

**University of Papua New Guinea
economics graduates tracer survey
2020**

Rohan Fox

11 December 2020

Author

Rohan Fox is a Research Officer at the Development Policy Centre. He lectured in the economics program at the University of Papua New Guinea in 2015, 2016 and 2020.

This research was undertaken with the support of the ANU-UPNG Partnership. The views are those of the author only.

DEVELOPMENT
POLICY CENTRE

Published 11 December 2020

Development Policy Centre
Crawford School of Public Policy
ANU College of Asia and the Pacific
The Australian National University
devpolicy.crawford.anu.edu.au
devpolicy.org

devpolicy@anu.edu.au

ISBN: 978-0-6450158-7-4 (Online)

University of Papua New Guinea Economics Graduates Tracer Survey 2020

Executive Summary

This is the third in a series of studies of economics graduates from the University of Papua New Guinea. The first study ([blog](#) and [report](#)) was conducted in 2015 on final year economics students prior to graduation, and collected responses on employment expectations, hopes and reflections on their coursework at UPNG. The second study ([blog](#) and [report](#)) was undertaken in 2017 and followed the same group of graduates. They were asked about their job search experience, current work status and role, and relevance of their university coursework to their current position.

This study was undertaken in early 2020 and is the largest to date, with respondents from four years' worth of economics graduates from UPNG 2015 to 2018. The questions are largely the same as those of the 2017 study.

The rate of employment continued to be modest relative to students' expectations, with 65% of 2018 graduate respondents employed in the formal sector one year out from graduation, compared with 68% of 2015 graduate respondents. Those who had found work were now much more likely to be in the public sector, whereas in 2017, they were much more likely to be in the private sector. These results may be a reflection of a worsening labour market, with total private-sector employment in Papua New Guinea on a downward trend since 2013. Alternatively, a government hiring freeze that occurred around 2015, which may have reduced the rate of employment in the government sector for 2015 graduates earlier in their careers.

The response rate for 2018 graduates was 60%. Those who didn't respond are less likely to be employed – more likely to have returned to their village. The modest employment outcomes suggest that, especially at the current time, the PNG economy has limited absorption capacity for economics graduates. This supports a focus on improving the quality of graduates, rather than increasing the quantity.

A larger proportion of more recent graduates employed were either promoted or moved positions within the same firm. More recent graduates were also more likely to comment positively on their experience at UPNG. This in turn reflects positively on the performance and resources provided by the ANU-UPNG partnership, as later-year graduates were the beneficiaries of improved facilities and increased economics staff at UPNG.

Spreadsheet and statistics software are used often by economics graduates in their work. More than 80% of employed graduates use Microsoft Excel at work, 58% say they use it every day. 1 in 5 use statistical software once a week or more, and a similar number believe that improving their Excel and statistics software skills will best improve their career prospects. A slightly smaller number, around 1 in 8, feel that they need to improve their communication skills (writing and oral) to progress in their career.

Through this study it is hoped that greater understanding can be gained on key aspects of the labour market for economics graduates in PNG, and that useful feedback can be attained on UPNG's economics coursework. This information should be useful for academics, government and university management as well as current, past and future students at UPNG.

Methodology

Contact details for graduates were obtained through the PNG economics alumni Facebook group, and by asking well-connected graduates for further emails for alumni not connected to Facebook.

Respondents were given a link to complete the survey through the SurveyMonkey platform via Facebook and email.

Most responses were collected in January 2020, though responses were received and accepted up until July 2020. A small number of responses were received from graduates before 2015 and after 2018. Although interesting, these were removed from the analysis as the response rates were too low.

Limitations

The study will likely be biased towards those who are living in Port Moresby and those who are employed –many graduates answered the survey at work, where they have access to faster and/or free internet service. Internet service in Port Moresby is also much better than elsewhere. Participants who are employed may also be keener to share their experiences of work than someone who has looked for work but has as yet been unsuccessful.

Respondents do not have to answer all questions in the survey and may choose to leave questions blank. This was only an issue in the free-response questions, for example not all students chose to provide their position details or employer name.

Analysis

Descriptive statistics

Of those contacted 89% provided a response to the survey, though contact details were only found for 62 out of 134 graduates. Of those who started, 75% completed the survey.

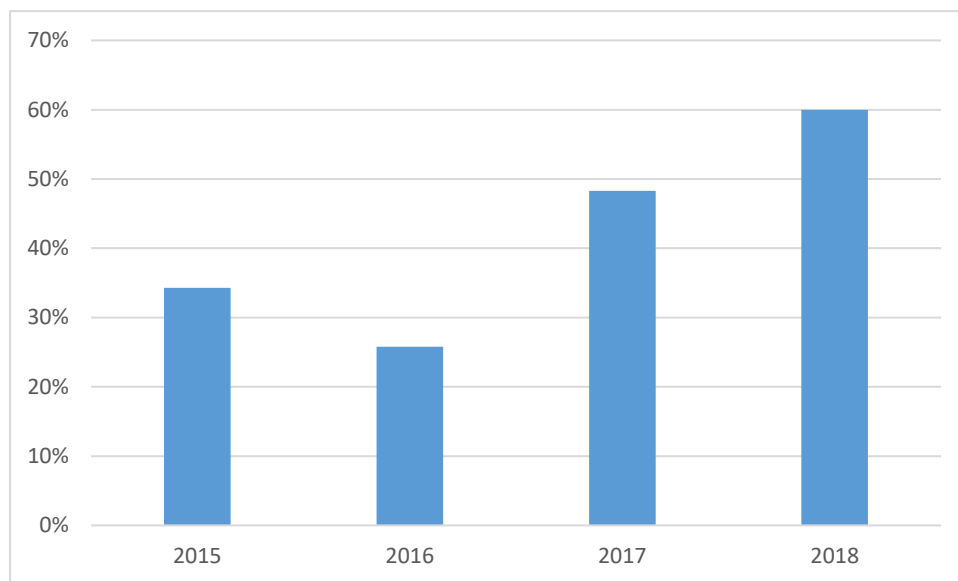
Table 1: Sample size by survey

| | <i>Survey year</i> | | |
|------------------------|--------------------|-------------|-------------|
| | <i>2020</i> | <i>2017</i> | <i>2015</i> |
| Sample size | 55 | 22 | 24 |
| Population size | 134 | 35 | 35 |
| No. female respondents | 24 | 12 | 9 |

The response rate for the 2020 survey was highest for 2018 graduates (21 out of 35 or 60%), which is similar to the response rate for 2015 students in the 2017 survey (22 out of 35 or 63%). The female response rate is high considering that the female cohort of graduates is typically just 10-25% of the total. It is unclear why the female response rate is higher than the male response rate, though given that more successful graduates are also more likely to respond to the survey this is a positive for the employment outcomes of female economics graduates.

The response rates of 60% or lower shown in the figure below reflect the difficulty of getting in touch with students using online methods in Papua New Guinea. All but two respondents were living in Port Moresby, with those two living in Lae. Those who have gone back to the village to live are generally unable to access internet. The response rates largely decline over time showing that it is difficult to keep in touch with students.

Figure 1: 2020 survey respondents by graduation year, % of graduate year cohort



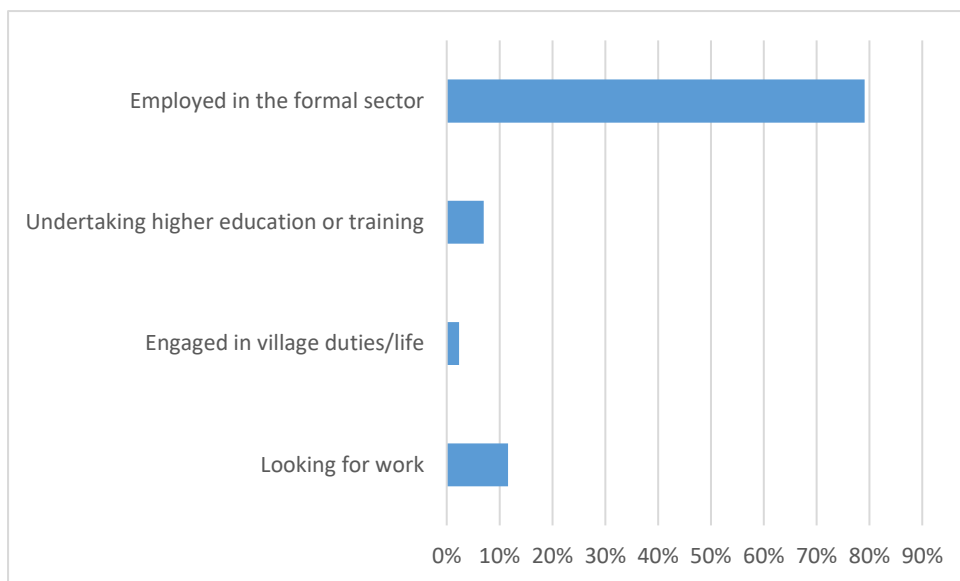
While graduates finish their studies at the end of the calendar year, they generally do not officially graduate until the following year. For this reason, students were asked “in which year did you finish your last semester of study at UPNG?” This was hoped to limit the possibility that some students would list their final year of study, and others would list the year they graduated. In this report, cohorts are defined by their final year of study not by their year of graduation.

In 2016, student protests and police violence led to the delay of the final semester of studies, meaning that students who would otherwise have finished in 2016 in fact finished in 2017. This is one of the likely causes of the small number of responses from 2016. Due to the potential confusion between these years the report combines the 2016 and 2017 cohorts.

Employment characteristics

Of those who responded, 79% were employed in the formal sector, while 14% were looking for work. The rest were not engaged in the formal labour market and were undertaking further education or living in the village and not actively looking for work. No one stated that they were engaged in the informal sector, however in a conversations with a soon-to-be graduate, the author found out that this student expected to undertake informal work while seeking a job, and felt that it was common for graduates to do this. These students have less access to internet and thus are harder to reach as survey respondents. Thus, the survey is not representative of students who undertake informal work.

Figure 2: Employment characteristics, % of total participants

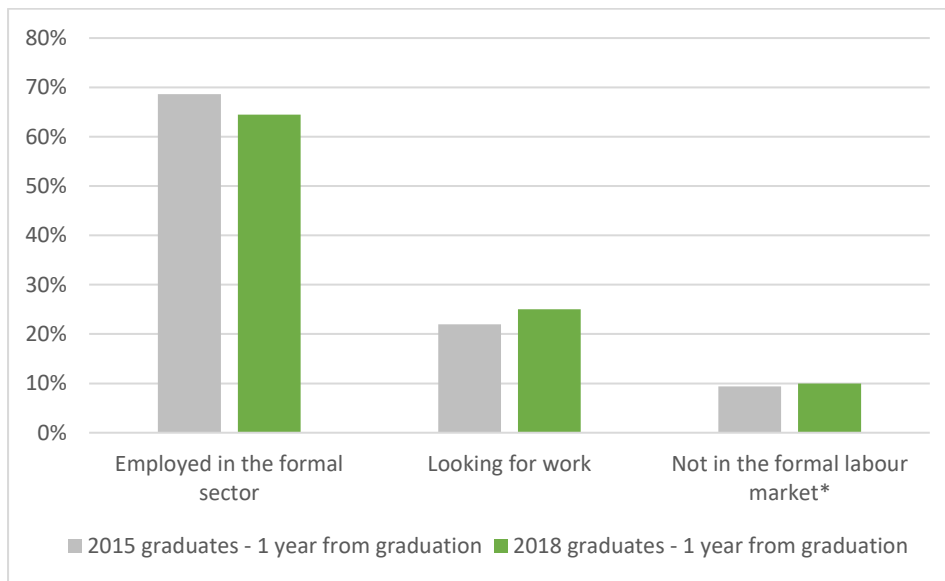


All of those who said that they were “looking for work” were from the most recent cohort of graduates surveyed (2018). This is not surprising because they have had the least time to search for jobs. For comparison, we need to examine individual cohorts. The figure below compares 2018 students in early 2020 with 2015 students in early 2017. For the 2015 students, these figures are back-calculated using information provided by the students on how long it took them to secure a job.

In this survey, around 65% of 2018 graduates were employed in the formal sector (25% looking for work and 10% undertaking further education). At a similar point in time after finishing their degree, 68% of 2015 graduate respondents were employed in the formal sector, with 23% looking for work. The survey was largely completed before the onset of the pandemic. Four 2018 graduates responded to the survey after the onset of the pandemic: two were employed, two unemployed; of those unemployed, one lost their position due to the pandemic.

Figure 3 shows the comparison between 2018 graduates at the start of 2020 and 2015 graduates at the start of 2017.

Figure 3: Employment rates – 1 year from graduation, 2015 vs 2018 graduates, % of cohort respondents



*Those not in the formal labour market include those in informal work, undertaking higher education or living in the village.

Of those with employment, most were employed in the public service or by “statutory organisations” that are funded by the government, like UPNG. This survey found a far smaller ratio of graduates employed in the private sector than the previous survey. Figure 3 splits respondents by employer and employment type and compares the different year groups, for this survey and the previous survey.

Figure 4: Employer sector at time of survey, % of cohort respondents



The results show a big shift in where 2015 graduate respondents work, out of the private sector and in to government and government-funded organisations. Comparing the two surveys, it appears that around half of the difference can be explained by movement from the private sector in to the government sector, and half from a relatively low response rate in the 2020 survey from 2015 graduates who said they were working in the private sector in the prior survey, compared to 2015 graduates working in the government sector.

Employment in the private sector has been on the decline nationally, falling consistently since 2013. Most 2015 graduates expressed a preference in their final year of study for working in the public sector, but most ended up working in the private sector, presumably since that is where the jobs were. There was also a government hiring freeze at around this time which is likely to have had a negative impact on government sector employment rates for these graduates.

Of those who answered, the following is a list of employers that respondents work for.

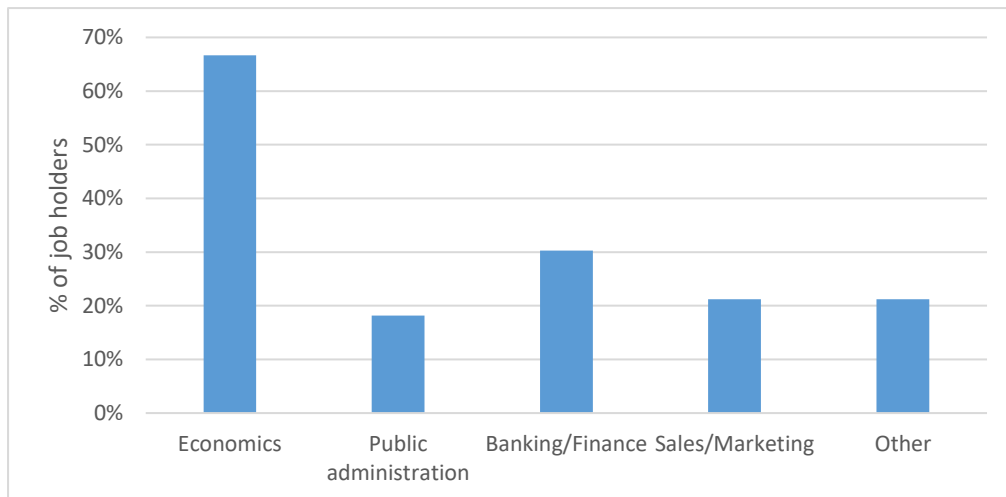
Employers:

- Department of Treasury
- Internal Revenue Commission
- Independent Consumer and Competition Commission
- Department of National Planning
- Bank of PNG
- Department of Foreign Affairs
- PNG Customs
- PNG Civil and Identity Registry
- PNG Motor Vehicle Insurance Limited
- Telikom PNG
- University of Papua New Guinea
- University of Technology Lae
- PNG Forest Authority
- PNG National Research Institute
- Institute of National Affairs
- Kina Bank
- BSP
- Westpac
- Deloitte
- Price Waterhouse Coopers
- KPMG
- Oil Search
- Digicel

This sample is biased toward Port Moresby and likely toward participants who feel they have more successful careers. All of the employers listed are high-profile, large organisations with strong reputations. This suggests that UPNG economics graduates are in high demand – and as such successfully apply to high profile organisations – but it may also be that in tough economic times only the largest organisations are hiring new graduates.

Around 72% of those with a job said that it related to economics. Participants were allowed to check more than one job type in answering their question. These results are very similar to those found in the 2017 survey.

Figure 5: Job characteristics, % of employed participants



The following are some of the position titles of those surveyed.

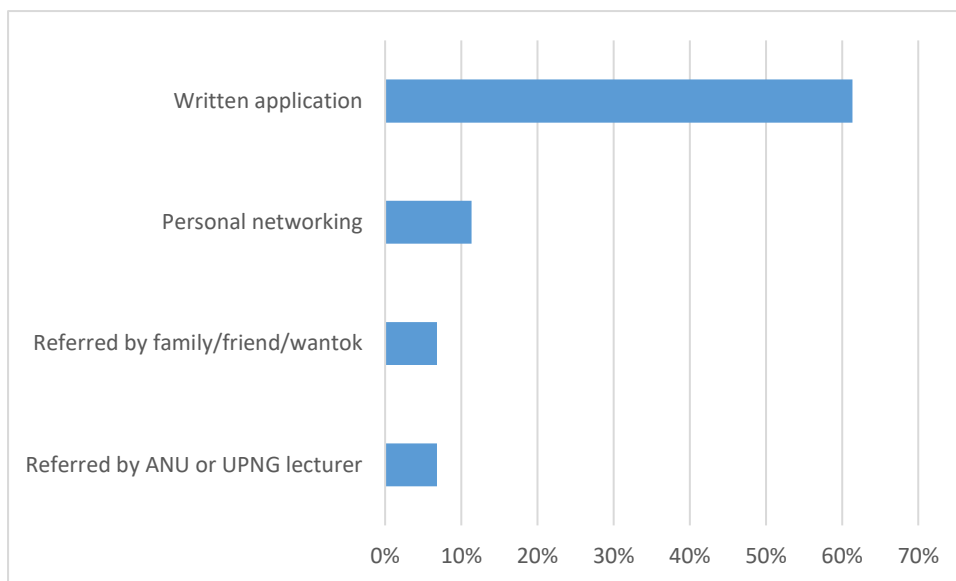
Position titles:

- Treasury operations officer
- Regulatory officer
- Graduate accountant
- Regulatory officer – economics
- Analyst
- Registration officer
- Tax associate
- Tax processor
- Team leader
- Assistant economist
- Tax auditor
- Academic tutor
- Resource economist
- Investment analyst
- Project officer
- Senior associate
- Foreign service officer
- Trainee finance officer
- Programming and monitoring officer – justice administration
- Aid coordinator
- SME sales executive
- Lecturer

The job application process

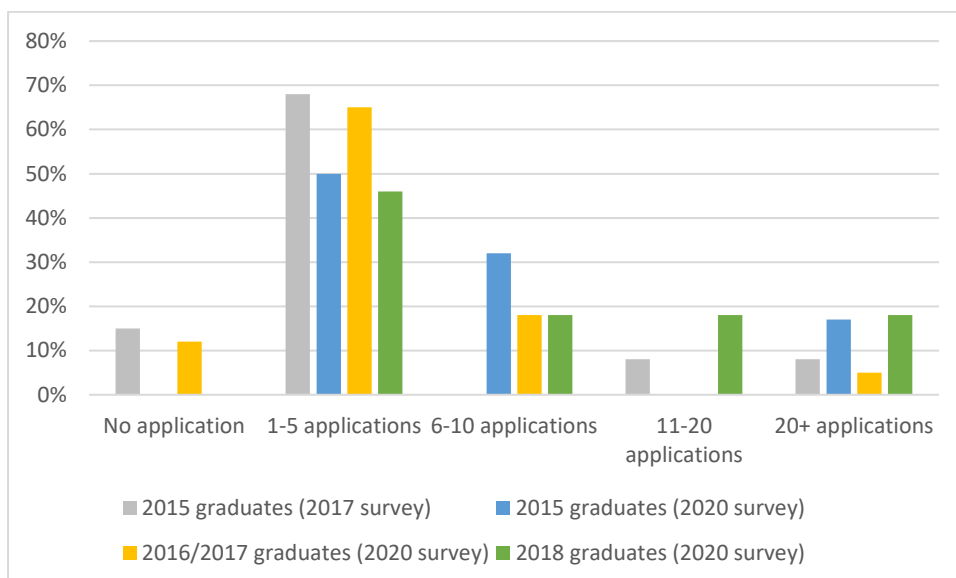
Of those with a job, 62% applied by writing an application, 38% were able to secure a job through personal and professional networks.

Figure 6: Method of securing current job, % of employed participants



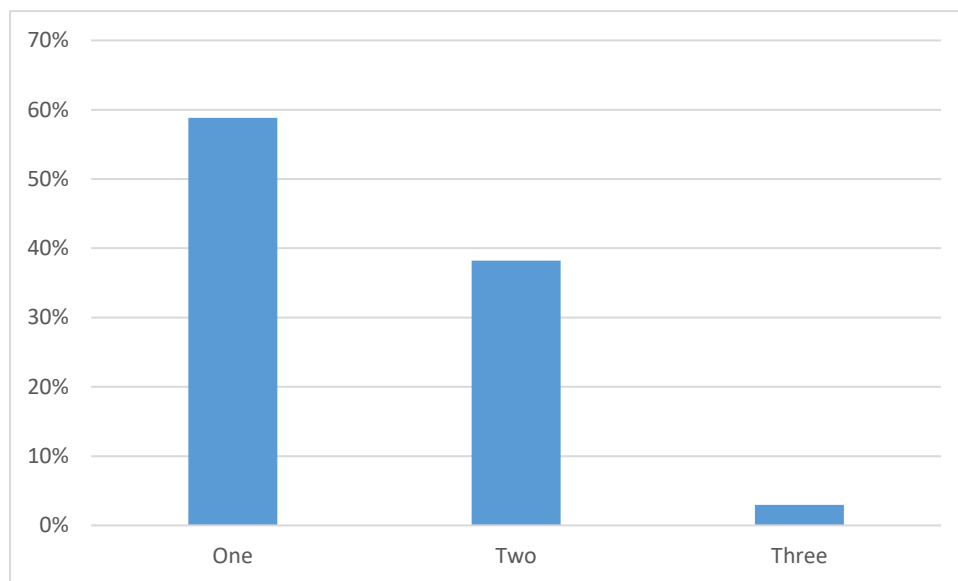
Of those who have a job, it is common to only write five or fewer applications before receiving a job offer. 2015 graduates who responded to the 2020 survey wrote more applications on average than the 2015 graduates who responded to the 2017 survey. While 2018 graduates on average wrote the most applications before receiving a job offer out of all year groups, which may reflect the worsening labour market situation, or the higher response rate.

Figure 7: Number of applications submitted before receiving first job offer, % of employed participants



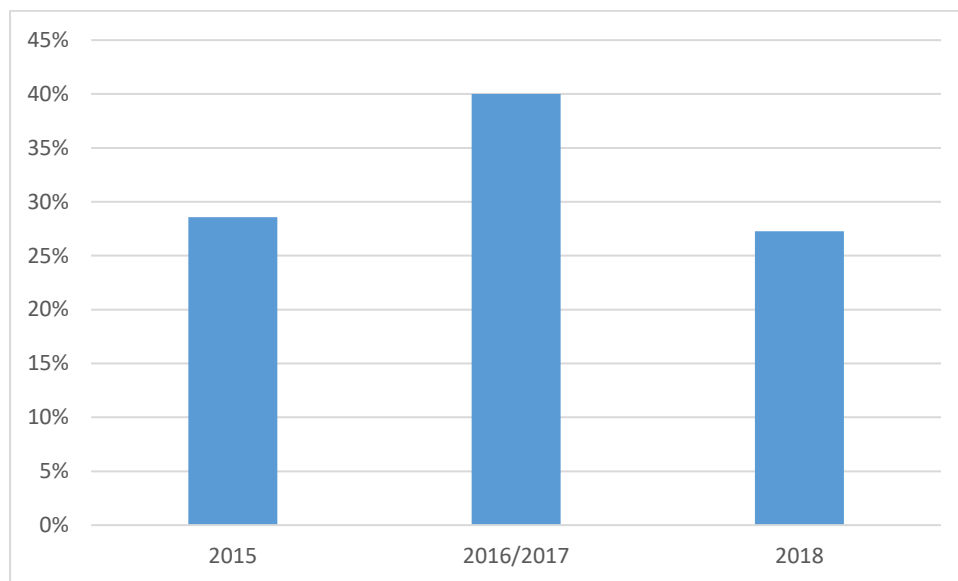
Of those currently with a job, 41% had moved organisations at least once since getting their first job.

Figure 8: Number of organisations worked-for since graduation, % of employed participants



Across all graduates who were employed, around 1 in 3 graduates had either received promotions or moved positions within the same firm, since arrival. However, later-year graduates appear more or as likely to be promoted or move positions within an organisation.

Figure 9: Promoted or moved positions within company, % of employed graduate cohort



In general, we would expect that the number of promotions or movements within a firm would increase with time spent in the workforce. However, despite having fewer years in the workforce, 2016/2017 graduate respondents were more likely to move or get promoted. Comparing these figures with those of previous surveys, 2018 graduates, with only between 6 months and one year in the workforce have moved or been promoted at a similar rate as 2015 graduates with many more years' experience.

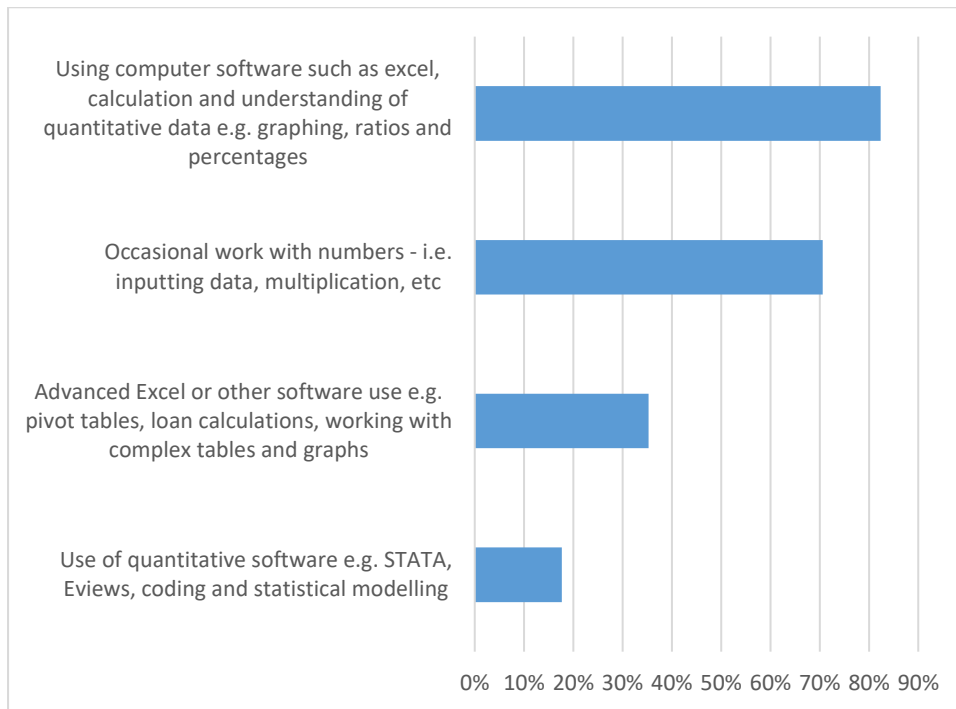
A possible explanation is that later-year graduates are academically stronger on average, but have more limited opportunities due to a reduction in private sector employment. Another possibility is

that, as the labour market is tighter, only the stronger candidates are employed, which increases the likelihood that those employed are then promoted or recruited elsewhere.

Skills used at work

The survey asked respondents questions about whether, and what type, of quantitative and report writing skills were used at work.

Figure 10: Quantitative skills required at work, % of employed participants



The majority of the quantitative work described is basic and/or occasional. While around 1 in 3 require advanced Excel skills and just under 1 in 5 statistical software skills. Most graduates used Excel every day, while around 1 in 4 use statistical software at least once a week.

Figure 11 & 12 Use of Excel and statistical software, % of employed participants

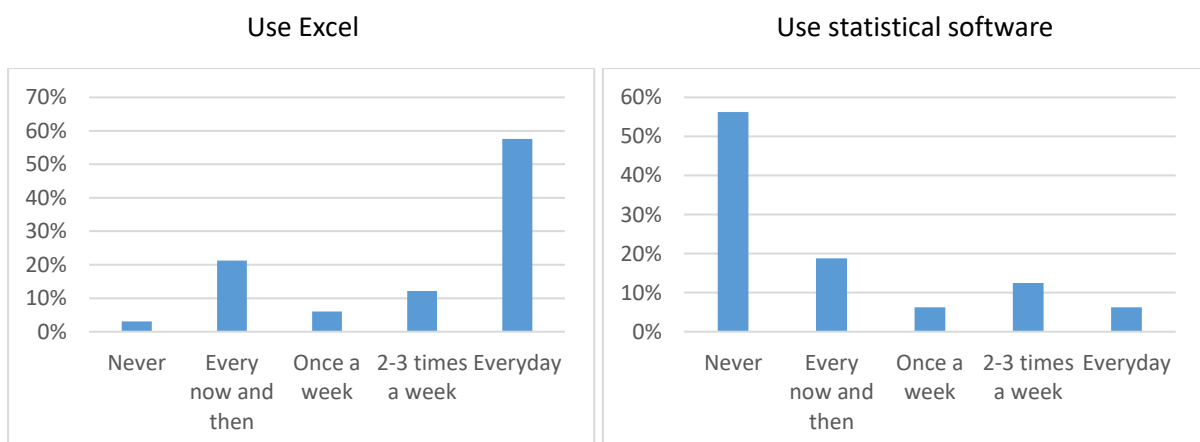
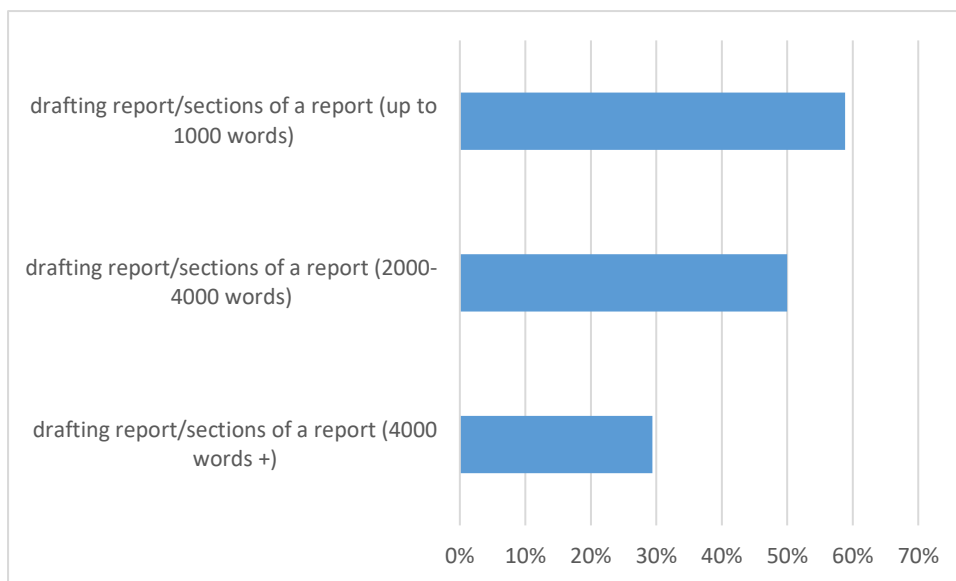


Figure 13 Requirements for report writing at work, % of employed participants

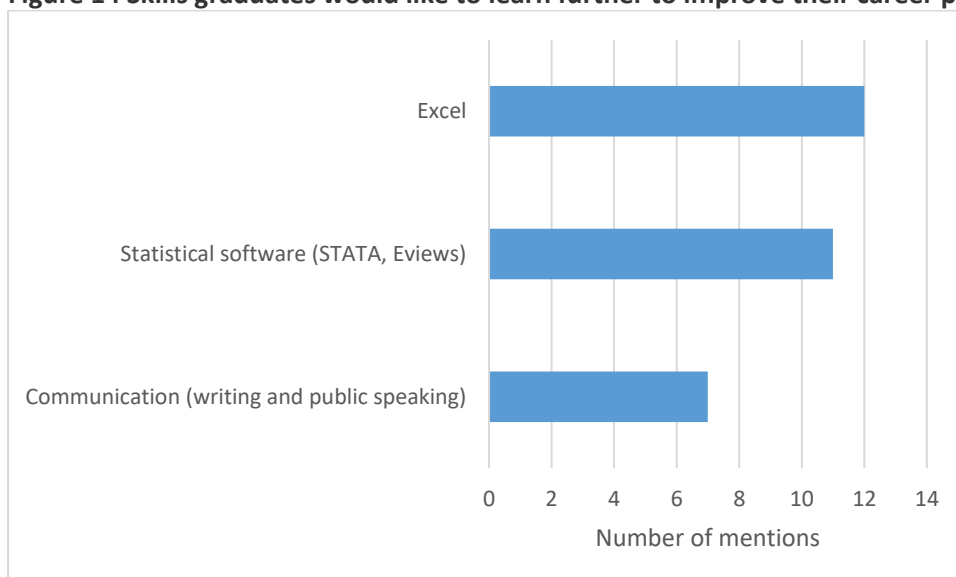


Most respondents say that they are involved in writing reports or other documents that are up to 1000 words long. Half say they draft documents between 2000-4000 words, and just under 1 in 3 draft documents longer than 4000 words.

Free-text responses

Respondents were given comment boxes to write about the duties of their current position, skills they would like to learn or improve on, whether their work is what they had imagined, the concepts or skills that they learnt at UPNG that have been the most useful to their job, what UPNG should focus on improving in its' students, career advice for current and future UPNG students and whether they had any final comments. The full responses to these questions are provided in the Appendix.

Figure 14 Skills graduates would like to learn further to improve their career prospects



Participants were split about their work expectations, of those who clearly answered "yes" or "no" in response to the question, around a third did not answer this question. A number of those who said their work was not as they expected were not working as economists.

Work was as expected: selected responses

- *No, as the job alignment is much in line with what I studied for in university.*
- *This is pretty much what I wanted to do since Uni. Although, it is more awesome now that I'm here.*
- *No, it fits in well but I have no superior who can guide me well. However I have no senior economist working and monitoring my works.*
- *My job is exactly what I was dreaming to do. That is seeing how different currency fluctuate against PGK & USD as well as circulation of money which is more interesting and I get the most job satisfaction because I've seen myself working in a [REDACTED] especially in dealing with Foreign Exchange. It's like a dream come true.*

Work was not as expected: selected responses

- *I never thought I would be using a lot of statistical and econometric software. I am using them now. These skills are invaluable to my job.*
- *It is very different than I imagined. I work with PNG and overseas clients in a very professional work setting.*
- *I thought I would be an economist but currently I'm just entering data..*
- *Yes, it has changed from economical point of view to an accounting and financial point of view*
- *It is different because I did not expect to go into sales and marketing after getting my degree. I would want to work somewhere where I can utilise the degree I took in Uni. That is why I am still job hunting.*

Some early-year graduates had some pointed comments about their experience, which occurred during a time when, before the partnership was revived, the economics division was down to one member. Other early-year suggestions describe steps that UPNG is currently taking, like the use of incorporating more online learning technologies.

Students from all years agreed that more Excel and STATA would be useful. While there were mixed responses, later-year graduates do appear to provide more specific examples of improvement – like introducing concepts in first-year, or creating further tailor-made programs or workshops on these skills. While earlier-year graduates appear to talk more generally.

Areas for improvement - 2015 graduates, selected responses

- *I believe the soft skills like the Excel and Stata and other modelling software's. It has to be embedded early in schools, even if the skills can be integrated at secondary level at a very beginner, to intermediate to advance level. Also specific maths skills for economics should be thought early in secondary level in the economics point of view before reaching the university stage.*
- *UPNG need to engage professionals who are well trained who can become lectures and tutors. Those so called tutors are degree holders who feed rubbish to the students. Tutors must be with Masters level of qualification. I am one of the victims struggling here.*
- *I feel that there is a need for UPNG to improve teaching in the areas of quantitative courses like mathematical economics and econometrics. Also there is a need for students to have wider exposure to econometric and statistical software like eviews and STATA. I think those are absolutely necessary tools or skills an economist needs possess if one needs to have an interesting career.*

- *Well it's not so much of a skill but more of an idea to prep students so it's an advantage for them out there. A lot of private sector companies I see have been migrating to google and other online platform and have tried as much to be creative in incorporating technology into almost every aspect of their way of doing business. UPNG could to a large extent incorporate eLearning or utilize technology in learning to help students make that transition, particularly those aiming for private sector and other sectors as well. For UPNG as a whole, that might take a while to get everyone on board, but for the school of business this is critical. Otherwise, there's also that aspect of learning on the job.*
- *UPNG need to uplift the lecture standards.*

Areas for improvement – 2018 graduates, selected responses

- *From my personal view, key concepts and mathematical tools used in economics should be briefly introduced during the foundation year rather than in successive years. This will give students the advantage to flow through and can be familiar with concepts in their later years of study. At the moment, I think the foundation year is too brief to better understand essential concepts and tools essential in economics.*
- *Encourage extensive research and project presentations on current economic situations and providing economic and policy advice on those issues as major academic projects and assignments. UPNG should engage in diplomacy through dialogue with other globally recognised institutions like the ANU and other universities across the globe including the International Monetary Fund, Asian Development Bank and the World Bank on how they can work collaboratively in identifying academic and financial pathways to encourage and upgrade our current learning experience.*
- *More emphasis on computing skills, do more presentations in class to build confidence, more encouragement & involvement in associations (eg: ESS), more debates on current issues, do more report analysis and report writing to increase the student's skills.*
- *I think UPNG should update its course content and start introduce new courses that have demand at the moment. UPNG and ANU are doing great in this area of curriculum review.*
- *So since Computing literacy and Numeracy is already a part of University programs in the first year of studies. I would like to see a more tailored made program for the advanced use and skill-building in these areas to equip students with the technical skill to apply the theory they have learnt.*

The positive comments in the “final comments” section demonstrate a desire for relationships to endure after graduation, which highlight the strength of the people-to-people links created as a part of the program. The graduates also asked for further assistance and information on Master’s or PhD scholarships, and on ways they could be supported in their career.

Final comments – selected responses

- *I am pleased to participate in this survey. I have read the report of the previous survey that was conducted in 2015 when I was doing my final year. I was impressed with the results. The study was insightful. Can't wait to receive a copy of the results when published. All the best.*
- *No comments but thanks for keeping in touch*
- *As a product of the ANU with UPNG, I would like to see more support from your team to push some of us to the Master's and PhD levels in our levels and fields in Economic space. Hope this could be done as I am one who is trying to do a Master's under the Australian Excellence Awards and need your help where ever possible.*

- *I'm very happy to participate in this survey and can't wait to see the outcome of the survey soon.*
- *Thank you for engaging me in this survey. I am delighted in contributing to this work. Happy to see the result and looking forward to participate in future surveys. Thank you.*
- *Nothing much. Keep it up. I know the Economics alumni are keen to hear from UPNG & ANU staff. Don't forget about us!*
- *Not really, but I am thankful always for been a product of the ANU UPNG partnership that has prepared me well, even though a lot I can still improve*
- *I'm always grateful for UPNG-ANU partnership.*

Conclusions

This survey followed the career progress and insights of 55 UPNG economics graduates from 2015-2018. Information gleaned from the report may be valuable to staff and students at UPNG as well as other interested parties, former students, employers, government, education professionals or those implementing aid or employment programs. The participants are all economics graduates, so insights largely relate to this program at UPNG and the employment characteristics of economics graduates; however, there are broader implications as well.

Employment outcomes were modest relative to student's expectations, with 66% in paid work more than a year after graduating, similar to the rate reported by 2015 graduates (68%). The response rate for 2018 graduates was 60%. Those who didn't respond are less likely to be employed – more likely to have returned to their village. This suggests that, especially at the current time, the PNG economy has limited absorption capacity for economics graduates. This supports a focus on improving the quality of graduates, rather than increasing the quantity.

Whereas in 2017, most of those who found work were employed by the private sector, in 2020 the government emerged as the largest employer of recent economics graduates. This, as well as the poorer employment outcomes in general, is consistent with broader economic statistics that show a consistent decline in private sector employment for a number of years in PNG. (Note that the 2020 survey was mainly conducted prior to the onset of the COVID-19 pandemic, but there was some small overlap, and 5% of students said they had lost their job due to COVID-19.)

Newer graduates, who have taken more courses as part of the ANU-UPNG partnership are more positive about their UPNG education, and appear to be promoted more quickly, or are more mobile within their organisations. This points to the potential positive impact of the stronger economics program at UPNG in later years.

Many graduates want to keep in touch with their alumni and the ANU and UPNG team and this survey is a good way to do that.

Appendix

Free-text responses 1

Note: Free-text responses have been split by graduate-year. This allows us to see the difference in the responses of those who were the beneficiaries of greater facilities and staff-employment (later-years) in the economics division, versus those who had less (earlier-years).

Please provide a short "job description" for your current position that describes the kind of work you do

2015 graduates:

-Basically Cost Benefit Analysis -Log Export -Domestic Marketing Survey -Collecting Data etc.

Trade Related Work

When I first started in 2016, I was working for [REDACTED] - a state-owned [REDACTED] as an assistant regulatory economist. In 2019, I left [REDACTED] to join [REDACTED]; working as a Regulatory officer. I administer the Regulatory Contract for [REDACTED] with the [REDACTED] -the government's ex-post regulator. I usually assist actuaries to analyse data and do pricing for the insurance scheme to comply with [REDACTED] price cap.

Basically my job involves economic regulation work for [REDACTED] in terms of pricing and competition in the [REDACTED] industry with respect to the ICT Regulator's (NICTA) regulations.

My job involves writing monthly inflation reports for the [REDACTED], writing commentaries for the Quarterly Economic Bulletin (QEB) for the [REDACTED] and conduct Business Liaison and Business Sentiment Surveys with private sector businesses. Forecast Inflation and GDP.

Audit post Import and Export Entries by Documents Checks, Transaction, Duties are paid as required and classification of tariff items, etc...

My main deliverables include; 1. Teaching (tutorial class work, delivery of seminars, consultation with students, assessment marking) 2. Research (preparation for higher studies) 3. Administrative work (mainly course administration), and 4. Outreach (supporting students' extracurricular activities, university community service).

Manage all our Security team and contractors travels, timesheets, contribution to safety statistics KPI's. Support Public Security with assessments of timesheet, allowance disbursements, acquittals & reconciliations. Rations support for public security, travels & accommodation arrangements within site and out off site. Provision of PPE required through our supply chain system to support security operations for internal [REDACTED] Limited Security team, private security e.g. contractor security and public security e.g. PNG [REDACTED] engaged onsite. Procure direct and indirect orders for security department, do invoicing for service and goods, also do service entry sheets management, time writing, tracking of payment of Purchase order tracking when purchase requisition for service & goods and more all in the SAP integrated sister which [REDACTED] uses now. Run through process and procedures to look after drivers data base update entry for permit issuance and renewals for all driver's both mobile equipment operator and light vehicles. We also provide support to the mix [REDACTED] that uses the [REDACTED] [REDACTED] onsite, managing validity of permits and it has to be updated to comply with the safe driving procedures that [REDACTED] has. Manage all Identification cards in the system for all site employees, contractors and visitor throughout the site locations on the [REDACTED] system. Create, renew, update, do access control for all site access and issuance on

██████████ system with the physical support of private securities at all access control points. Control Muster access at the camp and site to manage persons on-board on a daily basis or real emergency onsite. Contribute to the safety statistics by doing physical inspections of safety tours, do hazard identification through inspections. Contribute in assessing the budget for expenditure usage.

2016/2017 graduates:

Do market study, analyse market and trade; hence regulate competition

Ensure regulatory compliance by regulated entities, in regard to their regulatory contracts •Assist the principal analyst to monitor and evaluate performance of MVIL, Ports, Electricity and Postal Industry against regulatory targets and review strategies to achieve improved performance •Assist the Principal Analyst on the regulatory affairs of MVIL, PNG Ports, PNG Power and Postal Services industry and provide timely advise to branch manager and the executive manager to ensure the operations and resources are deployed to enhance the ICCC functions and responsibilities and also achieve overall cooperate goals and objectives

Draft tax policy measures, research, analyse and provide responses to tax policies, tax incentives and concessions. Contribute to National Budget ██████████, Mid-Year Economic and Fiscal Outlook, as well as many others.

Planning and implementing Auditing activities based on the planned schedules, closing audit processes, reporting outcomes and pointing out underlying recommendations.

Provide update and advise to ██████████) senior management on PNG's monetary and financial system, including drafting of the ██████████ major publications, the bi-annual monetary policy statement, quarterly economic bulletin, as well as assessing key macroeconomic variables to determine stance in monetary policy, through the Kina Facility Rate. Part of my role also involves providing brief to the Treasury Minister on developments in the financial system.

I have currently been recommended as a temporary lecturer in the Economics division at UPNG. I coordinate and teach one final year course and I co-lecture a first year course.

Assisting the Foreign Exchange Dealer in setting the Foreign Currency Exchange rate, load the rates on ██████████ website, send daily turnover report to ██████████. Also assist the senior money market dealer in liaising with our corporate clients on their investment. Do projects on our Treasury Operational risk framework.

We manage investments for our clients in various asset classes across various jurisdictions. I have gained some exposure (to varying degrees) to the following skills so far: - Market Analysis - Macroeconomic Research - Database Management - Financial Structuring - Financial Modelling - Shares Trading - Negotiation - Relationship Management I thoroughly enjoy my job.

I help to manage the research and work done under the Bougainville Referendum Research Project.

As a senior associate, I am involved in engagements that primarily focus on general consulting for e.g internal auditing.

As a ██████████ for ██████████ I work closely with Department of ██████████ to align their development plans and policies to the government priority which is the MTDP3. I am also

involve as part of my job description to formulate the National Development Budget of PNG annually in close collaboration with the Department of [REDACTED] through Budgetary process. Also i assist in doing policy analysis, financial analysis and reporting as part of Monitoring of the projects/ programs funded under the Capital Investment Budget in the [REDACTED] in PNG.

Providing assurance and audit services to clients.

Stakeholder consultation and provide alternative policy advice to the govt in the agriculture sector

2018 graduates:

I left [REDACTED] and joined an [REDACTED] organisation for 6months internship right after my graduation. I completed my internship in January this and now looking to secure a job but due to COVID things a being delayed.

Responsible to facilitate transfer advice to [REDACTED] and [REDACTED] so that funds from the [REDACTED] Administrative Account can be transferred to the [REDACTED] Public Account so that government can fund its comments. I also do collectors statements for the [REDACTED] Department on behalf of [REDACTED]

Independence policy applies. It's confidential

Assist my supervisor with research and economic analysis and also data input in relation to GDP

Mostly involved in registering people for the PNG NID project.

I am tax associate. We [REDACTED] provide tax compliance and consulting services to taxpayers (business that operate in PNG).

Processing tax remittances and receipting tax payments

Assist in coordinating the national budget as well as monitoring the budget and providing policy advice to the secretary.

Provide government's revenue report and forecasting to government for policy design and implementation.

I am in the Policy wing of the Department under [REDACTED] Division basically coordinating all the [REDACTED] loan funded project in the country and reporting to the Government.

We do the accounting job for our clients and advise them when necessary, for instance their income tax returns

Document and Load GSM and ICT contracts for Postpaid SME and Corporate Customers.

Free-text responses 2

What skills/software/attributes do you feel you would most like to learn or improve your career growth potential?

2015 graduates:

Cost Modelling, Pricing Mechanics, Market Analysis

-Writing Skills on Grammar, - Speaking Skills - Collecting Data and Analysing - need to understand more on excel and other software like STATA. - Need to understand more on economic reports on logging projects etc. –

Statistical software

Excel and Stata or economic modelling software.

1. Quantitative analysis skills in Economics 2. Writing skills 3. Advanced Econometrics and Data Analysis skills.

Accounting and International Transaction

2016/2017 graduates:

Excel, and other statistical software

Econometrics and presentation skills

Analytical skills, interpretation skills, writing skills and formats, practical excel skills, software skills like real practical ones.

Management skills

Econometrics using Stata, E-views and other econometrics software and pursue career in research.

Reading and comprehension skills. To be able to read and understand clearly what the material is saying. Critical thinking Introductory skills for Stata/Eviews/Excel

Know more about excel and computing data and keen to know more about advanced computing skills

Writing and communication skills

A more advanced understanding of Excel. Also Stata would be useful when I want to progress in my career.

I would like to learn how to better use Excel and STATA.

I'd greatly like to improve my analytical and reporting skills. In addition to this, improving on my articulation.

In my career I am anticipating to further my interests in the field of public policy, Monitoring & Evaluation, Research and Economic Development. Also to really master excel advanced software's especially in the area of data management.

Advance excel and data skills.

Monitoring and Evaluation tools

2018 graduates:

I think excel is the most important software that I should spend some time to learn. It is not required in Economics data analysis but in any general job requires me to have better skills set to master excel.

MS Excel

I personally feel that given my new job I would like to be more adept in Econometrics mainly the advanced use of regression and use of Eviews.

Computer skills like advanced Excel such as pivot tables as well as statistical software such as STATA and Eviews.

I would to learn more computer literacy and gain more confidence in public speaking.

Statistical software (e.g. Eviews or STATA)

I need more knowledge on how to use Eviews or STATA

Communicating clients

Communicating with clients

Free-text responses 3

Is your work/career different to how you imagined it would be when you graduated? If so, how is it different? what has changed?

2015 graduates:

It's not so different from what I expect. That is to be working as an economist or someone with an eye for economics.

I would say I had passion for Development Economics especially at the Macroeconomic level when I first graduated but as it is now I am working in a Microeconomic environment and its quite challenging especially when it's a technological company but has been interesting since the principles of economics is applicable in the work I do daily.

Yes. I was given audit work rather than doing my actual economics related work.

While doing my undergrad I always felt that if I wanted to utilize more than 50% of my theoretical knowledge I would have to work at the traditional employment options such as; BPNG, National Planning Dpt, Treasury Dpt, NSO, IRC, ICCG, Finance Dpt maybe, and some non-government organizations such as UNDP, World Bank, ADB. However, I was more drawn to a dynamic fast-paced kind of a work environment so that lead me to my first job in the private sector. In the private sector you don't really have that much flexibility to utilize all your Undergrad (Eco) theoretical knowledge but there are so many opportunities to grow in other areas. And it also depends on what organization someone work's for and their job designation. To some extent, I still feel the same way about that today.

No, it fits in well but I have no superior who can guide me well. I have no senior economist working and monitoring my works.

Yes, I really wanted to work at the Central Bank but I am now at the Department of [REDACTED]. It is a satisfying job as well

A bit, but I am trying use my knowledge in economics to apply in the current setting of my work and everywhere around me to bring efficiency to the we do things, in terms of benefits vs costs.

I never thought I would be using a lot of statistical and econometric software. I am using them now. These skills are invaluable to my job.

2016/2017 graduates:

NO

Yes the work career was real too practical but at least it links to all you have learnt.

Yes, it has changed from economical point of view to an accounting and financial point of view

No. It was just the way I imagined it to be.

Yes. I imagined I would be working in a bank/ business advisory firm/superannuation industry, but instead my career has begun in an area I least expected, but the intangible rewards of being a teacher/academic are what drew me to this path. It's different because the work I am in now, doesn't have (yet) any of the employment benefits I would be receiving if I had pursued a career in the corporate sector.

My job is exactly what I was dreaming to do. That is seeing how different currency fluctuate against PGK & USD as well as circulation of money which is more interesting and I get the most job satisfaction because I've seen myself working in a [REDACTED] especially in dealing with Foreign Exchange . It's like a dream come true.

I thought I would be an economist but currently I'm just entering data..

This is pretty much what I wanted to do since Uni. Although, it is more awesome now that I'm here.

I expected to do a lot more research. However due to the nature of the Project I am working under, I mostly manage the research work being done by our various consultants.

In a sense, no. Studying economics I anticipated being thrown into an environment where I had to adapt and be versatile. It's been a great learning curve and makes working in different industries a huge possibility.

It's something a little bit different from what I learn. I graduated with a major in Banking and Finance and what I am currently doing is auditing. It's more to accounting however, I appreciate what am doing and my study from UPNG when it's comes to audit of banks and financial institutions. I can apply what I taught in school with clarity and confidence knowing my banking and Finance stuffs. Am also doing my [REDACTED] courses which helps me a lot when it comes to accounting. I also appreciate my foundation accounting classes back in Uni.

When I was in school I always see myself working in the public sector which I have reached that dream I had few years back.

I wish I could do more Public Policy Management courses

2018 graduates:

Yes. Mostly I do a lot of accounting staff here rather than economics staff.

No, as the job alignment is much in line with what I studied for in university.

It is very different than I imagined. I work with PNG and overseas clients in a very professional work setting.

NO.

I am currently working on a lot of report write-ups that include project implementation progress update, government counterpart financing and data analysis.

Obviously Yes

It is different because I did not expect to go into sales and marketing after getting my degree. I would want to work somewhere where I can utilise the degree I took in Uni. That is why I am still job hunting.

Free-text responses 4

What is the concept or skill that you feel you benefited most from learning at UPNG. How did this make an impact on you?

2015 graduates:

The Statistic and Business Maths, Quantitative Economics, Econometrics, Cost Benefit Analysis, Economic Policy, Natural Resource Economics and Accounting.

As a research economist of [REDACTED], I think the mathematical and policy related courses including the macroeconomic causes (Intermediate macroeconomics) and international economics courses I have taken at UPNG are helping me a lot. Although, we are not using all the concepts we learnt in those courses, all those great courses have increased my understanding on the economy and central banking and make my work easier.

Numerical and analytical skills in data and statistics. An also in calculus. Solving complex mathematical problems strengthens one's problem -solving skills, thinking capacity and intellect. It makes one become competent.

Basically the principles of micro/macro Economics, the critical thinking and analysis skills from Mr Cornish's Economic Development classes, basics of modelling from Quantitative Economics classes, economic/cost benefit analysis concepts for projects, economic policies, writing papers, and the general knowledge I gained not only under the Economics division but from other elective courses I took from the other schools.

Communication Skills and the Report Writing

The first job I did as a graduate was doing research and drafting insights that were used in the firm's monthly report. Looking back, the critical thinking and analytical skills I developed mainly through the essay report writing exercises I did on a weekly basis at back at school helped a lot.

Cost Benefit Analysis

Sound economic analysis, economic tools, computer literacy and numeracy

2016/2017 graduates:

My computer skills on dealing with accounting and statistical softwares.

Economic Analysis, Markets Types

Reporting writing skills and in particular analysis of economic issues and providing recommendations.

The Economic Analytical Skills has greatly helped.

Learning how to clearly articulate and communicate ideas through written work and oral presentations has helped me become a better communicator, which is very important when you interact with a lot of people from different education/ethnic backgrounds.

I am grateful to be taught Introductory Econometrics when I was at UPNG. The course has helped me in my work, and has set a platform that will enable me to further my studies and interest in research.

The skills that I found were beneficial is the problem-solving skills (especially the mathematics concept of economics) and analytical skills (data analysis and interpreting results and graphs). As a student pursuing my master's degree, I turned to use those skills a lot in most of my courses.

Analytical skills, writing skills, leadership skills

Well UPNG have groomed me to be who I am today. One take away that I always appreciate is the understanding of the economic policy taught to in the final year of my studies.

Excel, Research and Report-writing, Presentation and Public Speaking, Quantitative Skills (QE, Calculus, AEBS), Time Management

The skills associated with critical thinking have greatly benefited my work. I am able to tackle new challenges by critically evaluating the situation and working through it.

Being able to multitask and work under pressure.

Appreciate everything I learnt. Mixture of Banking & Finance, Economics and Accounting. All these fields of study had a greater impact on me as in my current role at work, we do audits for different clients and that's different industries. All in all, everything I learned plays a part.

Research skills and Policy I did in Economic Policy and Business Research

2018 graduates:

The basic accounting skills and economic knowledge about tax has helped so much in my work. The oral presentations and reporting writing has helped me too.

Generally speaking, when I did my internship with [REDACTED] which is [REDACTED], I come to embrace that having studied economics is a diversified courses which helped me to understand many things including policy work and any issues surrounding development projects that affects the land owners and how this organisation helps to hold developers accountable and at the same time promoting the concept of sustainability.

Computer Skills. Especially Ms Excel because almost all the tasks that I do here are done using Ms Excel.

Most concepts and tools taught back in UPNG are my foundation. Studying at a higher level now, most of the concepts and tools thought in UPNG are revised and deepened. This gives me the advantage to better understand and contribute effectively to any discussions or aspects of learning.

I would have to say fiscal and/or financial Management

Macroeconomic concepts and theories helped me a lot. It gave me a better understanding of the workings of the government which I now find useful, working in a government department.

Understanding and applying economics to real life situations and scenarios like exactly what i am doing now.

1. Data analysis and graph plotting. 2. Research 3. Presenting compilation 4. Basic Computer Skills (excel, word, PowerPoint) 5. Confidence 6. Leadership 7. Team player

Regular Class presentations built confident in me.

Currently would be Excel because I use it every day. Other skills would definitely be beneficial when I find another job.

Free-text responses 5

Are there any skills that UPNG should focus on improving in its students, and if so, how could this be achieved?

2015 graduates:

I would suggest for practical soft skills (+excel) including applications like STATA etc.

Microsoft Excel and the Data Management Skills in line with Quantitative data.

UPNG need to engage professionals who are well trained who can become lectures and tutors. Those so called tutors are degree holders who feed rubbish to the students. Tutors must be with Masters level of qualification. I am one of the victims struggling here.

I believe the soft skills like the Excel and Strata and other modelling software's. It has to be embedded early in schools, even if the skills can be integrated at secondary level at a very beginner, to intermediate to advance level. Also specific maths skills for economics should be thought early in secondary level in the economics point of view before reaching the university stage.

I feel that there is a need for UPNG to improve teaching in the areas of quantitative courses like mathematical economics and econometrics. Also there is a need for students to have wider exposure to econometric and statistical software like eviews and STATA. I think those are absolutely necessary tools or skills an economist needs possess if one needs to have an interesting career.

Well it's not so much of a skill but more of an idea to prep students so it's an advantage for them out there. A lot of private sector companies I see have been migrating to google and other online platform and have tried as much to be creative in incorporating technology into almost every aspect of their way of doing business. UPNG could to a large extent incorporate eLearning or utilize technology in learning to help students make that transition, particularly those aiming for private sector and other sectors as well. For UPNG as a whole, that might take a while to get everyone on board, but for the school of business this is critical. Otherwise, there's also that aspect of learning on the job.

2016/2017 graduates:

Statistical skills and IT

Excel, econometrics and modelling

Doing a lot of practical work instead to teaching theory, like using excel to calculate and using software to analyse data.

Yes, UPNG should concentrate more on students' practical skills and this can be achieved by organising intensive with external organisation

Allow students to participate in internship/ part time job that is in line with the course that they are taking. This allows them to link theoretical skills that are thought in the classrooms and how to practically use them in the real working environment.

Reading and comprehension. Have students read journal articles and answer questions based on the articles they've read, to improve their reading and comprehension skills.

The data analysis, especially using software to analyse data and the research proposal skill. This could be achieved by conducting extra classes or workshops where UPNG could bring in experts to teach the students. Alternatively, this could be done by the ANU staff at UPNG who had the skills in these areas.

They should learn computing skills and improve their analytical skills by giving students projects to work on include analysing of data.

More writing and research skills. Course structures should cater for optional/compulsory courses to achieve the objective of attaining those skills.

Better communication skills. Especially with customer-facing roles like mine, a lot of reasons people are restricted from advancing into an Analyst role is they lack communication skills. We not only need our Analysts to get the point across clearly, but also they represent our brand and calibre of service that we offer. Also, presentation skills in terms of dress and hygiene. I feel that kids out of uni don't full grasp the importance of neatness and professional dress, especially when coming for job interviews. CV writing can also go a long way.

I think students should be encouraged to think outside the box more and develop their own ideas about what they are learning rather than memorising the textbooks, so to speak.

Yes. I believe students need to be taught more on how to apply the material they learn in real world situations.

I would prefer more of the Mathematics courses should be taken up as an elective course but balancing it with courses in the Public Policy Strand and the School of Law to be exact.

Would suggest improving more on practical data skill, or off classroom lessons. Excel, research and reporting skills. This can be achieved by providing more lab sessions and internships programs for students' exposure.

Presentations in seminar, Report writing

2018 graduates:

From my personal view, key concepts and mathematical tools used in economics should be briefly introduced during the foundation year rather than in successive years. This will give students the advantage to flow through and can be familiar with concepts in their later years of study. At the moment, I think the foundation year is too brief to better understand essential concepts and tools essential in economics.

Encourage extensive research and project presentations on current economic situations and providing economic and policy advise on those issues as major academic projects and assignments. UPNG should engage in diplomacy through dialogue with other globally recognised institutions like the ANU and other universities across the globe including the International Monetary Fund, Asian Development Bank and the World Bank on how they can work collaboratively in identifying academic and financial pathways to encourage and upgrade our current learning experience.

More emphasis on computing skills, do more presentations in class to build confidence, more encouragement & involvement in associations (eg: ESS), more debates on current issues, do more report analysis and report writing to increase the student's skills.

I believe students should be though more MS excel functions and how these are used in everyday work activities.

I think UPNG should update its course content and start introduce new courses that have demand at the moment. UPNG and ANU are doing great in this area of curriculum review.

Computer Skills is very important. UPNG should prepare students well so they can be able understand software's such as MS Word and MS Excel. Other practical computer software's such as STATA, MYOB and etc must be taught with practical application so students can go into workforce well prepared.

One underlying skill that I feel has been overlooked often and not really taken note of is the use basic Microsoft tools like word and Excel. Most particularly Excel and its use in Economic applications. Understanding theory is important once you are in the workforce you finally realise the importance of advanced excel use especially with economics and financing. So since Computing literacy and Numeracy is already a part of University programs in the first year of studies. I would like to see a more tailored made program for the advanced use and skill-building in these areas to equip students with the technical skill to apply the theory they have learnt.

I believe frequent discussions and presentations will help individual student to overcome their fears and learn to think critically towards any given situations.

I think everything is ok but it would be really nice if Graduate Programs or Organisations looking for fresh graduates get in touch with the school to get top performing/hardworking students. This is because from my current experience of job searching, there is nepotism everywhere and some good qualified graduates are still unemployed or looking for that right job.

Free-text responses 6

What career advice would you give to UPNG students currently completing their studies?

2015 graduates:

Students should identify/determine their career pathways and take broadening courses which will benefit them in their future careers. After doing that, the students can now choose to get broadening courses in law, strategic management, statistics, calculus, and banking and finance courses etc. in their third and final years of study.

Focus on your studies and don't limit your learning in the classrooms only. Make use of the technology and do researches, read a lot, and learn to critically analyse national economic issues. In short, think big and be smart in your learning so that you can graduate at the top of the class and be offered a good Economics related job as employment opportunities are scarce in PNG.

The main thing I would say is; take ownership of your own learning. Academics and mentors can only do so much, so individuals have to be a self-starter and take advantage of every opportunity given. You can only go as high as you aspire to and you are your own stumbling block. There's no competing with others, it's more to do with being the best version of yourself.

Go outside of their comfort zone and study. Don't limit your knowledge to specific topics assigned for the tests and exams. Go outside of the box and they must try to do some serious research on the topics taught.

Focus on getting good grades but do participate in extra curricula activities to assist ones community as most agencies look for Leadership qualities in applicants

Is to focus on looking at industries in PNG that pretty much lack the efficiency and do a research into it and try to do an economic analysis on how we can improve its efficiency. Use current economics skills techniques on cost & benefit analysis and regression on how we can do that. Or even projects appraisal that could validate its viability rather than using political will or egoism to push for projects that are non-viable and has more costs than benefits.

PNG needs smart economists who will think for our beautiful country. The young country needs thinkers who can come up with great ideas that can transform this country economically. Learn as much as you can during the four years at UPNG. The world is full of knowledge. Gain as much as you can. Learn as much as you can from the lecturers, books, internet and whatever available platform while you are a student. How much knowledge you gain depends on how far you are willing to learn. With the knowledge you get, look at how you can contribute to the growth of our beautiful country.

Work in team and do more reading on other economics related courses like Accounting and Law

2016/2017 graduates:

I would advise students to develop good work ethics and put an effort into teaching yourself skills that you believe will help you in the work you're interested in. For example, if you want to work in a bank, teach yourself the basic concepts of interest rates, financial regulation in PNG, etc. There's only so much your lecturers and tutors can teach you, you have to take ownership of your learning.

Make use of the facilities, the resources (especially now that UPNG has ANU academics) and learn as much as you can.

Firstly, to be employed in a high esteemed organisation or position it all starts with your academic performance, GPA matters, better written and oral communication than your skills to the job.

Your commitment to your studies determines your future. Always aim for the best and score good grades and graduate with flying colours. Your UPNG degree is the door to world of opportunities. It will take your places.

1) please studying the course that is demanding in nature, 2) take up any job when opportunity arises, 3) give your best sort for anything, 4) be competent.

Be persistent on applying for jobs and never give up on yourself

I would encourage them to take study seriously and pursue careers that they have the passion and interest in and apply while they are in 3rd or 4th yr. of study any grab any job offer that is available after graduating as this will open the door to their dream job. From experience_ I accepted the intensive program for 3 months n while on the program there was an internal vacancy for my current role and I applied after two months of intensive program and was offered the job even though people with 2-3 yrs. of job experience applied.

Time is scarce so discipline yourself and work towards achieving your goals. Always have a positive mindset and start building your network as it will help you after completing your studies.

Get some extra-curricular's under your belt. It looks good on your CV, and shows commitment to community and self-improvement. Aside for a good GPA, equally (if not more) important is a demonstrated ability to go above and beyond, with leadership in practice, clear signs of well-rounded individual.

Finding a mentor is very important. As new graduates, it's very easy to think we are fully equipped with all we will ever need to know. However there are nuances to working in the real world that only a mentor can help you understand. Thus I think it is very important to have someone more experienced in the field you want to work in, guide you in the first few years of your career.

Don't study hard, study smart. Identify what your strengths and weaknesses are and develop your strengths whilst improving on your weaknesses.

Grasps everything you're learning and work hard always to master everything. You never know what you will be doing after graduating. It can be something you nevertheless expected from.

I would like to encourage students to not always think that when you graduate, do not think you will get a job exactly like what you do in school. You have to broaden your knowledge with extra reading from the different fields because there is a interplay and you have to have those information/facts/data to make informed decisions as a policy maker. I never liked Agriculture Economics but now as an aspiring Agriculture/Development Economist I am going that step further to learn the science of Agriculture and all is aspects at my own time to enhance my career as an Economist but in the field of agriculture and rural development/empowerment.

Well we all have our dreams that we want to pursue in life after completing our studies. Some dreams are achievable whilst others we don't. My experience in school and career might be different from you all but I never stop believing in myself that I could better every day and get what i want at the of the day. Economics is applied every day and everywhere that you may be but it all depends on how you identify and apply that skills you learn in school in a working environment.

2018 graduates:

My advice is very simple, having an undergraduate degree is a good foundation to start. Self-learning starts now, the world is competitive every time we must keep learning and improve our skills set. Jobs are scares but keep pushing, don't give up and start somewhere whether small or big.

As young and inexperienced. They should focus more on gaining job experience so they can be able to compete for their dream job in the near future. Nowadays it is hard to secure employment in PNG so take whatever employment opportunity that comes your way. Build your CV and make yourselves marketable first, then you can apply for your dream job.

My advice would be to make the best of their time to learn as much as they can. Take advantage of and utilize the materials available to them. Importantly, use whatever platform available to develop essential life skills such as public speaking and or presentation, etc. Look outside to the real world and discuss issues involving economics and think about what can be done. Finally, from my personal experience, getting a better grade is helpful in securing a job in less time.

I would just advise them to be patient and always try to maintain a form of working relations and networks with peers because they can come in handy when looking for jobs or getting much needed information.

You won't be too sure of what you want to do after Uni. But it is better start somewhere and see if that's what you want to do and take up as a career.

Building a career will depend on the knowledge and skills you acquire in your four years of study so my advice would be to keep your head down and study.

To those who have passion and motivation in their current respective field of study. Please when you find an employment opportunity that fits your passion, dream and motivation. Please hold on to that job and give your best.

Start applying for work during semester break. Don't be too confine in your comfort zone, push yourself to become better each day. A lot of social applications like fb, instagram, tiktok, etc, is distracting the young developing brain thus use to platforms to advocate good attitudes and educational stuffs. Lear to discipline yourself in all aspects (financial, physical, intellectual, mental & spiritual). Most importantly, at the end of the day, go after what you love doing the most because through that, you productivity level will spike. Cheers

Never give up on your dreams even when it means dying for it.

Make sure to get a good GPA and don't feel down or give up when your applications are turned down. Keep trying. Eventually you'll get there.

[Free-text responses 7](#)

Do you have any final comments?

2015 graduates:

Thank you for inviting me to be part of this survey. I hope to be part of many more such surveys in the near future

Based on the survey results, ANU (Rohan and team) could send some resource materials that will upskill this young batch of economists. If possible. Thank you.

I would be more appreciate if I have given an opportunity to participate again in the survey that conducted. Also I want to be part of the volunteer research work ANU is conducting to support my career on research and survey skills.

1. UPNG need to uplift the lecture standards. 2. If there is opportunity, please help me to progress on to do my masters at ANU. THANK YOU SO MUCH AND GOD BLESS.

As a product of the ANU with UPNG, I would like to see more support from your team to push some of us to the Master's and PhD levels in our levels and fields in Economic space. Hope this could be done as I am one who is trying to do a Master's under the Australian Excellence Awards and need your help where ever possible.

I am pleased to participate in this survey. I have read the report of the previous survey that was conducted in 2015 when I was doing my final year. I was impressed with the results. The study was insightful. Can't wait to receive a copy of the results when published. All the best.

2016/2017 graduates:

No comments but thanks for keeping in touch

I don't regret I studied Economics. Now I am an Economist and I love my work involved with Economics.

I'm very happy to participate in that survey and can't wait to see the outcome of that survey soon.

Thank you for engaging me in this survey. I am delighted in contributing to this work. Happy to see the result and looking forward to participate in future surveys. Thank you.

Nothing much. Keep it up. I know the Economics alumni are keen to hear from UPNG & ANU staff. Don't forget about us!

Happy to have participated in the survey! :)

None.

Not really, but I am thankful always for been a product of the ANU UPNG partnership that has prepared me well, even though a lot I can improve

2018 graduates:

I'm always grateful for UPNG-ANU partnership.

Thank you for providing such a survey.

Nil

No comments.

I am very pleased to share my short experience and insight in this survey and I'm looking forward to more opportunities like this in the future.

No

Please continue carry out such surveys which I believe is very important in advancing in the development of our university.