

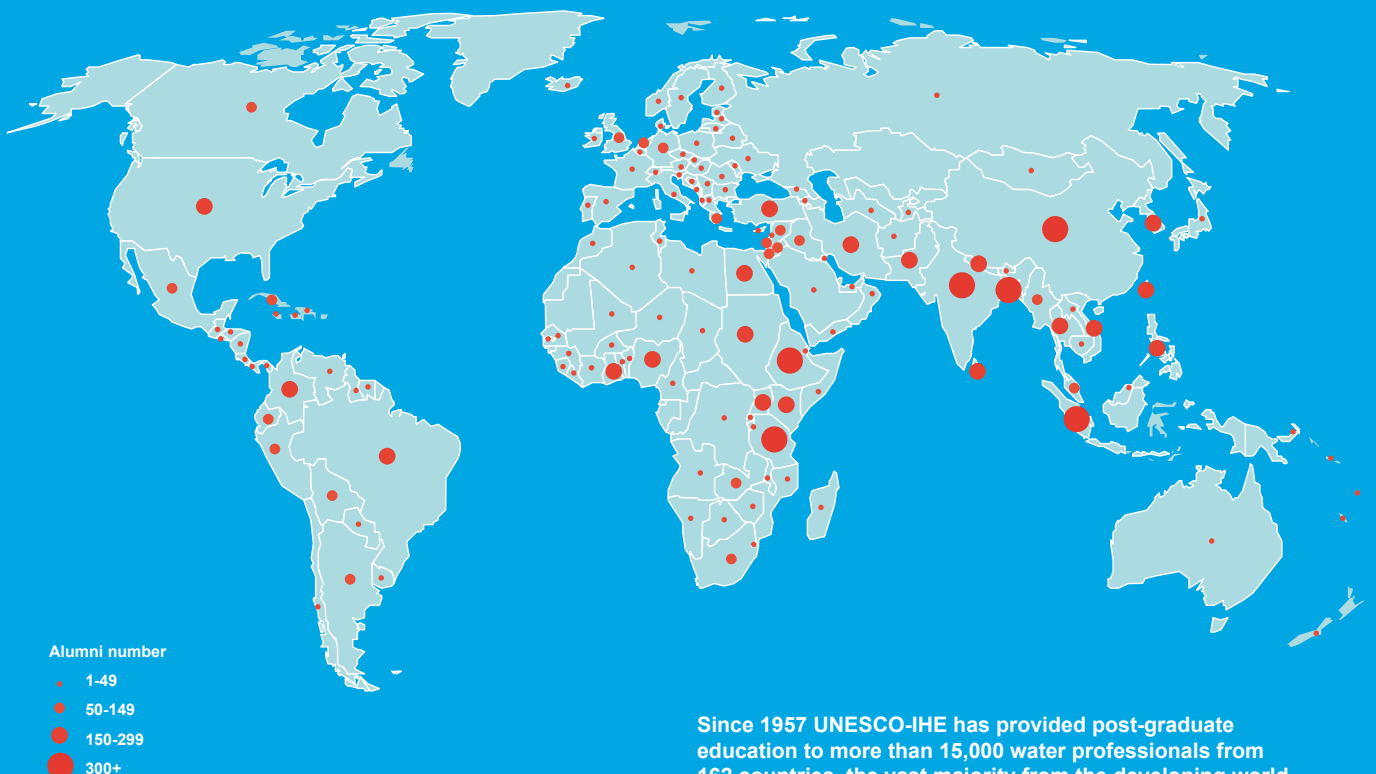


UNESCO-IHE
Institute for Water Education

Alumni Tracer Survey Executive Summary

In an effort to better understand the relevance and impact of the education offered by the UNESCO-IHE Institute for Water Education, an alumni tracer survey was conducted in 2011.

The tracer survey consisted of 34 questions that address the performance of UNESCO-IHE graduates and aim to gain a more detailed understanding of alumni career development and the relevance of the study programmes. The study explores whether alumni benefited from UNESCO-IHE's academic programmes in general, the changes alumni experienced in sector, job level and location, their further education and their professional network. The results are being used to continue improving the Institute's services for future generations of water professionals.



Impact of Study on Graduates

In general, alumni seem to benefit from following a study at UNESCO-IHE, receiving recognition for their enhanced skills. This can be concluded from positive career development, increase in salary, increased personal and professional network, and improved competences.

When put in historical perspective, fewer alumni immediately return to the employer they had before their study as soon as they graduate. In addition, a higher percentage of the youngest group of alumni that return to the same employer are promoted to a new job position (cohort 3, graduated after 2000).

When looking at salary one year after graduation, 47% of the respondents saw their salary increase by 105-150%. Five years after graduation, it is striking to note that 31% of alumni in cohort 3 saw their salary increase by over 150%, which is a sharp increase compared to the two cohorts of alumni from earlier generations.

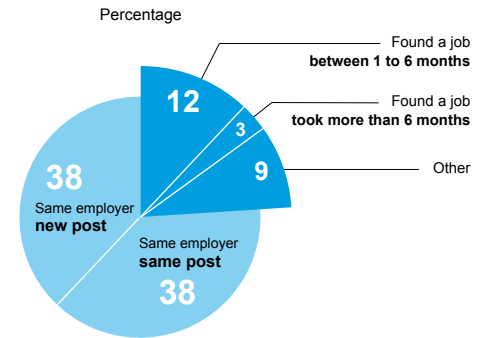
Respondents described their working environment as conducive upon their return after graduation. In particular, they indicated that the tasks allocated to them require a higher level of knowledge than before, that they

are asked to give presentations to other staff members, and that they have engaged in mentoring junior staff as a continuation of their own education. This would indicate that alumni shared knowledge acquired at (UNESCO-)IHE within their organization.

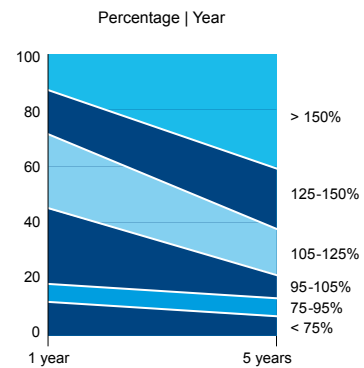
In addition to in-depth technical competence and, to a lesser extent, competence in water management and water governance, alumni indicated that they had acquired increased competence in lifelong learning and innovation. Critical thinking, the ability to work in multidisciplinary environments and creative problem-solving skills were specifically mentioned. This overall approach was considered just as important as the more concrete knowledge and skills acquired during the courses.

Respondents continue to be active participants and learners in the world they work and live in. Most alumni further improve their competences by following short (non-degree) courses. Furthermore, by keeping up to date with developments in their chosen profession, alumni continue to maintain and value contacts with former classmates and professors from UNESCO-IHE.

EMPLOYMENT AFTER UNESCO-IHE: FIRST JOB AFTER GRADUATION

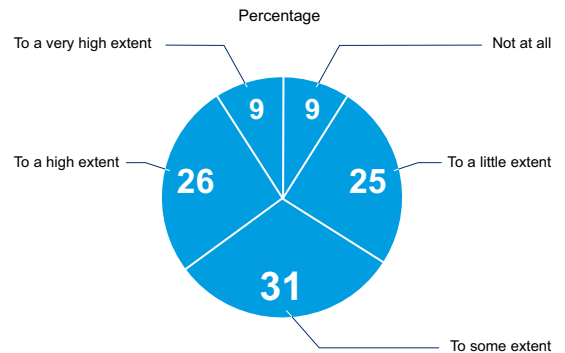


EMPLOYMENT AFTER UNESCO-IHE: SALARY AFTER GRADUATION



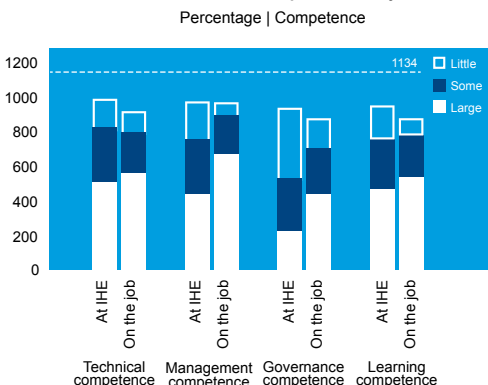
NETWORK

To which extent did you (or do you) professionally benefit from the contacts (participants, staff, etc.) you made at UNESCO-IHE?



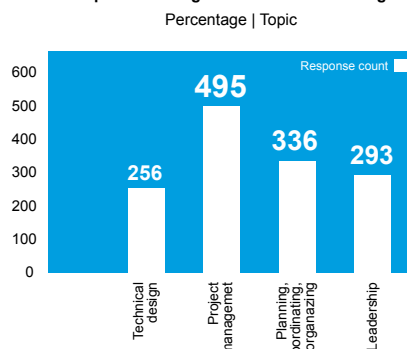
COMPETENCES AND SKILLS

Technical competences and skills acquired at UNESCO-IHE and required on the job



COMPETENCES AND SKILLS

Topics receiving most additional training



Relevance for Development

As declared in its mission and vision statement, one of the main raisons d'être of UNESCO-IHE is to contribute to the education and training of professionals who will then have a positive impact on development by working on the needs of developing countries and countries in transition with regard to water-related capacity building.

The impact and relevance of the study were measured by:

- The percentage of alumni that return to their home country upon graduation;
- The job level and sector of the organizations they are working for;
- The involvement in development projects, reform and studies;
- Alumni perceptions of their contributions to the overall development of their country or region.

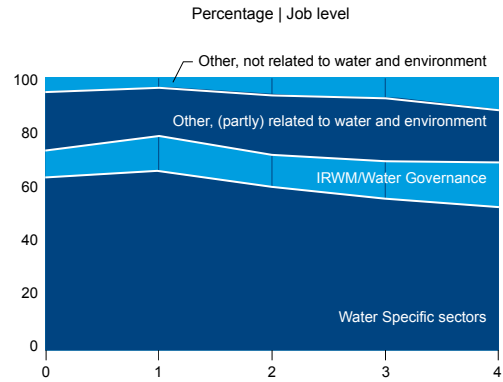
97% of all respondents coming from developing countries or countries in transition returned to their home country/region to continue working after graduating from UNESCO-IHE. Nearly all indicate that they are still active in their home country in a relevant job.

Most alumni are employed in the public sector, but a growing number of alumni working for private sector and international organizations can be seen throughout all cohorts. A comparison of the sectors shows a trend towards working on cross-sectoral water issues compared to in specific sectors such as hydrology and irrigation.

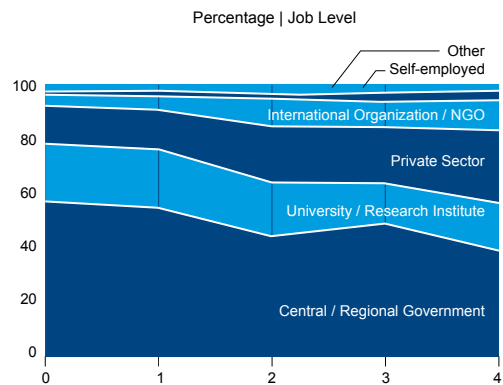
With each consecutive job, alumni climb closer to senior professional, managerial and executive levels. In cohort 1 for example, over 50% of the respondents had attained managerial or executive levels by their 4th job. Moreover, most alumni remain active in the water and environment sector throughout their career. There are two conclusions that can be drawn from these findings: most alumni become increasingly influential as their career progresses, and their influence is used in the water and environmental sectors.

The fact that 87% of all respondents are or have been involved in development projects is a clear indicator for the impact of the alumni on the development of their home countries.

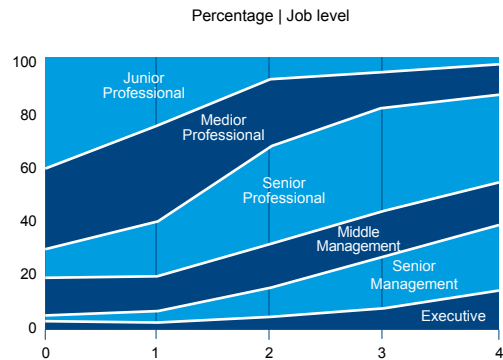
JOB SECTOR BEFORE STUDY AT UNESCO-IHE UP TO FOUR JOBS AFTER THE STUDY



ORGANISATION TYPE BEFORE STUDY AT UNESCO-IHE UP TO FOUR JOBS AFTER THE STUDY



JOB LEVEL BEFORE STUDY AT (UNESCO)-IHE UP TO FOUR JOBS AFTER STUDY



"My studies at UNESCO-IHE made me a confident person, knowing that I am trained in a prestigious international institution. It has changed me in the sense that I'm no longer hesitant to open my personal views to people in the higher strata of society, though the respect remains. Through this, allow me to thank you all, people in the IHE family, and the Dutch government that made my studies possible through a financial grant."
Alumna (1995)
The Philippines

"In my organization I am currently working with colleagues who are IHE alumni. They studied there several years after me and they are doing very well in their jobs. My personal 'evolution' was from a technical engineer to an executive manager in less than 10 years."
Alumnus (1998)
Ecuador

"The study gave a great push to my work in the environment sector in my country. I am associate member of Environmental Society, an NGO I do international projects for. Thank you IHE, you changed my way of thinking, my career and all of my life."
Alumna (1991)
Syria Arab Republic

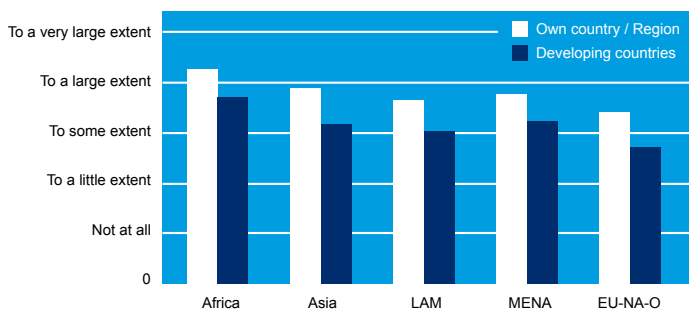
"I have gained immensely from my study. The additional knowledge acquired has been helping me to cope with the demands and challenges of my duties as professional in the water and sanitation sector of Lagos State of Nigeria in particular and of the whole country in general."
Alumnus (1996)
Nigeria

"My main aim to join IHE was to combine my previous study and experience mainly in power sector (energy/ rural energy/ hydropower) to energy and environmental specialization. I am very happy that the IHE study is very helpful in my present professional career such as performing environmental impact assessment studies of hydropower projects, which is the backbone of my country's economy."
Alumnus (2007)
Bhutan

With an average score of 3.89 out of 5, alumni are clearly positive about the impact they are making on the development of their own country/region. There are no substantial differences between the cohorts here. Looking at the score per region of birth, alumni from Africa are most positive about the impact that their professional activities have on the development of their country/region, followed by alumni from Asia.

OWN PERCEPTION OF CONTRIBUTION

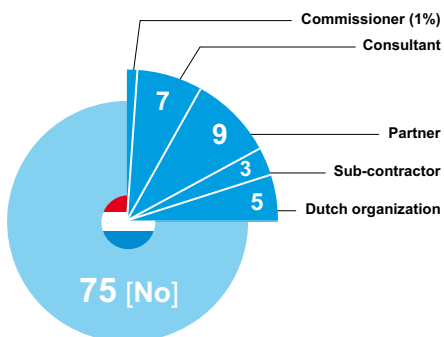
Rating | Region of Birth



UNESCO-IHE has been based in the Netherlands since the start of its educational activities in 1957, becoming a UN Institute in 2003. Through fellowship programmes such as NFP, the government of the Netherlands has been the largest sponsor of UNESCO-IHE graduates. This is reflected in the fact that over 25% of the graduates is working with either one of them.

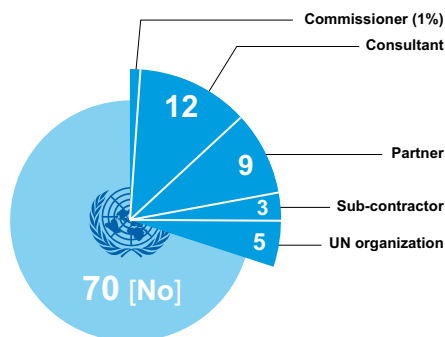
WORKING WITH OR FOR DUTCH ORGANIZATION

Percentage



WORKING WITH OR FOR UN ORGANIZATION

Percentage



"I have had various positions in the Central Water Commission and other organizations under the Ministry of Water Resources and Ministry of Power. In my over 35 years of distinguished service encompassing all aspects of the water resources sector, I have made significant contributions in the field of design and consultancy for various water resources projects, safety aspects of dams across the country, development, management and execution of multi-purpose irrigation projects and flood protection schemes within the country and abroad."
Alumnus (1989)
India

"My work experience spreads across water resources management and environmental assessment, nationally in Zambia and regionally elsewhere in Africa, where I have served several governmental and UN and developmental agencies, including the Southern African Development Community (SADC)."
Alumnus (1993)
Zambia

"The study at IHE has been very beneficial to my professional career. With the knowledge I gained from IHE I became capable to deal with planning and design works as well as supervision works. I have retired as government's official but am still active working with a Dutch consultant company and in 2008 I assisted UNESCO-IHE in a capacity building study for Indonesia."
Alumna (1980)
Indonesia

"I hope Dutch enterprises can be more participating in Taiwan, since Taiwan's economy is growing and we need better methods and points of views."
Alumnus (2004)
Taiwan

About the survey

6500 alumni were asked to participate in the survey. Respondents' opinions were solicited about education, career development, professional networks, and skills and competences acquired during their studies at UNESCO-IHE. A total of 1149 respondents completed the survey, resulting in a response rate of 18%.

20.7% of the respondents were female and 79.3% were male. Ranked by country of origin, the largest group of respondents came from Indonesia, followed by Ethiopia and Tanzania. The majority of the

respondents graduated in the past two decades, but with over 270 respondents that graduated before 1990, the group also includes alumni from the earlier years of the Institute, providing a complete impression of alumni career development in the year 2011.

The survey used four categories to sort the respondents: region of birth, gender, UNESCO-IHE study category, and time since graduation. Three cohorts were introduced to specify time since graduation: cohort 1 (1957-1990), cohort 2 (1991-2000) and cohort 3 (2001-2010).

Download the report of the tracer study at:
www.unesco-ihe.org/alumni

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