

THE CAREER PATHS OF IDS GRADUATES IN CANADA

Presented by:

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GUIDING QUESTIONS:

1. Are IDS graduates happy with their careers?
2. What kinds of jobs and what sectors do they work in?
3. What pathways do they take to reach professional employment?
4. Do IDS degrees prepare them for the jobs they seek?

METHODS

- Survey of IDS graduates from 14 universities and colleges → 1901 responses
- Conducted in English and French between March and May 2016
- 146 questions about career paths, employment history, and educational experiences
- Open-ended question (520 responses) to elaborate on employment experiences
- Distributed by participating programs to alumni and through CASID and other networks
- Quantitative data analysed for possible correlations between specific features of a graduate's education and the subsequent employment experiences
- Data from the open-ended qualitative section of the survey were coded and analysed to identify key trends in the career paths of IDS graduates and their reflections on their post-secondary education

METHODS – SAMPLE

76.3% OF PARTICIPANTS IDENTIFIED AS FEMALE
80% OF RESPONDENTS WERE BETWEEN THE AGES OF 21 AND 35

Figure 1: Home University + Language of Respondents

University	French	English
Open	350	350
University of Guelph	300	300
Dalhousie University	250	250
University of Ottawa	200	200
York University	150	150
Queen's University	100	100
McGill University	100	100
York University	100	100
Monash College	100	100
Saint Mary's University	100	100
Wilfrid Laurier University	100	100
Saint Francis Xavier University	100	100
University of Toronto	100	100
Université du Québec en Outaouais	100	100

Figure 2: Age of Survey Respondents

Age	Number of Respondents
18-20	10
21-23	150
24-26	140
27-29	130
30-32	120
33-35	110
36-38	100
39-41	90
42-44	80
45-47	70
48-50	60
51-53	50
54-56	40
57-59	30
60-62	20
63-64	10

METHODS - SAMPLE

Figure 3: Number of Years of Work Experience

Number of Years of Work Experience	Number of Respondents
1-2 years	175
3 years	225
4 years	250
5 years	225
6 years	175
7 years	175
8 years	175
9 years	175
10 years	175
11 years	175
12 years	175
13 years	175
14 years	175
15 years	175
16 years	175
17 years	175
18 years	175
19 years	175
20 years	175
21 years	175
22 years	175
23 years	175
24 years	175
25 years	175
26 years	175

Figure 4: Highest level of education of IDS graduates in survey

Education Level	Percentage
Bachelor	47%
Masters	43%
PHD	10%

OVERVIEW OF FINDINGS

- IDS graduates find well-paying, satisfying professional jobs in a wide range of fields.
- IDS graduates are also highly educated.
- IDS graduates experience significant challenges in breaking into the job market, particularly in the international development sector.

"I am confident I could have found a job more related to international development had I been willing to move to a bigger center like Ottawa or Toronto. I was committed to staying in Halifax for family reasons, and there are very, very few IDS-related jobs here, and lots of competition for them" (Respondent 110).

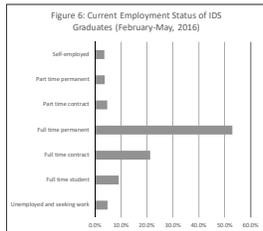
Slide 4

- A1** I put in two options for this slide, because I wasn't sure how to put in the gender data
Administrator, 2017-05-19

OVERVIEW OF FINDINGS

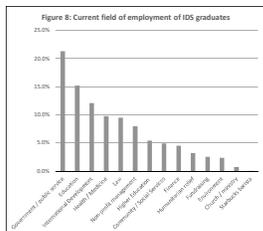
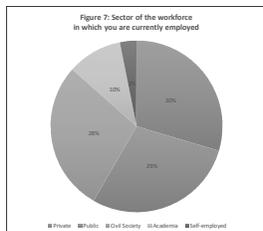
- The most significant barriers to employment reported by IDS grads were 'not enough jobs' and 'too much experience' required
- Need for particular skills which they did not have and which IDS programs did not help them to develop, in particular second language skills, and financial management skills.
- The skills and competencies that IDS grads identified as most important for finding a job included the transferrable skills of writing, communications, interpersonal and cross-cultural communications and especially networking.
- IDS grads considered their educational experience to be directly linked to lifestyle factors and values related to global citizenship.

EMPLOYMENT CHARACTERISTICS OF IDS GRADUATES – EMPLOYMENT STATUS

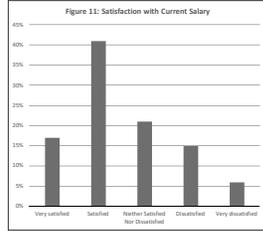
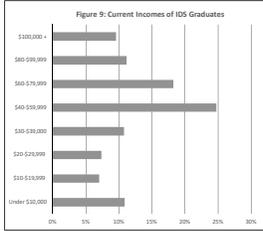


- 86% of respondents were employed at the time they completed the survey
- 52.8% in full-time permanent positions
- 21.3% in full-time contract positions
- A significant number of the unemployed were pursuing full-time study in professional or post-graduate programs
- Only 4.8% of participants were unemployed and looking for work

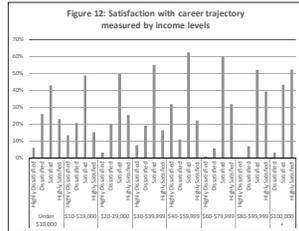
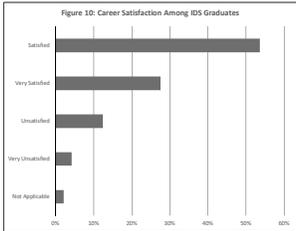
EMPLOYMENT CHARACTERISTICS OF IDS GRADUATES – SECTOR AND FIELD OF EMPLOYMENT



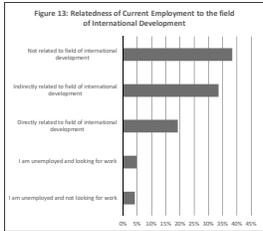
EMPLOYMENT CHARACTERISTICS OF IDS GRADUATES – CURRENT INCOMES



EMPLOYMENT CHARACTERISTICS OF IDS GRADUATES - SATISFACTION

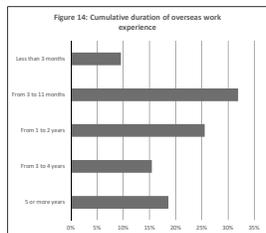


EMPLOYMENT CHARACTERISTICS OF IDS GRADUATES – RELEVANCE OF CURRENT EMPLOYMENT



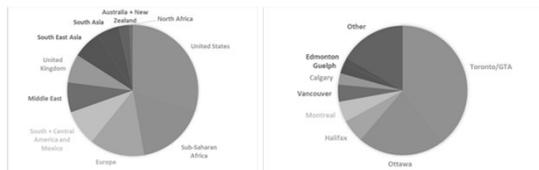
- IDS programs provide broadly transferrable skills that help IDS graduates to find employment in a wide range of careers (directly and indirectly related to IDS)
- Graduates can find meaningful, rewarding and well-paying jobs in a wide range of sectors, including but clearly not limited to the international development sector

EMPLOYMENT CHARACTERISTICS OF IDS GRADUATES – LOCATION OF EMPLOYMENT

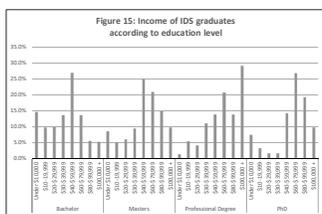


- 79.3% of employed IDS graduates work in Canada
- 51% did not have to move to find their current employment
- 50.2% had worked abroad at some point
 - 54.8% in paid positions
 - 34.1% receiving an honorarium or stipend
 - 11.1% working on a volunteer basis

EMPLOYMENT CHARACTERISTICS OF IDS GRADUATES – LOCATION OF EMPLOYMENT

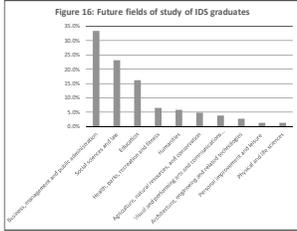


THE ROLE OF EDUCATION IN IDS CAREER PATHS – LEVEL OF EDUCATION



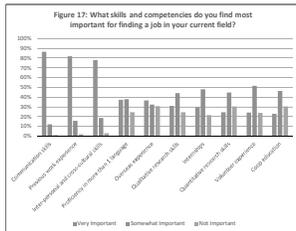
- A significant majority of IDS graduates have completed a graduate or professional degree and over 75% indicated that an advanced degree beyond the Bachelor's level was somewhat or very important for finding a job in their current field
- This study significant relationship between education level and satisfaction with career trajectory, indicating that those with higher education are more likely to get jobs with which they are satisfied

THE ROLE OF EDUCATION IN IDS CAREER PATHS – PLANS FOR FUTURE EDUCATION



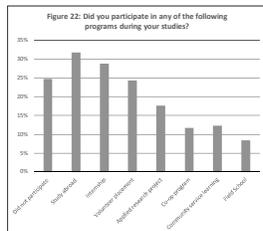
- Almost half of graduates (47.8%) planned to pursue additional education beyond the degree or degrees they already held
- Results indicated a desire among IDS graduates for more practice-oriented training following their undergraduate degree
- The study also indicated a strong interest among IDS graduates in acquiring practical management skills to put the 'soft' transferable skills from their IDS degrees into use

SKILLS AND COMPETENCIES FOR EMPLOYMENT



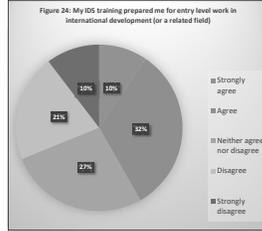
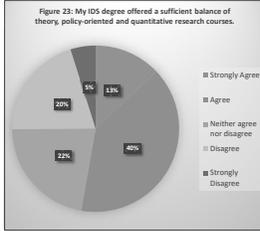
- Previous work experience, communications skills and interpersonal / cross-cultural skills as the most important for finding a job
- Respondents placed greater emphasis on language skills than on research skills or overseas experience
- Only a small number of the participants in the study had completed co-operative education or other practicum work placements as part of their studies

THE ROLE OF PRACTICUM PLACEMENTS, CO-OPS, INTERNSHIPS AND OVERSEAS EXPERIENCE

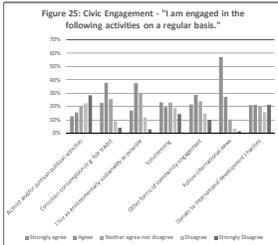


- IDS students participate in work-related and experiential learning and study-abroad opportunities in relatively large numbers when compared to students in other fields of study
- A number of study participants argued that co-op and other internship or practicum placements should be made available to students in IDS programs – or even as mandatory offerings in IDS programs
- Very large numbers underlined the value of internships, co-op placements and volunteer experience in building professional networks they considered important factors in finding a job

PERSPECTIVES OF IDS GRADUATES ON INTERNATIONAL DEVELOPMENT EDUCATION



LIFESTYLES AND VALUES OF IDS GRADUATES



- The responses of IDS graduates indicate that as a group they are highly engaged citizens who act in ways that reflect serious concerns about the world around them despite all the other pressures on their time
- *"While I do not know if I will ever return to the development sector, I am certain that my choice of study was appropriate - we study to learn, not just provide ourselves with a vocational path. The learning I did in IDS has continued to provide a framework for learning and engagement on social issues and I remain committed to community engagement"* (Respondent 1206)

STATISTICS STILL DON'T TELL THE WHOLE STORY

- IDS graduates face difficulties "breaking into the field"
- IDS graduates want IDS programs to provide more practical training for the workforce
- IDS shapes graduates' worldviews but not necessarily their career tracks
- A supplementary degree, specialization or technical training is required to get a job in international development
- IDS graduates struggle with the ethical implications of international development work long after graduation

"I found that my education, although necessary, was not sufficient to obtain my desired jobs. Employers wanted more technical training/experience (web design, database management, InDesign skills, work experience)... I still feel that I need a more specific degree or diploma to increase my marketability as an employee" (Respondent 798)

"I would argue the program teaches [students] how to be critical, but never how to solve or address anything. It constantly prescribes massive systematic change, but nothing concrete. This frustrated me so I pursued a Masters of public policy in the hopes of actually learning how to solve policy problems, which it did" (Respondent 394)

CONCLUSIONS – FOR STUDENTS

- **Education**
 - Increasingly, an undergraduate degree on its own is not likely to be sufficient preparation for a competitive job market
 - Current IDS students should take advantage of all of the educational opportunities they can while in university, whether they are degree requirements or not
 - Beyond education, skills and job experience, the single most important factor that IDS graduates identified for finding a job in their field was the capacity to build professional networks
- **Finding a Job**
 - IDS graduates find well-paying professional jobs and report a high level of satisfaction with their career trajectories in a wide range of fields
 - Most IDS graduates are likely to end up working in fields that are indirectly or directly related to IDS

CONCLUSIONS – FOR IDS ADMINISTRATORS AND PROFESSORS

- **IDS curricula**
 - IDS graduates reported reasonably high levels of satisfaction with the balance between theory, policy-oriented and quantitative courses in their IDS degrees.
 - However, they also highlighted other skills and competencies which large numbers did not acquire as part of their IDS degrees – in particular, second language skills, project management, financial management and budgeting, as well as skills that are often not prioritized, such as computer skills (e.g. Microsoft Excel).
- **Marketing IDS**
 - IDS programs can use the data from this report, along with the Statistics Canada data, to allay the fears of students (and their parents) that IDS grads will not find good jobs.
 - However, the data also suggests that changes may be needed in the ways in which IDS programs explain career prospects to current and future students. The data is clear that the vast majority of IDS graduates entered and graduated from IDS programs with strong hopes of finding professional employment in the field of international development.
- **Networking**
 - It appears that IDS programs could do more to both help students to develop strong networking skills and to help create opportunities for professional networking among IDS graduates in Canada.

FOR MORE INFORMATION ON THE CAREER PATHS AND EMPLOYMENT OUTCOMES STUDY OF IDS GRADUATES IN CANADA, SEE:

idsemployment.weebly.com

- Hard copies of reports available
- Ongoing research and analysis
