12                             | 6        | 6   | 6                         | 4   | 0   | 7     |
| Certificate/diploma                                | 53                             | 26       | 25  | 26                        | 14  | 5   | 29    |
| Bachelors                                          | 14                             | 43       | 28  | 23                        | 25  | 18  | 24    |
| Honours                                            | 15                             | 17       | 31  | 31                        | 32  | 9   | 26    |
| Masters                                            | 4                              | 7        | 9   | 10                        | 23  | 41  | 11    |
| PhD                                                | 3                              | 1        | 1   | 3                         | 3   | 27  | 3     |
| Total                                              | 100                            | 100      | 100 | 100                       | 100 | 100 | 100   |
| Count                                              | 335                            | 124      | 436 | 258                       | 257 | 22  | 1,432 |

National Graduate Survey 2024; Question N2: What is the most appropriate level of education for your employment? One answer only

In Figure 11.1, the results are aggregated to illustrate the degree of appropriateness of employment, which was considered as aligned to own level of education or to a higher level of education. The results show that 70 per cent of all employed graduates are working in areas that they consider appropriate for their level of education. However, a substantive proportion (44 per cent) of Masters, and (39 per cent) of Honours degree holders held the view that they were working in areas not appropriate for their levels.

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



National Graduate Survey 2024; Question N2: What is the most appropriate level of education for your employment? One answer only

### 11.3 Relationship between Field of Learning and Area of Work

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

More than three-quarters (78 per cent) of the employed graduates reported a close relationship between their field of learning and their area of work, with a range of 97 per cent for the Culture and the Arts graduates to 65 per cent for the Human and Social Studies graduates (Table 11.3). Majority of graduates from the Health Sciences and Social Services (89 per cent) and Law, Military and Security (86 per cent) fields of study also reported a close relationship.

**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 | Lan | Cul | Edu  | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Relationship between field of learning and area of work |                   |      |     |     |      |     |     |     |      |     |      |     |       |
| 1 Not at all                                            | 9                 | 9    | 14  | 0   | 9    | 8   | 15  | 8   | 4    | 11  | 10   | 5   | 9     |
| 2                                                       | 9                 | 6    | 7   | 0   | 3    | 7   | 6   | 2   | 3    | 5   | 3    | 10  | 4     |
| 3                                                       | 6                 | 14   | 9   | 3   | 5    | 11  | 14  | 5   | 4    | 10  | 5    | 10  | 9     |
| 4                                                       | 27                | 22   | 21  | 20  | 16   | 26  | 18  | 14  | 10   | 26  | 15   | 19  | 19    |
| 5 To a very high extent                                 | 49                | 48   | 49  | 77  | 67   | 48  | 47  | 72  | 79   | 48  | 67   | 57  | 60    |
| Total                                                   | 100               | 100  | 100 | 100 | 100  | 100 | 100 | 100 | 100  | 100 | 100  | 100 | 100   |
| Count                                                   | 109               | 1289 | 148 | 30  | 1771 | 141 | 142 | 160 | 454  | 296 | 73   | 21  | 4634  |

**Recorded values**

High (values 4 and 5)

Medium (value 3)

Low (values 1 and 2)

Arithmetic mean

National Graduate Survey 2024; Question N3: To what extent does your field of learning relate to your area of work? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

Only a few graduates reported working in areas different from their fields of study (13 per cent). The reasons for taking up a job unrelated to the field of learning could vary. Graduates may 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 Reasons for Taking up a Job not Linked to Study by Sex (per cent; multiple responses; only employed graduates)<sup>4</sup> presents such reasons disaggregated by sex. The top reasons were:

- I could not find any job closely linked to my study (66 per cent),
- My current job allows me to take into account family needs (26 per cent),
- At the beginning of the career envisaged, I had to accept work hardly linked to my study (19 per cent),
- In doing this job, I have better career prospects (16 per cent).

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

| Reasons for taken up a job hardly linked to study                                       | Sex  |        | Total |
|-----------------------------------------------------------------------------------------|------|--------|-------|
|                                                                                         | Male | Female |       |
| At the beginning of the career envisaged I had to accept work hardly linked to my study | 21   | 19     | 19    |
| My current job ensures high income                                                      | 11   | 7      | 9     |
| In doing this job I have better career prospects                                        | 21   | 14     | 16    |
| My interests have changed                                                               | 13   | 10     | 11    |
| My current job is very satisfactory                                                     | 12   | 8      | 10    |
| I was promoted to a position less linked to my studies and my previous position         | 8    | 6      | 7     |
| My current job provides the opportunity for part time or flexible schedules             | 11   | 10     | 10    |
| My current job provides the opportunity to work in a locality/area I prefer             | 7    | 8      | 8     |
| My current job allows me to take into account family needs                              | 28   | 24     | 26    |
| I could not find any job closely linked to my study                                     | 63   | 67     | 66    |
| Other                                                                                   | 8    | 8      | 8     |
| Total                                                                                   | 202  | 183    | 189   |
| Count                                                                                   | 341  | 669    | 1,010 |

National Graduate Survey 2024; Question N4: If you consider your employment not related to your knowledge and your study, why did you take it up? Multiple answers possible

## 11.4 Job Satisfaction

Job satisfaction measures the relationship between study and work and takes into account the motivation of graduates. A satisfying situation can be defined as one where the characteristics of employment and work match with 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 employment and work were to be considered by the graduates. The items were adopted from the ones used in the international graduate surveys, namely Careers after Higher Education - a European Research Study, The Flexible Professional in the Knowledge Society (international survey higher education graduates), the Association of African Universities (AAU) tracer studies and the previous Namibian National Graduate Surveys. Thus, wide comparisons can be made.

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

- Content of work (78 per cent),
- Possibility to use knowledge and skills acquired during my studies (77 per cent),
- Job security (67 per cent),
- Working atmosphere (67 per cent),
- Opportunity to benefit society (66 per cent)
- Chance of realising own ideas (64 per cent),
- Challenges of the job (60 per cent),
- Current position (59 per cent),
- Equal treatment of all employees (56 per cent),
- Workplace surroundings (noise, space, climate) (56 per cent),
- Equipment of workplace (51 per cent), and
- Fringe and other benefits (50 per cent),

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

- Income (41 per cent), and
- Promotion prospect (40 per cent)

The results further show remarkable differences in job satisfaction according to fields of study. Graduates from the Culture, Education, Law and Health (both 82 per cent) fields of learning reported a very high satisfaction with the content of work. Education and Health graduates also had the highest satisfaction level with the possibility to use knowledge and skills acquired during studies (both 85 per cent). Many Culture graduates reported satisfaction with "Working atmosphere" (78 per cent) while this was only true for some graduates from the Languages (53 per cent).

Graduates from Law, Military and Security and Education, Training and Development fields of learning (77 and 74 per cent, respectively) reported the highest job security satisfaction while those from Physical Planning and Construction and Manufacturing, Engineering and Technology reported a low satisfaction. Generally, graduates across all the fields reported a low satisfaction with "Promotion Prospect (40 per cent)" as well as "Income" (41 per cent), with the low satisfaction mainly from Physical Planning and Construction, Services and Life Sciences and Communication Studies and Languages graduates.

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

| Satisfaction with characteristics of the professional work situation | Field of learning |      |     |     |     |     |     |     |      |     |      |     | Total |
|----------------------------------------------------------------------|-------------------|------|-----|-----|-----|-----|-----|-----|------|-----|------|-----|-------|
|                                                                      | Agri              | Busi | Lan | Cul | Edu | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| Content of work                                                      |                   |      |     |     |     |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                                | 72                | 75   | 70  | 82  | 82  | 69  | 70  | 82  | 82   | 71  | 75   | 67  | 78    |
| Medium (value 3)                                                     | 22                | 17   | 21  | 14  | 12  | 23  | 17  | 10  | 14   | 23  | 16   | 28  | 15    |
| Low (values 1 and 2)                                                 | 7                 | 9    | 9   | 4   | 6   | 8   | 12  | 8   | 4    | 6   | 9    | 6   | 7     |
| Working atmosphere                                                   |                   |      |     |     |     |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                                | 58                | 67   | 53  | 78  | 69  | 67  | 59  | 71  | 63   | 69  | 64   | 56  | 67    |
| Medium (value 3)                                                     | 31                | 20   | 29  | 19  | 19  | 20  | 25  | 16  | 25   | 20  | 16   | 33  | 21    |
| Low (values 1 and 2)                                                 | 11                | 13   | 17  | 4   | 11  | 12  | 16  | 13  | 13   | 11  | 20   | 11  | 12    |
| Job security                                                         |                   |      |     |     |     |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                                | 58                | 65   | 60  | 59  | 74  | 54  | 67  | 77  | 68   | 57  | 48   | 56  | 67    |
| Medium (value 3)                                                     | 18                | 18   | 19  | 15  | 16  | 22  | 11  | 14  | 18   | 19  | 13   | 13  | 17    |
| Low (values 1 and 2)                                                 | 25                | 17   | 21  | 26  | 10  | 24  | 22  | 9   | 14   | 24  | 39   | 31  | 16    |
| Possibility to use knowledge and skills acquired during my studies   |                   |      |     |     |     |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                                | 77                | 71   | 70  | 82  | 84  | 70  | 67  | 82  | 85   | 69  | 69   | 53  | 77    |
| Medium (value 3)                                                     | 16                | 16   | 15  | 18  | 9   | 17  | 18  | 12  | 10   | 19  | 14   | 29  | 13    |
| Low (values 1 and 2)                                                 | 7                 | 12   | 15  | 0   | 7   | 13  | 15  | 6   | 5    | 12  | 17   | 18  | 10    |
| Challenges of the job                                                |                   |      |     |     |     |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                                | 56                | 57   | 59  | 65  | 62  | 52  | 54  | 63  | 66   | 59  | 58   | 44  | 60    |
| Medium (value 3)                                                     | 35                | 26   | 25  | 31  | 25  | 32  | 30  | 23  | 21   | 29  | 25   | 44  | 26    |
| Low (values 1 and 2)                                                 | 10                | 17   | 16  | 4   | 13  | 16  | 16  | 15  | 13   | 13  | 17   | 11  | 14    |
| Current position                                                     |                   |      |     |     |     |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                                | 53                | 53   | 48  | 67  | 65  | 45  | 55  | 54  | 68   | 54  | 41   | 53  | 59    |
| Medium (value 3)                                                     | 24                | 26   | 23  | 19  | 21  | 32  | 26  | 24  | 19   | 26  | 32   | 18  | 23    |
| Low (values 1 and 2)                                                 | 22                | 21   | 29  | 15  | 14  | 23  | 19  | 22  | 13   | 20  | 28   | 29  | 18    |
| Income                                                               |                   |      |     |     |     |     |     |     |      |     |      |     |       |
| High (values 4 and 5)                                                | 36                | 38   | 30  | 37  | 47  | 28  | 36  | 42  | 41   | 33  | 18   | 33  | 41    |
| Medium (value 3)                                                     | 28                | 28   | 24  | 26  | 27  | 34  | 29  | 30  | 32   | 29  | 28   | 17  | 28    |
| Low (values 1 and 2)                                                 | 36                | 34   | 46  | 37  | 25  | 38  | 35  | 28  | 27   | 37  | 54   | 50  | 31    |

| Satisfaction with characteristics of the professional work situation | Field of learning |       |     |     |       |     |     |     |      |     |      | Total |
|----------------------------------------------------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-------|
|                                                                      | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser   |
| <b>Promotion prospect</b>                                            |                   |       |     |     |       |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                | 42                | 37    | 30  | 58  | 45    | 38  | 38  | 48  | 37   | 33  | 25   | 28    |
| Medium (value 3)                                                     | 26                | 24    | 25  | 19  | 24    | 26  | 27  | 20  | 28   | 31  | 25   | 28    |
| <b>Low (values 1 and 2)</b>                                          | 32                | 39    | 46  | 23  | 31    | 36  | 35  | 32  | 35   | 35  | 50   | 44    |
| Opportunity to benefit society                                       |                   |       |     |     |       |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                | 70                | 57    | 59  | 81  | 72    | 62  | 67  | 68  | 80   | 55  | 58   | 50    |
| Medium (value 3)                                                     | 18                | 23    | 24  | 11  | 18    | 18  | 16  | 18  | 14   | 29  | 23   | 28    |
| Low (values 1 and 2)                                                 | 13                | 19    | 17  | 7   | 10    | 20  | 17  | 13  | 6    | 16  | 20   | 22    |
| <b>Chance of realising my own ideas</b>                              |                   |       |     |     |       |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                | 64                | 56    | 54  | 88  | 73    | 58  | 64  | 61  | 69   | 53  | 60   | 44    |
| Medium (value 3)                                                     | 21                | 24    | 24  | 8   | 17    | 25  | 18  | 17  | 20   | 32  | 19   | 44    |
| Low (values 1 and 2)                                                 | 15                | 20    | 22  | 4   | 10    | 17  | 18  | 22  | 11   | 15  | 21   | 11    |
| <b>Fringe/other benefits</b>                                         |                   |       |     |     |       |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                | 47                | 43    | 44  | 63  | 58    | 40  | 50  | 53  | 50   | 41  | 30   | 42    |
| Medium (value 3)                                                     | 27                | 23    | 24  | 19  | 22    | 27  | 25  | 24  | 28   | 23  | 23   | 21    |
| Low (values 1 and 2)                                                 | 25                | 33    | 32  | 19  | 20    | 33  | 25  | 24  | 21   | 36  | 47   | 37    |
| <b>Equipment of workplace</b>                                        |                   |       |     |     |       |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                | 52                | 58    | 38  | 57  | 47    | 55  | 59  | 52  | 46   | 52  | 57   | 47    |
| Medium (value 3)                                                     | 31                | 26    | 35  | 29  | 29    | 25  | 23  | 25  | 28   | 31  | 24   | 42    |
| Low (values 1 and 2)                                                 | 16                | 17    | 27  | 14  | 24    | 20  | 19  | 23  | 26   | 17  | 19   | 11    |
| <b>Workplace surroundings (noise, space, climate)</b>                |                   |       |     |     |       |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                | 58                | 57    | 51  | 74  | 54    | 50  | 60  | 55  | 58   | 55  | 63   | 44    |
| Medium (value 3)                                                     | 19                | 24    | 28  | 19  | 26    | 33  | 24  | 30  | 23   | 30  | 11   | 33    |
| Low (values 1 and 2)                                                 | 23                | 18    | 21  | 7   | 21    | 17  | 16  | 14  | 19   | 16  | 25   | 22    |
| <b>Equal treatment of all employees</b>                              |                   |       |     |     |       |     |     |     |      |     |      |       |
| High (values 4 and 5)                                                | 50                | 51    | 46  | 61  | 62    | 53  | 47  | 50  | 55   | 56  | 46   | 47    |
| Medium (value 3)                                                     | 29                | 25    | 23  | 25  | 21    | 23  | 28  | 25  | 23   | 24  | 23   | 21    |
| Low (values 1 and 2)                                                 | 21                | 24    | 31  | 14  | 17    | 24  | 25  | 24  | 22   | 20  | 31   | 32    |
| Count                                                                | 107               | 1,263 | 145 | 30  | 1,722 | 139 | 141 | 155 | 444  | 298 | 72   | 19    |
|                                                                      |                   |       |     |     |       |     |     |     |      |     |      | 4,535 |

National Graduate Survey 2024; Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lan** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan**-Physical Planning and Construction and **Ser**- Services and Life Sciences.

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

**Table 11.6 Satisfaction with Selected Characteristics of the Professional Work Situation by HEI (per cent; only employed graduates)**

| Satisfaction with characteristics of the professional work situation | Name of the institution |       |     |     |        | Total |
|----------------------------------------------------------------------|-------------------------|-------|-----|-----|--------|-------|
|                                                                      | UNAM                    | NUST  | IUM | IOL | NAMCOL |       |
| Content of work                                                      | 4.2                     | 4.0   | 4.2 | 4.3 | 4.1    | 4.2   |
| Working atmosphere                                                   | 3.8                     | 3.8   | 4.0 | 4.1 | 3.9    | 3.9   |
| Job security                                                         | 3.9                     | 3.7   | 3.9 | 4.2 | 3.9    | 3.9   |
| Possibility to use knowledge and skills acquired during my studies   | 4.2                     | 4.0   | 4.2 | 4.3 | 4.1    | 4.2   |
| Challenges of the job                                                | 3.7                     | 3.6   | 3.7 | 3.8 | 3.7    | 3.7   |
| Current position                                                     | 3.7                     | 3.4   | 3.7 | 3.9 | 3.7    | 3.6   |
| Income                                                               | 3.2                     | 2.9   | 3.2 | 3.6 | 3.2    | 3.2   |
| Promotion prospect                                                   | 3.1                     | 2.9   | 3.1 | 3.2 | 3.0    | 3.1   |
| Opportunity to benefit society                                       | 4.0                     | 3.6   | 3.8 | 4.0 | 3.9    | 3.8   |
| Chance of realising my own ideas                                     | 3.9                     | 3.5   | 3.8 | 4.0 | 4.0    | 3.8   |
| Fringe/other benefits                                                | 3.4                     | 3.1   | 3.3 | 3.8 | 3.4    | 3.3   |
| Equipment of workplace                                               | 3.4                     | 3.5   | 3.5 | 3.5 | 3.5    | 3.5   |
| Workplace surroundings (noise, space, climate)                       | 3.6                     | 3.6   | 3.5 | 3.6 | 3.5    | 3.6   |
| Equal treatment of all employees                                     | 3.6                     | 3.3   | 3.7 | 3.8 | 3.8    | 3.6   |
| Count                                                                | 1,692                   | 1,286 | 875 | 416 | 349    | 4,618 |

National Graduate Survey 2024; Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

The different aspects of job satisfaction are of course related to some extent, but it requires further analysis to determine if this indicates the existence of a one-dimensional job situation of good and bad jobs for the graduates. A factor analysis (principal component analysis with varimax rotation) of the 14 aspects of job satisfaction shows (Table 11.7

Dimensions of Job Satisfaction (loadings of the rotated component matrix and Cronbach's alpha; only employed graduates) that this is not the case. There is not just one dimension of satisfying job attributes. Two dimensions of job satisfaction could be differentiated, and two corresponding index variables were created for further analysis.

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

| <b>Dimension and related items</b>                                 | <b>Loadings</b>         |
|--------------------------------------------------------------------|-------------------------|
| <b>Dimension 1: Workplace Conditions and Benefits</b>              |                         |
| Fringe/ other benefits                                             | 0.793                   |
| Income                                                             | 0.767                   |
| Promotion prospect                                                 | 0.709                   |
| Equipment of workplace                                             | 0.617                   |
| Job security                                                       | 0.601                   |
| Equal treatment of all employees                                   | 0.519                   |
| Workplace surroundings (noise, space, climate)                     | 0.514                   |
| <b>Dimension 2: Job Content and Personal Fulfilment</b>            |                         |
| Possibility to use knowledge and skills acquired during my studies | 0.793                   |
| Content of work                                                    | 0.792                   |
| Chance of realising my own ideas                                   | 0.641                   |
| Challenges of the job                                              | 0.637                   |
| Working atmosphere                                                 | 0.620                   |
| Current position                                                   | 0.601                   |
| Opportunity to benefit society                                     | 0.561                   |
| <b>Reliability of the index variables</b>                          | <b>Cronbach's alpha</b> |
| Dimension 1: Workplace Conditions and Benefits                     | 0.87                    |
| Dimension 2: Job Content and Personal Fulfilment                   | 0.85                    |

National Graduate Survey 2024, Question O1: How satisfied are you with the following characteristics of your professional work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'. Method: Principal component analysis with varimax rotation. Only component loadings higher than 0.5 are documented.

In addition to the single aspects, graduates were asked to provide a summary of their job satisfaction. The scale of answers was from 1 = 'Not at all' to 5 = 'To a very high extent'. This overall job satisfaction takes into account that graduates might have different work orientations which contribute to their job satisfaction level.

The overall job satisfaction of graduates was good. Slightly above half (54 per cent) of the graduates were satisfied (values 4 or 5), while 17 per cent were not satisfied (values 1 or 2) (Table 11.8). Graduates from Culture and the Arts, Education, Training and Development, Law, Military and Security and Health Sciences and Social Services fields of learning expressed a high degree overall job satisfaction (60 per cent and above). Graduates from Services and Life Sciences expressed the least overall job satisfaction (32 per cent).

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

| General job satisfaction | Field of learning |       |     |     |       |     |     |     |      |     |      |     | Total |
|--------------------------|-------------------|-------|-----|-----|-------|-----|-----|-----|------|-----|------|-----|-------|
|                          | Agri              | Busi  | Lan | Cul | Edu   | Man | Soc | Law | Heal | Sci | Plan | Ser |       |
| 1 Not at all             | 6                 | 7     | 13  | 3   | 6     | 4   | 10  | 6   | 4    | 4   | 15   | 0   | 6     |
| 2                        | 10                | 13    | 13  | 3   | 8     | 14  | 9   | 10  | 9    | 15  | 11   | 21  | 11    |
| 3                        | 31                | 33    | 33  | 17  | 26    | 33  | 28  | 25  | 26   | 35  | 28   | 47  | 29    |
| 4                        | 35                | 28    | 24  | 34  | 31    | 33  | 30  | 35  | 38   | 28  | 28   | 11  | 31    |
| 5 To a very high extent  | 18                | 19    | 16  | 41  | 29    | 15  | 23  | 25  | 22   | 18  | 18   | 21  | 23    |
| Total                    | 100               | 100   | 100 | 100 | 100   | 100 | 100 | 100 | 100  | 100 | 100  | 100 | 100   |
| Count                    | 105               | 1,253 | 143 | 29  | 1,705 | 138 | 142 | 154 | 437  | 295 | 72   | 19  | 4,492 |
| High (values 4 and 5)    | 53                | 47    | 41  | 76  | 60    | 49  | 53  | 60  | 61   | 46  | 46   | 32  | 54    |
| Medium (value 3)         | 31                | 33    | 33  | 17  | 26    | 33  | 28  | 25  | 26   | 35  | 28   | 47  | 29    |
| Low (values 1 and 2)     | 15                | 20    | 27  | 7   | 14    | 19  | 19  | 16  | 13   | 19  | 26   | 21  | 17    |
| Arithmetic mean          | 3.5               | 3.4   | 3.2 | 4.1 | 3.7   | 3.4 | 3.5 | 3.6 | 3.7  | 3.4 | 3.2  | 3.3 | 3.5   |

National Graduate Survey 2024; Question O2: Overall, to what extent are you satisfied with your current work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

Abbreviations: **Agri** - Agriculture and Nature Conservation; **Busi** - Business, Commerce and Management Studies; **Lang** - Communication Studies and Language; **Cul** - Culture and the Arts; **Edu** - Education, Training and Development; **Man** - Manufacturing, Engineering and Technology; **Soc** - Human and Social Studies; **Law** - Law, Military Science and Security; **Heal** - Health Sciences and Social Services; **Sci** - Physical, Mathematical and Computer Sciences; **Plan** - Physical Planning and Construction and **Ser** - Services and Life Sciences.

There were no distinct differences visible between male and female graduates when it comes to job satisfaction. Table 11.9 shows that both male (55 per cent) and female (53 per cent) graduates indicated satisfied with their current work situation to a high extent, thereby recording almost similar levels of satisfaction in their jobs.

**Table 11.9 General Job Satisfaction by Field of Learning (per cent; arithmetic mean; only employed graduates)**

| General job satisfaction   | Sex   |        | Total |
|----------------------------|-------|--------|-------|
|                            | Male  | Female |       |
| 1 'Not at all'             | 5     | 7      | 6     |
| 2                          | 11    | 10     | 11    |
| 3                          | 28    | 29     | 29    |
| 4                          | 32    | 30     | 30    |
| 5 'To a very high extent'. | 23    | 23     | 23    |
| Total                      | 100   | 100    | 100   |
| Count                      | 1,543 | 3,031  | 4,574 |
| <b>Recoded values</b>      |       |        |       |
| High (values 4 and 5)      | 55    | 53     | 54    |
| Medium (value 3)           | 28    | 29     | 29    |
| Low (values 1 and 2)       | 16    | 17     | 17    |
| Arithmetic mean            | 3.6   | 3.5    | 3.5   |

National Graduate Survey 2024; Question O2: Overall, to what extent are you satisfied with your current work situation? Scale of answers from 1 = 'Not at all' to 5 = 'To a very high extent'.

In order to test the relevance of the different dimensions of job satisfaction for the overall job satisfaction, a multiple regression analysis (OLS method) was performed. More than 50 per cent of the variance in the overall job satisfaction in the regression analysis is explained by the two dimensions, as illustrated in Table 11.10. The first dimension, "Workplace Conditions and benefits" explains 44 per cent of the variance, whereas the second dimension, "Job Content and personal fulfilment" explains 36 per cent of the variance.

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

| Independent variables               | Standardised regression coefficient (beta) | Significance |
|-------------------------------------|--------------------------------------------|--------------|
| Multiple R square                   | 0.55                                       | ***          |
| Workplace Conditions and benefits   | 0.44                                       | ***          |
| Job Content and personal fulfilment | 0.36                                       | ***          |

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

## 12 Conclusions and Recommendations

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

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

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

### 12.1 Methodology

While a sizeable number of graduates had active phone numbers (74 per cent), only two-third (65 per cent) of the target population had working emails. Updating graduates' contact details required time, human and material resources.

#### Recommendations

- HEIs should maintain updated graduates' contact details (email addresses and phone numbers) for future communication.
- Alumni offices should conduct regular outreach to new graduates to update their details. They should also establish and/ or strengthen relationship with the faculties and institutional planning to consolidate efforts within the HEI.

## 12.2 Factors Influencing Higher Education Choices and Learning Outcomes

Average scores highlight “Reputations/ image of the HEI/ campus” (4.2); “Practical emphasis of the study programme” (4.2); “Admission standards and prior grades” (4.2); and “Provision of area of specialisation” (4.1) play a major role in influencing the choice of the HEI as opposed to the social factors such as “Closeness to home”; “Attractiveness of town/ suburb/ region”; and “Availability of quality accommodation on or off campus”. This implies that the choice of the HEI depends on the institution, as a brand. Failed examination was cited the main reason for prolonging studies across all age group with the younger graduates (27 years and younger) topping the list with (80 per cent), followed by the age group of (28 to 33 years) with 64 per cent. Financial challenges appeared to be another prominent reason for prolonging studies among the older graduates (34 years and older). Where financial support is assured, the challenge for mature students is more about work commitments.

### Recommendations

- HEIs should strive to maintain high performance standards and quality services and continuously improve marketing strategies to attract students.
- In 2025, the government adopted policy measures to enhance student capability, academic and financial support. These include the minimum standards for higher education institutions, which prescribe minimum requirements for admission to programmes, staff-student ratio, and training facilities. The subsidised tertiary education alleviates financial burden among the undergraduate students, younger than 50 years. It is recommended that indicators for assessing the impact of such policy interventions be included in future surveys to ascertain their effect on student success.

## 12.3 Higher Education Institutions’ Study Conditions and Provisions

Some HEIs' study conditions and provisions were rated relatively low, on average. These include “Internship programme/ field course/ practicals” (3.5); “Student recreational facilities on campus” (3.5); “Chances for students to have an influence on HEIs policies” (3.6), as well as the entire “Specific services facilities” (3.4). This calls for urgent attention by the HEIs and all educational stakeholders.

## Recommendations

- HEIs are increasingly introducing work integrated learning and entrepreneurship in many academic programmes. However, industry support in providing on-the-job learning opportunities is required. This calls for stronger collaboration between HEIs and the industry. In support of this, the government adopted the Work Integrated Learning policy in 2025. It is expected that the implementation of this policy in HEIs will alleviate the challenges associated with internship opportunities.
- Each HEI should study the students' evaluation of the conditions and services, and devise strategies for addressing students' concerns in a manner that is transparent and instils trust.
- Considering the limited resources and competing priorities between teaching and learning, and facilities and student support services, HEIs are encouraged to enhance partnerships in sharing technical equipment, lodging and recreational facilities which are necessary for enhancing learning and general student development.

### 12.4 Further Study

The prospect for “Enhancing career” (50 percent) were cited as the top reason for engaging in further study by graduates. All the fields of learning displayed strong links between the field of further study and the initial field. The majority of the graduates who reported undertaking further studies pursued Honours and Masters degrees (27 and 26 per cent, respectively). These findings imply that graduates are eager to enhance their careers and deepen their knowledge.

#### Recommendation

- Funding agencies should be responsive and supportive of the human resource development quest, which is aligned with the national aspiration of a knowledge-based society.

### 12.5 Relationship between Job Search and Employment

Although ‘Press Advertisement’ was cited as the most successful and effective method for finding the first jobs, it was also indicated that it took a longer period (16 months). Graduates who found their first job through “Contacted employer on own initiative” found employment the fastest (12

months). The next fast method used was “Through Work placement/ attachment during higher/ tertiary education” (approximately 14 months). “Setting up of own business” (23 months) was reported to be taking the longest to secure a first job.

### Recommendation

- In view of limited employment opportunities in public and private sectors, there is a need to institutionalise a graduate internship programme, catering for both the salaried and self-employed graduates. Strengthening of incubation centres, career guidance and entrepreneurship programmes for students could also drive self-employment, immediately after graduation.

## 12.6 Employment and Work

The unemployment rate is relatively high among graduates from the Agriculture field (47 per cent) remained high over the past surveys. This could be due to the adverse climatic conditions that affected the country and, in particular, employment in recent years or a mere disconnect between training and the industry. The unemployment rate of the graduates in the field of education also increased notably from 22 per cent in 2021 National Graduate Survey to 38 per cent in this Survey.

There is little progress evident in employment creation by the private sector. Employment rates in the government organisations averaged at 65 per cent over the past surveys as compared to 35 per cent in the private sector and non-governmental organisations.

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

### Recommendations

- Dedicated surveys on agriculture graduates and employers should be conducted to establish factors associated with low employment rates among the graduates. Specific skills requirements should be documented to inform the development of responsive academic programmes.

- Similarly, the rising unemployment rate among the education graduates should be evaluated to establish whether the determinants are associated with the quality of training, mismatch between skills supply and demand, or labour saturation. This will help in developing targeted interventions.
- In addition to collaboration in programme development and the incorporation of entrepreneurship training within the various programmes, the private sector should embrace hosting/engagement of graduate interns to consolidate efforts in graduates' preparedness for the world of work.
- It is necessary to investigate frequent job changes among graduates to establish the driving factors (whether job satisfaction or relevance of the job), and to develop relevant intervention strategies both in the labour market and in training institutions.

## **12.7 Relationship between Study and Work**

The majority of the graduates (77 per cent) rated the "Usefulness of the study programme content to their current employment" as "high" and attested that there was a high possibility of using the knowledge and skills acquired during their studies. The survey also established that 70% of graduates have an appropriate level of education for their employment, and 78% work in areas related to their fields of study although graduates from the Social sciences and Business fields did not find many of the elements useful. This serves as confirmation that Namibian HEIs are offering useful programmes in terms of quality and content, thereby enhancing graduates' employability.

### **Recommendation**

- Notwithstanding the high level of satisfaction, respective institutions should examine their graduates' responses to this survey to determine the characteristics associated with graduate satisfaction, for continuous improvement.

## **12.8 Overall Conclusion**

Participation of higher education institutions in the National graduate survey enables drawing of inferences to create feedback loops to improve curriculum and teaching; confirm skills relevance and programme quality;

provide credible evidence for policy and institutional data-driven decision making, and to evaluate the impact of government policies

Therefore, having introduced policy instruments such as the Minimum Standards for Higher Education Institutions, Subsidised Tertiary Education, and the Work Integrated Learning policy, which aim at student access to quality higher education and graduate success, the government henceforth expects all HEIs to participate in future graduate surveys to enable the evaluation of the impact of these policy interventions on national development.

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## **14. Appendices**

## Appendix 1(a): Mass media advertisements: invitations

**"PARTICIPATE FULLY AND STAND A CHANCE TO WIN ONE OF 15 AIRTIME VOUCHERS WORTH N\$1,400 EACH, SPONSORED BY NCHE"**



**NCHE**  
ROUTING ACCESS TO QUALITY HIGHER EDUCATION

# NATIONAL GRADUATE SURVEY

The National Council for Higher Education (NCHE) in collaboration with IOL, IUM, NAMCOL, NUST and UNAM are calling their graduates who completed their studies in 2019, 2020 and 2021 to participate in the currently running online National Graduate Survey.

### OBJECTIVES

- To inform the curricula development
- To improve higher education services and conditions
- To provide information for development planning



To access the survey use this link: <http://www.graduate-survey.edu.na/>  
(Your information will be treated with confidentiality.)

### CONTACTS

|                                                                                                        |                                                                                                           |                                                                                                            |                                                                                                     |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p><b>IOL</b><br/>WWW.IOL.NA<br/>Ms. Bronwin Basson<br/>+264 61 270 9153<br/>Bronwin.Basson@iol.na</p> | <p><b>IUM</b><br/>WWW.IUM.EDU.NA<br/>Ms. Taleni Matheus<br/>+264 61 433 6404<br/>t.matheus@ium.edu.na</p> | <p><b>NAMCOL</b><br/>WWW.NAMCOL.EDU.NA<br/>Ms. L. Ngeama<br/>+264 61 320 5903<br/>ngeama@namcol.edu.na</p> | <p><b>NUST</b><br/>WWW.NUST.NA<br/>Mr. Efraim Dumeni<br/>+264 61 207 2303<br/>graduates@nust.na</p> | <p><b>UNAM</b><br/>WWW.UNAM.EDU.NA<br/>Ms. K. Neshila-Immanuel<br/>+264 61 206 3575<br/>graduates@unam.na</p> |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|







PARTICIPATE TO IMPROVE THE QUALITY AND RELEVANCE OF HIGHER EDUCATION IN NAMIBIA

## Appendix 1(b): Radio advertisement text for the radio

### ADVERT SCRIPT

#### **2024 National Graduation Survey**

#### **Music up and under (Jingle)**

#### **Voice Over:**

The National Council for Higher Education (NCHE) in collaboration with IOL, IUM, NAMCOL, NUST and UNAM are calling their graduates who completed their studies in 2019, 2020 and 2021 to participate in the currently running online National Graduate Survey.

The institutions would like to establish your employment status and whether your studies and qualifications adequately prepared you for the workplace.

#### **Survey's main objectives are to:**

- inform the curricula development*
- improve higher education services and conditions,*
- provide information for development planning.*

Participate fully and stand a chance to WIN one of the 15 airtime Vouchers worth N\$1,400 each sponsored by NCHE.

To access the survey, use this link: [www.graduate-survey.edu.na](http://www.graduate-survey.edu.na)

Your information will be treated with confidentiality.

**Participate to improve the quality and relevance of higher education in Namibia**

## Appendix 1(c): SMS text for the invitation

Dear {{TITLE}} {{SURNAME}},

Please take part in the 2024 Graduate Survey for those who completed studies in 2019, 2020 & 2021 at {{NUST}}. Visit <https://www.graduate-survey.edu.na/> and use your unique PIN: {{PINS}}. Complete fully for a chance to win one of 15 airtime vouchers worth N\$1400 each!

## Appendix 1(d): SMS text for the reminders

Dear {Graduate Firstname} Please continue to participate in {NUST}'s 2019, 2020, and 2021 graduates survey. Visit [bit.ly/nust-2024](http://bit.ly/nust-2024). Your PIN is {PIN}.

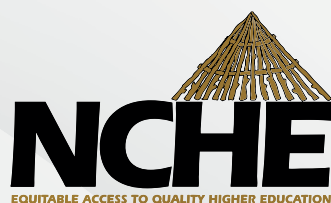
## Appendix 1(e): Email signature promoting the survey

|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                                                                                               |                                                                                                                                                                  |                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <h1>NATIONAL GRADUATE SURVEY</h1> <p>To access the survey use this link: <a href="http://www.graduate-survey.edu.na/">http://www.graduate-survey.edu.na/</a><br/>         Your information will be treated with confidentiality.<br/>         Participate fully and stand a chance to win one of 15 airtime voucher worth N\$1400 each, sponsored by NCHE.</p> |                                                                                                                                                                           |                                                                                                                                                                               |                                                                                                                                                                  |                                                                                                                                                                                |
| <p><b>IOL</b><br/> <a href="http://WWW.IOL.NA">WWW.IOL.NA</a><br/>         Ms. Bronwin Basson<br/>         +264 61 270 9153<br/>         Bronwin.Basson@iol.na</p>                                                                                                                                                                                                                                                                                 | <p><b>IUM</b><br/> <a href="http://WWW.IUM.EDU.NA">WWW.IUM.EDU.NA</a><br/>         Ms. Taleni Matheus<br/>         +264 61 433 6404<br/>         t.matheus@ium.edu.na</p> | <p><b>NAMCOL</b><br/> <a href="http://WWW.NAMCOL.EDU.NA">WWW.NAMCOL.EDU.NA</a><br/>         Ms. L. Ngeama<br/>         +264 61 320 5303<br/>         ngeama@namcol.edu.na</p> | <p><b>NUST</b><br/> <a href="http://WWW.NUST.NA">WWW.NUST.NA</a><br/>         Mr. Efraim Dumeni<br/>         +264 61 207 2303<br/>         graduates@nust.na</p> | <p><b>UNAM</b><br/> <a href="http://WWW.UNAM.EDU.NA">WWW.UNAM.EDU.NA</a><br/>         Ms. K. Neshila-Immanuel<br/>         +264 61 206 3575<br/>         graduates@unam.na</p> |
|                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |                                                                                            |                                                                             |                                                                                           |
| <p><b>PARTICIPATE TO IMPROVE THE QUALITY AND RELEVANCE OF HIGHER EDUCATION IN NAMIBIA</b></p>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                           |                                                                                                                                                                               |                                                                                                                                                                  |                                                                                                                                                                                |

## **Appendix 2: Graduate survey questionnaire**

The sixth survey (2024 National Graduate Survey) started from 21 May to 31 August 2024. This Survey covers 2019, 2020, and 2021 graduate cohorts from NUST, UNAM, IUM, IOL, and NAMCOL. The survey questionnaire is accessible at this link: [www.nche.org.na/research](http://www.nche.org.na/research)





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