

Canadian Association for the Study of
International Development (CASID)
and the
Canadian Consortium of University Programs
in International Development Studies (CCUPIDS)

Employment Outcome Survey Project (EOSP)

Narrative Report

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Executive Summary

Since the first International Development Studies (IDS) program in Canada was formed in 1974, this field of study has grown to include over 20 universities, and **20,000** graduates of programs offered at the undergraduate, Master's and Doctoral levels. This expansion is not exclusive to the university level, spanning also into colleges, offering a variety of courses and certificate programs in International Development or related fields of study. While interest and enrollment in programs for the study of International Development have grown, little is known about the career paths and employment outcomes of these students. The dearth of academic research, either quantitative or qualitative in nature, impedes responsive program design and careful assessment of program performance, both of which ultimately limit the extent to which IDS programs can optimize their ability to prepare students for future employment in the field of International Development. This is particularly important given that the number of IDS graduates in Canada is far greater than the availability of paid positions in the so-called 'development industry' (i.e. aid agencies, NGOs, multilateral institutions).

With funding from the International Development Research Council of Canada (IDRC), and inspiration from previous work by the Canadian Association for the Study of International Development (CASID) and the North-South Institute (NSI), as well as research conducted by Tiessen and Heron (**date**), this study brings together scholars from the Canadian Consortium of University Programs in International Development Studies (CCUPIIDS) and CASID, under the primary guidance of Rebecca Tiessen (University of Ottawa) and John Cameron (Dalhousie University) to fill these gaps. Further it answers the call from the Canadian Bureau of International Education (CBIE) to expand Canada's global engagement and enhance the leadership potential of Canadian students.

The primary research question that this study addresses is: What are the employment outcomes of IDS graduates in Canada? Through a series of sub-questions and secondary questions it further explores the connection of education to employment in international development, the pathways to and through employment undertaken by graduates, and the impact of the design of IDS curricula on employment outcomes for IDS graduates.

The Sample

The study received 1901 responses from graduates of International Development Studies programs between late March and early May 2016, covering a total of 146 variables of inquiry. Responses were primarily received in English (95%), primarily received from individuals who identify as female (76.34%) and primarily from individuals between the ages of 21 and 35 (81%). The majority of participants have Bachelor or Masters degrees at 89.37% of respondents.

Methodology

This research has been carried out by academics within CCUPIDS and CASID representing post-secondary institutions with International Development Studies program, under the direction of a steering committee lead by Drs. Rebecca Tiessen and John Cameron.

The survey instrument designed for this research was distributed through the alumni networks of participating institutions, and included both quantitative and qualitative questions. While most questions were general, some institution-specific data was generated, but distribution of these findings is restricted to particular institutions.

A control group of non-IDS alumni from each institution was also surveyed to assess the unique impact of IDS on employment Outcomes. Data analysis proceeded primarily by way of correlation matrices, using both 2x2 correlation and regression based checks. Where correlation between variables was found, trend line models were used to assess the statistical significance of the relationship.

Primary Findings

- There is no significant positive or negative relationship between **satisfaction with career trajectory** and participation in **experiential learning** during IDS.
- There is no significant positive or negative relationship between **satisfaction with career trajectory** and **language ability**.
- There is no significant positive or negative relationship between **satisfaction with career trajectory** and **work abroad**.
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **satisfaction with career trajectory** and **education level**. The explanatory power ($R\text{-sqr.} = 0.02$) is very low.
 - *The higher the education level the more likely to be satisfied with career trajectory. However, education level alone explains a very modest amount of the variability in satisfaction with career trajectory.*
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **income level** and **satisfaction with current salary**. The explanatory power ($R\text{-sqr.} 0.28$) is relatively high.
 - *The higher the income level, the greater the satisfaction with current salary.*
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **satisfaction with career trajectory** and **income level**. The explanatory power is relatively low. Income level, in isolation, only explains about 8% of the variability in satisfaction with career trajectory.

- There is a positive and statistically significant correlation ($p \leq 0.05$) between **satisfaction with current salary** and **satisfaction with career trajectory**. The explanatory power is relatively low. Satisfaction with current income, in isolation, only explains about 16% of the variability in satisfaction with career trajectory.
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **years of employment/years of employment in ID, income level** and **satisfaction with current salary**. The explanatory power is low.
- Income rises with greater work experience and greater work experience in ID (the former slightly more so than the latter); satisfaction with current income less so.
- There is a positive correlation between **satisfaction with career trajectory** and **years of employment/years of employment in ID**, but the explanatory power is low.
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **education level** and **income level**. The explanatory power, in isolation, is low.
 - *Higher levels of education correlate with higher incomes, however education alone accounts for only a modest amount of the variability in income level.*

Introduction

Contextualizing the Study

Canada has seen a trend towards higher levels of education among Canadians (Statistics Canada 2015), most commonly in fields related to business, management, and marketing. While a smaller portion undertake study in the social sciences (7.5% of degree holders in 2011), a higher proportion of those students (67%) pursue additional education beyond their bachelor degrees than the average across all disciplines (Statistics Canada 2015).

The 2012 and 2015 Canadian University Survey Consortium (CUSC) graduating student surveys demonstrate that higher levels of education positively correlate with likelihood of attaining “the job they had hoped for” within three years of graduation (Prairie Research Associates 2012; 2015). This is reflected in survey data on the relatedness of studies to areas of employment after graduation. While 81% of college students and 80% of undergraduates across all disciplines testify to a “close” or “somewhat close” correlation, that figure jumps to 92% for Master’s students and 96% for doctoral students (Ferguson and Wang 2014, 45). For social sciences specifically, while the correlation remains strong at the college level (86%), at the undergraduate level 44% of bachelor degree holders in the 2009/2010 cohort report that their work is “not at all related” to their degree (*ibid.*). As compared to similar figures for other disciplines (19% for all programs), this data reveals a higher level of discontinuity between education and employment in the social sciences than the average across programs.

Relatedly, the 2012 CUSC survey reports that students are not overly hopeful about job prospects in their field, across all disciplines (Prairie Research Associates 2012). Notably, studies have shown that students in the arts, humanities and social sciences are less likely to participate in work-integrated learning (41%) compared to the average for all programs (50.1%) (Peters, Sattler and Kelland 2014, 23). This is significant in that the same study shows that participation in work-integrated learning is associated with higher unemployment rates overall, and is not correlated with income levels in a significant way (*ibid.*). In social sciences, 46.3% of students who had not participated in work-integrated learning attained full-time employment as compared to 38.1% who had (Peters, Sattler and Kelland 2014, 28). This data, however is contradicted by the 2013 National Graduate Survey which shows that that students in co-op programs were more likely than their peers to be employed within three years of graduation (94% versus 91% for students that did not take co-op). This study also notes that co-op is positively correlated with attaining jobs closely related to field of study (Statistics Canada 2015).

Significantly, numerous studies show that individuals with higher levels of education are more likely to volunteer, be civically engaged and participate in political processes (Turcotte 2015a, 2015b; Weingarten et al. 2015; DeClou 2014; Higher Education Quality Council of Ontario 2013).

In social sciences, women in fact account for a higher number of degree holders than men, representing 82% of college graduates, 63% of university bachelor degree holders, 69% of MA holders and 67% of doctorates (2009/2010 graduating class, Ferguson and Wang 2014). However, women are more likely to work part-time than men, regardless of their level of education, and in fact earn less than men, however the earnings gap is smaller at the doctoral level (**no source in Lit Review**).

Studies specific to international development employment outcomes, while limited, have produced some valuable insights on which this study builds. Child and Manion's 2004 survey of 117 graduate and undergraduate international development students reveals that 90% of graduate and 93% of undergraduate IDS students expected to enter into careers in development after graduation, particularly in non-governmental organizations, government agencies and multilateral institutions (Child and Manion 2004). However, upon graduation, significant proportions of these students felt inadequately prepared to attain those careers (39% of undergraduates and 35% of graduate students). These opinions reflect a "relative (or perceived) scarcity of employment opportunities currently available in the development field" (2004, 177).

Through anecdotal evidence, it has become clear that IDS graduates must traverse increasingly long paths of precarious employment or seek out employment in sectors unrelated to their education, combined with internships, volunteer work and other civic activities before they find stable employment that connects to their education. Across several studies, students indicated that co-operative programs or emphasis on practical skills training were key ways through which this perception of unpreparedness for employment could be remedied (Child and Marion 2004; Einsiedel and Parmer 1995; Grey et al. 2005; Morrison 2004).

These findings were reflected in the CASID-NSI 2003 “White Paper” on International Development Studies in Canada, which noted specifically the need for development NGOs and governments to work together to review, redesign and expand funding for internship programs with the aim of providing IDS students with greater practical experience. Notably, two studies have examined the topic of IDS employment from the perspective of potential employers. These studies revealed that the primary skill sets prioritized by employers were soft skills for IDS graduates, namely cross-cultural competence, interpersonal skills, flexibility, problem-solving, leadership, negotiation and self-management skills (Simbandumwe 2006). Further, the importance of volunteering with an NGO for future employment was noted by 47% of the NGO employees surveyed, as was the significance of multi-tasking and low levels of specialization for employment (Robinson 2013).

While some studies have revealed certain information about employment and career paths of international development students, there is a relative lack of academic research on this topic, both quantitative and qualitative in nature. There is particularly a dearth of research correlating international development education and its influence on subsequent career paths. Where data does exist, it has been largely college or university specific, with very little comparative data produced presenting a broader picture of the field within its disciplinary umbrella of social science.

While numerous universities and colleges produce resources and tools on employment acquisition for their students, little information is collected on actual employment outcomes. The absence of disaggregated data and quantitative and qualitative analyses of employment outcomes for graduates of IDS programs limits the ability to assess the performance of IDS programs, thereby limiting the development of responsive program design that successfully prepares students to work in the field. This study seeks to fill these gaps by conducting an extensive survey of 1901 graduates of international development studies programs in universities across Canada, representing approximately 10% of IDS degree graduates.

Characterizing the Sample

This study is based on responses from 1901 participants to a survey covering 146 dimensions of analysis. Surveys were conducted from late March to early May 2016, with 94% identifying as having a background in International Development Studies (IDS), 96.37% having graduated from an IDS program.

Respondents were 95% English and 4.4% French, coming from schools with International Development programs across Canada.

Figure 1

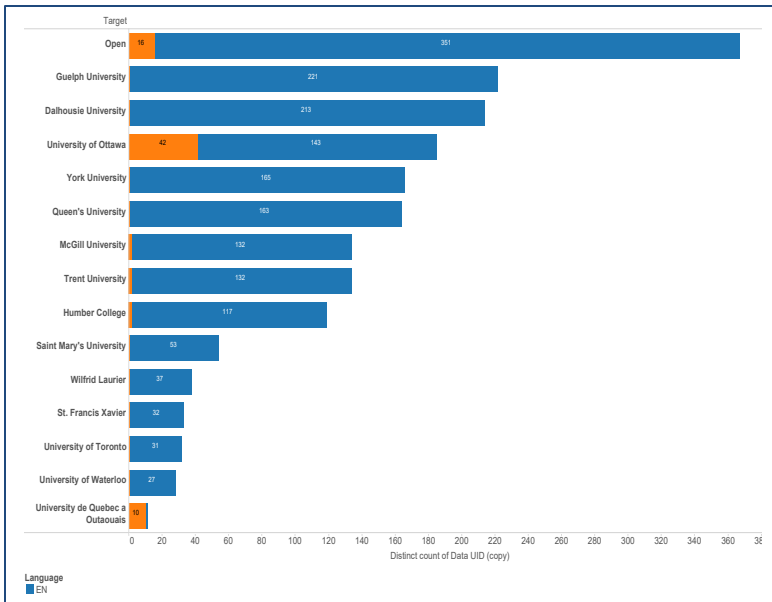
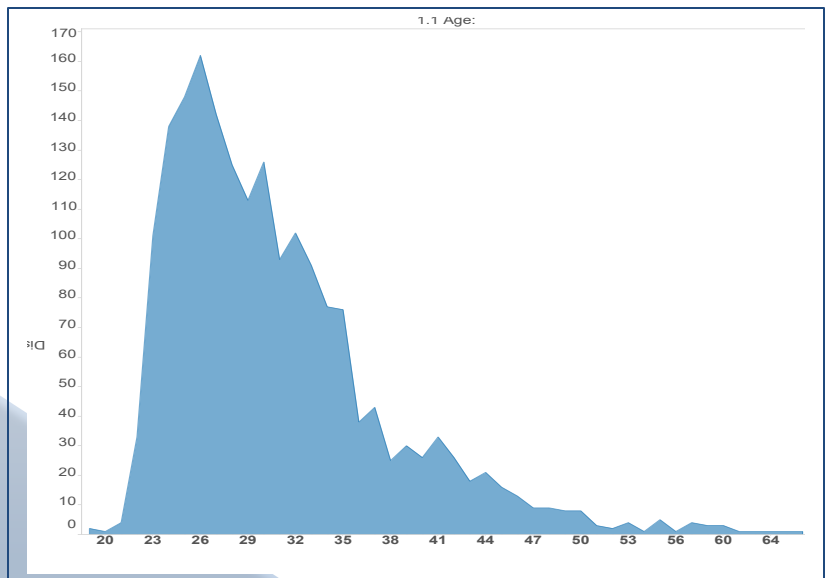


Figure 1 shows the schools attended by participants. French respondents completed their educations primarily from the University of Ottawa, the Université de Québec, or an unidentified institution.

The majority of participants identified as female (76.34%), with 81% of respondents between the ages of 21 and 35 (Figure 2).

Figure 2



A strong majority of participants identified as having Masters and Bachelor degrees, as demonstrated in Figure 3. It is notable that the largest proportion of respondents has Masters degrees.

Significantly, the largest proportion of respondents has competency in two languages, with 21.78% having competency in 3 or more languages, likely reflecting the international character of much work in this discipline (Figure 4).

Figure 3

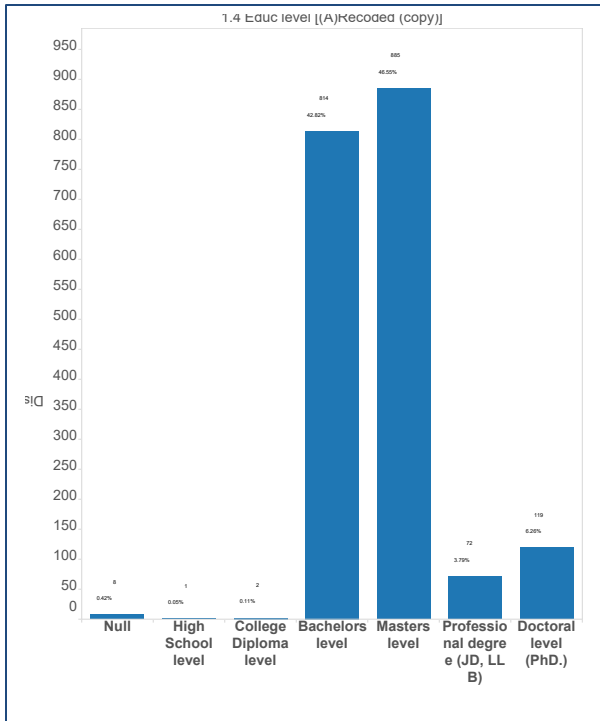
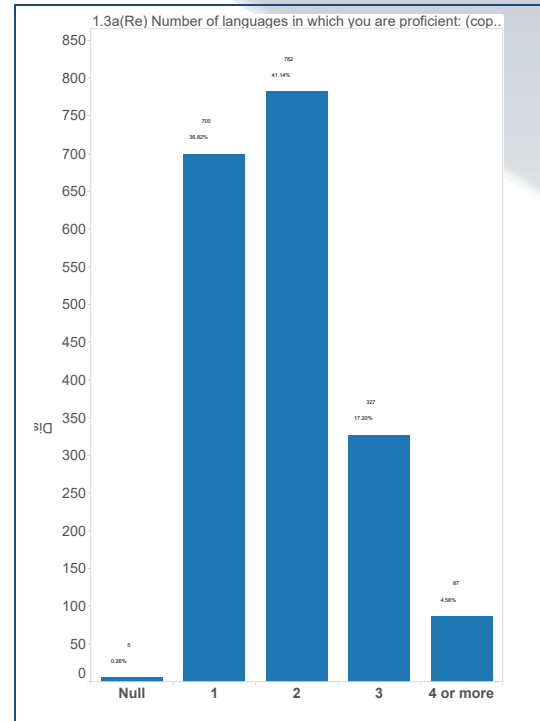


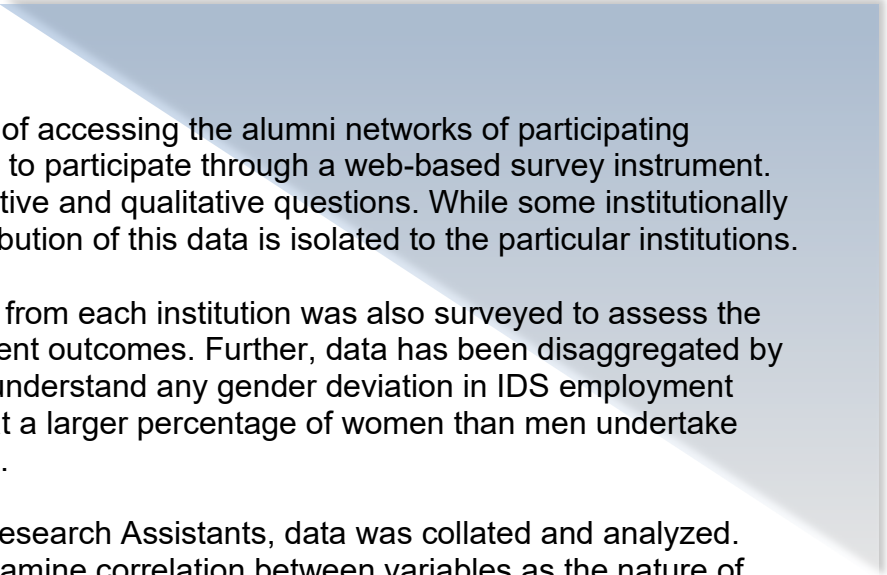
Figure 4



Methodology

This research has been carried out by a network of academics within CCUPIDS and CASID, representing universities with programs in International Development Studies or very closely related programs, of varying program lengths, and representing diverse regions of Canada. Under the supervision of a steering committee of 5 members, including Drs. Rebecca Tiessen and John Cameron, this project has engaged with over 25 Canadian institutions. Participating institutions, each of which have appointed institutional representatives to manage data collection, were granted access to the online survey so that data could be collected by each institution and analyzed individually.

The survey instrument designed for this research built upon those instruments already in use at the universities or colleges involved in this study, and those instruments used in other surveys conducted in other academic fields.



Data collection proceeded by way of accessing the alumni networks of participating universities to distribute invitations to participate through a web-based survey instrument. This survey included both quantitative and qualitative questions. While some institutionally specific data was generated, distribution of this data is isolated to the particular institutions.

A control group of non-IDS alumni from each institution was also surveyed to assess the unique impact of IDS on employment outcomes. Further, data has been disaggregated by sex (as self-identified) in order to understand any gender deviation in IDS employment outcomes, reflecting the reality that a larger percentage of women than men undertake study in international development.

With the support of a network of Research Assistants, data was collated and analyzed. Matrices were primarily used to examine correlation between variables as the nature of many variables in question made it impossible to plot correlation meaningfully. Both 2x2 correlation and regression based checks were carried out to ensure correlations were robust. Where correlation between variables was found, trend line models were used to assess the statistical significance of the relationship.

This study commenced by conducting several analyses as required by the clients. These included evaluating whether there was a correlation between career trajectory and participation in experiential learning, whether there was correlation between career trajectory and language ability, whether correlation exists between career trajectory and work abroad, and finally whether correlation exists between career trajectory and education level. In addition to these analytics, this study conducted several additional analyses to check for robustness in the data and test other potential relationships that may be worth pursuing in future studies. The following sections capture these analyses and present findings.

International Development as a Career Path

There are a number of questions on the minds of students or individuals considering post-secondary education in any discipline. Will there be a job for me after I finish my degree? What type of program will give me the best chance of getting that job? Will a bachelor be enough? Will a Masters degree help me get a job that I enjoy? Should I take a co-op or internship option? Will I make enough money in this career path? Will getting more education improve my chances of having a higher income? How much work experience will I need before I get a job in my discipline? In a field such as International Development, there are other questions that may come to mind. Will I need more than one language to get a job in this field? Will I have to work abroad, or will I have the opportunity to work abroad? This study generates data on just such questions.

Employment Outcomes of IDS Graduates - General

What are the most common jobs that people with IDS degrees end up with?

Encouragingly, 86.06% of respondents were employed at the time of taking the survey. As Figure 5 demonstrates, the majority are employed in either full-time permanent (52.76%) or full-time contract positions (21.25%).

In Figure 6 below, respondents reported their current fields of employment, with the largest proportion providing no response to the question, followed by equal levels of employment in education and international development (4.5%), followed by law and government.

Figure 5

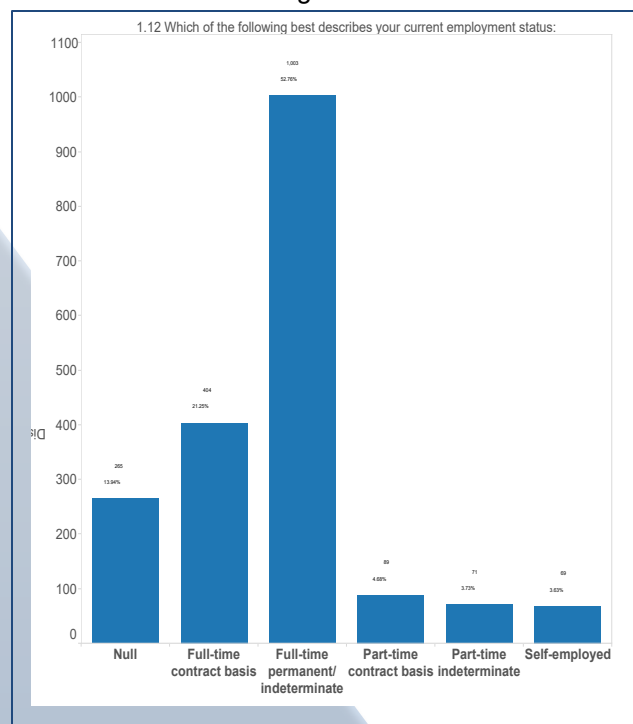
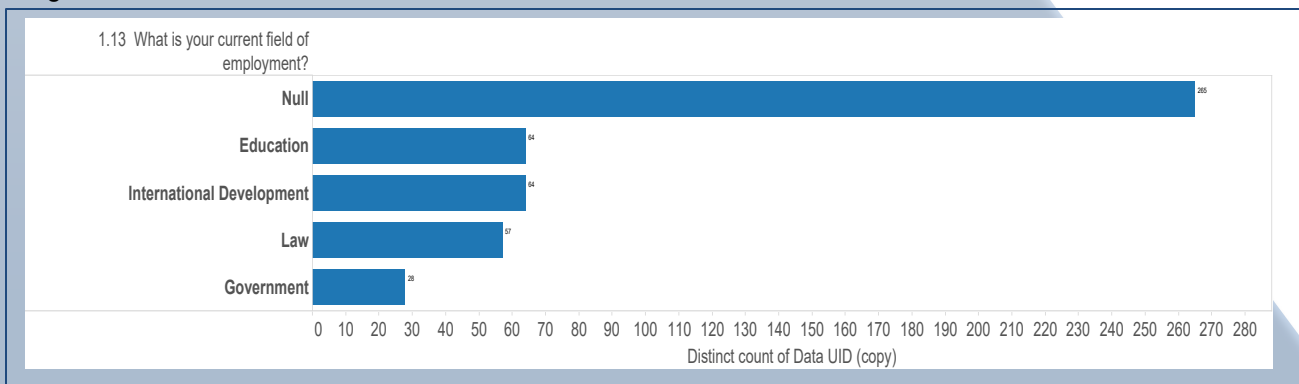
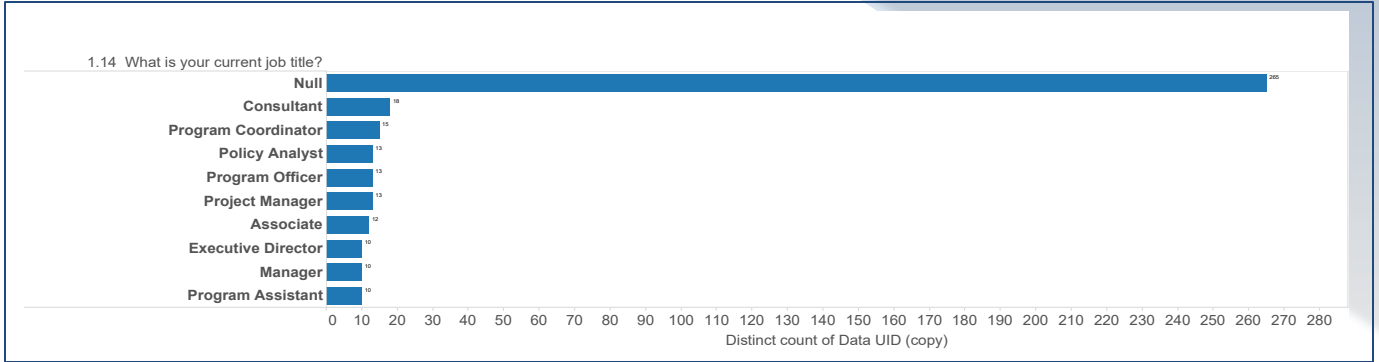


Figure 6



The top ten reported fields for current job title are displayed in Figure 7. Although the largest proportion of respondents left the field blank, the remaining 9 fields are revealing of the positions held by IDS graduates, a number of which are top-level positions, and a number of which are program or policy related.

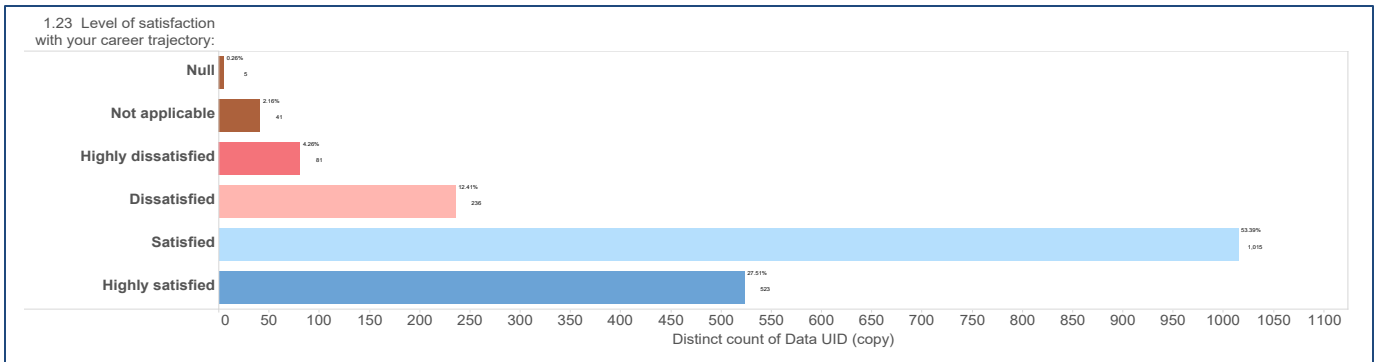
Figure 7



What level of satisfaction do graduates have with their career outcomes?

Figure 8 below shows that a large majority of respondents (over 80%) are satisfied or highly satisfied with their career trajectory. These findings will be further elaborated upon later in the report, where potential factors influencing satisfaction with career trajectories, such as income levels and relatedness to education, will be reported on.

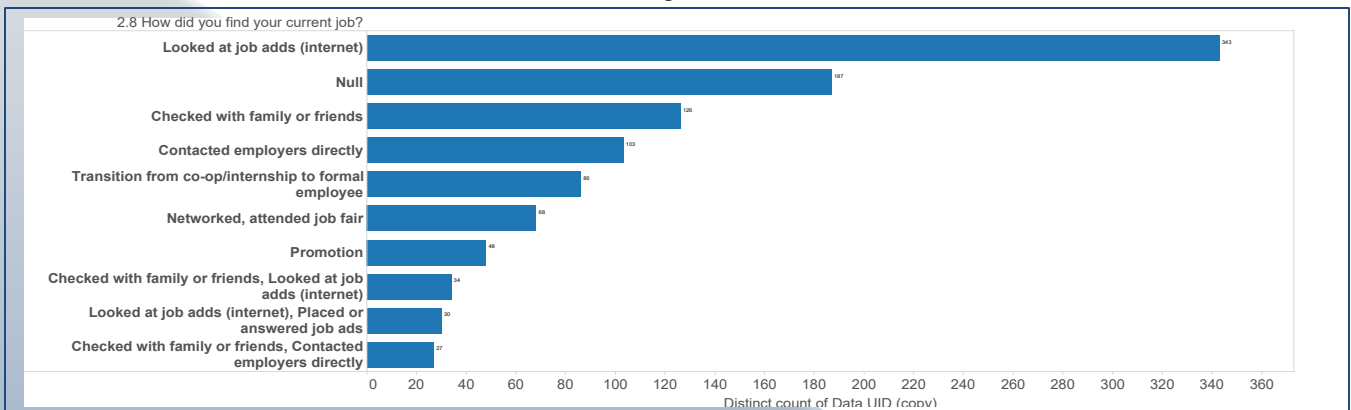
Figure 8



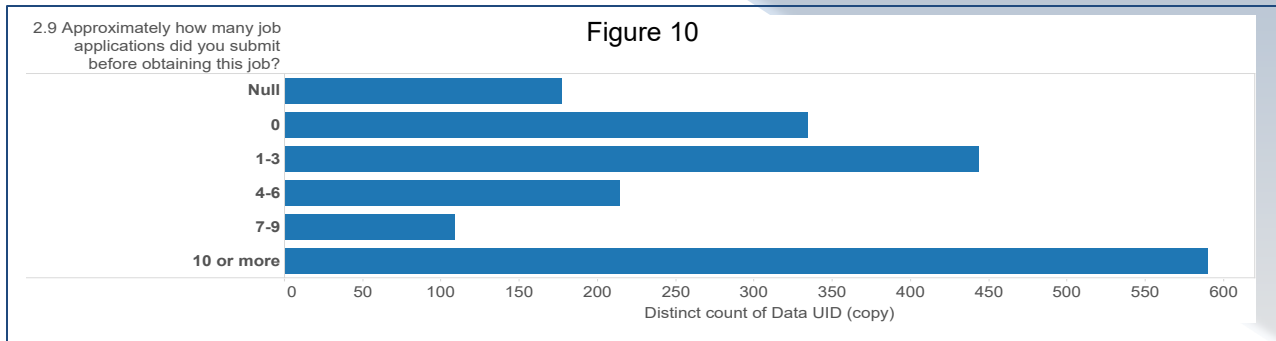
How do IDS graduates find jobs in this field? How long does it take to find employment?

When asked how they got their current jobs, the largest proportion of respondents reported finding their current jobs through online job postings. Notably, transitioning from a co-op or internship into formal employment was the fifth most common response.

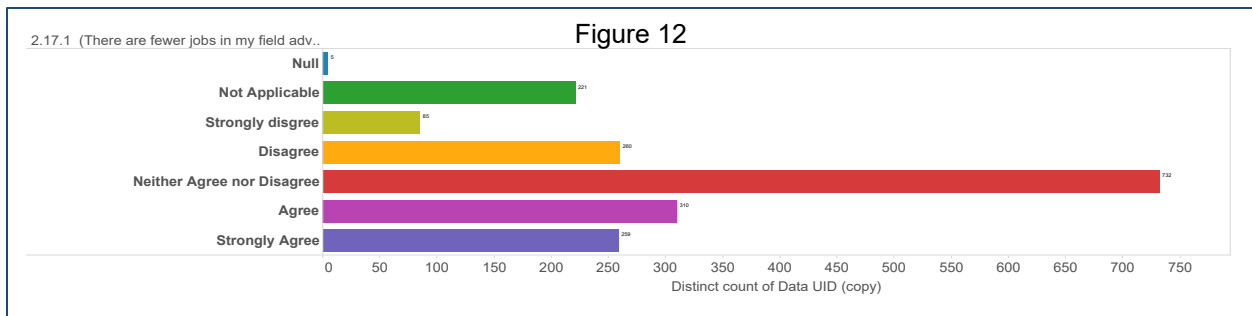
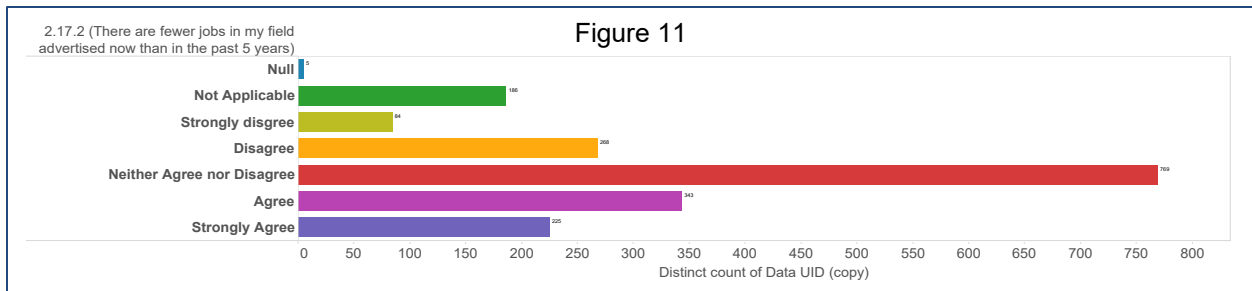
Figure 9



Whether a reflection of the current job climate, or a dearth of jobs available in international development specifically, the largest proportion of respondents claimed they applied to 10 or more jobs prior to getting a position. Also notable, however is that the second largest proportion applied to 1-3 jobs before getting a position.



Among the potential challenges facing IDS graduates in the job market is a perceived decline in the number of jobs over the last 5-10 years, as noted in Figures 11 and 12 respectively. There is clear ambiguity among respondents about whether or not there are fewer available jobs today in international development. The largest portion of respondents agrees, however, that job application requirements are longer now than they were in the past.



Do jobs in international development require a significant amount of work experience?

IDS graduates also note that many jobs have work experience requirements that may be prohibitive for students embarking on careers in this field. While results are ambiguous when asked whether their current job required 10 years of experience, results are clearer when asked if 5 years of experience were required for their current positions, as seen in Figure 13. Among respondents, the average amount of work experience attained is 7.7 years, while the average amount of work experience in development is 3.8 years.

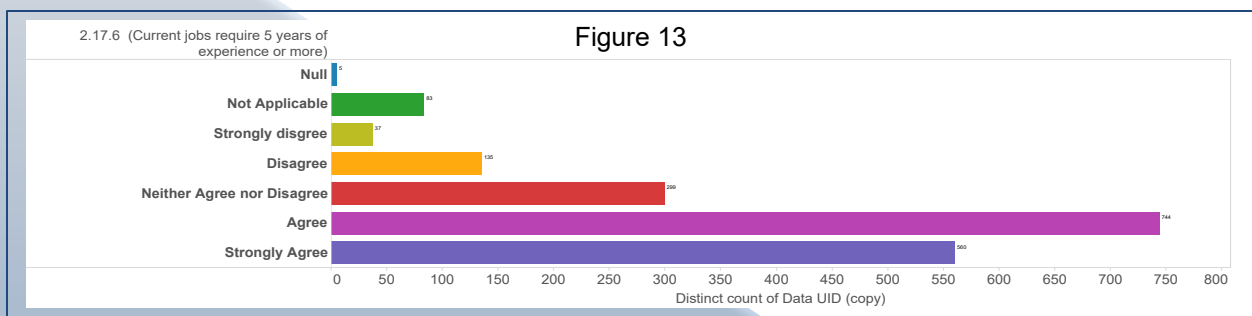


Figure 14

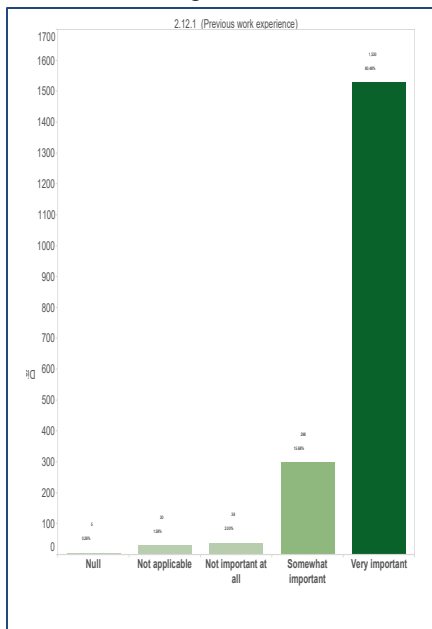


Figure 15

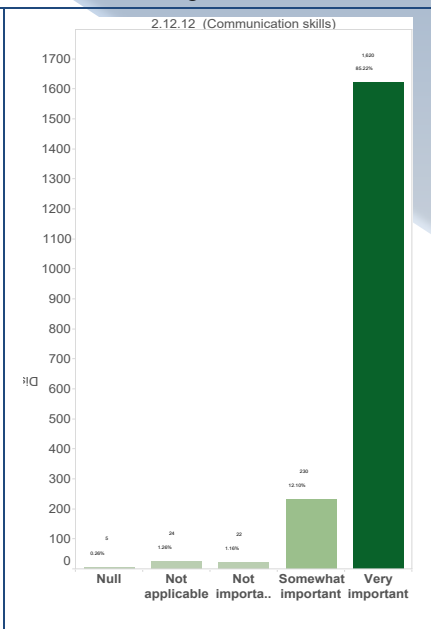
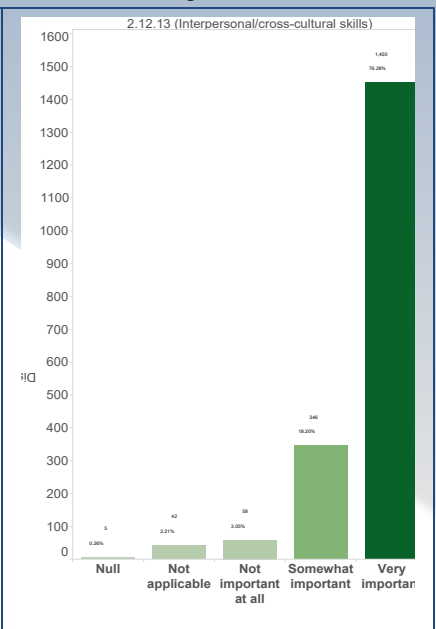


Figure 16



What skills and competencies do IDS graduates need to get a job?

When asked which skills or competencies respondents found most important in obtaining a job, 3 answers stood out as widely recognized by a majority as “very important”: ‘previous work experience’; ‘communications skills’ and ‘interpersonal/cross-cultural skills’. These findings are largely consistent with previous research, which identified such soft skills as being prioritized by employers in international development (Simbandumwe 2006). Participants also identified ‘having an advanced degree’ as very important, while responses to other categories, such as ‘cooperative education experience’, ‘volunteer experience’, ‘coop experience’ and ‘experience abroad’, received less consensus on their degree of importance (these measures will be discussed in the next section). Of particular interest to current students, responses indicate a near equal importance of both ‘quantitative’ and ‘qualitative’ research skills as being somewhat important for attaining their current employment (Figures 18 and 19).

Figure 17

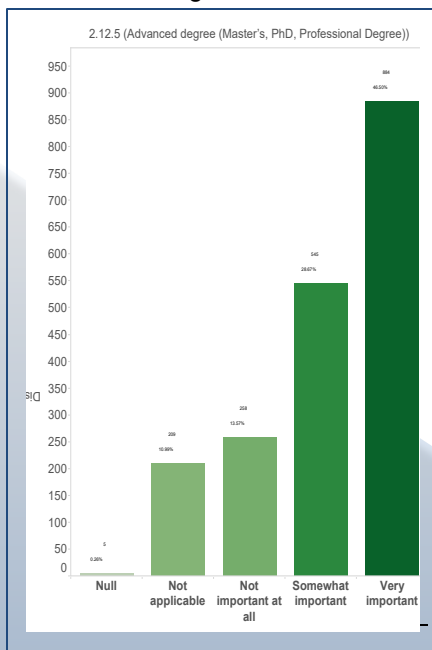


Figure 18

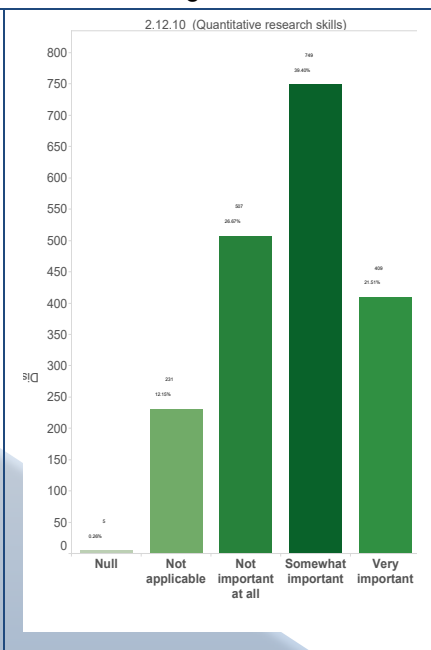


Figure 19

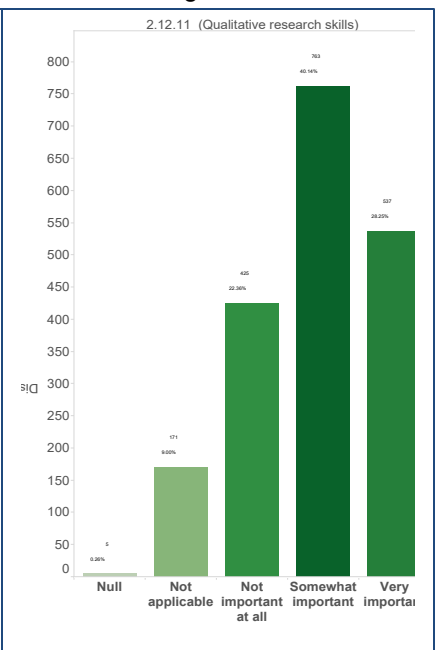


Figure 20

2.18 Please select what you see as the main barriers to finding work in your chosen field:	
Too few job opportunities	134
Too few job opportunities, Too much experience required, Salaries are too low, Expectations of unpaid work	76
Too few job opportunities, Too much experience required	45
Too much experience required	43
Too few job opportunities, Too much experience required, Expectations of unpaid work	41
Salaries are too low, Expectations of unpaid work	40
Salaries are too low	38
Too few job opportunities, Salaries are too low	37
Too few job opportunities, Salaries are too low, Expectations of unpaid work	33
Lack of skills employers are seeking	32

Figure 20 displays the top ten most frequent responses, some of which are joint, regarding the main barriers faced by international development graduates in getting work in the field of their choice. These responses are revealing of the perceived lack of available positions, which is common across all disciplines (Prairie Research Associates 2012), but also of the need for extensive work experience, and the low salaries of many positions. These challenges may inform the reality that of the 86.06% of respondents currently employed, only 4.5% identify their field of employment as international development.

Income Levels of IDS Graduates

How much money do graduates of IDS make?

Figure 21 displays the current annual incomes of respondents to this study. The largest share of respondents has an income in the \$40,000-\$60,000 range at 25%, followed by the \$60,000 to \$70,000 range at 18%. By comparison, Figure 22 displays respondents' level of satisfaction with their current salaries. The majority of respondents identified as either 'satisfied' or 'very satisfied' (52.29%), while 18.31% identified as either 'dissatisfied' or 'very dissatisfied'. This study finds that there is a positive correlation between income level and satisfaction with current salary that is significant ($p \leq 0.05$) with high explanatory power (R-sqr. 0.28).

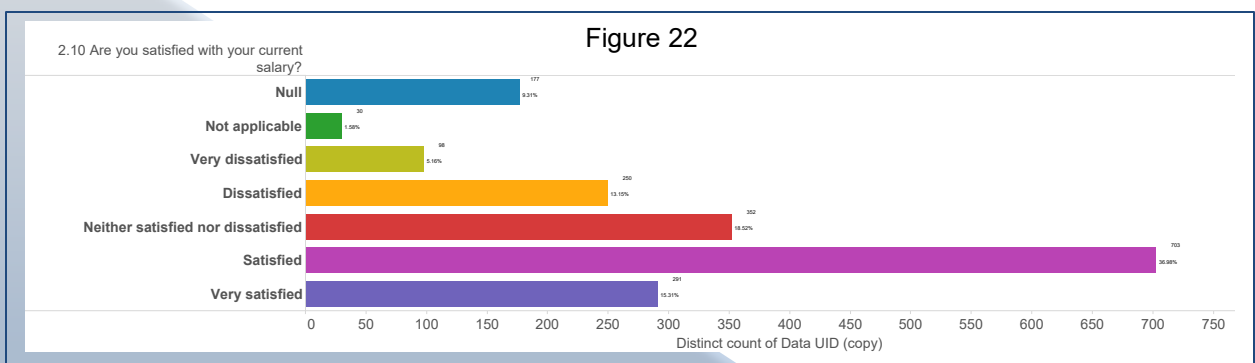
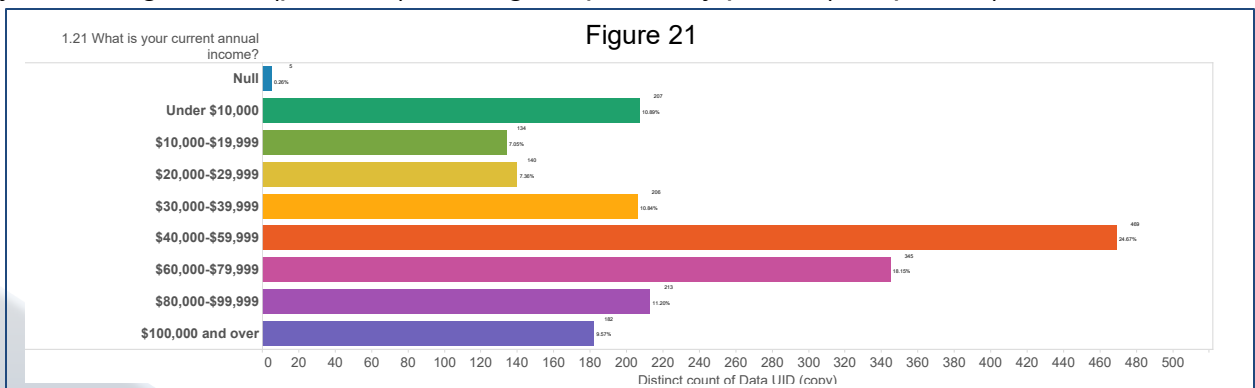
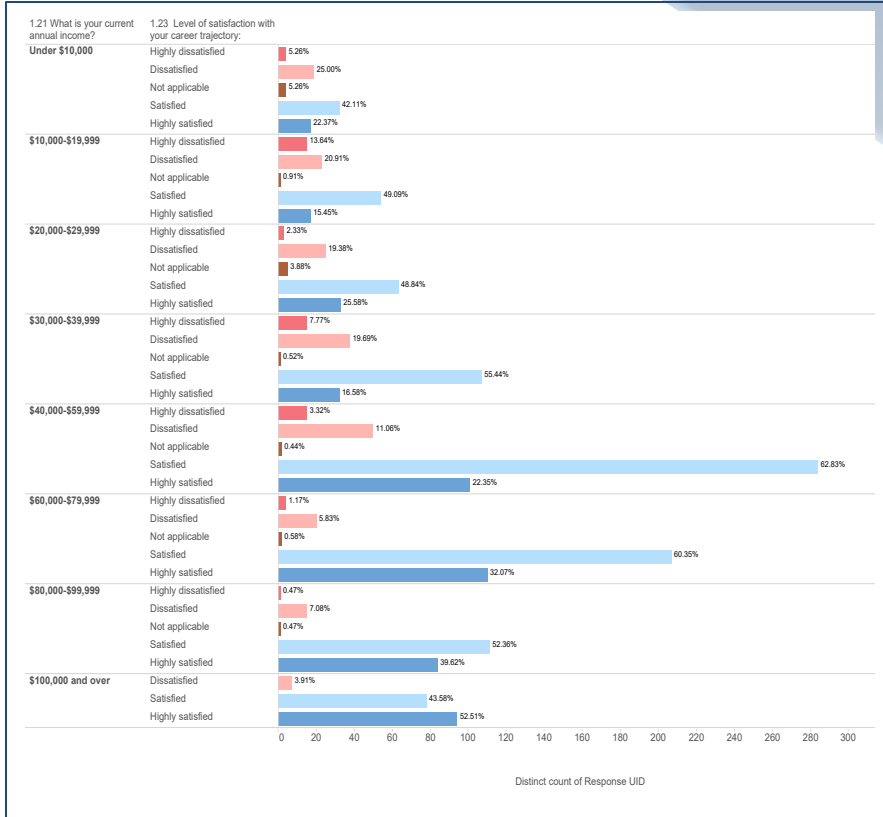
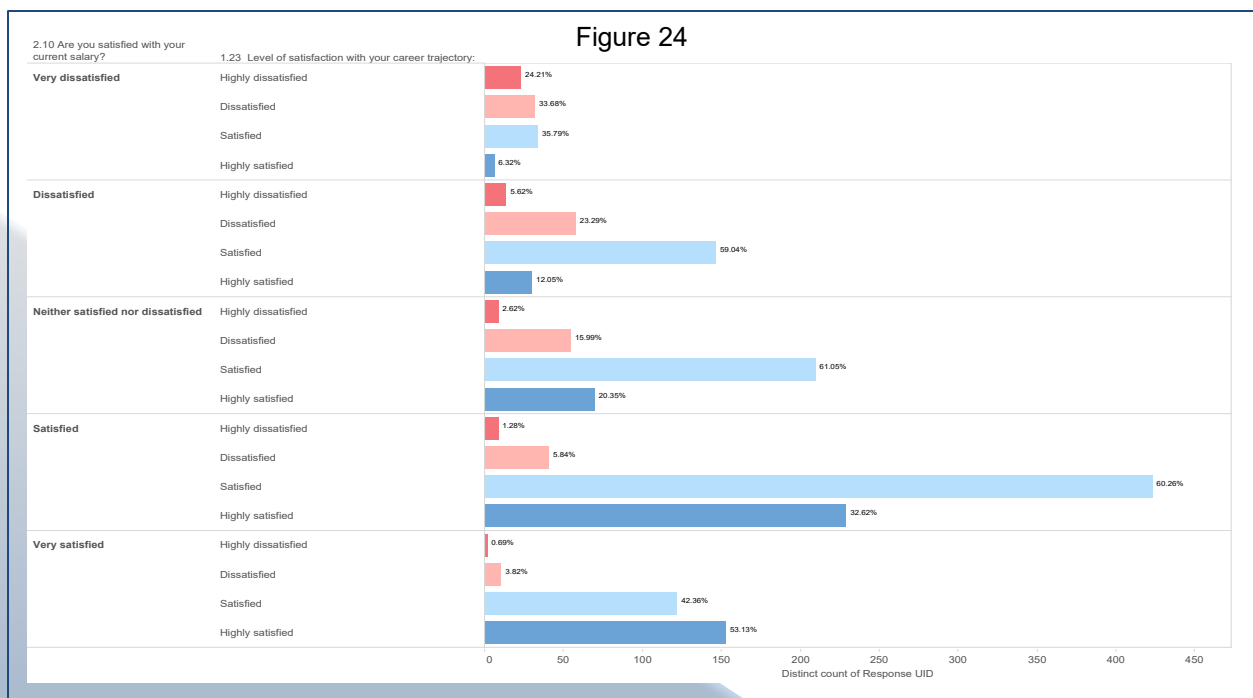


Figure 23



Current salary alone, however, does not characterize the concerns of students or individuals considering undertaking post-secondary education. Nor does current salary reflect the future potential of career paths. Figure 23 displays the level of satisfaction with career trajectory for each category of current annual salary. This image shows that in each salary range, the largest portion of respondents is satisfied with their current career trajectories. This study finds that there is a positive and significant ($p \leq 0.05$) correlation between satisfaction with career trajectory and income level, however this correlation only explains 8% of the variability in satisfaction with career trajectory.

Figure 24 shows the satisfaction with career trajectory measured against satisfaction with current salary. Where respondents are dissatisfied with current salary but satisfied with career trajectory it suggests that there is reasonable promise of becoming satisfied with salary in the future. This study finds that there is a positive and significant ($p \leq 0.05$) correlation between satisfaction with career trajectory and satisfaction with current salary, however this correlation only explains 16% of the variation in satisfaction with career trajectory.



Relatedness of Jobs to International Development Education

Does IDS education significantly relate to graduates' future employment?

While participants in this study identify as having education in the field of International Development, only 44.61% claim their current employment is 'directly or indirectly' related to international development, suggesting that IDS often leads to other fields of work. In light of this result, the question of the relevancy of education to careers becomes prescient. Figure 25 shows the level of agreement with the statement "my educational background in international development studies contributed significantly to my career path".

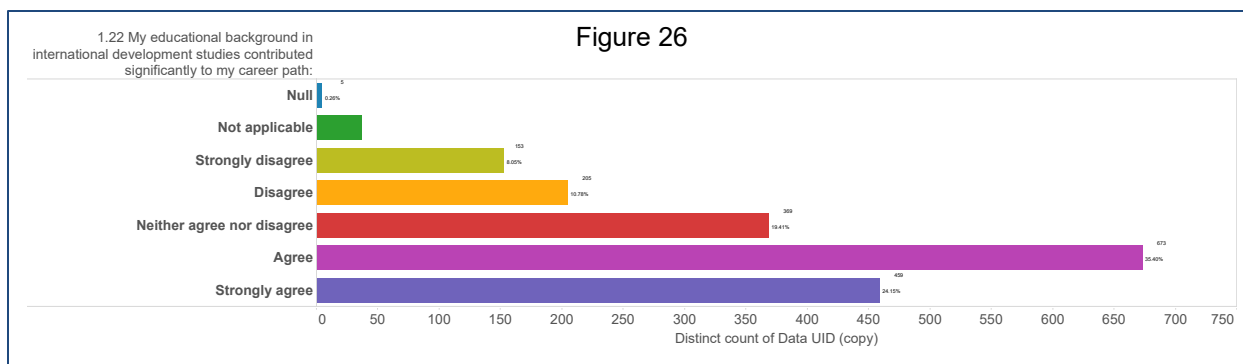
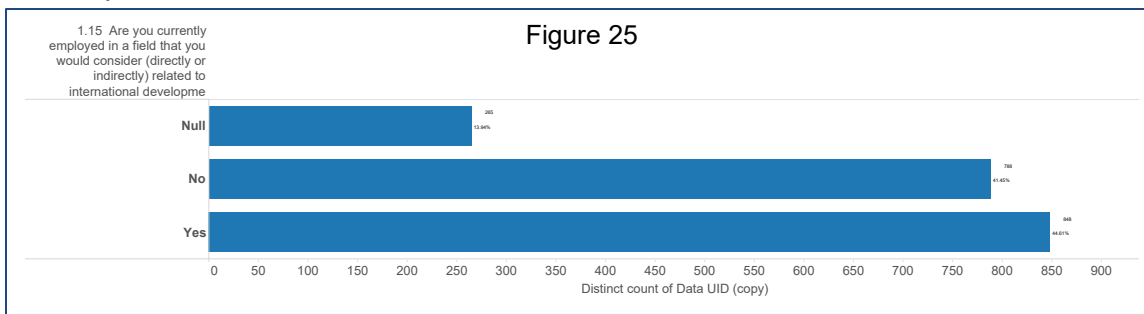
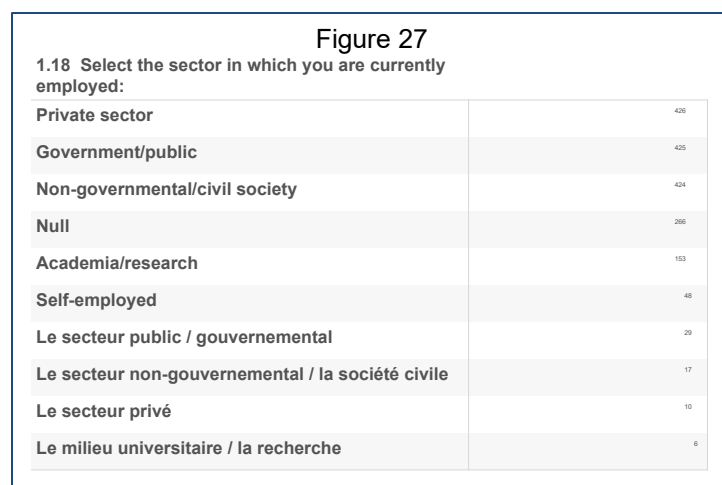


Figure 26 shows that 59.55% of participants either agree or strongly agree that their educational backgrounds significantly contributed to their career paths. This result is significantly lower than stipulated in the Ferguson and Wang (2014) study, which reported that relatedness of education to areas of employment was strong, particularly for Masters (92%) and doctoral (96%) students, while 80% for undergraduates generally, and 44% for undergraduates in the social sciences specifically.



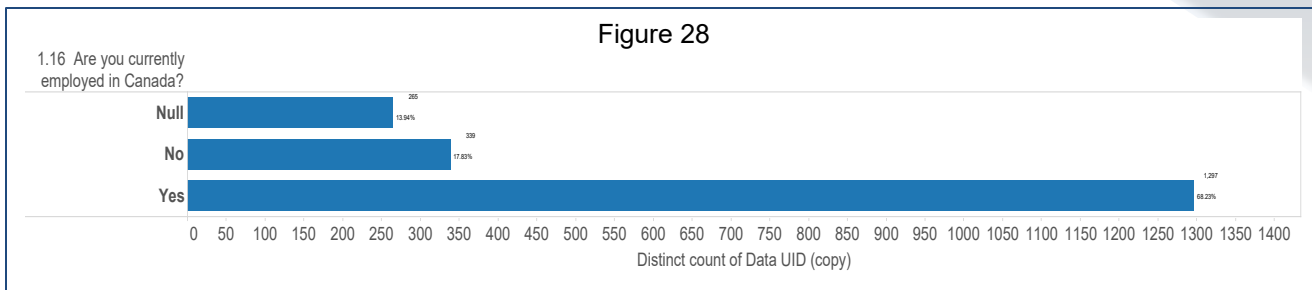
In which sectors do IDS graduates work?

Figure 27 displays the sectors in which respondents are primarily employed, showing a near even split between employment in the private sector, government/public sector, and non-governmental/civil society.

Where do IDS Graduates Find Work?

Do IDS graduates primarily work in Canada or abroad?

By nature, many employed in international development are employed internationally, however the majority of respondents currently work in Canada (68.23%). Of those employed in Canada, the top city of employment was reported as Toronto, followed by Ottawa. These findings are expected as Toronto is a major business centre in which multiple international organizations are based, and Ottawa is the political hub of the nation.



While the prevalence of employment in Toronto and Ottawa may reflect the concentration of employment opportunities in international development or related fields, notably, a slight majority of respondents (50.97%) did not have to move to find their current employment. This undermines the attribution of the top cities of employment to the concentration of field-related employment opportunities, perhaps being attributable rather to dense population centres in Canada. The position of Montreal and Vancouver as the fourth and fifth most common cities of employment likely speaks to the density of population coupled with the comparatively lower level of IDS-related employment than Ottawa and Toronto.

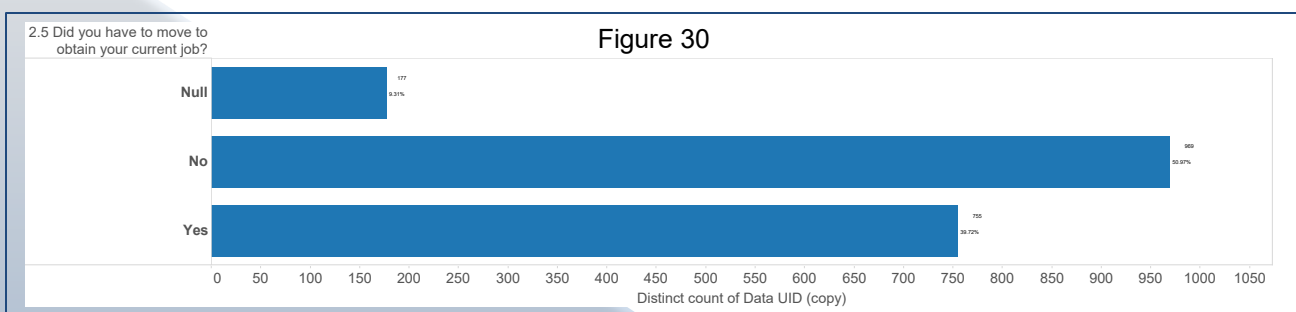
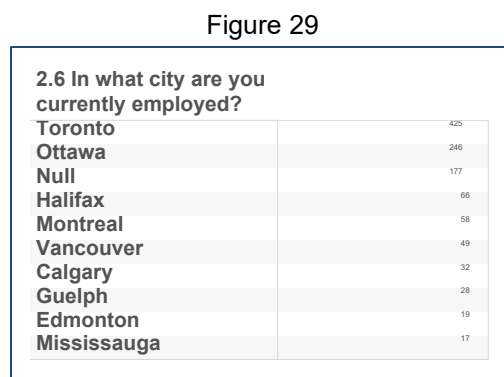


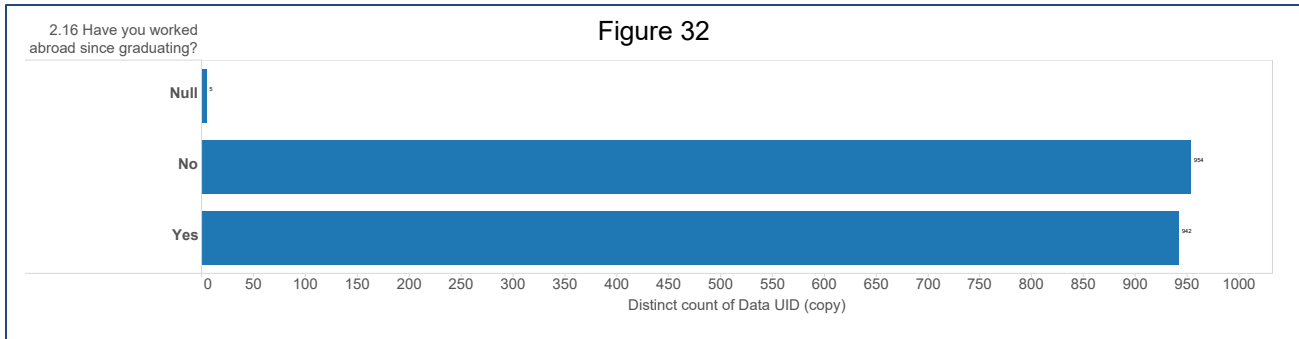
Figure 31

1.17 If no, what is the primary region in which you work	Distinct count of Data UID (copy)	% of Total Distinct count of Data UID (copy) along 1.17 If no, what is the primary region in which you work
United States of America	101.0	29.79%
Sub-Saharan Africa	59.0	17.40%
Europe	46.0	13.57%
Middle-East	25.0	7.37%
South-East Asia	24.0	7.08%
United Kingdom	24.0	7.08%
South America	19.0	5.60%
South Asia	17.0	5.01%
Central America and Mexico	11.0	3.24%
Australasia	9.0	2.65%
North Africa	3.0	0.88%
South Asia-Est	1.0	0.29%

Where do IDS graduates work if they work abroad?

Of those employed outside of the country, the largest proportion are employed in the United States of America, followed by Sub-Saharan Africa, Europe, the Middle-East and South-East Asia (Figure 31). These findings are consistent with development donor hubs and NGO headquarters locations, as well as key development programming areas.

Figure 32



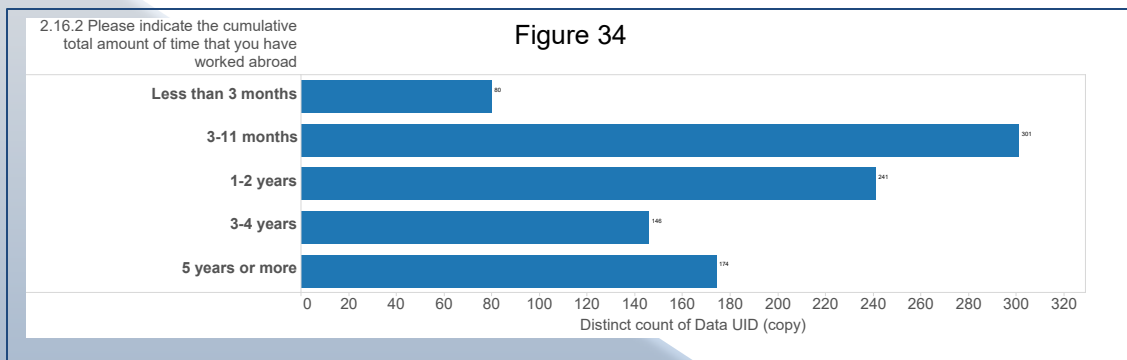
Do most IDS graduates work abroad at some point in their careers?

Whether currently employed abroad or not, just over half of respondents (50.18%) have worked abroad since completing their education, the largest proportion in paid positions. Figure 34 displays the cumulative length of time respondents have spent working abroad, the most common duration being 3-11 months. This study finds that there is no significant relationship between satisfaction with career trajectory and working abroad for IDS graduates.

Figure 33

2.16.1 was the position:	Distinct count of Data UID (copy)
Paid	483
Provided a small stipend	192
Unpaid	89
Paid, Provided a small stipend	63
Paid, Unpaid	40
Paid, Unpaid, Provided a small stipend	24
Unpaid, Provided a small stipend	14
Non-rémunéré	11
Non-rémunéré, avec une petite allocation	11
Rémunéré	11
Rémunéré, Non-rémunéré, avec une petite allocation	3
Rémunéré, Non-rémunéré	1

Figure 34



How Long do IDS Graduates Remain in the Same Jobs?

While the majority of respondents indicated that they did not intend to remain in their current jobs for more than 5 years (56.65%), the largest portion indicated that they had not applied to jobs in the past 6 months, as seen in tables x and y respectively.

Figure 35

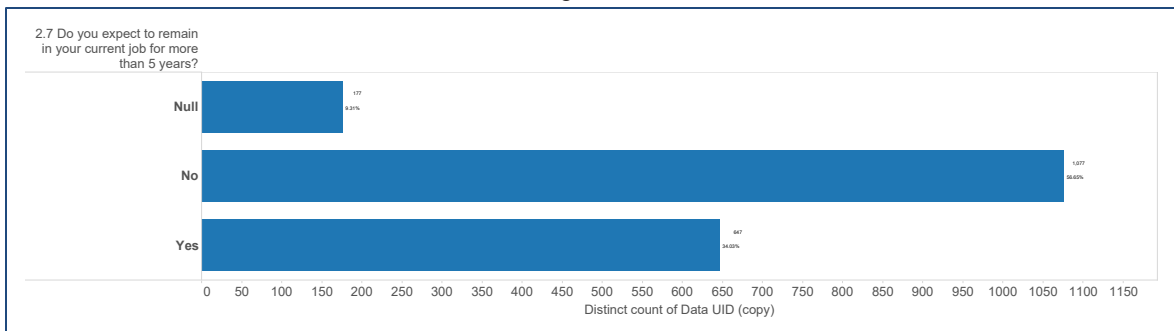
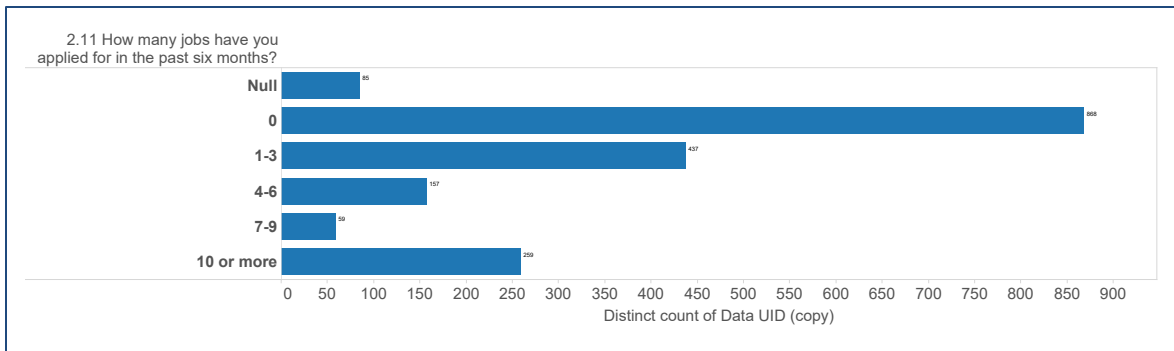


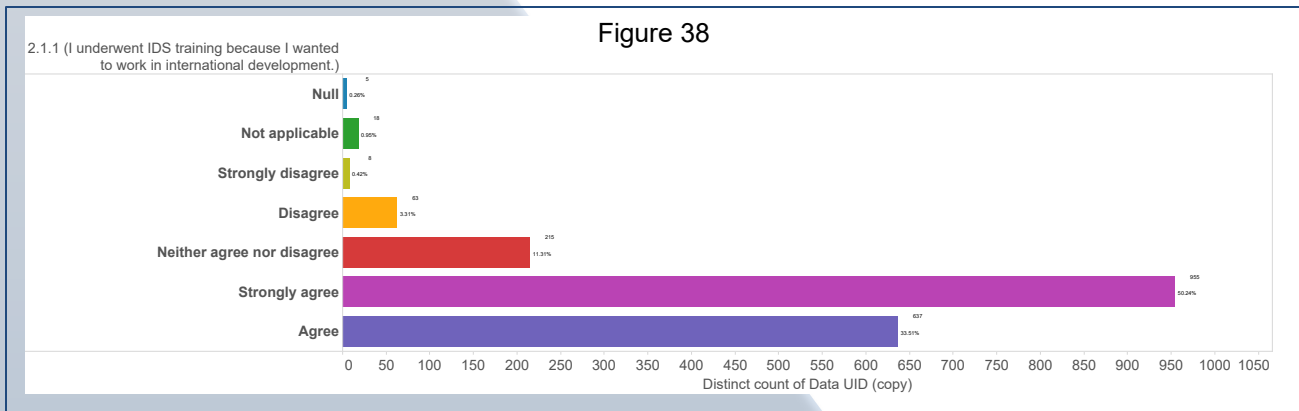
Figure 36



Relevant Variables to Employment

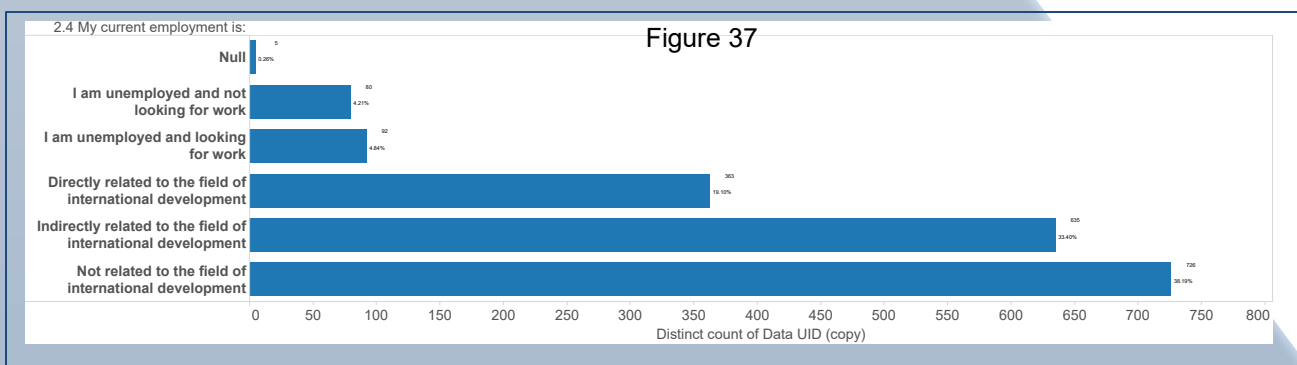
Several variables emerge from this study as areas of focus in the survey questions, which are of particular interest to students or individuals considering undertaking education in international development. Key questions include: Will my education get me closer to the sort of job I would like? What level of education do I need to get a job in international development? Does level of education correspond to the salary I can expect to receive? Will doing a program with a co-op or internship requirement improve my chances of getting a job after I graduate? Is language proficiency an important aspect of getting a job in international development? This study addresses these questions.

Notably, despite the fact that the largest portion of respondents are not employed in a field related to international development, a majority of respondents (83.75%) undertook education in international development because they wanted future employment in the field (Figure 38). Further, after receiving training in IDS, 64.17% of respondents wanted to work in International Development as a career. These figures are more conservative than those presented by Child and Manion (2004), who report that 90% of graduate and 93% of undergraduate IDS students expected to enter into careers in development after graduation.



Education Level

As noted in the preceding section, 44.61% of respondents indicated that their current jobs were directly or indirectly related to international development. Figure 37 provides a further breakdown of these responses.



Does having an advanced degree improve my chances of getting a job and enjoying it?

Reconciling the reality that despite wanting employment in IDS, some respondents are not working in a related field, education level may be a factor in the ability to attain relevant employment. Notably, 75.17% indicated that having an advanced degree was somewhat or very important, as shown in Figure 39. The results are more ambiguous with respect to technical degrees and their correlation with attaining employment (Figure 40).

This is illustrative of the higher proportion of students in social sciences (67%) that pursue additional education beyond their bachelor (Statistics Canada 2015). This study finds a positive and significant ($p \leq 0.05$) relationship between education level and satisfaction with career trajectory, indicating that those with higher education are more likely to get jobs with which they are satisfied, though the explanatory power of this correlation is low (R-sqr. 0.02). This finding is consistent with the 2012 and 2015 CUSC student surveys, which revealed that higher levels of education are correlated with a higher likelihood of attaining “the job they had hoped for” within three years of graduation (Prairie Research Associates 2012; 2015).

Figure 39

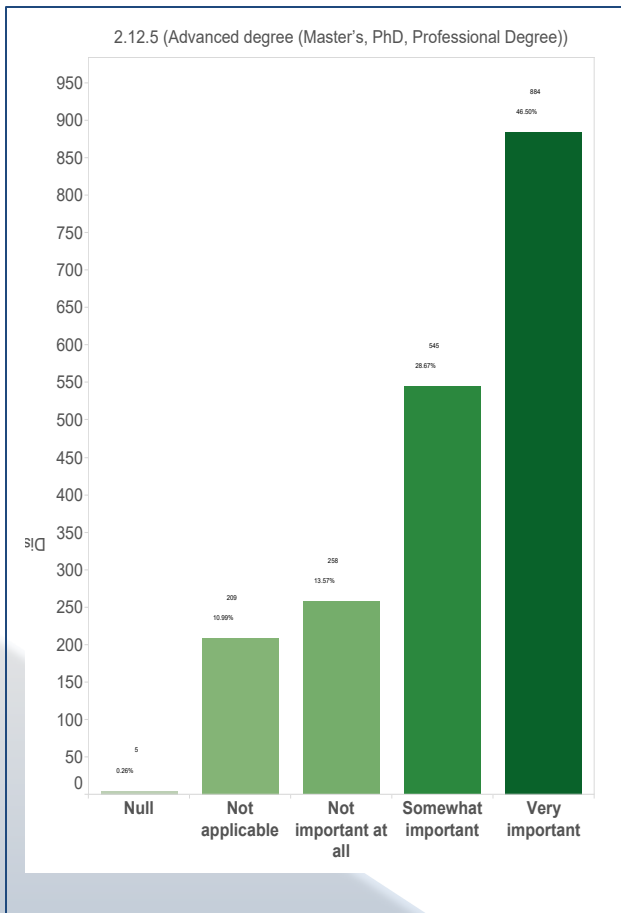
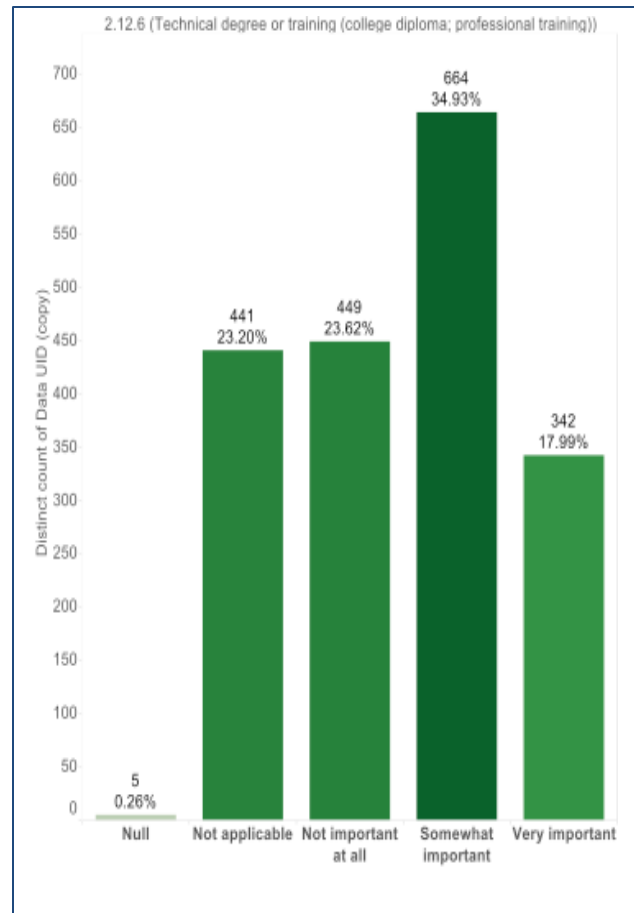


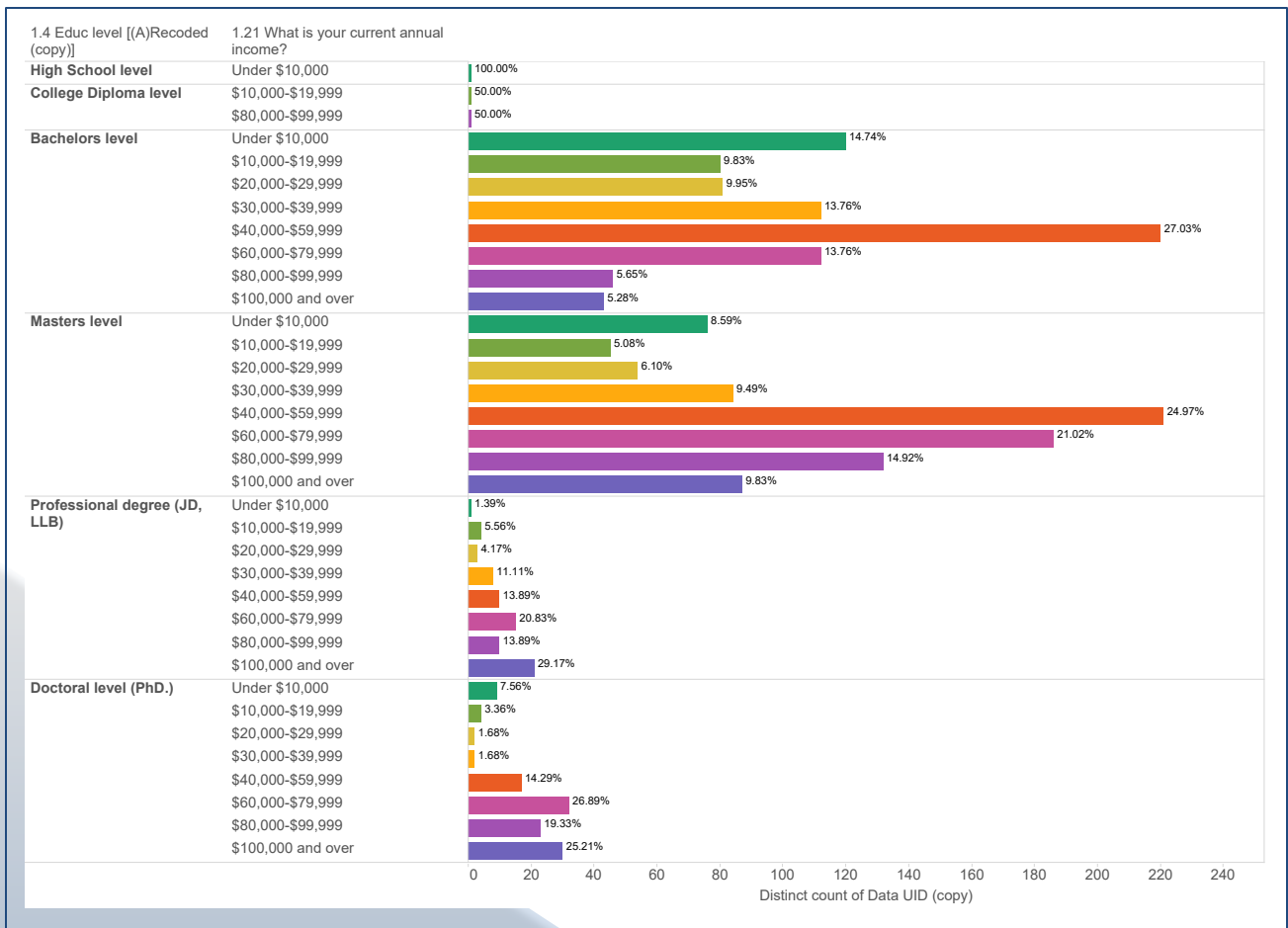
Figure 40



Do IDS graduates with advanced degrees make more money?

Further, Figure 40 illustrates income level as it connects to education level. Several results are noteworthy: while the \$40-60,000 range is most common for Bachelors and Masters level education, \$60-70,000 is most common for professional and doctoral degree holders; also the proportion of respondents making over \$40,000 increases from 51.72% at the Bachelor level, to 70.74% at the Masters level, to 77.78% at the professional level and 85.75% at the doctoral level. This study finds that there is a positive and statistically significant ($p \leq 0.05$) relationship between education level and income level, however the explanatory power of education level in explaining variation in income level is low.

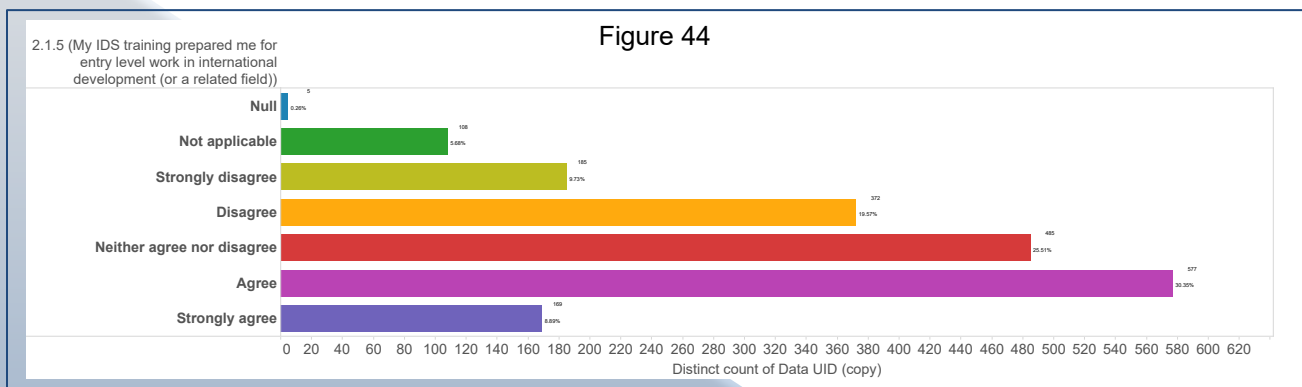
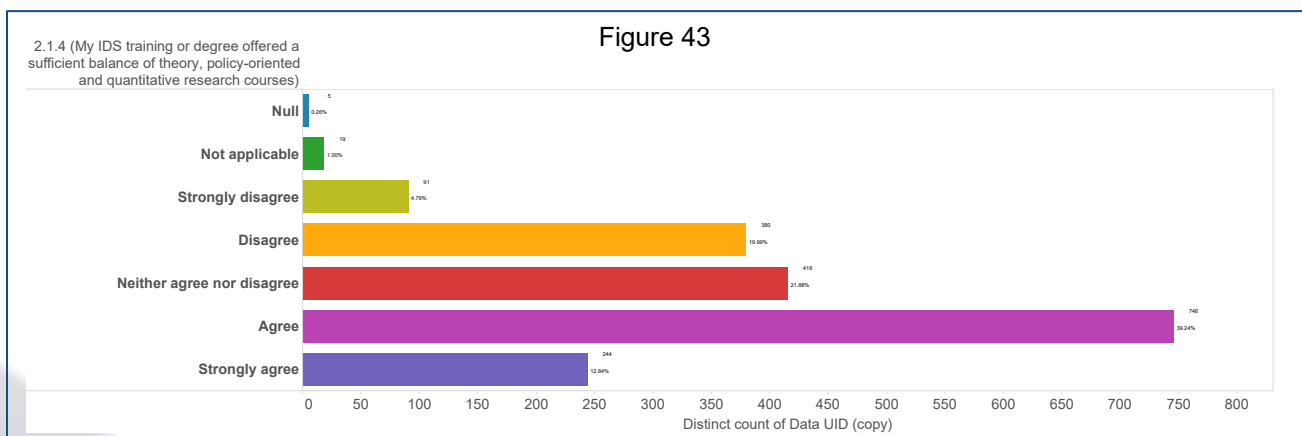
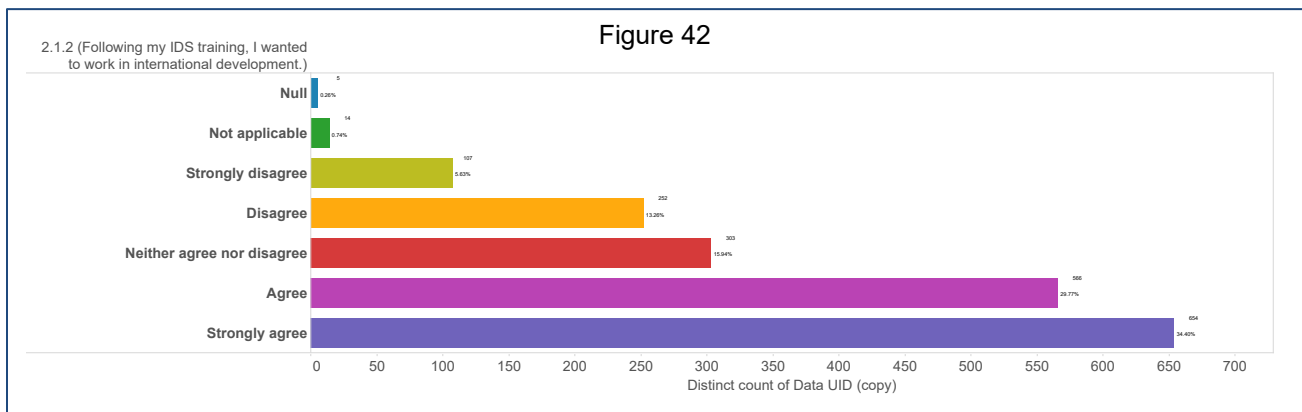
Figure 41



Satisfaction with International Development Education

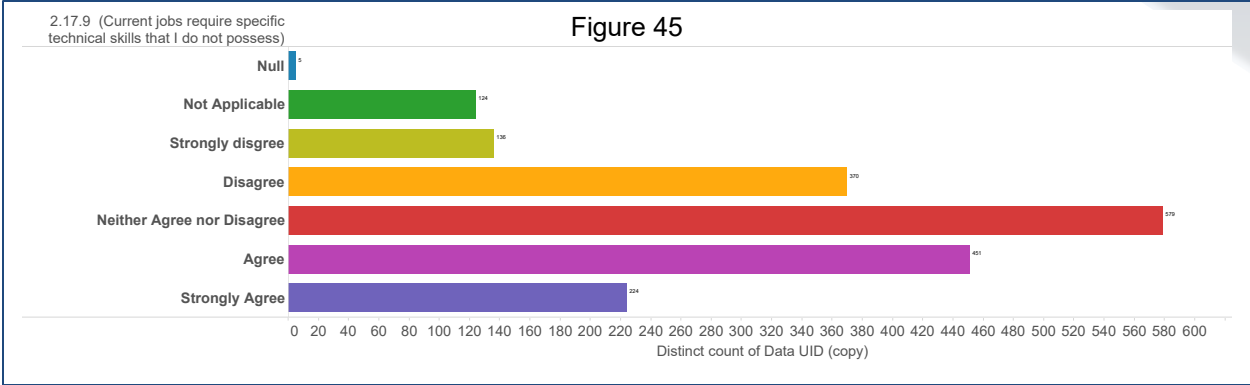
Are IDS graduates satisfied with their educations in international development? Are they prepared for careers in this field?

Respondents were asked several questions regarding their level of satisfaction with their international development education. Figure 42 is revealing in that 64.17% of respondents were eager to work in international development at the conclusion of their studies. Further, a majority (52.08%) felt that their programs were well-balanced, receiving adequate training in theory, policy and quantitative methods (Figure 43). However, only 39.24% of respondents agreed or strongly agreed that their IDS education prepared them for entry-level work in the field of international development (Figure 44). This finding is consistent with an earlier study which noted that 39% of undergraduates and 35% of graduate students in IDS felt inadequately prepared to attain careers in International Development (Child and Manion 2004).



How can the disparity between 39.24% of respondents who agreed or strongly agreed that their IDS education prepared them for entry-level employment in the field and the 52.08% of respondents that felt their education was well-balanced between theory, policy and quantitative research methods be explained?

Figure 45 demonstrates significant variability in respondents' feelings of preparedness following their IDS education, with the largest proportion of participants neither agreeing nor disagreeing that they possessed the required technical skills to get a job in international development after their education.



Do IDS graduates intend to return to school to attain the necessary skills of employment?

When asked if they were intending to undertake further studies to attain the skills they lack for employment, the majority of respondents indicated they were not (Figure 46). Of the 47.66% intending to undertake further studies, only 29.80% intended to enter into an International Development Studies programs (Figure 47).

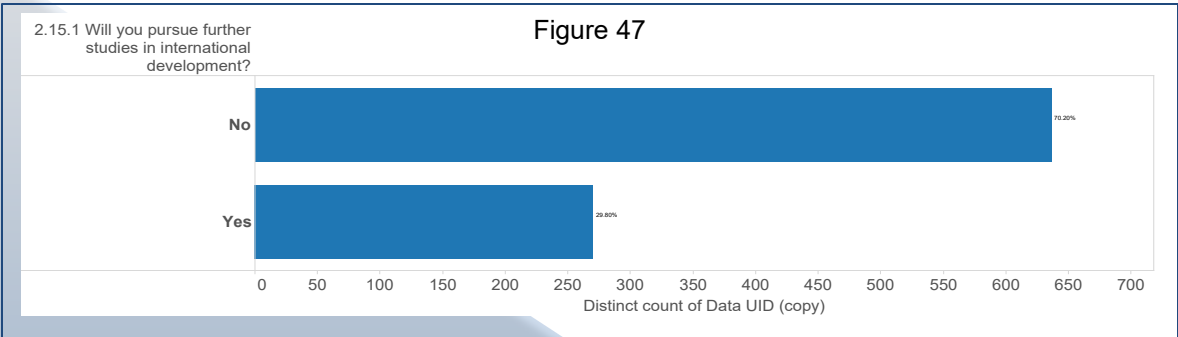
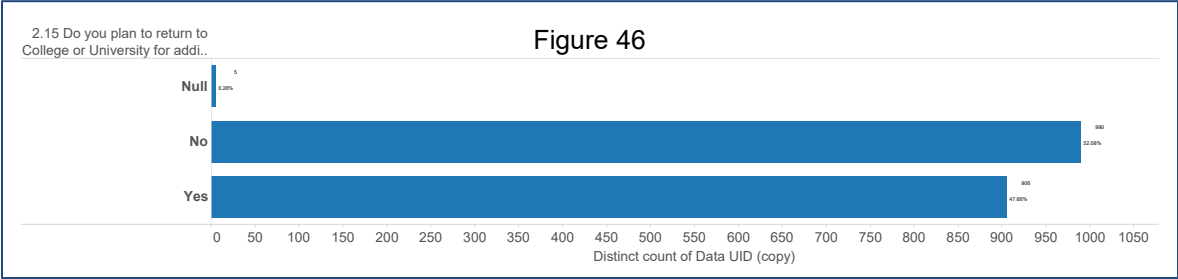
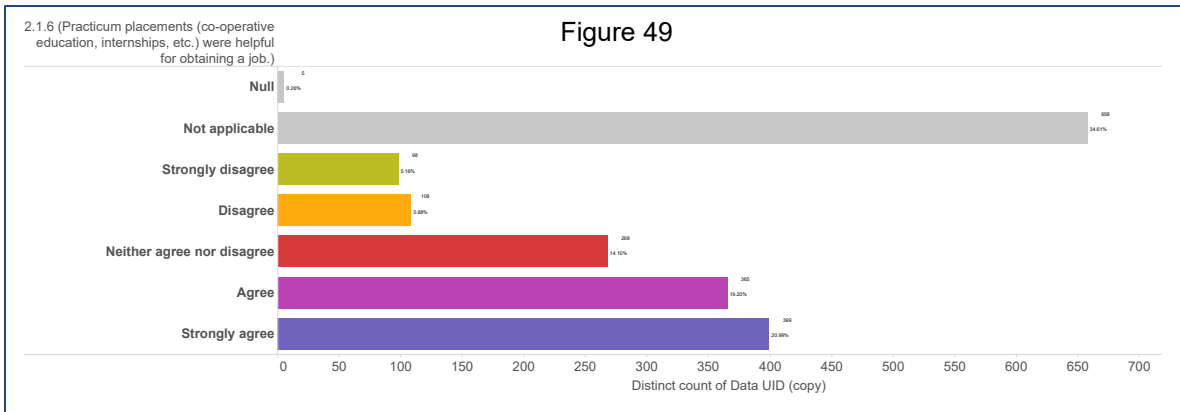


Figure 48

2.15.1 Will you pursue further studies in international development?	2.15.2 Please select the field which best describes your future studies:	
No	Business, management, and public administration	162
	Social and behavioural sciences and law	113
	Education	79
	Health, parks, recreation, and fitness	32
	Humanities	29
	Agriculture, natural resources, and conservation	24
	Visual and performing arts, and communications technologies	19
	Architecture, engineering, and related technologies	14
	Personal improvement and leisure	7
	Physical and life sciences and technologies	7

For those that indicated they did not wish to pursue further education in International Development, Figure 48 displays the ten most frequently mentioned areas of study in which they intended to enroll.

Practicum Placements – Co-ops, Internships and Work Abroad



Do most IDS graduates take a practicum? Does experiential learning help in attaining a job? While 34.61% of respondents did not undertake any practicum placements throughout their IDS programs, less than a majority (40.19%) agree that experiential learning was helpful for obtaining a job. Figure 50 demonstrates that the largest proportion of respondents that did engage in practicum placements felt that internships were the most advantageous to getting employment, followed by co-operative programs. Further, this study finds that there is no statistically significant correlation between satisfaction with career trajectory and experiential learning.

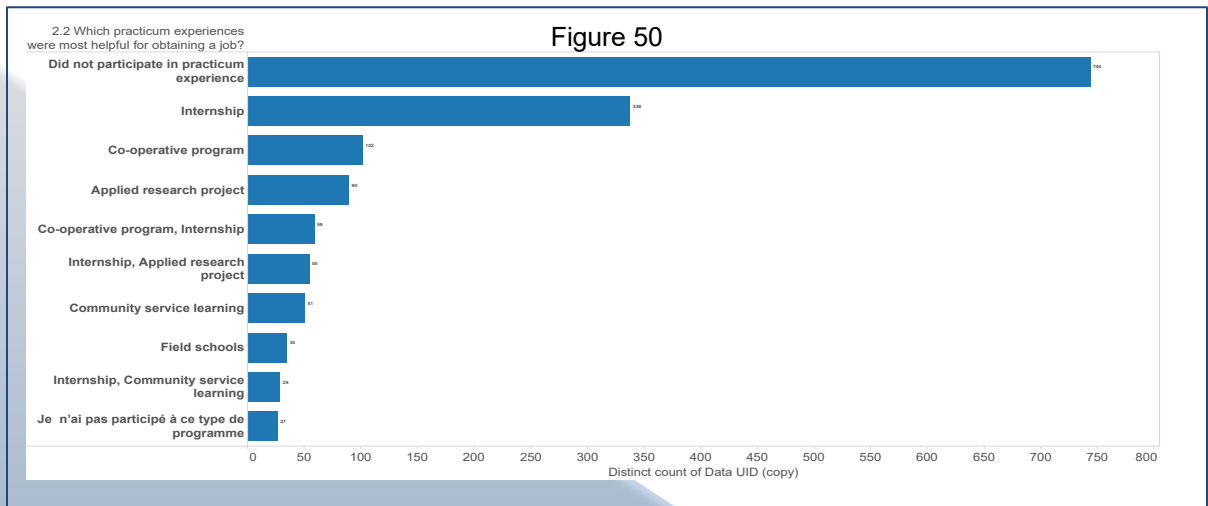


Figure 51

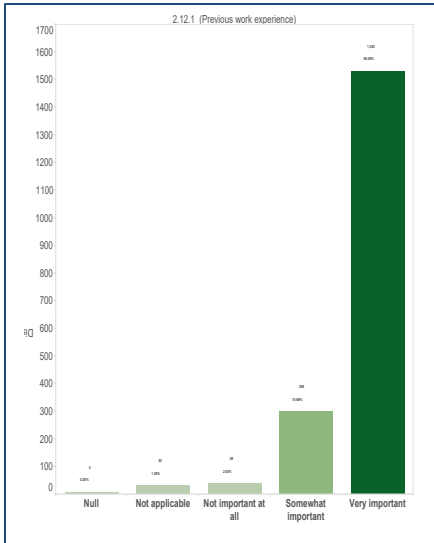


Figure 52

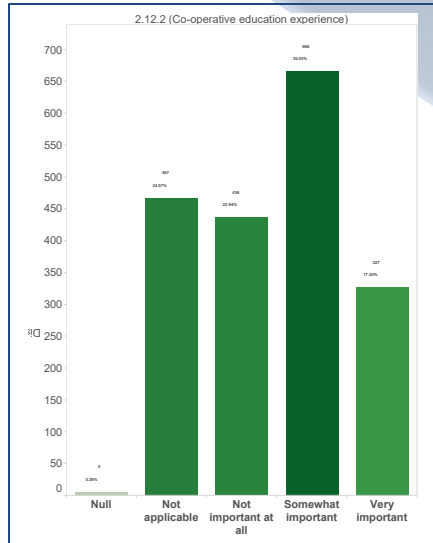
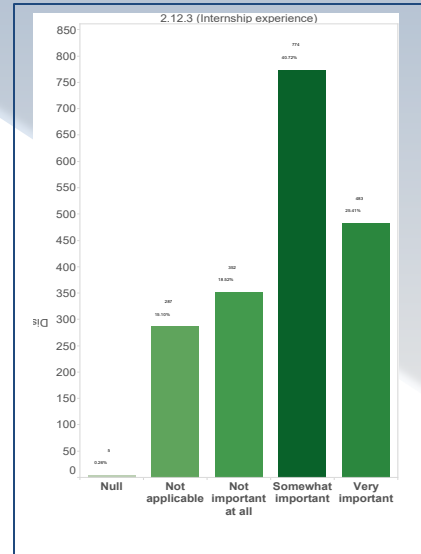


Figure 53



Are certain types of practicum more relevant to attaining a job after graduation?

Breaking down the responses in Table x, respondents were asked how relevant each sort of practicum experience was to attaining their current jobs. At a general level, previous work experience was considered very important by a large majority of respondents (Table x), while the results in other categories are more unclear, with the largest portion of respondents indicating various types of practicum as somewhat important. The results for co-op experience are noteworthy, in that near equal proportions of respondents felt that co-op experience was not at all important to attaining their current jobs as respondents that felt it was somewhat important.

Figure 54

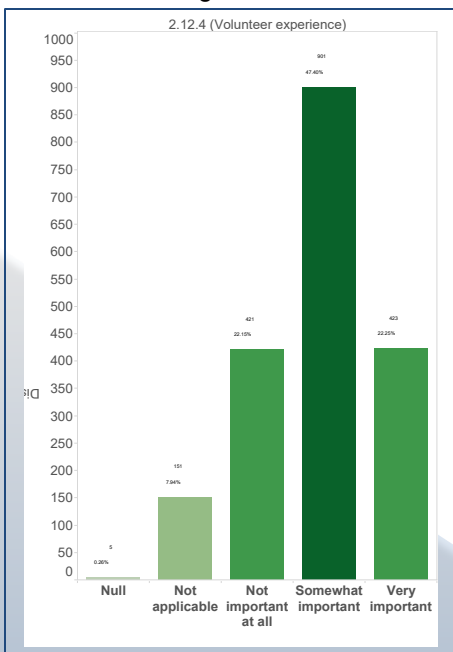


Figure 55

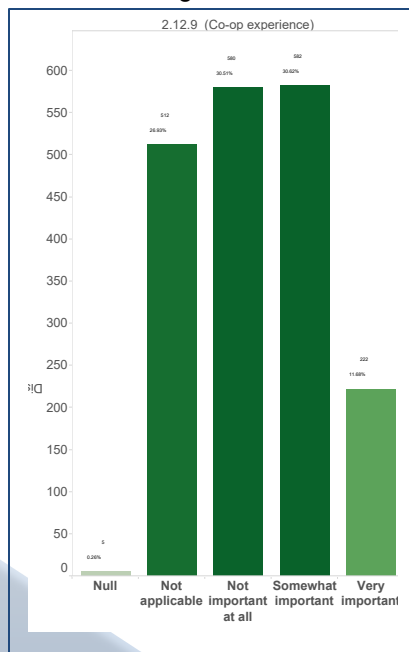
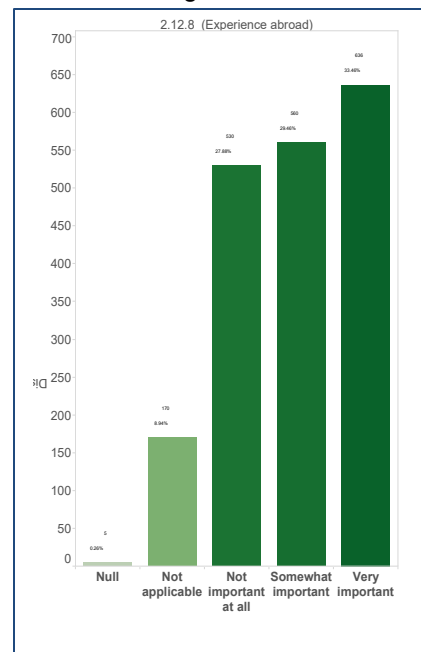


Figure 56



Language Competencies

Do IDS graduates need to be proficient in more than one language to attain employment?

In a field such as International Development, language proficiency can be an asset for employment, as demonstrated in Figure 57, which shows that 67.44% of respondents felt that competency in a second language was somewhat or very important to attaining their current job. Figure 58 reinforces this point, showing that 55.18% respondents, upon reflecting on the current job market in international development, agreed or strongly agreed that current jobs require second language proficiency. Figure 59 is less robust, indicating that while a second language is perceived to be necessary for employment, a third language is less likely to be a requirement. The study finds, however, no significant positive or negative relationship between language ability and satisfaction with career trajectory, indicating that language ability is not a significant factor in determining whether IDS graduates get a job they enjoy.

Figure 57

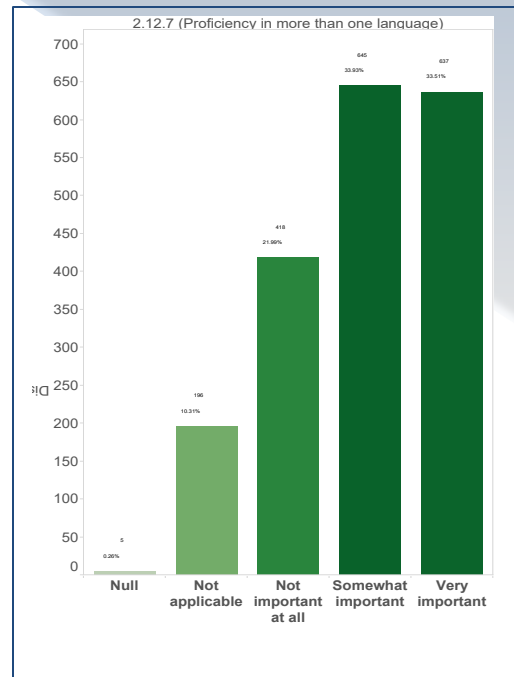


Figure 58

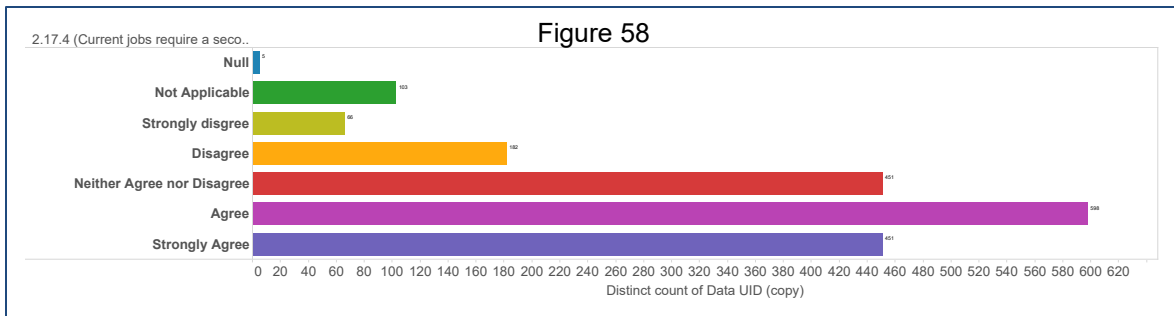
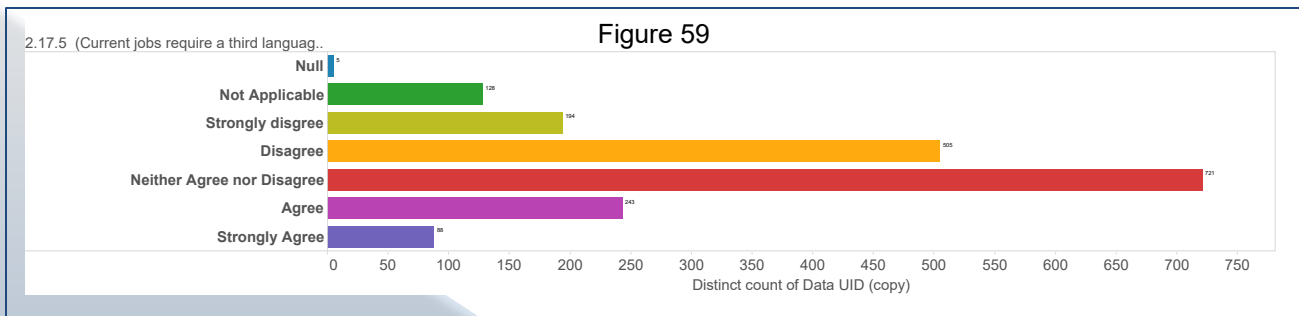
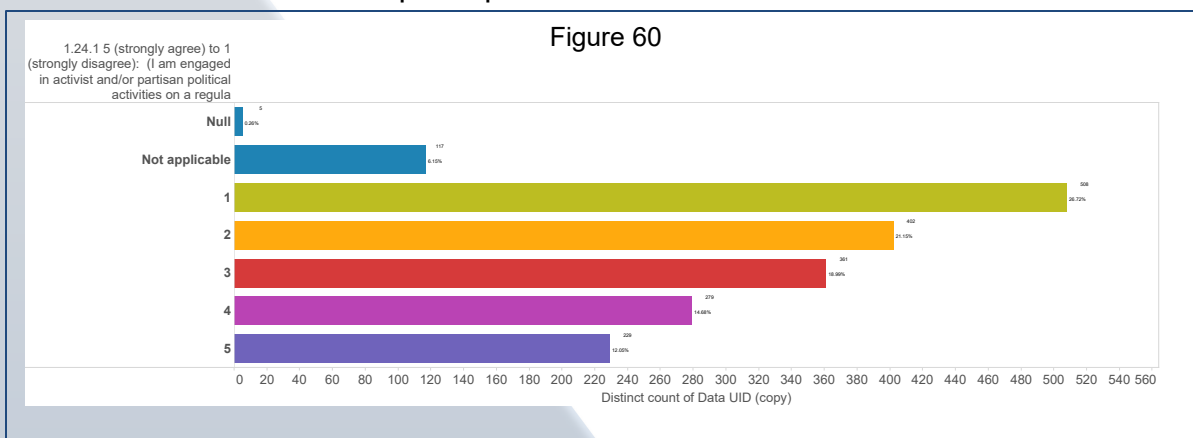


Figure 59



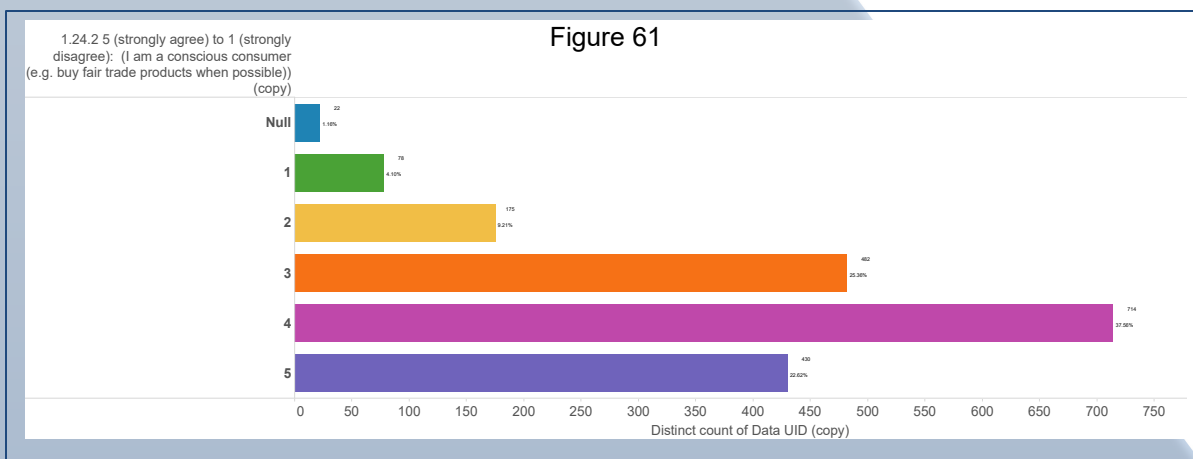
Lifestyles and Values of IDS Graduates

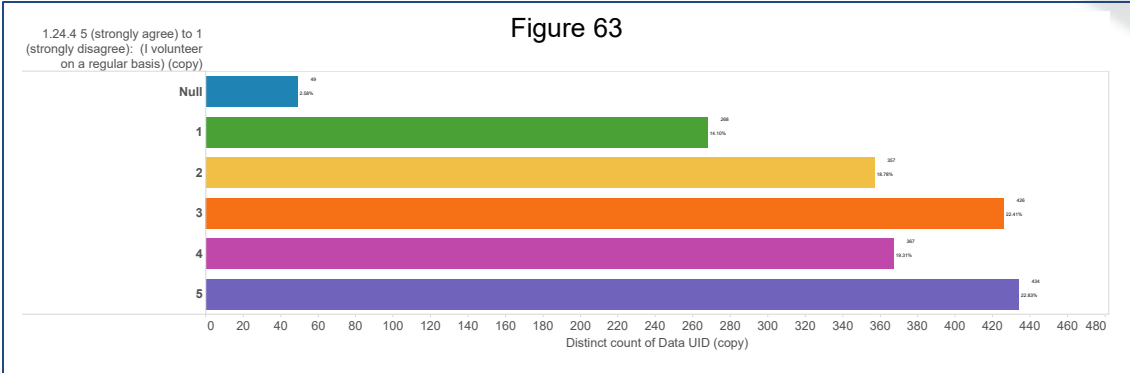
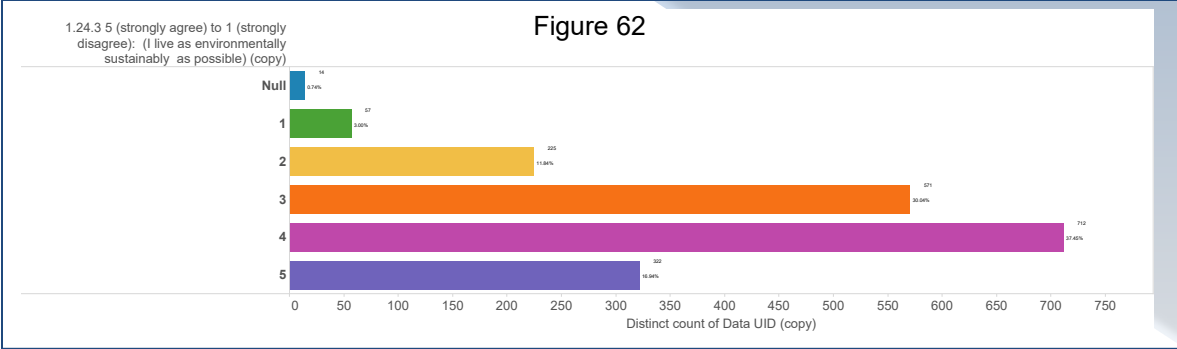
In addition to studying factors of employment for International Development Studies graduates this study inquired as to lifestyle factors and values including whether respondents identify as activists, are engaged in partisan political activities, are conscious consumers, live environmentally sustainably, volunteer their time, engage with their communities, keep up to date with international news and donate to development charities. These factors align with the subject matter and concerns of international development as a field, and indicate the extent to which interest in studying such issues, and in some cases working in this field, align with the personal concerns and values of participants.



Are IDS graduates often engaged in activist or partisan political activities? Do their studies have an impact on their purchasing habits?

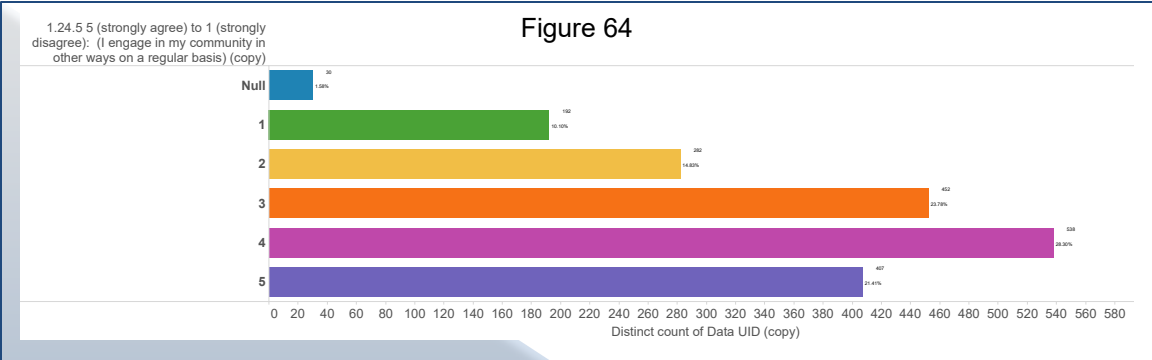
Table x demonstrates that only 26.72% of respondents agree or strongly agree that they are engaged in activist or partisan political activities, while 60.18% agree or strongly agree that they are conscious consumers, purchasing fair trade when possible, and engaging in other such modes of ethical purchasing. Noteworthy is that of the lifestyle choices and values examined in this study 'engaged in activist or partisan politics' receives the largest proportion of respondents in strong disagreement.

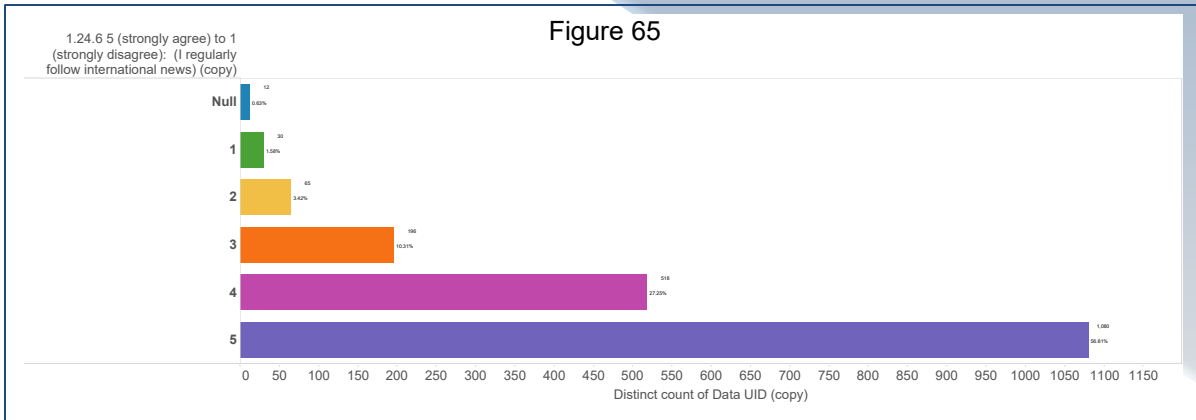




Are IDS graduates inclined to live sustainably? Are they active members of their community? Do they regularly volunteer their time?

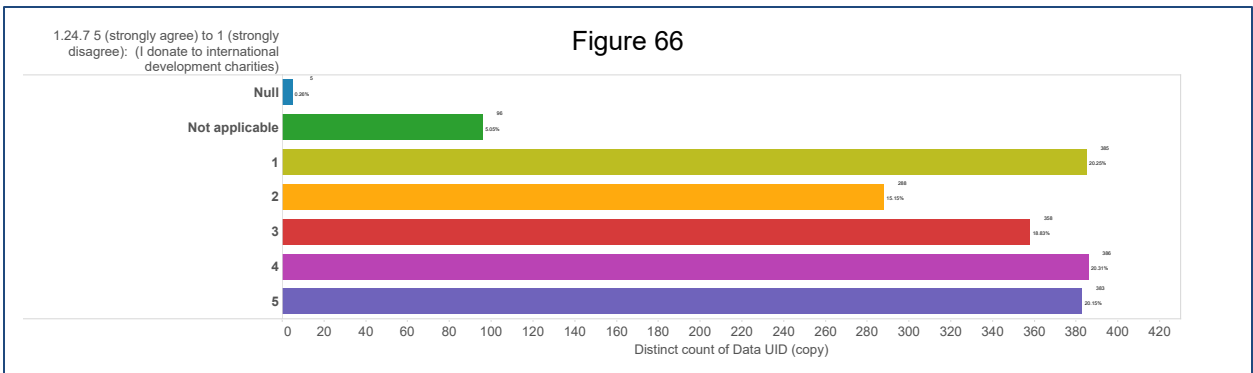
Table x demonstrates that the majority of respondents (54.39%) agree or strongly agree that they live as environmentally sustainable as possible. Table y and z together testify to the level of engagement international development studies graduate have in their communities. While 42.14% of respondents volunteer on a regular basis, 49.71% are engaged in their communities in other ways.





Are IDS graduates engaged in international news? Do they donate to international development charities?

Figure 65 makes clear that a strong majority of respondents are regularly engaged in international news (84.06% agree or strongly agree). The findings are less clear on the topic of donating to international development charities, with responses well distributed, as seen in Figure 66.



Conclusion

Review of Primary Findings

- There is no significant positive or negative relationship between **satisfaction with career trajectory** and participation in **experiential learning** during IDS.
- There is no significant positive or negative relationship between **satisfaction with career trajectory** and **language ability**.
- There is no significant positive or negative relationship between **satisfaction with career trajectory** and **work abroad**.
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **satisfaction with career trajectory** and **education level**. The explanatory power ($R\text{-sqr.} = 0.02$) is very low.
 - *The higher the education level the more likely to be satisfied with career trajectory. However, education level alone explains a very modest amount of the variability in satisfaction with career trajectory.*
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **income level** and **satisfaction with current salary**. The explanatory power ($R\text{-sqr.} 0.28$) is relatively high.
 - *The higher the income level, the greater the satisfaction with current salary.*
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **satisfaction with career trajectory** and **income level**. The explanatory power is relatively low. Income level, in isolation, only explains about 8% of the variability in satisfaction with career trajectory.
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **satisfaction with current salary** and **satisfaction with career trajectory**. The explanatory power is relatively low. Satisfaction with current income, in isolation, only explains about 16% of the variability in satisfaction with career trajectory.
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **years of employment/years of employment in ID, income level** and **satisfaction with current salary**. The explanatory power is low.
- Income rises with greater work experience and greater work experience in ID (the former slightly more so than the latter); satisfaction with current income less so.
- There is a positive correlation between **satisfaction with career trajectory** and **years of employment/years of employment in ID**, but the explanatory power is low.
- There is a positive and statistically significant correlation ($p \leq 0.05$) between **education level** and **income level**. The explanatory power, in isolation, is low.
 - *Higher levels of education correlate with higher incomes, however education alone accounts for only a modest amount of the variability in income level.*

Areas for Further Research

Implications of Research Findings

This research is informative for students, individuals considering undertaking post-secondary education in International Development, as well as IDS program administrators, chairs and professors.

It concretely responds to several prominent questions on the minds of students preparing to graduate or considering further studies in International Development. The statistically significant, positive correlations between education level and income, as well as satisfaction with career trajectory present a compelling case in favour of advanced degree attainment. The absence of significant correlation between experiential learning and satisfaction with career trajectory presents more ambiguous case, undermining common claims that practicum placements improve career opportunities in international development.

For program designers, of immediate significance is the need to address the experience of IDS graduates that they do not possess the technical skills required to attain employment in international development. This study also presents compelling evidence that while IDS graduates are eager for employment in development, the majority do not attain positions directly or indirectly related to the field. Developing programs that devote attention to employability, through soft skills training and technical skills training for the job market may impact the number of IDS graduates attaining their desired employment outcomes.

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