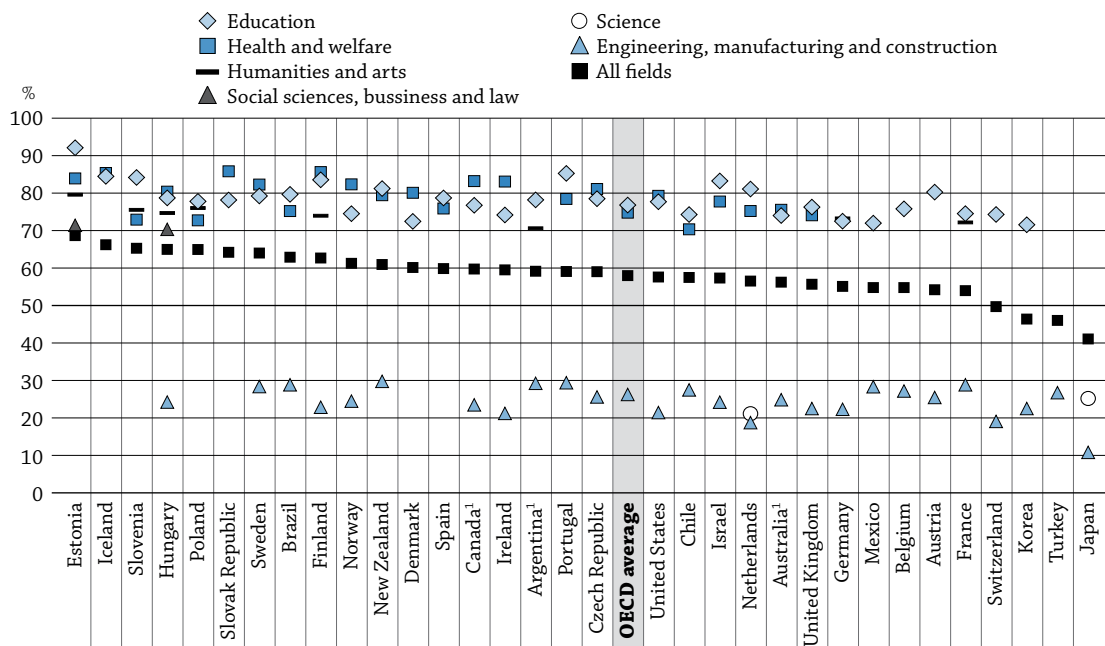


TO WHICH FIELDS OF EDUCATION ARE STUDENTS ATTRACTED?

- Women represent the majority of students and graduates in almost all OECD countries and largely dominate in the fields of education, health and welfare, and humanities and arts. Men dominate in engineering, manufacturing and construction.
- In the vast majority of countries, more than two-thirds of graduates in the field of education and the field of health and welfare in 2009 were women. However, in 26 of the 33 countries, women represented fewer than 30% of graduates in the fields of engineering, manufacturing and construction.

Chart A4.1. Percentage of tertiary degrees awarded to women, by field of education (2009)

Only those fields in which fewer than 30% or more than 70% of women graduated in 2009 are shown in the graph below



Note: Agriculture and Services are not included in the chart as they account for less than 5% of graduates (on average among OECD countries).

¹ Year of reference 2008.

Countries are ranked in descending order of the percentage of tertiary degrees awarded to women in 2009.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table A4.3a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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Context

Faced with an economic downturn and shrinking budgets, governments need to invest in the fields of education that respond to labour-market needs. Parents and students, too, need to choose prospective fields carefully. The choice is sometimes made early in a child's education, such as when children are directed towards vocational or academic programmes or, later on, if they decide to pursue tertiary studies. Students' preferences and abilities, and the cost, duration and location of higher education can all influence the choice of a field of study, as can changes in the labour market, differences in potential earnings among occupations and sectors, and admissions policies and practices of tertiary education institutions. In turn, the relative popularity of various fields of education affects the demand for programmes and teaching staff, as well as the supply of new graduates.

■ Other findings

- Most boys in vocational programmes at the upper secondary level choose to study **engineering, manufacturing and construction** while girls in such programmes opt for several different fields of education, notably business, law, social sciences, health and services.
- Students entering tertiary education overwhelmingly choose **social sciences, business and law** as their fields of education in all countries except Finland and Korea.
- In Germany, more than 60% of students in tertiary-type B (shorter practically oriented education) choose **health and welfare programmes**. Around one-third of students in the Czech Republic, Japan, the Netherlands and the United Kingdom also choose health and welfare programmes; in the United States the proportion is close to 40%.
- International students prefer **social sciences, business and law programmes more than all students in tertiary education** do, particularly in Australia, Estonia, the Netherlands and Portugal. International students in eastern European countries, Belgium, Italy and Spain tend to prefer health programmes.

■ Trends

The proportion of women graduates has increased from 54% in 2000 to 58% in 2009. During that period, **the proportion of science graduates who are women has been stable at around 40% while the proportion of women in engineering increased slightly from 23% to 26%.**

Analysis

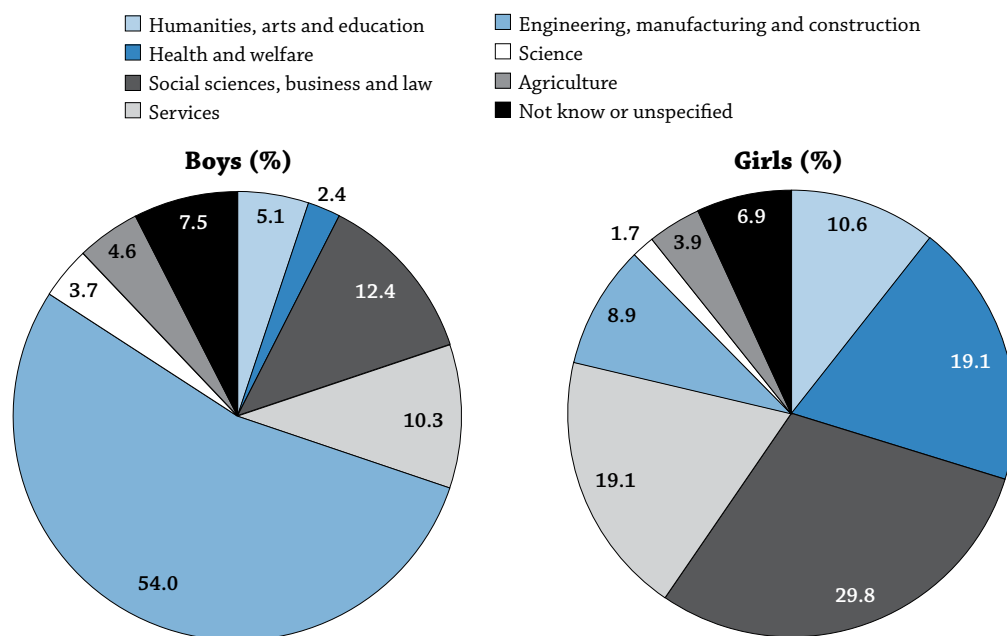
Upper secondary vocational graduates, by field of education

Vocational education and training is chosen by an average of around 50% of students in upper secondary education; the other 50% of students remain in general programmes (see Indicator A2). The priority for many countries is to provide young people with the right skills to find a suitable job and to provide adults with an opportunity to update their skills throughout their working lives. Governments should link the field of study proposed at this level of education with labour-market needs.

The distribution of upper secondary vocational graduates across fields of education sheds light on the relative importance of different fields from country to country. This helps policy makers to ensure that the demand for qualified vocational trainers, who are also adequately prepared to teach, is met. Policies must also ensure that vocational teachers, trainers and training institutions continue to develop and update their skills and equipment to meet current and future labour-market needs. Efficient and effective delivery of vocational education and training is necessary to raise the status of these programmes and can help reduce the number of dropouts (see Indicator A2 on successful completion of upper secondary programmes).

Not all countries offer vocational programmes at this level: pre-vocational and vocational graduation rates are over 70% in Austria, Belgium, Finland, the Netherlands, Slovenia and Switzerland, while in Brazil, Canada, Estonia, Hungary, Indonesia, Japan, Korea, Mexico and Turkey the rates are below 30% (Table A4.1b, available on line).

Chart A4.2. Distribution of graduates in upper secondary vocational programmes in OECD countries, by field of education and gender (2009)



Source: OECD. Table A4.1a. See Annex 3 for notes (www.oecd.org/edu/eag2011).
 StatLink <http://dx.doi.org/10.1787/888932460116>

Gender

On average among countries with available data, there is no clear gender trend for pre-vocational and vocational upper secondary graduation rates. Although 47% of boys and 44% of girls in OECD countries graduated from vocational programmes in 2009, graduates who are girls outnumbered those who are boys in Argentina, Australia, Belgium, Brazil, Chile, Denmark, Finland, Ireland, New Zealand, Portugal and Spain. Nevertheless, at this level of education, girls and boys graduate from different fields of education (Table A4.1a).

Differences in young people’s choice of study can be attributed to traditional perceptions of gender roles and identities as well as the wide acceptance of the cultural values associated with particular fields of education. For example, while some fields, especially science, engineering, manufacturing and construction, are widely regarded as “masculine” and more suited for men, other fields of study, often care-related fields, such as education and health, are defined as “feminine” and more appropriate for women (Eurydice, 2010).

More than one boy in two graduated from upper secondary vocational education in the fields of engineering, manufacturing and construction (Chart A4.2). In almost all countries with available data, these fields were predominant; and in Estonia and Norway, three-quarters of all graduates in these fields were boys (Table A4.1a).

For girls, the main field of education varied among countries. In Austria, the Czech Republic, France, Germany, Indonesia, Japan, Luxembourg, New Zealand, the Slovak Republic, Slovenia and Switzerland, girls tended to prefer social sciences, business and law. In Australia, Denmark, Finland, the Netherlands and Norway, health and welfare programmes were more popular among girls, while girls in Estonia, Hungary and Poland were more attracted to the service professions, and girls in Iceland, Korea, Spain and Sweden tended to pursue studies in education, humanities and arts (Table A4.1a).

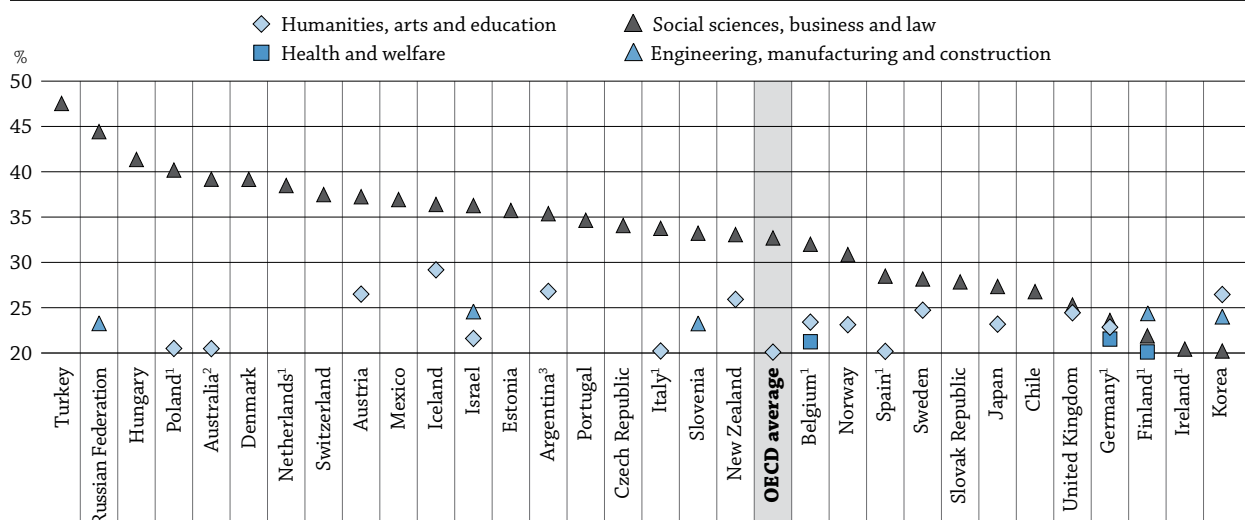
Girls and boys might choose different fields of education because of differences in their personal preferences, differences in performance in reading, mathematics and science, and different expectations about labour-market outcomes, and/or because education policies may lead to gender sorting early in their education. The results from the 2009 PISA reports show that girls outperform boys in reading in every OECD country, with the average gender gap in reading proficiency equivalent to about a year’s worth of schooling. While boys score higher in mathematics, there is no gender gap in science (OECD, 2010a).

Entry rate into tertiary programmes, by field of education

In almost all countries, the largest proportion of students chooses tertiary programmes in the fields of social sciences, business and law. In 2009, these fields received the highest share of new entrants in all countries except Finland and Korea. In Finland, the proportion of new entrants was highest in engineering, manufacturing and construction, while in Korea that proportion was highest in education, humanities and arts (Chart A4.3).

Chart A4.3. Distribution of new entrants into tertiary programmes, by field of education (2009)

Only those fields in which more than 20% of students entered a tertiary programme in 2009 are shown in the graph below



1. Excludes advanced research programmes.

2. Excludes tertiary-type B programmes.

3. Year of reference 2008.

Countries are ranked in descending order of new entrants in social sciences, business and law programmes in 2009.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table A4.2a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

StatLink <http://dx.doi.org/10.1787/888932460135>

Science-related fields, which include science and engineering, are less popular: on average, fewer than a quarter of all students enter these fields (Table A4.2a). This low level of participation is partly due to the under-representation of women: on average in 2009, only 13% of new entrants into tertiary education who were young women chose these fields, as compared with 38% of new entrants who were young men. The proportion of women in science-related fields ranged from 5% in Japan and the Netherlands to 20% in Israel, while the proportion of men in these fields ranged from 26% in the Netherlands to 57% in Finland (Table A4.2b, available on line).

The distribution of entrants into advanced research programmes by field of education is very different from that of tertiary education at a whole. In 2009, 22% of new doctoral entrants undertook studies in science compared to the 9% of all new tertiary entrants who chose this field. In Chile, Israel, New Zealand and Norway, more than 30% of advanced research students chose this field (Table A4.2c, available on line).

Tertiary graduates, by field of education

The distribution of graduates by field of education is driven by the relative popularity of these fields among students, the relative number of students admitted to these fields in universities and equivalent institutions, and the degree structure of the various disciplines in a particular country.

In 2009, on average in OECD countries, more than one-third of tertiary-type A (largely theory-based) and advanced research graduates obtained a degree in social sciences, business or law. This ranged from fewer than 25% in Finland, Korea, and Sweden to more than 50% in the Russian Federation and Slovenia. The fields of education, humanities and arts accounted for the largest concentration of tertiary-type A and advanced research qualifications in Germany and Korea, and the field of health and welfare attracted the most students at these levels in Denmark and Sweden. An average of only 21% of tertiary-type A and advanced research students received qualifications in science-related fields (science and engineering) in OECD countries. The proportion varied from less than 15% in Brazil, Iceland, the Netherlands and the United States, to more than 30% in Korea (Table A4.3b, available on line).

Gender

In 2009, the proportion of women among tertiary-type A and advanced research graduates in OECD countries ranged from 41% in Japan to 69% in Estonia. However, the breakdown by gender varied considerably by field of study. Women largely predominated among these graduates in the field of education: they represented more than 70% of tertiary-type A and advanced research students in this field in all countries except Japan (59%) and Turkey (55%). They also dominated in the field of health and welfare, averaging 75% of all degrees awarded in this field. In contrast, in all countries except Denmark, Estonia, Iceland, Poland, the Slovak Republic, Slovenia and Spain, fewer than 30% of all graduates in the fields of engineering, manufacturing and construction were women (Chart A4.1). This situation has changed only slightly since 2000, with the proportion of women in these fields growing marginally from 23% in 2000 to 26% in 2009 – even as the proportion of women graduates in all fields grew from 54% to 58% during that period. The proportion of women in science has remained stable at 40% over the past decade (Table A4.3a).

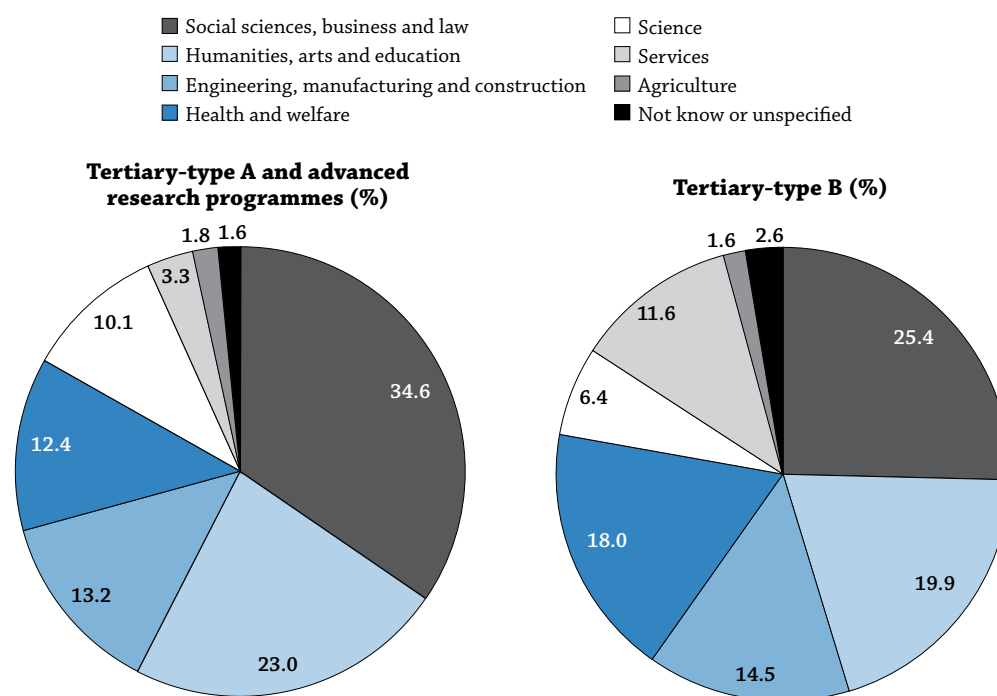
OECD governments are concerned about the low numbers of women pursuing science-related studies. In an effort to raise those numbers, the European Union established a series of indicators and targets to help measure progress in addressing key issues at all levels of learning. One of the five benchmarks for 2010 was to increase the number of university graduates in mathematics, science and technology (MST) by at least 15%, and to reduce the gender imbalance in these subjects. The Czech Republic, Germany and the Slovak Republic are the three countries in which the proportion of women in science grew by more than 10 percentage points between 2000 and 2009; as a result, these countries are now closer to the OECD average in this respect. In Switzerland, there was an increase in the number of women graduates, to 50% of all graduates in 2009, and an 8-9 percentage point increase in the proportion of women in science-related fields, but that proportion is still below the OECD average. In the Netherlands, the proportion of women graduates in tertiary-type A and advanced research programmes is 57%, around the OECD average; but in 2009, only 19% of graduates in engineering, manufacturing and construction and 21% of graduates in science were women (Table A4.3a).

Enrolment in tertiary programmes leading to direct entry into the labour market, by field of education

Tertiary-type B programmes are conceived with the aim of allowing students to enter directly into the labour market, and the fields of education in which they are concentrated differ markedly from those usually found in tertiary-type A and advanced research programmes. During times of structural readjustments in the labour market, tertiary-type B programmes can help adapt the workforce to new sectors of growth in employment.

For instance, countries show more diversified participation in tertiary-type B programmes than in tertiary-type A and advanced research programmes. As in more academic programmes, most students in tertiary-type B programmes in OECD countries are enrolled in social science, business or law programmes (an average of 25% of all students), but this proportion is 9 percentage points less than the share of students enrolled in the same fields of education in more academic programmes. On the other hand, students in tertiary-type B programmes prefer the fields of services and health – by ten and nine more percentage points, respectively, among students in the EU21 countries – more than do students in more academic programmes, and by eight and six percentage points more, respectively, among students in OECD countries (Chart A4.4).

Chart A4.4. Distribution of students enrolled in tertiary-type B, -type A and advanced research programmes in OECD countries, by field of education (2009)



Source: OECD, Table A4.4. See Annex 3 for notes (www.oecd.org/edu/eag2011).
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Countries also follow more diverse patterns of specialisation in tertiary-type B programmes than in more academic programmes. Some countries restrict tertiary-type B programmes to specific fields, such as services in Finland, humanities and arts in Italy, and education and health in Poland.

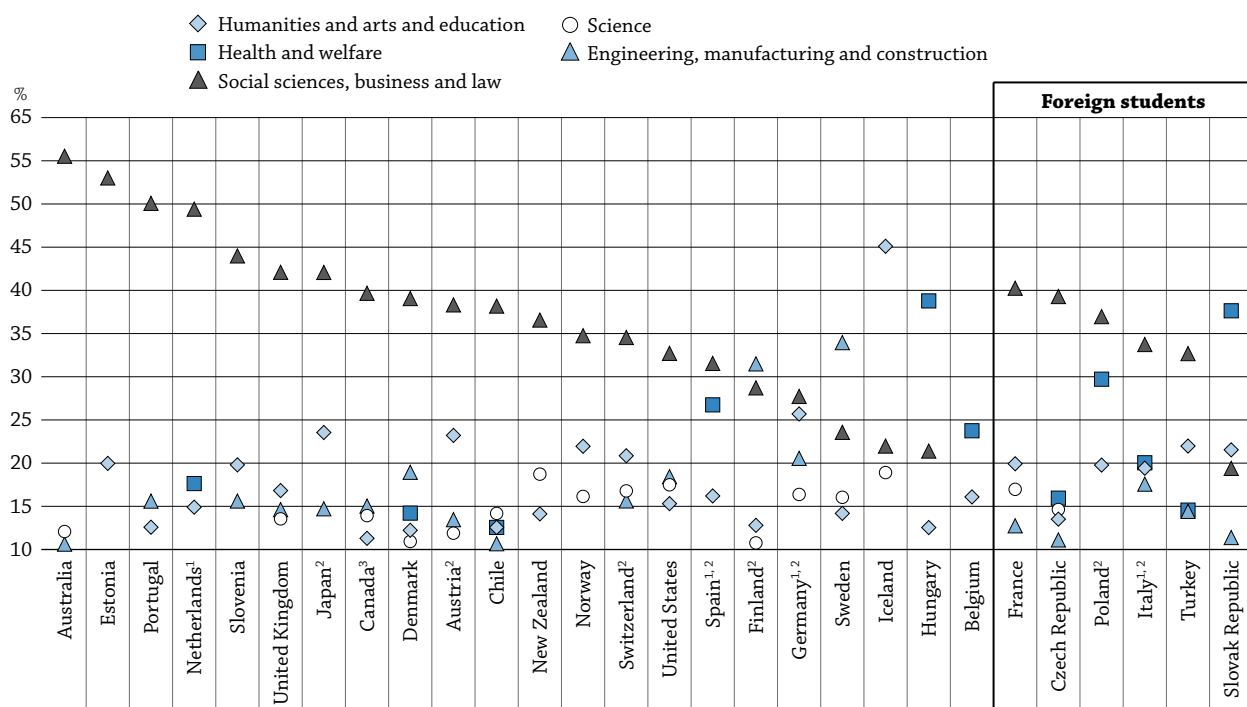
Health and welfare is the third most attractive field among tertiary-type B students, with more than 50% of students in Germany (63%) and Portugal (58%) enrolled in this field. It is also the first choice in the Czech Republic (32%), Japan (29%), the Slovak Republic (32%), the United Kingdom (29%) and the United States (38%) (Table A4.4). This preference is partly due to the progressive professionalisation of nursing, given more advanced medical technology, and the growing demand for highly specialised medical care (Table A4.4).

Engineering, manufacturing and construction are the fields of choice for tertiary-type B students in Israel (52%), Korea (33%), Mexico (34%), and the Russian Federation (36%). In Israel, Korea, and the Russian Federation, most of these students are enrolled specifically in engineering; in Mexico, most students are enrolled in manufacturing and processing. As among students in tertiary-type A and advanced research programmes, humanities and arts are the second field of choice for students in tertiary-type B programmes in the OECD area and in EU21 countries. However, these fields are the first choice of study among tertiary-type B students in Belgium (24%), Iceland (56%), Italy (100%) and Poland (89%) (Table A4.4).

Enrolment of international students, by field of education

By using the proportion of international students by field of education as a measure, one can identify magnet centres for student mobility. The distribution is linked to a wide variety of factors ranging from linguistic considerations and the recognition of degrees to the existence of centres of excellence or expertise in countries of destination (see Indicator C3). One pattern is clear: international students are less represented in the humanities and more strongly represented in social sciences, business and law.

Chart A4.5. Distribution of international and foreign students in tertiary programmes, by field of education (2009)



Note: Foreign students are defined on the basis of their country of citizenship; these data are not comparable with data on international students and are therefore presented separately in the table and chart.

1. Excludes advanced research programmes.
2. Excludes tertiary-type B programmes.
3. Year of reference 2008.

Countries are ranked in descending order of the proportion of international students enrolled in Social sciences, business and law in 2009.

Source: OECD, Table A4.5. See Annex 3 for notes (www.oecd.org/edu/eag2011).

StatLink <http://dx.doi.org/10.1787/888932460173>

As shown in Table A4.5, the sciences attract at least 15% of international students in Germany, Iceland, New Zealand, Norway, Sweden, Switzerland and the United States, and a similar proportion of foreign students in France, but fewer than 1 in 50 in Japan. However, the picture changes slightly when agriculture, engineering, manufacturing and construction programmes are also included among scientific disciplines. Some 50% of international students in Sweden are enrolled in these fields of education. The proportion of international

students enrolled in agriculture, science or engineering is higher than 20% in 17 of 27 countries and is notably high in Canada (30%), Chile (31%), Denmark (34%), Finland (44%), Germany (39%), Switzerland (33%) and the United States (37%). Similarly, among countries for which data using the preferred definition of international students are not available, agriculture, science and engineering attract at least 20% of students in 4 of 6 countries and the proportion is higher than 25% of foreign students in the Czech Republic (28%) and France (30%). In contrast, few international students are enrolled in agriculture, science and engineering in Estonia, Japan, the Netherlands and Spain (Table A4.5).

Most countries that enrol large proportions of international students in agriculture, science and engineering offer their programmes in English. The large proportion of foreign students in scientific disciplines in Germany may reflect the country's strong tradition in these fields.

Non-English-speaking countries tend to enrol a higher proportion of international students in education, humanities and arts; these areas of study are preferred by 45% of international students in Iceland, and by over 20% in Austria, Germany, Japan, Norway and Switzerland, as well as by foreign students in the Slovak Republic and Turkey (Table A4.5).

International students in tertiary-type A and research programmes prefer business programmes more than all enrolled students do, and this field attracts the largest numbers of international students. This is true in 14 of 22 countries reporting international students and in 2 of 6 countries reporting foreign students. Around half of all international students are enrolled in social sciences, business or law in Australia (56%, 18 percentage points higher than the proportion of total enrolments), Estonia (53%, 16 percentage points higher), the Netherlands (49%, 12 percentage points higher) and Portugal (50%, 18 percentage points higher). Among countries for which data using the preferred definition of international students are not available, France has the largest proportion of foreign students enrolled in these subjects (40%) (Tables A4.4 and A4.5).

Enrolments in health programmes depend to a large extent on national policies relating to recognition of medical degrees. These programmes attract large proportions of international students in EU countries and the proportion is higher than that of total enrolments, especially in Eastern European countries. This is most notable in Belgium (24%, 8 percentage points higher than the proportion of total enrolments), Hungary (39%, 30 percentage points higher) and Spain (27%, 14 percentage points higher). Among countries for which data using the preferred definition of international students are not available, health and welfare programmes are also chosen by around one-third of foreign students in Poland (30%, 23 percentage points higher than the proportion of total enrolments) and the Slovak Republic (38%, 20 percentage points higher). Because many European countries impose quotas that restrict access to educational programmes in medicine, this increases the demand for training in other EU countries, where prospective students can both bypass those quotas and take advantage of EU countries' automatic recognition of medical degrees under the European Medical Directive (Tables A4.4 and A4.5).

Overall, the concentration of international students in various disciplines is due to many factors on both the supply and demand sides.

On the supply side, some destinations offer centres of excellence or traditional expertise that attract students from other countries in large numbers (e.g. Finland and Germany in science and engineering, manufacturing and construction). In humanities and arts, some destinations also have a natural monopoly on some programmes. This is especially obvious for linguistic or cultural studies (e.g. Austria, France, Germany and Japan).

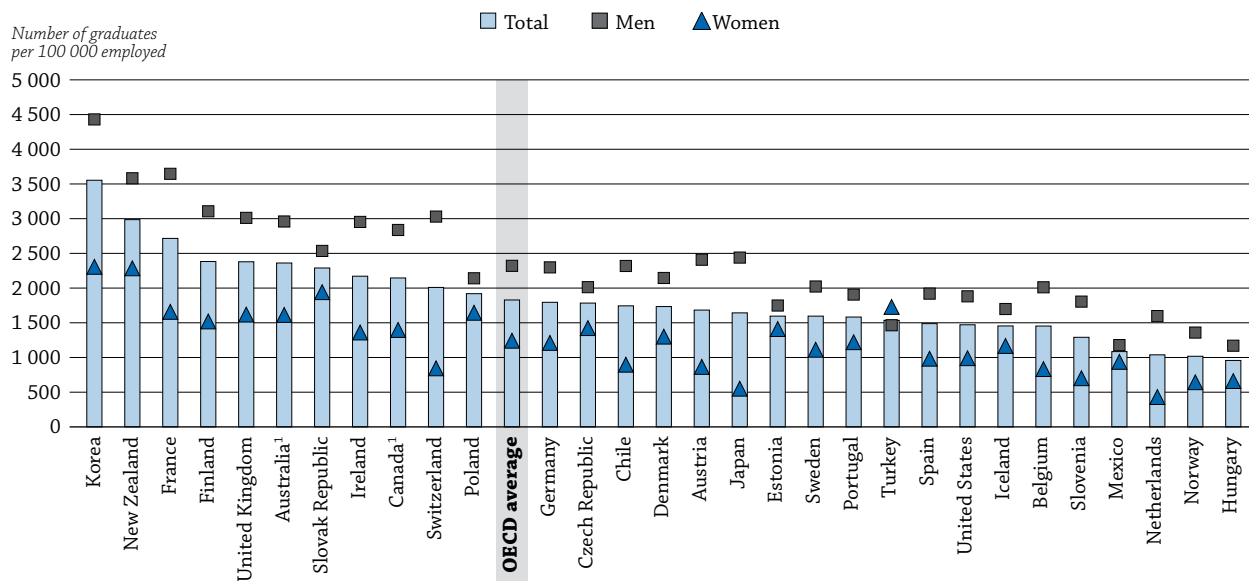
On the demand side, the characteristics of international students can help to explain their concentration in certain fields of tertiary education. For instance, the almost universal use of English in scientific literature may explain why students in scientific disciplines are more likely to study in countries offering education programmes in English and less likely to enrol in countries where these are less common. Similarly, the demand for business training among Asian students may explain the strong concentration of international students in social sciences, business and law in neighbouring Australia and New Zealand and to a lesser extent in Japan. Finally, EU provisions for recognising medical degrees clearly influence the concentration of international students in health and welfare programmes in EU countries.

A4

Graduates in science-related fields among those in employment

Examining the number of graduates in science-related fields (science and engineering, manufacturing and construction), per 100 000 25-34 year-olds in employment, provides another way of gauging the recent output of high-level skills from different education systems. The number of science graduates (all tertiary levels) per 100 000 employed persons ranges from below 1 000 in Hungary to above 2 500 in France, Korea and New Zealand (Chart A4.6).

Chart A4.6. Tertiary graduates in science-related fields among 25-34 year-olds in employment, by gender (2009)



Note: Science-related fields include life sciences; physical sciences, mathematics and statistics, computing; engineering and engineering trades, manufacturing and processing, architecture and building.

1. Year of reference 2008 for the number of graduates.

Countries are ranked in descending order of the percentage of tertiary science-related graduates in tertiary-type A programmes per 100 000 employed 25-34 year-olds.

Source: OECD. Table A4.6. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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Per 100 000 25-34 year-olds in employment, fewer women than men graduate from science-related tertiary-type A education and advanced research programmes. The number of women science graduates ranges from fewer than 500 in Japan, the Netherlands and Slovenia, to more than 1 500 in Finland, Korea, New Zealand, Poland and the Slovak Republic, while the number of science graduates who are men varies from fewer than 1 000 in Chile, Slovenia and Turkey to around and over 2 500 in Finland, Korea, the Slovak Republic and the United Kingdom. The OECD average is around 1 100 women science graduates per 100 000 25-34 year-olds in employment, compared to approximately 1 800 graduates who are men (Chart A4.6).

This indicator does not provide information on the number of graduates actually employed in scientific fields or, more generally, the number of those using their degree-related skills and knowledge at work.

Definitions

Students are classified as **foreign students** if they are not citizens of the country in which the data are collected. While pragmatic and operational, this classification is inappropriate for capturing student mobility because of differing national policies regarding the naturalisation of immigrants (see Indicator C3 for a more detailed definition of student mobility).

Students are classified as **international students** if they left their country of origin and moved to another country for the purpose of study. Depending on country-specific immigration legislation, mobility arrangements, such as the free movement of individuals within the EU and the EEA, and availability of data, international students may be defined as students who are not permanent or usual residents of their country of study or as students who obtained their prior education in a different country, including another EU country.

Methodology

Data refer to the academic year 2008-09 and are based on the UOE data collection on education statistics administered by the OECD in 2010 (for details, see Annex 3 at www.oecd.org/edu/eag2011).

The fields of education used in the UOE data collection instruments follow the revised ISCED classification by field of education. The same classification is used for all levels of education.

Table A4.5 shows the distribution of international students enrolled in an education system – or foreign students for countries that do not have information on student mobility – according to their field of education.

The labour force data used in Table A4.6 are taken from the OECD Labour Force database, compiled from national labour force surveys and the European Labour Force Survey.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Education, Audiovisual and Culture Executive Agency (Eurydice) (2010), *Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe*, Eurydice, Brussels.

OECD (2010a), *PISA 2009 Results: What Students Know and Can Do: Student Performance in Reading, Mathematics and Science* (Volume I), OECD, Paris.

The following additional material relevant to this indicator is available on line:





- **Table A4.1b Distribution of upper secondary vocational graduates, by field of education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462529>
- **Table A4.2b Distribution of tertiary new entrants, by field of education and gender (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462586>
- **Table A4.2c Distribution of new entrants into advanced research programmes, by field of education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462605>
- **Table A4.3b Distribution of tertiary-type A and advanced research programmes graduates, by field of education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462643>

Table A4.1a. **Distribution of upper secondary vocational graduates, by field of education and gender (2009)**

	Boys										Girls									
	Pre-vocational/ vocational programmes' graduation rates	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Science	Agriculture	Not known or unspecified	Pre-vocational/ vocational programmes' graduation rates	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Science	Agriculture	Not known or unspecified		
	(1)	(2)	(5)	(6)	(7)	(8)	(9)	(14)	(15)	(16)	(17)	(20)	(21)	(22)	(23)	(24)	(29)	(30)		
OECD																				
Australia ¹	42	2.2	4.8	13.1	10.8	59.7	2.4	4.9	2.1	44	6.4	32.3	31.0	17.2	4.5	1.5	1.9	5.3		
Austria	85	1.0	1.1	10.2	8.3	43.4	1.3	8.6	26.1	63	2.1	7.8	33.0	21.3	5.5	0.2	8.5	21.7		
Belgium	64	13.3	1.6	9.9	3.8	26.7	2.6	1.3	40.9	77	21.4	9.5	14.9	7.6	1.7	0.3	0.5	44.2		
Canada ¹	4	m	m	m	m	m	m	m	m	2	m	m	m	m	m	m	m	m		
Chile	30	m	m	m	m	m	m	m	m	31	m	m	m	m	m	m	m	m		
Czech Republic	63	2.8	1.2	11.1	13.2	68.7	n	3.0	n	59	6.1	13.6	35.6	28.0	11.3	n	5.5	n		
Denmark	45	2.2	3.4	17.4	10.4	61.1	0.1	5.5	n	48	1.1	46.0	34.8	8.5	6.3	0.2	3.1	n		
Estonia	27	1.4	n	0.7	8.9	82.3	2.3	4.4	n	14	6.9	n	14.7	42.2	29.5	1.7	4.9	n		
Finland	89	4.2	3.3	10.0	16.1	57.1	4.5	4.7	n	100	7.4	28.5	21.3	26.7	10.0	1.1	5.0	n		
France	63	1.9	2.2	14.3	11.3	64.1	n	6.2	n	61	2.1	27.8	34.4	27.6	5.8	n	2.3	n		
Germany	50	2.0	2.4	26.8	9.4	52.5	3.5	3.1	0.3	40	3.0	15.7	52.7	19.7	6.4	0.7	1.3	0.4		
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
Hungary	20	0.8	0.6	5.5	17.7	70.0	n	5.4	n	13	1.9	8.4	30.9	37.7	15.2	n	5.8	n		
Iceland	59	9.2	0.9	9.5	8.5	68.1	1.5	2.3	n	50	27.4	20.5	21.5	20.9	5.9	0.3	3.6	n		
Ireland	48	6.9	5.5	9.5	6.3	3.1	4.3	4.5	59.9	76	5.2	28.5	16.2	5.0	0.2	0.4	1.7	42.9		
Israel	34	m	m	m	m	m	m	m	m	30	m	m	m	m	m	m	m	m		
Italy	66	m	m	m	m	m	m	m	m	52	m	m	m	m	m	m	m	m		
Japan	25	0.1	1.4	17.8	2.5	56.2	0.2	11.1	10.6	21	0.3	9.6	41.3	12.8	8.2	0.2	10.9	16.6		
Korea	24	15.3	0.1	5.5	3.3	63.6	10.4	1.7	n	23	30.9	0.6	20.2	4.9	28.6	13.2	1.7	n		
Luxembourg	44	4.4	2.6	26.0	3.9	52.5	4.1	6.6	n	42	16.4	14.3	52.2	8.0	7.0	0.4	1.7	n		
Mexico	4	m	m	m	m	m	m	m	m	4	m	m	m	m	m	m	m	m		
Netherlands	71	3.8	5.0	18.4	22.2	38.7	7.4	4.6	n	70	6.9	46.5	22.7	18.4	2.6	0.3	2.6	n		
New Zealand	43	14.5	2.0	18.8	12.2	20.9	2.5	9.6	19.6	54	19.5	6.1	39.2	11.9	2.1	3.5	8.0	9.7		
Norway	46	0.7	4.2	1.9	11.3	75.3	4.1	2.5	n	29	4.6	49.1	11.5	23.1	9.0	0.3	2.4	n		
Poland	44	1.1	n	7.8	14.8	63.2	6.5	6.3	0.2	27	2.9	n	37.4	42.5	10.6	1.5	4.6	0.4		
Portugal	29	m	m	m	m	m	m	m	m	33	m	m	m	m	m	m	m	m		
Slovak Republic	66	3.4	1.7	11.5	20.2	60.2	n	3.1	n	62	6.9	10.3	37.9	29.4	11.6	n	3.9	n		
Slovenia	80	2.6	4.5	16.2	10.2	56.6	6.6	3.2	n	71	10.9	18.6	41.8	14.6	8.5	0.1	5.5	n		
Spain	40	18.6	2.3	7.5	13.4	40.4	6.4	2.8	8.7	42	34.2	18.6	23.3	14.5	3.5	1.2	0.9	3.9		
Sweden	47	12.6	5.1	4.2	8.6	63.2	0.1	3.0	3.2	42	33.3	22.4	10.8	13.9	8.5	0.2	7.6	3.3		
Switzerland	76	2.2	2.1	22.5	6.3	57.0	3.6	5.9	0.2	66	4.0	21.9	47.4	14.6	9.0	0.4	2.7	n		
Turkey	15	0.8	1.3	12.5	5.3	45.1	19.2	n	15.8	15	4.3	22.3	17.5	7.6	11.9	13.8	n	22.6		
United Kingdom	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
OECD average	47	5.1	2.4	12.4	10.3	54.0	3.7	4.6	7.5	44	10.6	19.1	29.8	19.1	8.9	1.7	3.9	6.9		
EU21 average	54	4.9	2.5	12.2	11.7	53.2	2.9	4.5	8.2	51	9.9	18.6	30.3	21.5	8.5	0.5	3.8	6.9		
Other G20																				
Argentina ¹	30	m	m	m	m	m	m	m	m	40	m	m	m	m	m	m	m	m		
Brazil	7	m	m	m	m	m	m	m	m	11	m	m	m	m	m	m	m	m		
China	43	m	m	m	m	m	m	m	m	43	m	m	m	m	m	m	m	m		
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
Indonesia	20	1.7	2.8	49.1	1.6	31.7	n	5.3	7.9	13	2.2	5.7	49.0	n	29.1	n	3.7	10.4		
Russian Federation	37	m	m	m	m	m	m	m	m	14	m	m	m	m	m	m	m	m		
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		

Note : Columns showing the breakdown of humanities, arts and education (3, 4, 18 and 19) and science (10-13 and 25-28) are available for consultation on line (see Statlink below).

1. Year of reference 2008.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2011).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932462548>

Table A4.2a. **Distribution of new entrants into tertiary programmes, by field of education (2009)**

	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Science	Agriculture	Not known or unspecified
	(1)	(4)	(5)	(6)	(7)	(8)	(13)	(14)
OECD								
Australia ¹	20.5	15.4	39.2	3.7	8.8	11.3	0.9	0.2
Austria	26.5	6.5	37.2	2.7	16.0	9.9	1.0	0.2
Belgium ²	23.4	21.2	32.0	1.9	10.9	6.7	3.1	0.8
Canada	m	m	m	m	m	m	m	m
Chile	17.8	19.6	26.8	9.4	16.7	7.4	2.2	0.2
Czech Republic	17.2	11.4	34.1	6.1	15.5	11.4	4.3	n
Denmark	15.5	19.4	39.2	2.5	12.0	9.1	2.3	n
Estonia	18.8	9.4	35.7	9.2	14.1	10.6	2.1	n
Finland ²	14.9	20.1	21.9	7.2	24.3	9.1	2.5	n
France	m	m	m	m	m	m	m	m
Germany ²	22.9	21.5	23.6	2.9	15.2	11.7	1.4	0.8
Greece	m	m	m	m	m	m	m	m
Hungary	12.7	9.2	41.4	13.3	14.2	7.1	2.2	n
Iceland	29.2	9.3	36.4	1.6	13.3	9.6	0.6	n
Ireland ²	18.2	12.3	20.4	6.0	11.5	12.1	1.4	18.2
Israel	21.6	5.6	36.3	0.5	24.6	8.6	0.4	2.4
Italy ²	20.2	11.8	33.8	3.6	14.9	9.3	2.1	4.4
Japan	23.2	14.3	27.3	9.1	15.0	2.2	2.1	6.7
Korea	26.5	13.2	20.2	7.3	24.0	7.9	1.0	n
Luxembourg	m	m	m	m	m	m	m	m
Mexico	15.0	9.6	36.9	4.2	19.8	11.7	2.5	0.4
Netherlands ²	19.0	18.1	38.5	7.3	9.0	5.9	1.1	1.0
New Zealand	25.9	11.8	33.1	5.3	6.2	16.4	1.1	0.2
Norway	23.1	17.5	30.9	6.6	8.1	9.0	0.9	3.8
Poland ²	20.5	6.9	40.2	7.8	14.5	8.4	1.7	n
Portugal	16.0	14.6	34.6	7.0	18.0	8.2	1.6	n
Slovak Republic	18.5	19.0	27.8	6.9	16.1	9.6	2.1	n
Slovenia	12.5	8.7	33.2	11.5	23.2	7.4	3.5	n
Spain ²	20.2	12.9	28.5	8.0	16.4	8.1	0.9	5.1
Sweden	24.7	13.9	28.2	3.5	18.5	9.8	1.1	0.2
Switzerland	17.6	12.4	37.5	7.1	14.8	8.7	1.1	0.8
Turkey	16.1	6.4	47.5	4.4	13.1	7.6	4.9	n
United Kingdom	24.4	18.0	25.3	1.4	8.1	13.3	1.0	8.6
United States	m	m	m	m	m	m	m	m
OECD average	20.1	13.5	32.7	5.8	15.0	9.2	1.8	1.9
EU21 average	18.6	13.8	32.5	5.8	15.8	9.4	1.9	2.2
Other G20								
Argentina ³	26.8	12.1	35.4	4.6	7.7	10.1	2.7	0.6
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Russian Federation	11.4	5.2	44.4	5.3	23.3	6.1	1.5	2.9
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m

Note : Columns showing the breakdown of humanities, arts and education (2 and 3) and science (9-12) are available for consultation on line (see Statlink below).

1. Exclude tertiary-type B programmes.

2. Exclude advanced research programmes.

3. Year of reference 2008.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2011). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932462567>

Table A4.3a. **Percentage of tertiary qualifications awarded to women in tertiary-type A and advanced research programmes, by field of education (2000, 2009)**

	2009									2000									
	All fields	Education	Humanities and arts	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Science	Agriculture	All fields	Education	Humanities and arts	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Science	Agriculture	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(26)	
OECD																			
Australia ¹	56.2	74.0	64.1	75.6	53.4	54.0	24.8	37.1	57.2	56.5	74.8	67.0	75.9	51.9	54.8	21.5	41.1	43.7	
Austria	54.2	80.3	65.6	67.1	57.6	38.7	25.5	33.3	62.2	46.2	72.1	59.1	59.1	49.3	36.6	18.0	32.9	51.6	
Belgium	54.8	75.8	64.2	64.1	57.8	40.7	27.2	38.3	49.2	50.1	70.2	62.4	59.2	52.1	43.5	21.1	37.8	40.3	
Canada ¹	59.8	76.8	64.6	83.2	57.9	60.4	23.5	49.3	57.7	57.6	72.7	62.9	73.6	57.5	61.2	22.7	45.0	50.7	
Chile	57.5	74.3	61.3	70.4	52.6	45.5	27.5	35.8	46.4	m	m	m	m	m	m	m	m	m	
Czech Republic	59.0	78.5	69.7	81.1	66.0	42.4	25.6	39.0	57.6	50.9	74.9	63.7	70.1	55.5	27.0	27.2	25.1	38.4	
Denmark	60.2	72.5	64.9	80.1	52.4	24.2	31.8	37.2	73.6	49.2	59.3	69.2	59.0	43.9	53.8	25.8	41.7	49.9	
Estonia	68.7	92.1	79.6	84.0	71.4	68.8	37.6	50.4	53.4	m	m	m	m	m	m	m	m	m	
Finland	62.7	83.6	74.0	85.6	68.0	77.6	22.8	46.0	59.1	58.1	82.2	73.9	83.8	64.4	71.6	18.6	45.8	45.7	
France	54.0	74.6	72.2	59.3	59.5	42.3	28.8	38.4	54.4	56.1	69.4	74.5	60.0	60.7	41.8	23.8	43.2	54.4	
Germany	55.1	72.5	73.3	68.4	52.1	55.9	22.3	43.8	53.4	44.9	70.9	67.2	56.2	41.8	58.0	19.6	31.6	46.5	
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Hungary	65.0	78.7	74.7	80.4	70.4	59.9	24.2	35.0	50.3	55.1	71.9	68.9	70.4	54.3	30.8	20.5	31.3	41.7	
Iceland	66.2	84.5	63.6	85.4	62.1	84.6	35.3	40.2	26.7	66.9	90.6	68.7	81.8	56.6	n	24.5	48.5	n	
Ireland	59.5	74.2	65.5	83.1	55.1	54.3	21.2	44.1	51.3	56.7	78.2	65.0	74.8	56.1	66.0	23.6	48.2	40.7	
Israel	57.4	83.3	60.2	77.8	55.1	76.1	24.2	46.8	56.4	59.9	87.7	69.1	67.6	55.9	m	23.7	42.5	48.0	
Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Japan	41.1	59.3	68.1	56.6	34.4	90.6	10.8	25.2	38.7	35.6	59.4	69.3	50.1	26.0	m	8.9	24.6	37.7	
Korea	46.4	71.6	66.3	63.0	42.1	33.6	22.5	38.6	38.1	44.6	73.5	69.1	50.4	40.1	38.7	23.3	47.3	32.8	
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Mexico	54.8	72.0	58.9	64.1	58.8	59.7	28.3	42.8	34.8	51.6	65.6	60.4	60.6	55.0	55.1	22.2	46.0	25.1	
Netherlands	56.5	81.1	56.7	75.2	52.4	53.4	18.7	21.1	51.7	54.8	75.9	61.0	75.6	48.9	48.5	12.5	28.3	38.4	
New Zealand	61.0	81.2	65.0	79.5	57.5	52.2	29.8	44.4	47.8	60.6	83.7	66.0	79.2	53.3	50.9	32.8	44.9	41.9	
Norway	61.3	74.5	58.7	82.4	55.8	41.9	24.5	36.5	59.5	61.9	78.6	62.0	81.5	49.4	36.4	26.6	28.1	46.1	
Poland	65.0	77.8	76.1	72.8	68.2	54.9	33.6	44.0	56.3	64.4	78.5	77.0	68.4	65.7	50.9	24.3	64.5	57.1	
Portugal	59.1	85.3	60.9	78.5	63.4	46.3	29.4	55.9	55.1	64.5	83.0	67.3	76.8	64.9	56.6	34.5	46.1	57.6	
Slovak Republic	64.2	78.2	66.7	85.9	68.6	45.0	31.1	42.1	42.8	52.2	75.1	55.8	69.4	56.4	28.8	29.8	30.2	32.6	
Slovenia	65.3	84.2	75.6	72.9	68.3	57.7	31.0	45.5	59.8	m	m	m	m	m	m	m	m	m	
Spain	59.9	78.7	64.5	75.9	60.7	58.2	33.9	41.5	50.2	58.5	77.1	64.3	76.3	59.6	59.9	27.0	46.5	45.7	
Sweden	64.0	79.3	61.3	82.3	62.0	59.0	28.4	46.4	61.3	59.0	79.1	63.4	78.7	57.8	45.2	24.8	46.8	51.5	
Switzerland	49.7	74.3	62.1	68.3	46.8	47.5	19.1	32.8	63.5	37.8	62.5	61.3	53.9	33.6	44.5	11.2	24.2	41.8	
Turkey	46.0	54.6	60.1	62.6	42.4	32.6	26.7	44.3	34.9	41.0	43.3	48.3	53.1	39.8	28.0	24.2	47.0	36.9	
United Kingdom	55.7	76.3	62.2	74.1	54.8	60.3	22.5	38.2	63.9	53.7	73.1	62.6	70.8	54.5	n	19.6	43.5	52.8	
United States	57.6	77.7	58.9	79.3	54.2	55.3	21.4	43.5	49.7	56.5	75.8	60.8	75.0	54.2	40.2	21.2	44.4	48.9	
OECD average	58.0	76.8	65.8	74.8	57.5	54.0	26.3	40.6	52.2	53.7	73.5	65.0	68.3	52.1	43.4	22.6	40.3	42.8	
EU21 average	60.0	79.3	67.8	76.2	61.3	53.5	27.4	41.4	55.9	55.0	75.2	66.1	69.2	55.4	44.9	23.2	40.4	46.7	
Other G20																			
Argentina ¹	59.2	78.2	70.6	69.7	59.3	47.4	29.2	47.8	39.4	m	m	m	m	m	m	m	m	m	
Brazil	62.9	79.7	58.2	75.2	55.7	70.7	28.8	40.4	39.6	m	m	m	m	m	m	m	m	m	
China	46.7	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

Note : Columns showing the breakdown of science (9-12, 22-25) are available for consultation on line (see Statlink below).

1. Year of reference 2008.

Source: OECD, Argentina, China: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2011).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932462624>

Table A4.4. Distribution of enrolment in tertiary programmes, by field of education (2009)

	Tertiary-type B programmes								Tertiary-type A and advanced research programmes							
	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Science	Agriculture	Not known or unspecified	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Science	Agriculture	Not known or unspecified
	(1)	(4)	(5)	(6)	(7)	(8)	(13)	(14)	(15)	(18)	(19)	(20)	(21)	(22)	(27)	(28)
OECD																
Australia	11.6	19.3	41.3	4.4	15.2	5.3	2.3	0.5	21.3	17.0	37.9	3.3	9.3	9.9	1.0	0.2
Austria	23.8	10.9	27.6	8.4	26.9	1.9	0.1	0.3	24.8	8.6	37.7	1.8	13.3	12.2	1.4	0.2
Belgium ¹	23.9	23.7	23.0	2.1	7.4	2.6	1.3	15.9	19.0	15.8	36.0	0.8	12.5	9.1	4.1	2.6
Canada ²	12.3	18.5	33.7	7.4	14.1	5.2	1.8	7.1	21.4	11.6	30.7	3.1	9.1	10.2	0.9	12.9
Chile	12.4	15.8	25.2	14.7	20.8	9.4	1.8	n	24.4	21.0	28.2	1.4	15.5	5.4	3.9	0.2
Czech Republic	6.8	32.4	26.6	9.9	6.5	4.4	2.2	11.1	22.8	8.4	33.2	4.7	15.4	11.3	3.9	0.4
Denmark	3.7	2.5	59.6	8.0	10.8	11.9	3.6	n	28.4	24.3	27.2	1.3	9.5	8.2	1.1	n
Estonia	7.3	15.2	44.9	11.7	14.1	6.4	0.3	n	25.4	4.8	37.0	5.8	12.9	11.1	3.1	n
Finland ^{3,4}	n	n	n	100.0	n	n	n	n	19.3	15.3	22.5	5.1	25.2	10.4	2.2	n
France	3.4	28.4	35.2	5.1	20.0	4.7	2.4	0.8	22.0	11.7	36.9	2.8	10.5	15.2	0.7	0.2
Germany	9.5	62.8	8.5	4.5	12.1	0.5	1.3	0.8	24.1	8.4	30.2	2.4	16.1	17.3	1.4	0.1
Greece	4.4	13.0	29.6	8.1	27.3	8.6	9.1	n	28.4	5.7	34.2	n	11.2	17.1	3.4	n
Hungary	3.5	7.9	56.1	22.7	3.3	5.9	0.6	n	18.5	9.2	39.7	8.8	14.1	7.1	2.6	n
Iceland	56.0	n	4.0	n	n	40.0	n	n	29.2	12.9	39.7	1.4	9.4	6.8	0.5	n
Ireland	11.4	9.1	24.8	13.5	22.0	10.2	2.1	6.8	26.7	17.9	28.3	1.9	9.2	13.9	1.1	1.0
Israel	32.3	4.9	6.4	a	51.7	a	a	4.7	22.6	7.2	46.0	0.5	12.2	11.0	0.6	n
Italy ⁴	100.0	n	n	n	n	n	n	n	21.3	13.2	34.9	2.8	15.5	7.7	2.2	2.4
Japan	20.2	29.4	10.7	17.6	13.6	n	0.6	7.9	23.9	8.8	34.0	2.3	16.0	3.7	2.9	8.5
Korea ³	19.5	18.8	13.2	10.3	33.1	4.4	0.7	n	25.9	7.2	25.3	5.4	24.6	10.3	1.3	n
Luxembourg	m	a	a	m	m	m	a	m	m	m	m	m	m	m	m	m
Mexico	1.7	5.2	31.3	6.9	34.4	19.4	1.1	n	14.6	9.7	38.7	3.3	19.3	11.3	2.4	0.7
Netherlands ⁴	1.9	32.1	53.4	8.1	4.1	0.3	n	n	21.6	17.1	37.7	6.3	8.4	6.1	1.1	1.8
New Zealand	25.2	10.0	27.6	8.5	7.0	10.4	1.4	10.0	23.9	14.7	36.2	1.5	6.6	15.2	0.9	1.0
Norway ^{3,4}	21.0	26.6	51.7	0.2	0.4	n	n	n	24.6	20.0	32.3	4.7	7.8	8.6	0.7	1.3
Poland ⁴	88.9	11.1	a	a	a	a	a	n	21.7	7.1	41.2	6.3	13.1	8.5	2.0	n
Portugal ⁴	n	57.8	27.9	5.0	0.5	8.8	n	n	13.6	16.7	32.0	6.3	22.2	7.3	1.9	n
Slovak Republic ⁴	25.8	32.2	7.6	25.5	5.3	3.7	n	n	20.3	17.8	30.3	5.8	14.8	8.6	2.3	n
Slovenia	7.2	10.1	28.4	16.1	28.4	5.9	3.8	n	19.9	7.2	42.4	6.5	14.7	6.3	3.1	n
Spain	19.3	12.7	22.9	14.5	20.7	9.3	0.6	0.1	20.5	12.5	33.2	3.4	17.0	10.5	2.0	0.9
Sweden	7.4	10.4	27.6	13.8	25.3	10.4	5.1	n	28.4	18.4	26.3	1.5	15.7	8.8	0.7	0.2
Switzerland	8.9	20.9	34.9	14.6	16.3	3.2	1.2	n	24.7	12.1	36.5	1.7	11.6	11.5	0.9	0.8
Turkey	7.9	6.4	43.6	8.0	20.2	6.0	7.9	n	19.4	5.5	55.2	1.6	8.5	7.6	2.3	n
United Kingdom	22.6	29.0	12.4	1.5	5.6	5.9	1.5	21.4	25.8	14.9	30.9	1.7	9.1	14.9	0.8	1.9
United States	n	38.3	27.2	13.5	13.5	6.5	0.9	n	30.1	8.2	27.8	4.1	5.4	9.2	0.6	14.6
OECD average	19.9	18.0	25.4	11.6	14.5	6.4	1.6	2.6	23.0	12.4	34.6	3.3	13.2	10.1	1.8	1.6
EU21 average	19.6	18.9	24.3	13.6	14.2	4.9	1.6	3.0	22.6	12.5	34.2	3.6	13.9	10.6	2.0	0.6
Other G20																
Argentina ²	42.5	10.4	22.2	6.4	5.4	11.0	2.0	n	14.4	14.2	45.7	1.7	10.6	8.8	4.1	0.4
Brazil	4.1	2.2	52.0	11.5	11.6	17.2	1.4	n	24.3	15.9	38.9	0.8	8.6	6.3	2.3	3.0
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ³	16.2	2.7	50.7	n	16.3	8.1	4.8	1.3	15.1	2.6	50.1	n	16.1	8.0	4.9	3.2
Russian Federation	12.9	10.2	27.5	5.2	36.4	5.9	1.9	n	12.7	3.8	51.6	5.3	18.5	6.7	1.5	n
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Columns showing the breakdown of humanities, arts and education (2, 3, 16 and 17) and science (9-12, 23-26) are available for consultation on line (see Statlink below).

1. Excludes data for social advancement education in tertiary-type A and advanced research programmes.

2. Year of reference 2008.

3. Excludes advanced research programmes.

4. Net entry rates are below 1% at tertiary-type B level, and not applicable any more in Finland (see Indicator C2).

Source: OECD, Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2011).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932462662>

Table A4.5. **Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2009)**

	Humanities, arts and education (1)	Health and welfare (4)	Social sciences, business and law (5)	Services (6)	Engineering, manufacturing and construction (7)	Science (8)	Agriculture (13)	Not known or unspecified (14)	
International students by field of education									
OECD	Australia	9.0	9.9	55.5	2.0	10.6	12.1	0.8	0.1
	Austria ¹	23.2	9.1	38.3	1.5	13.5	11.9	2.2	0.3
	Belgium	16.1	23.7	7.8	1.3	7.3	4.6	1.8	37.5
	Canada ²	11.3	6.8	39.6	1.5	15.0	13.9	1.1	10.6
	Chile	12.6	12.6	38.2	5.8	10.7	14.2	6.1	n
	Denmark	12.2	14.2	39.0	0.3	18.9	10.9	4.4	n
	Estonia	20.0	9.0	53.0	1.2	2.8	3.6	10.5	n
	Finland ¹	12.8	8.9	28.7	5.8	31.5	10.8	1.6	n
	Germany ^{1, 3}	25.7	6.2	27.7	1.5	20.5	16.4	1.6	0.4
	Greece	m	m	m	m	m	m	m	m
	Hungary	12.5	38.8	21.4	2.7	9.7	5.6	9.3	n
	Iceland	45.1	4.5	22.0	1.1	7.9	18.9	0.5	n
	Ireland	m	m	m	m	m	m	m	m
	Israel	m	m	m	m	m	m	m	m
	Japan ¹	23.5	2.6	42.1	0.5	14.7	1.5	3.0	12.1
	Korea	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	m	m	m	m	m	m	m	m
	Netherlands ³	14.9	17.6	49.4	8.3	3.6	4.1	1.6	0.5
	New Zealand	14.1	6.1	36.5	4.8	6.5	18.7	1.2	12.0
	Norway	21.9	8.7	34.7	3.1	4.0	16.1	0.9	10.5
	Portugal	12.6	6.8	50.0	6.6	15.6	7.0	1.4	n
	Slovenia	19.8	8.1	44.0	3.1	15.6	7.8	1.7	n
	Spain ^{1, 3}	16.2	26.7	31.5	3.8	9.3	7.6	1.4	3.4
	Sweden	14.2	9.6	23.6	1.8	33.9	16.0	0.8	0.1
	Switzerland ¹	20.8	7.3	34.5	2.4	15.6	16.8	0.7	1.9
	United Kingdom	16.8	8.9	42.1	2.1	14.6	13.5	0.8	1.1
	United States	15.3	6.6	32.7	2.1	18.4	17.5	0.8	6.6
Other G20	Argentina	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
Foreign students by field of education⁴									
OECD	Czech Republic	13.5	15.9	39.3	3.3	11.1	14.6	2.2	n
	France	19.9	8.2	40.2	1.6	12.7	17.0	0.2	0.1
	Italy ^{1, 3}	19.4	20.0	33.7	1.8	17.6	5.4	1.5	0.6
	Poland ¹	19.8	29.7	36.9	3.5	4.6	4.8	0.7	n
	Slovak Republic	21.5	37.6	19.4	3.5	11.4	3.0	3.6	n
	Turkey	22.0	14.6	32.7	4.2	14.4	10.0	2.2	n

Note : Columns showing the breakdown of humanities, arts and education (2 and 3) and science (9-12) are available for consultation on line (see Statlink below).

1. Excludes tertiary-type B programmes.

2. Year of reference 2008.

3. Excludes advanced research programmes.

4. Foreign students are defined on the basis of their country of citizenship; these data are not comparable with data on international students and are therefore presented separately in the table and chart.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2011).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932462681>

Table A4.6. Science-related graduates among 25-34 year-olds in employment, by gender (2009)
 Number of graduates (science and engineering) divided by the total number of 25-34 year-olds in employment, per 100 000


	Tertiary-type B			Tertiary-type A and advanced research programmes			All tertiary education		
	M + W	Men	Women	M + W	Men	Women	M + W	Men	Women
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia ¹	438	612	221	1 924	2 349	1 392	2 362	2 960	1 613
Austria	457	776	98	1 227	1 634	767	1 684	2 409	864
Belgium	362	591	107	1 092	1 421	726	1 454	2 012	833
Canada ¹	807	1 270	305	1 340	1 568	1 091	2 146	2 838	1 397
Chile	913	1 337	287	832	982	609	1 745	2 319	896
Czech Republic	58	64	50	1 726	1 950	1 373	1 784	2 014	1 424
Denmark	237	223	252	1 498	1 923	1 049	1 735	2 146	1 301
Estonia	412	541	255	1 184	1 208	1 155	1 597	1 749	1 410
Finland	n	n	n	2 384	3 107	1 520	2 384	3 107	1 520
France	881	1 363	333	1 836	2 285	1 324	2 717	3 648	1 658
Germany	222	386	31	1 574	1 913	1 179	1 796	2 299	1 210
Greece	m	m	m	m	m	m	m	m	m
Hungary	40	51	25	918	1 119	636	958	1 170	660
Iceland	41	64	13	1 414	1 635	1 154	1 455	1 699	1 166
Ireland	686	1 047	311	1 486	1 908	1 049	2 172	2 954	1 360
Israel	m	m	m	m	m	m	m	m	m
Italy	m	m	m	m	m	m	m	m	m
Japan	390	567	146	1 254	1 873	404	1 643	2 440	550
Korea	1 121	1 420	695	2 434	3 012	1 612	3 555	4 432	2 307
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	134	157	98	951	1 022	839	1 085	1 179	937
Netherlands	m	m	m	1 039	1 597	430	1 039	1 597	430
New Zealand	955	1 312	536	2 032	2 272	1 749	2 987	3 583	2 285
Norway	n	n	n	1 018	1 360	643	1 018	1 360	643
Poland	a	a	a	1 920	2 142	1 644	1 920	2 142	1 644
Portugal	2	2	1	1 582	1 905	1 219	1 583	1 907	1 220
Slovak Republic	5	9	n	2 285	2 528	1 941	2 290	2 536	1 941
Slovenia	663	1 057	212	628	749	489	1 291	1 806	701
Spain	452	708	153	1 036	1 213	830	1 488	1 921	982
Sweden	213	305	109	1 383	1 718	1 003	1 596	2 023	1 112
Switzerland	780	1 318	165	1 230	1 713	679	2 010	3 031	844
Turkey	712	736	645	824	729	1 084	1 536	1 465	1 729
United Kingdom	383	522	216	1 997	2 491	1 402	2 380	3 013	1 618
United States	278	433	97	1 194	1 449	893	1 472	1 882	990
OECD average	416	602	191	1 441	1 759	1 063	1 829	2 321	1 242
EU21 average	298	450	127	1 489	1 823	1 096	1 770	2 247	1 216
Other G20									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m

Note: Science-related fields include life sciences; physical sciences, mathematics and statistics, computing; engineering and engineering trades, manufacturing and processing, architecture and building.

1. Year of reference 2008 for the number of science-related graduates.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2011).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/888932462700>