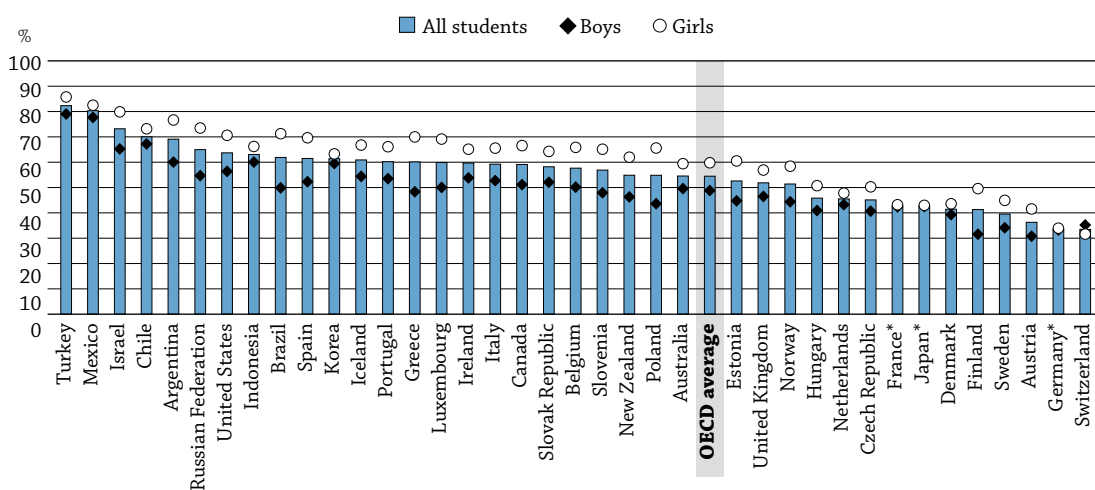


WHAT IS THE DIFFERENCE BETWEEN THE CAREER ASPIRATIONS OF BOYS AND GIRLS AND THE FIELDS OF STUDY THEY PURSUE AS YOUNG ADULTS?

- Young women seem to have higher career aspirations than young men, but there is considerable variation in expectations within both genders and among countries.
- On average, girls are 11 percentage points more likely than boys to expect to work as legislators, senior officials, managers and professionals.
- Countries where girls are significantly more ambitious than boys tend to be those where women outnumber men in tertiary-type A programmes.

Chart A4.1. Percentage of 15-year-old boys and girls who plan to work in ISCO major occupational groups 1 and 2¹, by gender



Note: Countries in which gender differences are not statistically significant are shown with an asterisk.

1. Group 1 refers to legislators, senior officials and managers and group 2 refers to professionals in the ISCO classification.

Countries are ranked in descending order of the percentage of 15-year-old students who plan to work in ISCO major occupational groups 1 and 2.

Source: OECD, PISA 2006 Database. Table A4.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Context

Recognising the impact that education has on participation in labour markets, occupational mobility and the quality of life, policy makers and educators emphasise the importance of reducing educational differences between men and women. Significant progress has been achieved in reducing the gender gap in educational attainment, although in certain fields of study, such as mathematics and computer science, gender differences favouring men still exist.

As women have closed the gap and surpassed men in many aspects of education in OECD countries, there is now concern about the underachievement of young men in certain areas, such as reading. Gender differences in student performance, as well as traditional perceptions of some fields, need close attention from policy makers if greater gender equity in educational outcomes is to be achieved. Gender equality is not only a goal in itself (although this is an important intrinsic value), but it is also economically beneficial. Programmes recruiting from almost only one gender are in danger of excluding many potentially able candidates. This is particularly the case with science, engineering, manufacturing and construction, which are often viewed as “masculine” fields and perceived to be more suited for men, and care-related fields, such as education or health, which are sometimes viewed as “feminine” and more appropriate for women.

Furthermore, students' perceptions of what occupations lie ahead for them can affect their academic decisions and performance. Prior studies based on PISA (Marks, 2010; McDaniel, 2010; Sikora and Saha, 2007; Sikora and Saha, 2009) and other surveys of youth going back at least three decades (Croll, 2008; Goyette, 2008; Little, 1978; Reynolds, et al., and Sisco 2006) consistently find that secondary school students tend to be quite ambitious in setting their educational and occupational goals. Strengthening the role that education systems can play in moderating gender differences in performance in various subjects should be an important policy objective.

■ Other findings

- **Only 5% of 15-year-old girls in OECD countries, on average, expect a career in engineering and computing**, while 18% of boys expect a career in these fields. In every OECD country, more girls than boys expect a career in health and services.
- **Women are also performing strongly in tertiary-type A education:** an estimated 69% of young women in OECD countries are expected to enter these programmes during their lifetimes, compared to 55% of young men.
- **On average in OECD countries, 59% of all graduates of a first tertiary-type A programme are women.** The proportion is below 50% only in China, Japan, Korea and Turkey. However, men are still more likely than women to hold advanced research qualifications, and **73% of all graduates in the fields of engineering, manufacturing and construction are men.**

■ Trends

Trend data tend to demonstrate that gender gaps still exist both in countries' education systems and in the labour market. However, these gaps have narrowed slightly since 2000. For example, the proportion of women who entered a tertiary-type A programme rose from 60% in 2005 to 69% in 2010, while the proportion of men who entered similar programmes rose from 48% in 2005 to 55% in 2010.

While few girls expect to enter certain science careers, such as engineering and computing, the proportion of women in these fields of education has increased slightly (from 23% to 27%) over the past decade.

Analysis

PISA performance and career expectations of 15-year-olds

Girls outperformed boys on the PISA 2009 reading assessment in every OECD country and by 39 points on average, the equivalent of one year of school. In mathematics, 15-year-old boys tend to perform slightly better than girls in most countries, while in science, patterns of performance related to gender are less pronounced. Moreover, 15-year-old girls are also generally more ambitious than boys in terms of their career expectations. On the 2006 PISA assessment, 15-year-old students were asked what they expect to be doing in early adulthood, around the age of 30. Participants in PISA 2006 expected to pursue highly skilled lines of employment, dominated by professional and managerial positions. Among OECD countries, at least 70% of students in Chile, Israel, Mexico and Turkey expected to work in occupations requiring a tertiary-type A degree at entry. In Argentina, Brazil, Greece, Iceland, Indonesia, Korea, Mexico, Portugal, the Russian Federation, Spain and United States, over 60% of students also hoped to enter highly skilled managerial and professional careers. At the other end of the spectrum, the percentage of high school students planning similar careers in Austria, Germany, and Switzerland, as well as in Sweden, did not exceed 40% (Table A4.1 and Chart A4.1).

The differences in the career ambitions of students across countries can be attributed to a number of factors. These include students' family characteristics and academic performance, but also the specific national labour market conditions and the features of national education systems that provide different options for 15-year-olds (Sikora and Saha, 2010).

In almost all OECD countries, girls have more ambitious aspirations than boys. On average, girls are 11 percentage points more likely than boys to expect to work in high-status careers such as legislators, senior officials, managers and professionals. France, Germany and Japan were the only OECD countries where similar proportions of boys and girls aspired to these careers, while in Switzerland, boys generally had slightly more ambitious aspirations than girls. The gender gap in career expectations was particularly wide in Greece and Poland: in these two countries, the proportion of girls expecting to work as legislators, senior officials, managers and professionals was 20 percentage points higher than the proportion of boys expecting to work in those occupations (Table A4.1).

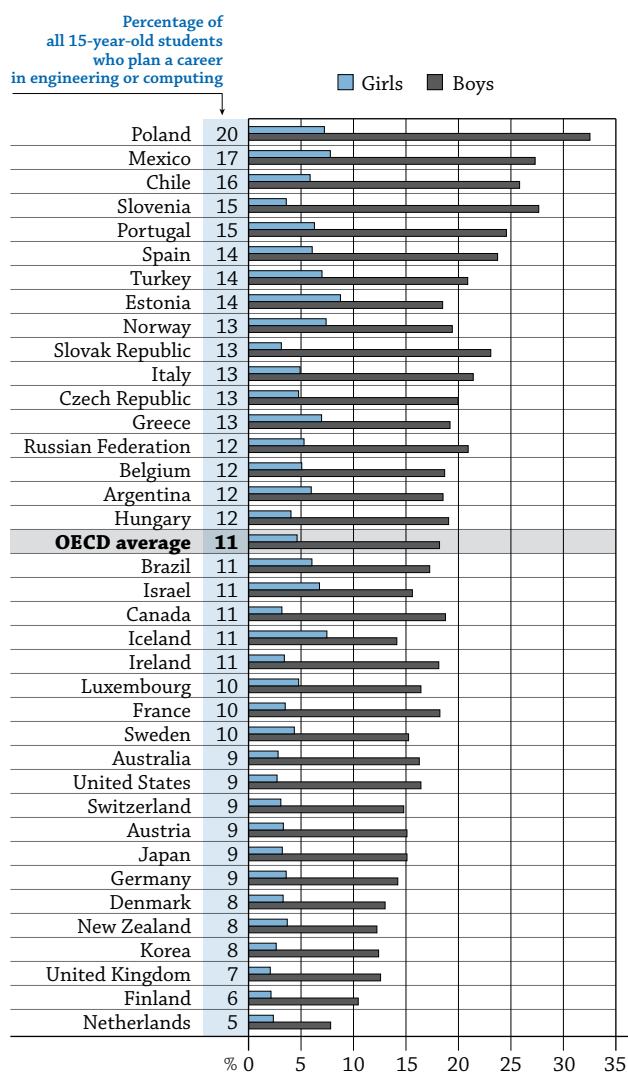
Not only do boys and girls have different aspirations in general, they also expect to have careers in very different fields. In 25 OECD countries, "a lawyer" is one of the ten careers girls cited most often when asked what they expect to be working as when they are 30. By contrast, it was one of the ten careers boys cited most often in only ten countries. Similarly, in 20 OECD countries, "authors, journalists and other writers" were among the ten careers girls most often expected to pursue, while these careers were among the top ten that boys cited in only four OECD countries (Sikora and Pokropek, 2011).

Countries differ widely in the magnitude of gender differences in various subjects

The fact that the direction of gender differences in reading and mathematics tends to be somewhat consistent among countries suggests that there are underlying features of education systems or societies and cultures that may foster such gender gaps. However, the wide variation among countries in the magnitude of gender differences suggests that current differences may be the result of variations in students' learning experiences, and thus are amenable to changes in policy.

In recent years, girls in many countries have caught up with or even surpassed boys in science proficiency. Better performance in science or mathematics among girls, however, does not necessarily mean that girls want to pursue all types of science-related careers. In fact, careers in "engineering and computing" still attract relatively few girls. On average among OECD countries, fewer than 5% of girls, but 18% of boys, expect to be working in engineering and computing as young adults. This is remarkable, especially because the definition of computing and engineering includes fields like architecture, which is not particularly associated with either gender (Table A4.2 and Chart A4.2).

Chart A4.2. Percentage of 15-year-old boys and girls planning a career in engineering or computing

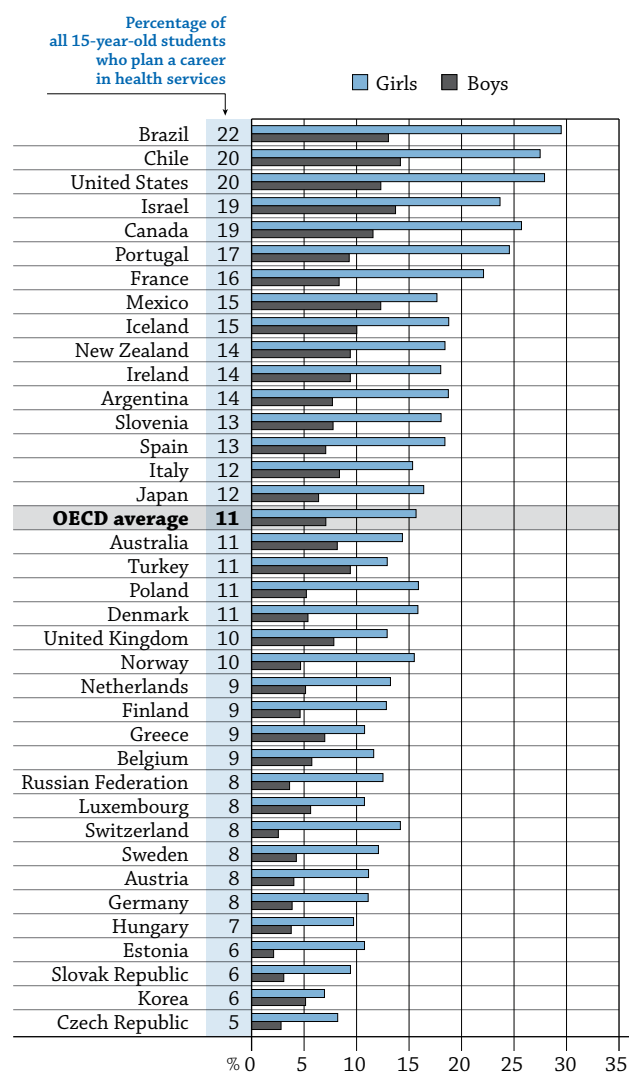


Countries are ranked in descending order of the percentage of all 15-year-old students who plan a career in engineering or computing (including architecture).

Source: OECD, PISA 2006 Database. Table A4.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Chart A4.3. Percentage of 15-year-old boys and girls planning a career in health services



Countries are ranked in descending order of the percentage of all 15-year-old students who plan a career in health services (excluding nurses and midwives).

Source: OECD, PISA 2006 Database. Table A4.3. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661782>

The number of students expecting a career in engineering and computing varies widely among countries, ranging from relatively high proportions in Chile, Mexico, Poland and Slovenia to very low numbers in Finland and the Netherlands. In no OECD country did the number of girls who expected a career in computing and engineering exceed the number of boys contemplating such a career. Moreover, the ratio of boys to girls who wanted to pursue a career in engineering or computing is large in most OECD countries. On average, there were almost four times as many boys as girls who expected to be employed in these fields. Even among the highest-achieving students, career expectations differed between boys and girls. In fact, their expectations mirrored those of their lower-achieving peers. For example, few top-performing girls expected to enter engineering and computing (Table A4.2 and Chart A4.2).

Although few girls expected to enter certain science careers, such as engineering and computing, in every OECD country more girls than boys reported that they wanted to pursue a career in health services, a science profession with a caring component. This pattern holds even after nurses and midwives (two fields in which girls are over-represented compared to boys) are excluded from the list of health-related careers. On average across OECD countries, 16% of girls expected a career in health services, excluding nursing and midwifery, compared to only 7% of boys. This suggests that although girls who are high achievers in science may not expect to become engineers or computer scientists, they direct their higher ambitions towards achieving the top places in other science-related professions, such as those in the health field. The gender gap in the percentage of students citing future careers in the health sciences was particularly large in Austria, Brazil, Canada, Chile, France, the Netherlands, Norway, Portugal, Switzerland and the United States. By contrast, boys and girls in Greece, Indonesia, Italy, Korea, Mexico and Turkey are closer to their peers of the opposite gender in their intentions to pursue careers in health. Nevertheless, this does not suggest the absence of a gender gap, merely a narrower one (Table A4.3 and Chart A4.3).

Impact of career expectations at age 15 on entry rates into tertiary-type A education

What is the relationship between the career plans of 15-year-olds and access to tertiary-type A education? The link can be measured by analysing the gender differences in the percentage of 15-year-olds who planned to work in certain occupations in 2006 and in the percentage of new entrants into tertiary-type A education several years after, in 2010. Tables A4.1 and A4.4 show a relatively good correlation ($R= 0.50$) between both measures. Thus, countries where girls have significantly higher career aspirations than boys tend to be those where women are better represented than men in tertiary-type A programmes.

For example, the gender gap in favour of women in access to tertiary-type A education exceeds 20 percentage points in Australia, Denmark, Iceland, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia and Sweden. Among these countries, only in Australia and Denmark is the gender gap – in favour of girls – in the proportion of students expecting to work as legislators, senior officials, managers and professionals lower than the OECD average of 11 percentage points. In other words, in countries where women are well-represented in tertiary-type A education, girls also tend to have more ambitious career expectations.

Similarly, Tables A4.1 and A4.4 show that in Belgium, Germany, Indonesia, Korea, Mexico, Switzerland and Turkey, where the difference in tertiary-type A entry rates between men and women is lower than 10 percentage points, the proportion of girls expecting to work as legislators, senior officials, managers and professionals is never more than 10 percentage points higher than the proportion of boys expecting to work in those occupations. In other words, in countries where women are not as well represented in tertiary-type A education, girls' career expectations are more similar to boys'.

Gender equality in access to and graduation from tertiary programmes

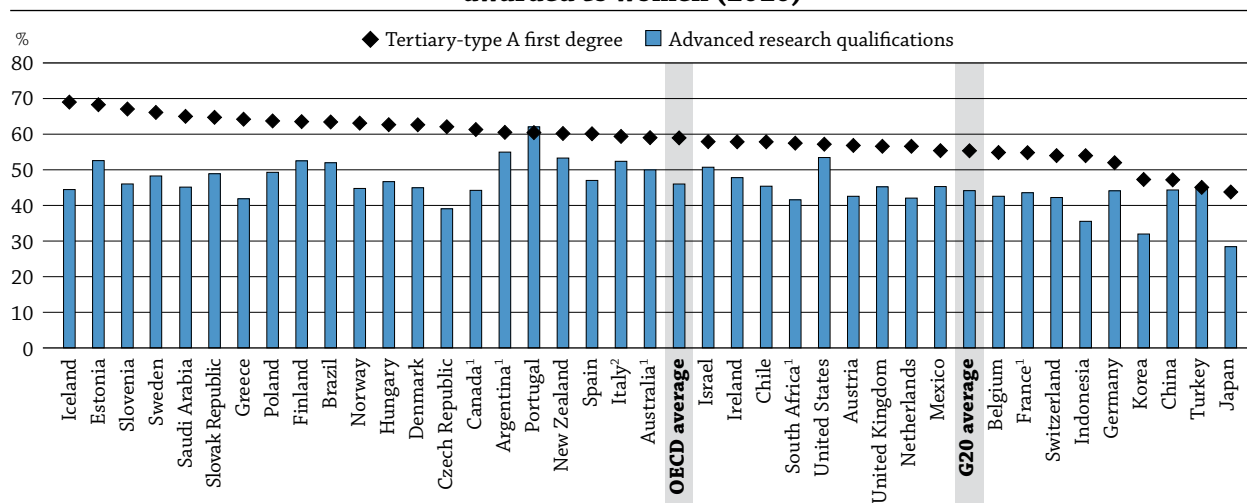
More generally, the better 15-year-old boys and girls do in school, the more likely they are to continue in education. Between 2005 and 2010, the likelihood that both young men and women would enter a tertiary-type A programme increased dramatically, from 54% to 61%, and by 2010, far more women than men entered these programmes, on average among OECD countries (see Table C3.1). The proportion of women who entered a tertiary-type A programme rose from 60% in 2005 to 69% in 2010, while the proportion of men who entered a similar programme rose from 48% in 2005 to 55% in 2010 (Table A4.4).

Similarly, in most countries, girls leave education with a tertiary qualification in larger numbers than boys. The proportion of women with a first tertiary-type A degree exceed that of men in 35 of the 39 countries for which data are comparable. On average in OECD countries, 59% of all graduates of a first tertiary-type A degree are women. This proportion is below 50% only in China, Japan, Korea and Turkey (Table A4.5 and Chart A4.4).

However, this pattern should not obscure the fact that the higher the level of tertiary education, the lower the proportion of women who graduate. In OECD countries, men are still more likely than women to receive advanced research qualifications (54% on average), such as doctorates. The proportion of advanced research

degrees (e.g. doctorates) awarded to women is lower than for men in all countries except Argentina, Brazil, Estonia, Finland, Israel, Italy, New Zealand, Portugal and the United States. In Japan and Korea, two-thirds or more of advanced research qualifications are awarded to men (Chart A4.4).

Chart A4.4. Percentage of tertiary-type A and advanced research qualifications awarded to women (2010)



1. Year of reference 2009.

2. Year of reference for advanced research programmes 2008.

Countries are ranked in descending order of the percentage of tertiary-type A (first degree) qualifications awarded to women.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. Table A4.5. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Gender differences in fields 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.

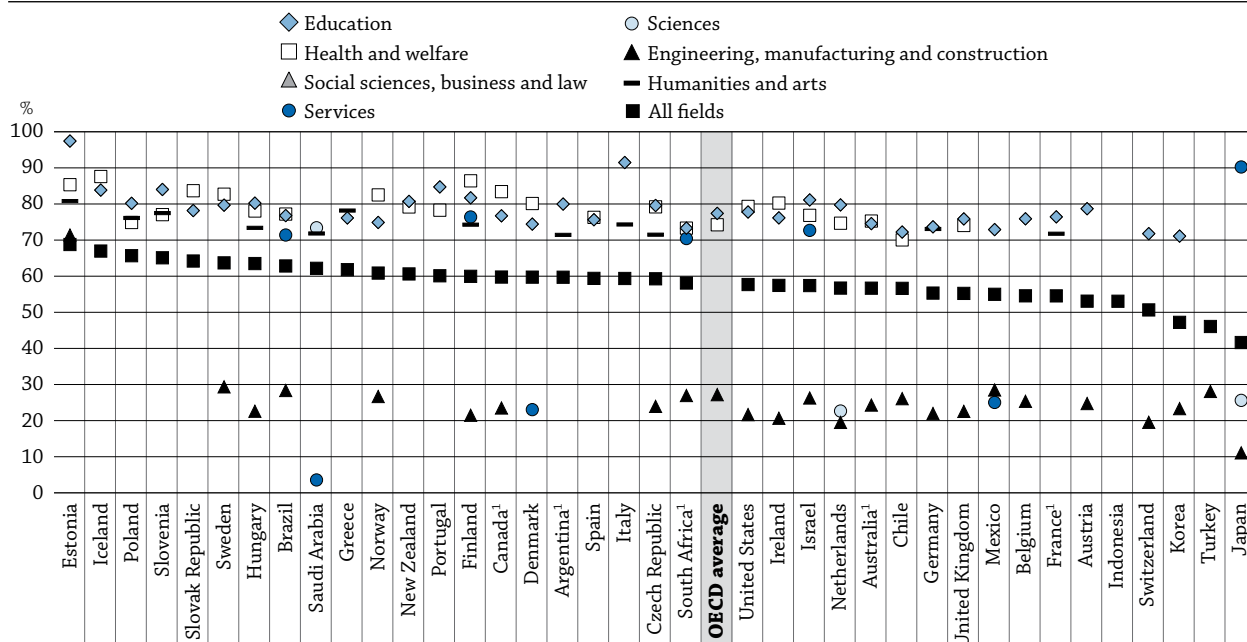
Women predominate among graduates in the field of education: they represent 70% or more of tertiary students (tertiary-type A and advanced research programmes) in this field in all countries except Indonesia (55%), Japan (59%), Saudi Arabia (51%) and Turkey (57%). They also dominate in the fields of health and welfare, accounting for 74% of all degrees awarded in this field, on average (Table A4.6 and Chart A4.5).

In contrast, in all countries except Argentina, Denmark, Estonia, France, Greece, Iceland, Indonesia, Italy, New Zealand, Poland, Portugal, Saudi Arabia, the Slovak Republic, Slovenia and Spain, 30% or fewer of all graduates in the fields of engineering, manufacturing and construction are women.

Moreover, this situation has changed only slightly since 2000, despite many initiatives to promote gender equality in OECD countries and at the EU level. For example, in 2000, the European Union established a goal to increase the number of tertiary-type A graduates in mathematics, science and technology by at least 15% by 2010, and to reduce the gender imbalance in these subjects. So far, however, progress towards this goal has been marginal. The Czech Republic, Germany, the Slovak Republic and Switzerland are the only four countries in which the proportion of women in science grew by at least 10 percentage points between 2000 and 2010. As a result, these countries are now closer to the OECD average in this respect. Among OECD countries, the proportion of women in these fields has grown marginally from 40% in 2000 to 42% in 2010 – even as the proportion of women graduates in all fields grew from 54% to 58% during that period. The proportion of women in engineering, manufacturing and construction is also low and increased slightly (from 23% to 27%) over the past decade (Table A4.6 and Chart A4.5).

Chart A4.5. Percentage of tertiary degrees (tertiary-type A and advanced research programmes) awarded to women, by field of education (2010)

Only those fields in which less than 30% or more than 70% of women graduated in 2010 are shown in the graph



1. Year of reference 2009.

Countries are ranked in descending order of the percentage of tertiary degrees (tertiary-type A and advanced research programmes) awarded to women in 2010.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. Table A4.6. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Box A4.1. Gender equality in employment

Reducing the gender gap in employment is a priority for policy makers in OECD countries. Tertiary education improves job prospects for both men and women, and the gender gap in employment has narrowed at the highest levels of educational attainment. However, the employment rate among women without an upper secondary qualification (49% on average) is particularly low, whereas the rates are 66% and 79%, respectively, for women with an upper secondary and tertiary qualification (see Indicator A7).

The gender gap in employment also decreases with increasing educational attainment. Although there is still a gender gap in employment among those with the highest educational attainment, it is much narrower than among those with lower qualifications, and has decreased compared to 1997. On average among OECD countries, with each additional level of education attained, the difference between the employment ratio of men and women decreases significantly, from 20 percentage points among those with less than upper secondary attainment (26% in 1997), to 15 percentage points among those with an upper secondary education (21% in 1997) and to 9 percentage points among those with tertiary attainment (12% in 1997).

Recent reforms have been implemented by governments to increase equality in employment (see also OECD, 2011). These include:

Extending parental leave to fathers.

Women make more use of flexible working-time arrangements than men, which contributes to persistent gender differences in career profiles. In 2010, on average across OECD countries, 68% of women with a tertiary qualification aged 25-64 worked full-time in the labour market, compared to 83% of men.

...

However, in a number of countries, including the Nordic countries, Germany and Portugal, fathers are granted the exclusive right to part of the parental leave entitlement and/or ample income support during the leave period. This has resulted in more fathers taking more parental leave days; but it is still unclear whether this has led to a better sharing of care responsibilities in the household, and whether these changes are durable.

Instituting quotas to increase the number of women on company boards, empower specialised bodies and take legal action against employers who engage in discriminatory practices.

Wage gaps are often larger at the higher end of the wage distribution, reflecting the so-called “glass ceiling” that blocks women’s career progression and consequently leads to loss of talent. Policies can address the reasons for pay gaps and glass ceilings. One approach that is being discussed, especially in Europe, where women hold only 12% of corporate board seats on average, is to introduce quotas on the number of women on company boards. In order to help women break through the glass ceiling, some countries (Iceland, Norway and Spain) have introduced mandatory quotas for women in boardrooms. Depending on the size of the company or the number of board members, firms may be required to have at least 40% of their boardroom seats assigned to women. Similar legislation has been introduced in other OECD countries (Belgium, France, Italy and the Netherlands). Some companies (such as Deutsche Telekom) have introduced voluntary quotas for women in management.

The need to introduce quotas for women in boardrooms or in senior management is being widely debated and merits further analysis to assess its benefits in terms of women’s employment outcomes and firm performance.

Moreover, entering the labour force in greater numbers in some fields of education does not guarantee that women will occupy equitable positions in the labour market, despite recent initiatives to reinforce equality in employment (Box A4.1). For example, on average, women represent 67% of all school teachers, but the higher the level of education, the higher the proportion of male teachers. Although women tend to dominate the teaching profession in pre-primary (97% of teachers on average), primary (82% of teachers on average), and lower secondary education, only 56% of the teachers in upper secondary education are women. In addition, in tertiary education, men are in the majority among professors in all countries except Argentina, Finland, New Zealand, the Russian Federation and South Africa (see Indicator D5).

Methodology

The PISA target population is 15-year-old students. Operationally, these are students who were from 15 years and 3 (completed) months to 16 years and 2 (completed) months at the beginning of the testing period, and who were enrolled in an educational institution, regardless of the grade level or type of institution and of whether they participated in school full-time or part-time.

As far as occupational plans are concerned, student preferences tend to centre heavily on occupations that require at least some tertiary study. Table A4.1 is based on categories 1 and 2 of the ISCO88 classification and refer to the 15-year-olds who expect high-status careers. Most occupations grouped in ISCO88 (International Labour Office, 1988) under the label of *i*) Legislators, senior officials and managers or *ii*) Professionals require a minimum of university degree at entry, high levels of numeracy and literacy as well as excellent personal intercommunication skills. These skills are denoted by level 4 in the nomenclature of ISCO88. The occupations listed as *iii*) Technicians and associate professionals require similar skills at a high level and usually require between one to three years of study in a tertiary education institution. Few students see their future in any of the occupations listed in the remaining major groups, i.e. *iv*) Clerks, *v*) Service workers and shop and market sales workers, *vi*) Skilled, agricultural and fishery workers, *vii*) Craft and related workers, *viii*) Plant and machine operators and assemblers and *ix*) Elementary occupations (see more details on the ISCO classification in the Annex 3).

Data refer to the academic year 2009-10 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details, see Annex 3 at www.oecd.org/edu/eag2012). 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.

Data on new entrants and graduates refer to the academic year 2009-10 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details, see Annex 3 at www.oecd.org/edu/eag2012).

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



- **Table A4.7. Concentration of career plans (percentage of students who expect one of the 10 most popular jobs)**
StatLink  <http://dx.doi.org/10.1787/888932664803>
- **Table A4.8 Science-related graduates among 25-34 year-olds in employment, by gender (2010)**
StatLink  <http://dx.doi.org/10.1787/888932664822>

Table A4.1. Percentage of 15-year-old boys and girls who plan to work in International Standard Classification of Occupations (ISCO) major occupational¹ groups 1 and 2, by gender

	All 15-year-old students		Boys		Girls		Difference (Girls-Boys)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD								
Australia	54.5	(0.8)	49.6	(1.1)	59.4	(0.9)	9.8	(1.3)
Austria	36.3	(1.5)	30.8	(2.1)	41.5	(2.2)	10.8	(3.2)
Belgium	57.7	(1.1)	50.2	(1.6)	65.9	(1.3)	15.7	(2.2)
Canada	59.1	(0.6)	51.2	(0.9)	66.6	(0.7)	15.4	(1.1)
Chile	70.0	(1.4)	67.2	(2.1)	73.2	(1.3)	6.0	(2.2)
Czech Republic	45.1	(1.5)	40.7	(1.8)	50.3	(1.9)	9.6	(2.4)
Denmark	41.4	(1.1)	39.3	(1.2)	43.6	(1.5)	4.3	(1.7)
Estonia	52.6	(1.0)	44.8	(1.4)	60.5	(1.4)	15.7	(1.8)
Finland	41.3	(1.0)	31.6	(1.3)	49.6	(1.3)	18.0	(1.7)
France	42.8	(1.5)	42.4	(1.9)	43.2	(1.6)	0.8	(2.0)
Germany	33.6	(1.1)	33.3	(1.5)	33.9	(1.4)	0.7	(1.9)
Greece	60.1	(1.2)	48.3	(1.8)	70.0	(1.2)	21.7	(1.9)
Hungary	45.8	(1.5)	40.9	(2.1)	50.7	(2.0)	9.8	(2.7)
Iceland	60.9	(0.9)	54.4	(1.4)	66.8	(1.2)	12.4	(1.7)
Ireland	59.7	(1.2)	53.8	(1.5)	65.1	(1.4)	11.3	(1.8)
Israel	73.2	(1.3)	65.3	(2.4)	79.9	(1.3)	14.6	(2.6)
Italy	59.2	(0.8)	52.7	(1.3)	65.6	(1.0)	12.8	(1.5)
Japan	42.7	(1.1)	42.5	(1.3)	43.0	(1.7)	0.5	(1.9)
Korea	61.4	(0.9)	59.5	(1.2)	63.3	(1.2)	3.8	(1.8)
Luxembourg	59.9	(0.7)	50.0	(0.9)	69.1	(1.1)	19.1	(1.5)
Mexico	80.3	(0.6)	77.7	(1.0)	82.5	(0.7)	4.8	(1.3)
Netherlands	45.5	(1.1)	43.2	(1.4)	47.8	(1.5)	4.6	(1.7)
New Zealand	54.9	(0.8)	46.3	(1.3)	62.0	(1.0)	15.7	(1.7)
Norway	51.4	(1.0)	44.4	(1.3)	58.4	(1.4)	14.0	(1.7)
Poland	54.8	(1.1)	43.6	(1.3)	65.6	(1.4)	22.0	(1.7)
Portugal	60.2	(1.2)	53.5	(1.7)	66.1	(1.2)	12.6	(1.8)
Slovak Republic	58.2	(1.5)	52.1	(1.9)	64.3	(1.8)	12.2	(2.1)
Slovenia	56.9	(0.8)	47.9	(1.1)	65.1	(1.1)	17.2	(1.6)
Spain	61.5	(0.9)	52.3	(1.4)	69.6	(1.1)	17.3	(1.7)
Sweden	39.5	(0.9)	34.1	(1.1)	44.9	(1.3)	10.8	(1.5)
Switzerland	33.5	(0.8)	35.2	(0.9)	31.6	(1.2)	-3.6	(1.3)
Turkey	82.3	(1.0)	79.0	(1.4)	85.8	(1.3)	6.7	(1.8)
United Kingdom	51.9	(0.8)	46.5	(1.1)	56.9	(1.1)	10.4	(1.4)
United States	63.7	(1.0)	56.4	(1.4)	70.6	(1.3)	14.2	(1.9)
OECD average	54.5	(0.2)	48.8	(0.3)	59.8	(0.2)	10.9	(0.3)
Other G20								
Argentina	69.1	(1.5)	60.0	(2.1)	76.7	(1.6)	16.6	(2.3)
Brazil	61.9	(0.9)	49.9	(1.3)	71.3	(1.0)	21.4	(1.5)
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	63.1	(2.0)	60.0	(2.4)	66.2	(2.0)	6.2	(1.7)
Russian Federation	65.0	(1.3)	54.7	(2.0)	73.5	(1.0)	18.8	(2.1)
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold.

1. Group 1 refers to legislators, senior officials and managers and group 2 refers to professionals in the ISCO classification.

Source: OECD, PISA 2006 Database. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932664689>

Table A4.2. Percentage of 15-year-old boys and girls planning a science-related career or a career in engineering and computing at age 30, by gender

	Percentage of 15-year-old boys and girls planning a science-related career				Percentage of 15-year-olds planning a career in engineering and computing ("Including architects" and "Not including architects")											
					Including architects				Not including architects							
	All 15-year-old students		Boys		Girls		Difference (Girls - Boys)		All 15-year-old students		Boys		Girls		Difference (Girls - Boys)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD																
Australia	33.5 (0.6)	34.2 (0.8)	32.8 (0.9)	-1.4 (1.1)	9.5 (0.4)	16.3 (0.6)	2.8 (0.2)	-13.5 (0.7)	5.8 (0.3)	10.5 (0.5)	1.2 (0.2)	-9.3 (0.6)				
Austria	29.2 (1.7)	27.3 (2.4)	31.0 (1.8)	3.6 (2.5)	9.1 (1.0)	15.1 (1.6)	3.3 (0.5)	-11.8 (1.5)	6.3 (0.7)	11.9 (1.3)	0.8 (0.2)	-11.1 (1.3)				
Belgium	31.6 (0.9)	31.4 (1.2)	31.8 (1.0)	0.4 (1.4)	12.2 (0.6)	18.7 (0.9)	5.1 (0.4)	-13.6 (0.9)	6.6 (0.4)	11.0 (0.7)	1.7 (0.2)	-9.3 (0.7)				
Canada	42.4 (0.7)	39.8 (1.0)	44.9 (0.9)	5.1 (1.2)	10.7 (0.4)	18.8 (0.7)	3.2 (0.3)	-15.6 (0.7)	6.2 (0.4)	11.5 (0.7)	1.2 (0.2)	-10.3 (0.7)				
Chile	47.9 (1.4)	49.1 (1.6)	46.6 (1.9)	-2.5 (2.2)	16.4 (0.9)	25.9 (1.4)	5.9 (0.5)	-20.0 (1.4)	9.6 (0.8)	16.9 (1.2)	1.4 (0.3)	-15.5 (1.3)				
Czech Republic	25.6 (1.2)	26.8 (1.5)	24.3 (1.8)	-2.6 (2.3)	12.9 (1.2)	20.0 (1.6)	4.8 (1.2)	-15.2 (1.9)	9.6 (1.0)	17.1 (1.6)	0.9 (0.3)	-16.2 (1.5)				
Denmark	28.4 (0.8)	24.3 (1.0)	32.6 (1.1)	8.3 (1.5)	8.2 (0.4)	13.0 (0.8)	3.3 (0.5)	-9.7 (1.0)	2.6 (0.3)	4.5 (0.6)	0.7 (0.2)	-3.7 (0.6)				
Estonia	27.7 (0.8)	27.4 (1.1)	28.0 (1.1)	0.6 (1.6)	13.7 (0.6)	18.5 (1.0)	8.8 (0.7)	-9.7 (1.3)	6.8 (0.5)	12.3 (0.9)	1.3 (0.3)	-11.0 (1.0)				
Finland	23.2 (0.7)	21.3 (1.0)	24.8 (1.1)	3.5 (1.5)	6.0 (0.4)	10.5 (0.7)	2.1 (0.4)	-8.3 (0.7)	3.6 (0.3)	7.6 (0.6)	0.2 (0.1)	-7.4 (0.6)				
France	36.2 (1.1)	36.3 (1.6)	36.1 (1.2)	-0.3 (1.8)	10.3 (0.7)	18.3 (1.1)	3.5 (0.5)	-14.7 (1.2)	5.4 (0.5)	10.1 (0.8)	1.5 (0.3)	-8.6 (0.9)				
Germany	25.8 (0.8)	26.2 (1.2)	25.3 (1.1)	-0.9 (1.6)	8.9 (0.5)	14.2 (1.0)	3.6 (0.4)	-10.6 (1.1)	5.5 (0.4)	9.9 (0.8)	1.1 (0.2)	-8.8 (0.8)				
Greece	36.3 (0.9)	38.1 (1.4)	34.8 (1.2)	-3.3 (1.9)	12.5 (0.7)	19.2 (1.0)	7.0 (0.7)	-12.3 (1.1)	9.2 (0.5)	15.9 (0.9)	3.5 (0.4)	-12.4 (0.9)				
Hungary	24.5 (1.4)	26.4 (1.7)	22.6 (1.5)	-3.8 (1.8)	11.6 (1.0)	19.1 (1.6)	4.1 (0.5)	-15.0 (1.5)	8.5 (0.9)	14.5 (1.5)	2.4 (0.4)	-12.1 (1.4)				
Iceland	39.8 (0.9)	36.8 (1.3)	42.5 (1.3)	5.7 (1.9)	10.6 (0.5)	14.1 (0.9)	7.5 (0.7)	-6.7 (1.2)	3.4 (0.3)	6.7 (0.6)	0.5 (0.2)	-6.3 (0.6)				
Ireland	33.5 (0.9)	34.5 (1.5)	32.6 (1.0)	-1.9 (1.6)	10.5 (0.6)	18.1 (1.0)	3.4 (0.5)	-14.7 (1.1)	4.5 (0.3)	7.9 (0.6)	1.3 (0.3)	-6.6 (0.6)				
Israel	45.1 (1.4)	43.6 (2.1)	46.3 (1.6)	2.8 (2.5)	10.8 (0.8)	15.6 (1.5)	6.8 (0.8)	-8.9 (1.7)	9.2 (0.7)	14.9 (1.5)	4.4 (0.6)	-10.5 (1.7)				
Italy	35.6 (1.0)	38.6 (1.3)	32.8 (1.1)	-5.8 (1.3)	13.1 (0.9)	21.4 (1.3)	4.9 (0.5)	-16.5 (1.1)	7.6 (0.7)	14.1 (1.1)	1.2 (0.2)	-12.8 (1.0)				
Japan	24.8 (1.5)	23.7 (1.4)	25.9 (2.5)	2.3 (2.6)	9.0 (0.7)	15.1 (1.2)	3.2 (0.4)	-11.9 (1.2)	9.0 (0.7)	15.1 (1.2)	3.2 (0.4)	-11.9 (1.2)				
Korea	20.7 (0.8)	25.1 (1.1)	16.2 (1.0)	-8.9 (1.4)	7.5 (0.6)	12.4 (0.8)	2.6 (0.4)	-9.8 (0.9)	5.2 (0.5)	9.5 (0.7)	0.9 (0.2)	-8.6 (0.8)				
Luxembourg	30.1 (0.8)	31.0 (1.0)	29.3 (1.1)	-1.7 (1.5)	10.4 (0.5)	16.4 (0.9)	4.8 (0.5)	-11.7 (1.1)	4.5 (0.3)	8.6 (0.6)	0.6 (0.2)	-7.9 (0.7)				
Mexico	45.9 (0.9)	50.9 (1.4)	41.7 (1.1)	-9.2 (1.7)	16.7 (0.5)	27.3 (0.9)	7.8 (0.5)	-19.5 (1.0)	8.6 (0.4)	13.7 (0.6)	4.4 (0.3)	-9.3 (0.6)				
Netherlands	27.1 (0.9)	21.6 (0.9)	32.7 (1.3)	11.1 (1.4)	5.1 (0.4)	7.8 (0.7)	2.4 (0.4)	-5.5 (0.8)	2.4 (0.3)	4.6 (0.6)	0.2 (0.1)	-4.4 (0.6)				
New Zealand	30.2 (0.9)	27.7 (1.3)	32.3 (1.2)	4.6 (1.7)	7.6 (0.5)	12.2 (0.9)	3.7 (0.4)	-8.6 (1.1)	3.9 (0.4)	7.9 (0.8)	0.6 (0.2)	-7.3 (0.9)				
Norway	34.4 (0.8)	30.4 (1.1)	38.3 (1.3)	7.9 (1.8)	13.4 (0.7)	19.4 (1.1)	7.4 (0.7)	-12.0 (1.2)	6.0 (0.5)	10.1 (0.8)	2.0 (0.3)	-8.1 (0.8)				
Poland	38.9 (0.8)	43.3 (1.2)	34.7 (1.2)	-8.6 (1.8)	19.6 (0.7)	32.6 (1.2)	7.2 (0.6)	-25.3 (1.4)	15.5 (0.7)	28.7 (1.2)	2.8 (0.3)	-25.8 (1.3)				
Portugal	47.5 (1.1)	45.5 (1.5)	49.3 (1.2)	3.8 (1.7)	14.9 (0.7)	24.6 (1.3)	6.3 (0.6)	-18.3 (1.4)	11.3 (0.6)	21.0 (1.2)	2.7 (0.4)	-18.4 (1.3)				
Slovak Republic	26.4 (1.4)	30.4 (1.8)	22.5 (1.7)	-7.9 (2.1)	13.1 (1.1)	23.1 (1.5)	3.1 (0.5)	-20.0 (1.5)	10.9 (1.1)	20.3 (1.7)	1.5 (0.3)	-18.8 (1.7)				
Slovenia	39.4 (0.8)	43.1 (1.1)	36.0 (1.2)	-7.1 (1.7)	15.2 (0.5)	27.7 (0.9)	3.6 (0.6)	-24.1 (1.1)	12.4 (0.5)	24.3 (1.0)	1.3 (0.4)	-23.0 (1.0)				
Spain	38.0 (1.0)	38.1 (1.2)	37.9 (1.1)	-0.2 (1.2)	14.4 (0.6)	23.8 (0.9)	6.1 (0.5)	-17.7 (0.9)	7.8 (0.4)	14.3 (0.7)	2.0 (0.3)	-12.3 (0.7)				
Sweden	26.9 (0.8)	25.4 (1.2)	28.5 (1.2)	3.1 (1.7)	9.8 (0.6)	15.3 (0.9)	4.4 (0.5)	-10.9 (0.9)	6.2 (0.5)	11.2 (0.8)	1.1 (0.3)	-10.2 (0.9)				
Switzerland	26.3 (0.5)	25.7 (0.7)	26.9 (0.9)	1.2 (1.1)	9.1 (0.4)	14.8 (0.6)	3.1 (0.4)	-11.7 (0.7)	5.7 (0.3)	9.8 (0.5)	1.2 (0.2)	-8.5 (0.6)				
Turkey	31.9 (1.6)	33.8 (2.0)	30.0 (1.6)	-3.9 (1.8)	14.1 (0.9)	20.9 (1.4)	7.0 (0.8)	-13.9 (1.3)	7.1 (0.7)	11.6 (1.1)	2.6 (0.4)	-9.0 (1.1)				
United Kingdom	27.7 (0.7)	27.2 (1.0)	28.1 (0.9)	1.0 (1.2)	7.2 (0.4)	12.6 (0.6)	2.1 (0.2)	-10.5 (0.7)	4.2 (0.3)	7.6 (0.5)	0.9 (0.2)	-6.7 (0.5)				
United States	44.8 (0.9)	39.9 (1.5)	49.4 (1.1)	9.5 (1.8)	9.4 (0.5)	16.4 (0.8)	2.7 (0.4)	-13.7 (0.9)	3.9 (0.3)	6.7 (0.5)	1.3 (0.2)	-5.4 (0.6)				
OECD average	33.2 (0.2)	33.1 (0.2)	33.2 (0.2)	0.1 (0.3)	11.3 (0.1)	18.2 (0.2)	4.6 (0.1)	-13.6 (0.2)	6.9 (0.1)	12.4 (0.2)	1.6 (0.1)	-10.8 (0.2)				
Other G20																
Argentina	36.2 (1.1)	34.5 (1.4)	37.7 (1.6)	3.2 (1.9)	11.7 (0.9)	18.6 (1.4)	6.0 (0.8)	-12.6 (1.5)	6.2 (0.6)	10.7 (1.0)	2.4 (0.4)	-8.3 (1.0)				
Brazil	46.1 (0.9)	40.3 (1.3)	50.6 (1.1)	10.3 (1.5)	11.0 (0.5)	17.3 (0.9)	6.0 (0.6)	-11.2 (1.0)	9.4 (0.5)	16.2 (0.9)	4.2 (0.4)	-12.0 (0.9)				
China	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				
Indonesia	34.2 (2.0)	32.9 (3.6)	35.6 (1.7)	2.6 (3.8)	9.3 (2.4)	11.8 (4.7)	6.6 (1.0)	-5.1 (5.1)	5.9 (0.7)	7.1 (1.8)	4.7 (1.3)	-2.5 (2.8)				
Russian Federation	28.7 (1.0)	31.8 (1.8)	26.2 (0.9)	-5.6 (2.0)	12.4 (1.0)	20.9 (1.6)	5.3 (0.6)	-15.7 (1.4)	9.6 (0.9)	17.1 (1.5)	3.5 (0.5)	-13.6 (1.4)				
Saudi Arabia	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				
G20 average	m	m	m	m	m	m	m	m	m	m	m	m				

Note: Values that are statistically significant are indicated in bold.

 Source: OECD, PISA 2006 Database. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


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Table A4.3. Percentage of 15-year-old boys and girls expecting employment in health and services at age 30, by gender

	With nurses and midwives								Without nurses and midwives								
	All 15-year-old students		Boys		Girls		Difference (Girls - Boys)		All 15-year-old students		Boys		Girls		Difference (Girls - Boys)		
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	
OECD																	
Australia	13.3	(0.4)	8.3	(0.5)	18.3	(0.6)	10.0	(0.7)	11.3	(0.4)	8.2	(0.5)	14.4	(0.5)	6.2	(0.7)	
Austria	12.7	(0.9)	4.5	(0.7)	20.5	(1.4)	15.9	(1.5)	7.7	(0.5)	4.0	(0.6)	11.1	(0.8)	7.1	(1.1)	
Belgium	11.5	(0.6)	6.2	(0.5)	17.2	(0.7)	10.9	(0.8)	8.6	(0.5)	5.7	(0.5)	11.6	(0.7)	5.9	(0.8)	
Canada	21.2	(0.5)	11.8	(0.6)	30.1	(0.7)	18.3	(0.9)	18.9	(0.5)	11.6	(0.6)	25.7	(0.7)	14.1	(0.9)	
Chile	21.9	(1.0)	14.2	(0.8)	30.6	(1.8)	16.4	(1.9)	20.5	(1.0)	14.2	(0.8)	27.5	(1.7)	13.3	(1.8)	
Czech Republic	6.6	(0.7)	2.8	(0.4)	10.9	(1.3)	8.1	(1.2)	5.3	(0.5)	2.8	(0.4)	8.2	(0.9)	5.4	(0.8)	
Denmark	12.7	(0.6)	5.4	(0.5)	20.2	(1.0)	14.8	(1.2)	10.5	(0.5)	5.4	(0.5)	15.8	(1.0)	10.5	(1.2)	
Estonia	6.5	(0.5)	2.2	(0.3)	10.8	(0.9)	8.6	(0.9)	6.4	(0.5)	2.1	(0.3)	10.8	(0.9)	8.7	(0.9)	
Finland	10.6	(0.6)	4.7	(0.6)	15.6	(0.9)	10.9	(1.2)	9.1	(0.6)	4.6	(0.6)	12.8	(0.9)	8.2	(1.1)	
France	19.2	(0.8)	9.2	(0.8)	27.6	(1.0)	18.4	(1.2)	15.8	(0.7)	8.3	(0.7)	22.1	(0.9)	13.8	(1.1)	
Germany	9.8	(0.6)	4.1	(0.6)	15.4	(1.0)	11.2	(1.2)	7.5	(0.4)	3.9	(0.5)	11.1	(0.8)	7.2	(1.0)	
Greece	10.5	(0.6)	7.3	(0.8)	13.1	(0.8)	5.8	(1.1)	9.0	(0.5)	7.0	(0.8)	10.8	(0.7)	3.8	(1.0)	
Hungary	8.0	(0.7)	3.9	(0.6)	12.1	(1.1)	8.2	(1.2)	6.7	(0.5)	3.8	(0.6)	9.7	(0.8)	5.9	(1.0)	
Iceland	15.8	(0.7)	10.1	(0.8)	20.9	(1.1)	10.8	(1.4)	14.6	(0.6)	10.0	(0.9)	18.8	(1.0)	8.8	(1.4)	
Ireland	16.9	(0.7)	9.5	(0.9)	23.7	(0.8)	14.2	(1.2)	13.9	(0.7)	9.4	(0.9)	18.0	(0.8)	8.6	(1.2)	
Israel	21.0	(1.2)	14.3	(1.4)	26.7	(1.4)	12.3	(1.7)	19.1	(1.1)	13.7	(1.3)	23.7	(1.3)	10.0	(1.6)	
Italy	12.5	(0.7)	8.6	(1.0)	16.4	(0.8)	7.9	(1.1)	11.9	(0.7)	8.4	(1.0)	15.3	(0.8)	7.0	(1.1)	
Japan	11.5	(1.3)	6.4	(0.7)	16.4	(2.0)	10.0	(1.9)	11.5	(1.3)	6.4	(0.7)	16.4	(2.0)	10.0	(1.9)	
Korea	7.4	(0.5)	5.2	(0.4)	9.6	(0.8)	4.4	(0.9)	6.0	(0.4)	5.1	(0.4)	6.9	(0.6)	1.8	(0.8)	
Luxembourg	12.1	(0.6)	6.6	(0.6)	17.4	(1.0)	10.8	(1.1)	8.3	(0.5)	5.6	(0.5)	10.8	(0.8)	5.1	(1.0)	
Mexico	16.8	(0.6)	12.4	(0.8)	20.4	(0.8)	8.0	(1.0)	15.2	(0.6)	12.3	(0.8)	17.7	(0.8)	5.4	(1.0)	
Netherlands	15.6	(0.8)	6.0	(0.6)	25.2	(1.1)	19.2	(1.0)	9.2	(0.5)	5.1	(0.6)	13.2	(0.7)	8.1	(0.8)	
New Zealand	16.1	(0.7)	9.4	(0.8)	21.7	(1.0)	12.3	(1.3)	14.3	(0.7)	9.4	(0.8)	18.4	(1.0)	9.0	(1.3)	
Norway	13.2	(0.6)	4.7	(0.5)	21.8	(1.1)	17.1	(1.2)	10.1	(0.5)	4.7	(0.5)	15.5	(0.9)	10.8	(1.1)	
Poland	11.2	(0.5)	5.7	(0.5)	16.5	(0.8)	10.8	(1.0)	10.7	(0.5)	5.2	(0.5)	15.9	(0.8)	10.7	(1.0)	
Portugal	20.4	(0.8)	10.5	(0.9)	29.0	(1.0)	18.5	(1.3)	17.4	(0.7)	9.3	(0.8)	24.6	(1.1)	15.3	(1.3)	
Slovak Republic	7.6	(0.8)	3.3	(0.5)	11.9	(1.3)	8.6	(1.2)	6.3	(0.6)	3.1	(0.5)	9.4	(0.9)	6.4	(0.8)	
Slovenia	16.0	(0.6)	8.3	(0.7)	23.1	(1.0)	14.8	(1.3)	13.1	(0.6)	7.8	(0.7)	18.1	(1.0)	10.3	(1.2)	
Spain	14.8	(0.6)	7.4	(0.7)	21.4	(0.8)	14.0	(1.0)	13.1	(0.5)	7.1	(0.6)	18.4	(0.7)	11.3	(0.9)	
Sweden	10.2	(0.6)	4.6	(0.6)	15.8	(0.9)	11.2	(1.0)	8.2	(0.5)	4.3	(0.5)	12.1	(0.8)	7.8	(0.9)	
Switzerland	10.2	(0.5)	2.8	(0.3)	18.2	(0.9)	15.4	(0.9)	8.2	(0.4)	2.6	(0.3)	14.2	(0.8)	11.6	(0.8)	
Turkey	12.8	(0.8)	9.5	(0.9)	16.3	(1.4)	6.8	(1.5)	11.1	(0.8)	9.4	(0.9)	12.9	(1.1)	3.5	(1.2)	
United Kingdom	13.0	(0.5)	7.9	(0.6)	17.8	(0.7)	9.9	(0.9)	10.5	(0.4)	7.8	(0.6)	12.9	(0.6)	5.1	(0.8)	
United States	24.3	(0.8)	12.4	(0.8)	35.6	(1.0)	23.2	(1.2)	20.3	(0.7)	12.3	(0.8)	27.9	(1.0)	15.6	(1.2)	
OECD average	13.6	(0.1)	7.4	(0.1)	19.7	(0.2)	12.3	(0.3)	11.5	(0.1)	7.1	(0.1)	15.7	(0.2)	8.6	(0.2)	
Other G20																	
Argentina	14.2	(0.8)	7.8	(0.9)	19.5	(1.1)	11.7	(1.1)	13.7	(0.8)	7.7	(0.9)	18.7	(1.0)	11.0	(1.1)	
Brazil	24.1	(0.9)	13.8	(1.0)	32.0	(1.2)	18.2	(1.4)	22.3	(0.7)	13.0	(0.8)	29.5	(1.1)	16.5	(1.3)	
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	18.6	(1.6)	15.1	(1.9)	22.3	(1.5)	7.3	(1.9)	16.3	(1.5)	13.5	(1.8)	19.3	(1.5)	5.8	(1.7)	
Russian Federation	9.5	(0.6)	3.6	(0.4)	14.4	(1.0)	10.8	(1.0)	8.5	(0.5)	3.6	(0.4)	12.5	(0.8)	8.9	(0.8)	
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	
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2006 Database. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932664727>

Table A4.4. Trends in entry rates at tertiary level, by gender (2005-2010)

	Men								Women							
	Tertiary-type 5A				Tertiary-type 5B				Tertiary-type 5A				Tertiary-type 5B			
	2005	2008	2009	2010	2005	2008	2009	2010	2005	2008	2009	2010	2005	2008	2009	2010
	(1)	(4)	(5)	(6)	(7)	(10)	(11)	(12)	(13)	(16)	(17)	(18)	(19)	(22)	(23)	(24)
OECD																
Australia	74	76	82	83	m	m	m	m	92	99	107	110	m	m	m	m
Austria	34	44	48	56	7	7	14	16	41	56	61	70	10	10	16	19
Belgium	29	29	29	32	29	31	33	32	38	32	33	34	38	44	46	45
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile*	m	m	40	43	m	m	60	58	m	m	48	50	m	m	58	59
Czech Republic	39	50	51	52	5	6	5	5	44	65	68	70	12	12	12	13
Denmark	45	46	44	53	23	21	25	25	69	73	67	78	23	21	24	26
Estonia	55	33	34	35	25	22	23	25	68	52	50	50	44	40	36	33
Finland	63	61	60	61	a	a	a	a	84	79	78	75	a	a	a	a
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany ¹	36	36	39	42	11	11	12	13	36	37	40	43	17	17	26	28
Greece	39	42	m	m	13	27	m	m	48	53	m	m	13	26	m	m
Hungary	57	52	48	50	8	7	10	11	78	62	57	58	13	17	18	21
Iceland	53	54	58	74	7	5	4	4	96	94	97	113	7	6	3	4
Ireland	39	43	44	51	15	19	30	32	51	49	58	61	13	21	20	25
Israel	51	54	53	53	24	24	26	28	59	66	66	66	27	28	28	29
Italy	49	43	42	42	a	n	n	n	64	60	58	57	a	n	n	n
Japan	47	54	55	56	23	22	20	20	34	42	43	45	38	37	35	35
Korea	58	72	72	71	50	35	33	33	52	70	69	71	54	42	40	40
Luxembourg	m	25	30	26	m	n	1	10	m	25	32	29	m	n	3	10
Mexico	27	30	31	33	2	3	3	3	27	30	31	32	2	2	2	2
Netherlands	54	57	58	61	a	n	n	n	63	67	68	70	a	n	n	n
New Zealand	64	60	66	66	41	41	42	46	93	84	93	93	54	51	51	50
Norway	61	57	64	64	1	n	n	n	85	86	91	89	n	n	n	n
Poland	70	76	76	73	1	1	n	n	83	90	95	96	2	2	2	2
Portugal	m	71	74	78	m	n	n	n	m	92	95	101	m	n	n	n
Slovak Republic	52	59	56	55	2	1	1	1	67	86	82	76	3	1	1	1
Slovenia	33	43	48	64	46	32	31	19	49	69	74	90	52	32	32	19
Spain	36	36	39	44	21	20	22	24	51	50	54	60	23	23	25	27
Sweden	64	53	57	65	7	9	10	12	89	78	80	87	8	10	12	12
Switzerland	36	37	40	43	19	21	22	25	38	39	43	45	13	18	20	21
Turkey	30	32	42	40	22	26	33	31	24	28	38	40	16	19	27	24
United Kingdom	45	50	53	56	19	21	22	19	58	64	68	71	36	39	40	34
United States	56	57	62	67	x(1)	x(4)	x(5)	x(6)	71	72	78	82	x(13)	x(16)	x(17)	x(18)
OECD average	48	49	52	55	16	14	15	16	60	63	66	69	19	18	19	19
EU21 average	47	47	49	52	13	12	13	13	60	62	64	67	17	16	17	17
Other G20																
Argentina	m	41	48	m	m	26	28	m	m	53	63	m	m	62	65	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	15	16	m	m	17	17	m	m	18	18	m	m	22	20
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	22	22	m	m	4	4	m	m	22	24	m	m	5	5
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	27	35	36	47	16	19	23	16	47	78	49	50	4	5	6	6
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	47	48	m	m	17	16	m	m	53	54	m	m	26	21

Notes: Years 2006 and 2007 are available for consultation on line (see StatLink below).

Please refer to Annex 1 for information on the method used to calculate entry rates (gross rates versus net rates) and the corresponding age of entry.

1. Break in time series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

* Due to late changes, Chile's data on new entrants are not included in the OECD average calculation.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932664746>

Table A4.5. **Percentage of qualifications awarded to women at different tertiary levels (2010)**

	Tertiary-type B (first degree)	Tertiary-type A (first degree)	Tertiary-type A (second degree)	Advanced research programmes
	(1)	(2)	(3)	(4)
OECD				
Australia ¹	56	59	50	50
Austria	46	57	43	43
Belgium	64	55	55	43
Canada ¹	60	61	55	44
Chile	53	58	53	45
Czech Republic	72	62	58	39
Denmark	48	63	54	45
Estonia	73	68	71	53
Finland	9	64	55	53
France ¹	56	55	55	44
Germany	68	52	52	44
Greece	56	64	58	42
Hungary	72	63	69	47
Iceland	58	69	62	44
Ireland	46	58	58	48
Israel	m	58	57	51
Italy ²	48	59	62	52
Japan	63	44	30	28
Korea	58	47	49	32
Luxembourg	m	m	m	m
Mexico	46	55	53	45
Netherlands	55	57	59	42
New Zealand	56	60	63	53
Norway	62	63	55	45
Poland	84	64	69	49
Portugal	58	60	59	62
Slovak Republic	70	65	65	49
Slovenia	57	67	58	46
Spain	54	60	59	47
Sweden	60	66	59	48
Switzerland	47	54	47	42
Turkey	46	45	52	45
United Kingdom	62	57	54	45
United States	63	57	59	53
OECD average	57	59	56	46
EU21 average	58	61	58	47
Other G20				
Argentina ¹	70	61	51	55
Brazil	48	63	54	52
China	51	47	46	44
India	m	m	m	m
Indonesia	64	54	42	36
Russian Federation	m	m	m	48
Saudi Arabia	26	65	42	45
South Africa ¹	66	57	60	42
G20 average	56	55	51	45

1. Year of reference 2009.

2. Year of reference 2008 for second degree and advanced research programmes.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932664765>

Table A4.6. Percentage of qualifications awarded to women in tertiary-type A and advanced research programmes, by field of education (2000, 2010)


	2010									2000									
	All fields	Education	Humanities and arts	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	All fields	Education	Humanities and arts	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(26)	
OECD																			
Australia ¹	57	75	64	75	54	55	24	37	55	56	75	67	76	52	55	21	41	44	
Austria	53	79	66	66	56	44	25	35	63	46	72	59	59	49	37	18	33	52	
Belgium	55	76	65	66	58	39	25	35	54	50	70	62	59	52	44	21	38	40	
Canada ¹	60	77	65	83	58	60	24	49	57	58	73	63	74	58	61	23	45	51	
Chile	57	72	60	70	52	52	26	33	48	m	m	m	m	m	m	m	m	m	
Czech Republic	59	80	71	79	67	43	24	39	60	51	75	64	70	56	27	27	25	38	
Denmark	60	74	65	80	52	23	32	37	73	49	59	69	59	44	54	26	42	50	
Estonia	69	97	81	85	71	68	38	50	57	m	m	m	m	m	m	m	m	m	
Finland	60	82	74	86	66	76	21	46	55	58	82	74	84	64	72	19	46	46	
France ¹	55	76	72	60	60	42	30	38	55	56	69	74	60	61	42	24	43	54	
Germany	55	74	73	69	53	55	22	44	54	45	71	67	56	42	58	20	32	47	
Greece	62	76	78	59	65	n	41	48	48	m	m	m	m	m	m	m	m	m	
Hungary	63	80	73	78	68	61	23	39	49	55	72	69	70	54	31	21	31	42	
Iceland	67	84	69	88	59	70	40	48	63	67	91	69	82	57	n	25	48	n	
Ireland	57	76	62	80	54	52	21	42	53	57	78	65	75	56	66	24	48	41	
Israel	57	81	59	77	56	73	26	44	54	60	88	69	68	56	m	24	43	48	
Italy	59	91	74	68	58	50	33	52	33	56	m	m	m	m	m	m	m	m	
Japan	42	59	69	56	35	90	11	26	38	36	59	69	50	26	m	9	25	38	
Korea	47	71	67	65	43	34	23	39	39	45	73	69	50	40	39	23	47	33	
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Mexico	55	73	58	66	59	25	28	48	35	52	66	60	61	55	55	22	46	25	
Netherlands	57	80	57	75	53	53	20	23	55	55	76	61	76	49	49	13	28	38	
New Zealand	61	81	64	79	57	53	30	44	55	61	84	66	79	53	51	33	45	42	
Norway	61	75	59	83	56	46	27	36	58	62	79	62	82	49	36	27	28	46	
Poland	66	80	76	75	69	56	33	45	56	64	78	77	68	66	51	24	64	57	
Portugal	60	85	61	78	63	46	31	54	58	65	83	67	77	65	57	34	46	58	
Slovak Republic	64	78	69	84	69	44	31	43	47	52	75	56	69	56	29	30	30	33	
Slovenia	65	84	77	77	69	59	33	50	64	m	m	m	m	m	m	m	m	m	
Spain	59	76	65	76	60	56	34	41	49	58	77	64	76	60	60	27	46	46	
Sweden	64	80	62	83	61	52	29	47	64	59	79	63	79	58	45	25	47	52	
Switzerland	51	72	62	68	47	52	20	34	71	38	63	61	54	34	45	11	24	42	
Turkey	46	57	58	61	42	32	28	45	33	41	43	48	53	40	28	24	47	37	
United Kingdom	55	76	62	74	54	61	23	38	66	54	73	63	71	55	n	20	44	53	
United States	58	78	59	79	54	55	22	44	51	57	76	61	75	54	40	21	44	49	
OECD average	58	77	67	74	58	51	27	42	54	54	74	65	68	52	43	23	40	43	
EU21 average	60	80	69	75	61	49	28	42	56	55	74	66	69	55	45	23	40	47	
Other G20																			
Argentina ¹	60	80	71	68	61	47	32	50	38	m	m	m	m	m	m	m	m	m	
Brazil	63	77	52	77	57	71	28	38	41	m	m	m	m	m	m	m	m	m	
China	47	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	53	55	52	53	55	n	51	53	52	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	62	51	72	58	n	4	50	73	24	m	m	m	m	m	m	m	m	m	
South Africa ¹	58	73	63	73	58	70	27	46	46	m	m	m	m	m	m	m	m	m	
G20 average	51	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 2009.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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StatLink  <http://dx.doi.org/10.1787/888932664784>



From:
Education at a Glance 2012
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2012-en>

Please cite this chapter as:

OECD (2012), "Indicator A4 What is the difference between the career aspirations of boys and girls and the fields of study they pursue as young adults?", in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-8-en>

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