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ADDENDUM TO THE NOTE

from :	Working Party on Social Questions
to :	Permanent Representatives Committee (Part I) / Council EPSCO
Subject :	**Review of the implementation by the Member States and the EU institutions of the Beijing Platform for Action** **- Indicators in respect of the Education and Training of Women** **= Draft Council Conclusions**

Delegations will find in the Annex a report concerning indicators in respect of "the Education and Training of women" prepared by the German Presidency.

ANNEX

Review of the implementation by the Member States and the EU institutions of the Beijing Platform for Action

Report by the German Presidency
Indicators on the Education and Training of Women

1. Introduction

The Beijing Declaration and Platform for Action (PfA) adopted at the United Nations Fourth World Conference on Women in Beijing in 1995 form the guidelines for European and national policies promoting equality between men and women and have been a catalyst for a large number of initiatives launched by governments to promote gender equality.

Following the Fourth World Conference on Women, the Madrid European Council (15 and 16 December 1995) requested an annual review of the implementation in the Member States of the PfA.

The Employment, Social Policy, Health & Consumer Affairs Council (ESPCO) called for a more systematic follow-up of the PFA in 1998, as a result of a proposal by the Austrian Presidency. This was to include a set of qualitative and quantitative indicators and benchmarks as part of the annual follow-up to assess the progress in the twelve critical areas of the PfA (A. Women and poverty; B. Education and training of women; C. Women and health; D. Violence against women; E. Women and armed conflict; F. Women and the economy; G. Women in power and decision-making; H. Institutional mechanisms for the advancement of women; I. Human rights of women; J. Women and the media; K. Women and the environment; L. The girl child).

Member States in cooperation with the European Commission have since developed indicators using two different working procedures. The first approach has been to divide the work on indicators within one area between two Presidencies, with one collecting relevant data (development and dissemination of questionnaires to Member States) and the other analyzing the data and presenting a report. The second approach is to assign the task of proposing appropriate indicators to a single Presidency.

In September 2005, the High Level Group on Gender Mainstreaming (HLG)[1] agreed on the latter approach.

The objective was to simplify and speed up the process by developing - whenever possible - one set of indicators in a specific area during each Presidency. Indicators are to be based on existing (available and comparable) data. The Presidencies are to concentrate on a limited number of indicators that seem crucial for the implementation of the PfA and which specifically require further analysis by the European Union.

The 10th anniversary of the Beijing Platform for Action in 2005 offered a suitable occasion to assess past achievements and to push for future reforms and actions. In the light of the report presented by the Luxembourg Presidency on the progress made in regard to the implementation of the PfA within the European Union, Member States committed themselves to a more systematic monitoring process and the continued development of indicators. So far, the European Union has adopted a set of indicators in seven areas of the twelve strategic objectives of the PfA (see Annex I: List of indicators on gender equality adopted).

The German Presidency has been asked by the HLG to focus on strategic objective *B* of the Beijing Platform for Action, namely, *Education and training of women*. The education and training of women is a human right with far-reaching implications for the employment possibilities and economic independence of women. In this context, the Lisbon Strategy for growth and employment also supports the stimulation of innovation by women as well as women's knowledge. The education and training of women is not only part of overall socio-economic progress but an area explicitly pinpointed as the focus of necessary reform.

[1] The High Level Group on Gender Mainstreaming (HLG) consists of representatives of the EU Member States in charge of gender equality (as a general rule, directors general and/or their deputies) as well as representatives from the directorate for gender equality of the EU Commission. As a general rule, the HLG meets once each Presidency to discuss EU programmes, initiatives, indicators and current subject matters.

In the European Union, women have drawn level with men in education and training. The gender ratio when entering the tertiary educational system has reached equilibrium. On average, women achieve a higher level of education/training than men. It is the aim of the German Presidency to present indicators on education and training of women that highlight areas where there is still need for action for the implementation of the Beijing Platform.

Horizontal and vertical segregation is prevalent in education and training. The level of educational attainment and employment status are positively correlated. However, there remains an evident difference between women and men in regard to employment at equivalent educational attainment.

The report by the German Presidency identifies five key issues in regard to gender equality in the field of education and training, in line with the Beijing Platform for Action and EU strategies. The first two areas that will be discussed are: *lifelong learning* and *migrants in the educational system*. However, the development of concrete indicators in the area of migrants in the educational system is not possible at present due to the lack of available, comparable EU-data on migrants in the educational system. The structural indicator on lifelong learning provides essential information in the context of employment, yet leaves questions unanswered about access to lifelong learning of women and men as well as the characteristics of women's and men's participation in lifelong learning.

In view of this fact, the report assigns its predominant focus to the following issues: Tertiary education: science and technology; Unequal opportunities in employment: the return of education; and Academia: gender equality at scholar and decision-making level. Comparable data is available in the areas discussed. As a result, the report proposes the following three indicators on education and training of women:

Indicator 1: Proportion of female graduates and male graduates of all tertiary graduates in mathematics, sciences and technical disciplines

Indicator 2: Employment rate of women and men (aged between 25 and 39 years; and aged between 40 and 64 years) by highest level of education attained

Indicator 3a: Proportion of female ISCED 5a-graduates and male ISCED 5a-graduates of all ISCED 5a-graduates and proportion of female PhD graduates and male PhD graduates of all PhD graduates by broad field of study and in total

Indicator 3b: Proportion of female and male academic staff in academia differentiated by grades A, B and C, and in total

Finally, the report concludes with a summary of the most important findings and implications for the further development of indicators.

2. Beijing Platform for Action

The PfA asserts that "education is a human right and an essential tool for achieving the goals of equality, development and peace. Non-discriminatory education benefits both girls and boys and thus, ultimately contributes to more equal relationships between women and men. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return, has proven to be one of the best means of achieving sustainable development and economic growth that is both sustained and sustainable" (chapter IV, paragraph 69).

2.1 Lifelong learning

The subject of lifelong learning is a strong component of the PfA: "Women should be enabled to benefit from an ongoing acquisition of knowledge and skills beyond those acquired during youth. This concept of lifelong learning includes knowledge and skills gained in formal education and training, as well as learning that occurs in informal ways, including volunteer activity, unremunerated work and traditional knowledge" (chapter IV, paragraph 73).

The implementation of lifelong learning involves "the development and implementation of education, training and retraining policies for women, especially young women and women re-entering the labour market, so as to provide them with skills to meet the needs of a changing socio-economic context for improving their employment opportunities" (B.3. 82 (a)); "the provision of recognition of non-formal educational opportunities for girls and women in the educational system" (B.3. 82 (b)); "the provision of information to women and girls on the availability and benefits of vocational training, training programmes in science and technology and programmes of continuing education" (B.3. 82(c)); and "the design of educational and training programmes for women who are unemployed in order to provide them with new knowledge and skills that will enhance and broaden their employment opportunities, including self-employment, and development of their entrepreneurial skills "(B.3. 82 (d)).

2.2 Migrants in the educational system

In the context of globalisation and the closely related issue of migration, how to ensure full integration of migrants in educational systems has become a prominent question for policy makers. Persons with differing religions and/or ethnicities must be recognized, acknowledged and integrated into the systems of education. Guaranteeing gender equality for all students is a major challenge within this process. The PfA pinpoints that the "creation of an educational and social environment, in which women and men, girls and boys, are treated equally and encouraged to achieve their full potential, respecting their freedom of thought, conscience, religion and belief, and where educational resources promote non-stereotyped images of women and men, would be effective in the elimination of the causes of discrimination against women and inequalities between women and men" (chapter IV, paragraph 72).

Thus, a non-discriminatory multi-cultural educational environment that promotes gender equality can be furthered by "ensuring that the rights of women and girls to freedom of conscience and religion are respected in educational institutions: this means repealing any discriminatory laws or legislation based on religion, race or culture" (B.1. 80 (f)).

2.3 Tertiary Education: Science and Technology

Specific emphasis is put on the need to increase the participation of women in science and technology, specifically also at the tertiary level: "Advanced study in science and technology prepares women to take an active role in the technological and industrial development of their countries, thus necessitating a diverse approach to vocational and technical training. (…) It is essential that women not only benefit from technology but also participate in the process from the design to the application, monitoring and evaluation stages" (chapter IV, paragraph 75).

To this end, the following strategic objectives defined by the PfA in regard to education and training of women are to be implemented: "diversifying vocational and technical training and improving access for and retention of girls and women in education and vocational training in such fields as science, mathematics, engineering, environmental sciences and technology, information technology and high technology, as well as management training" (B.3. 82(e)); and "increasing the proportion of women gaining access to educational policy- and decision-making, particularly women teachers at all levels of education and in academic disciplines that are traditionally male-dominated, such as the scientific and technological fields" (B.4. 83(f)).

2.4 Unequal opportunities in employment: return of education

While equal access to education for girls and boys is largely ensured in the EU Member States, where young women have drawn level with and even partly overtaken boys and young men in formal educational qualifications, disparity between women and men emerges once students enter professional life. More often than not, women and men with equivalent educational qualifications do not reach the same level of earnings or an equal share of decision-making positions.

The PfA underlines that "discrimination in education and training, hiring and remuneration, promotion and horizontal mobility practices (…) continue to restrict employment, economic, professional and other opportunities and mobility for women" (chapter IV, paragraph 152). In particular, the return of education in terms of level of employment status still differs between women and men.

2.5 Academia: gender equality at scholar and decision-making level

With the statement that "access for and retention of girls and women at all levels of education, including the higher level, and all academic areas is one of the factors of (women's) continued progress in professional activities" the PfA underlines academia's responsibility to demonstrate gender equality in practice in all areas and at all levels (chapter IV, paragraph 76).

Therefore, the PfA demands "the elimination of gender disparities in access to all areas of tertiary education by ensuring that women have equal access to career development, training, scholarship and fellowship" (B.1. 80(c)); "the creation of a gender-sensitive educational system to ensure full and equal participation of women in educational administration and policy-and decision-making" (B.1. 80(d)); and "the support and development of gender studies and research at all levels of education, especially at the postgraduate level of academic institutions" (B.4. 83(g)).

3. EU strategies: the education and training of women

The advancement of education and training of women has considerable implications for the EU's economic and social development. The Lisbon European Council in March 2000 set the strategic goal for the next decade "of becoming the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion". This objective can only be realised through significant growth in the field of scientific and technological research and innovation - in other words, more scientists and researchers. Until now, female potential in science and technology has not been fully utilised. Yet without fostering female competences, the Lisbon objectives will be impossible to attain.

Consequently, the Education, Youth and Culture Council (2003) agreed on five benchmarks in line with the Lisbon Strategy, including the following: "The total number of graduates in mathematics, science and technology in the European Union should increase by at least 15% by 2010, while at the same time the level of gender imbalance should decrease". Moreover, the Commission Roadmap for Equality between Women and Men 2006-2010 from March 2006 points out that "education, training and culture transmit gender stereotypes". Thus, it calls for advocating policies that "focus on combating gender stereotypes from an early age, providing awareness training to teachers and students, and encouraging young women and men to explore non-traditional educational paths".

In addition, the Roadmap for Equality between Women and Men 2006-2010 calls for achieving equal economic independence for women and men, which includes reaching the Lisbon employment target of 60% employment rate for women. Currently, women's employment rate is lower than that of men. This circumstance is generated by a variety of variables including, besides the difficulty in reconciling work and family life, "direct discrimination against women and structural inequalities, such as segregation in sectors, occupations and work patterns, access to education and training, (…) and stereotypes".

Furthermore, for the full utilisation of the innovative potential of both men and women, it is necessary that outstanding talents are promoted regardless of their sex and that they have access to career opportunities in research and development. The limitations based on gender differences are particularly noticeable in the professional advancement of women. In the context of this report, the professional advancement of women in academia is of specific relevance. Traditionally, fewer women than men have pursued an academic career, and even today, the proportion of women in higher education decreases with seniority. This persistent vertical segregation not only inhibits the academic potential of women from being cultivated but also prevents women from gaining access to and participating in educational policy- and decision-making.

To address this anomaly, the Competitiveness Council of April 2005 called for the proportion of women in leading positions in the public sector to be increased to 25%, and for a boost in female participation in industrial research and technology. The aim is to stimulate innovation, quality and competitiveness in the field of scientific and industrial research.

The EU strategies and objectives discussed above are based on the Beijing Declaration and Platform for Action (1995). The overall aim is to promote gender equality in education and training to utilise female potential in view of the impending shortage of experts as well as to include the advocacy of female excellence in science. The indicators on education and training of women advocated by the German Presidency are chosen in support of these EU policies.

4. Emerging areas of the education and training of women that require the development of indicators

4.1 Lifelong Learning

The analysis of lifelong learning can give important insights into possible gender imbalances. Detailed data, when available, can provide information on whether there are differences in formal as well as informal learning behaviour between women and men after obtaining a formal qualification, which could have a notable impact on gender relations in the labour market.

Lifelong learning plays an important role for competitiveness, economic prosperity and independence, and personal development, and is a prerequisite for the successful participation of women and men in the labour market. The consistent consideration of the gender perspective when examining participation in lifelong learning is crucial because only then can it be established whether policies promoting the increased participation in lifelong learning overall do justice to both women and men.

In the context of the Lisbon Strategy on growth and employment a structural indicator on lifelong learning is utilised. Lifelong learning refers to persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey (data from the EU Labour Force Survey).

The last Eurostat data showed that in 2005, women in the EU participated slightly more (10.4%) than men (8.9%) in life-long learning. However, the information collected relates to all education and training whether or not relevant to the respondent's current or possible future job. The structural indicator on lifelong learning comprises, by definition, two types of educational activities: formal education and non-formal education, which refers to subjects taught outside of formal education as well as unconventional subjects. It neither specifies the reason for participation in nor the duration of lifelong learning activities.

As a consequence, it appears that detailed information on the lifelong learning practices of women and men (i.e. age, sex, level of educational attainment, status of employment, type of profession, frequency, duration and type of learning activity) would be valuable with a view to adequately measuring the access of women and men to lifelong learning.

4.2 Migrants in the educational system

The EU Commission has committed itself in the Roadmap for Equality between Women and Men 2006-2010 to combating all forms of discrimination and the creation of an inclusive society for all. “Women members of disadvantaged groups are often worse off than their male counterparts. The situation of ethnic minority and immigrant women is emblematic, as they are often the target of multiple-discrimination. This requires the promotion of gender equality in migration and integration policies in order to ensure women's rights and civic participation, to fully use their employment potential and to improve their access to education and lifelong learning”.

A significant problem for the development of an indicator is that neither a coherent definition of people with a migration background nor comparable data about the education and training situation of migrants is available. The term "migrant" covers all individuals who left their home country with the intention of settling in a country other than their own for a longer time period. The definition also includes the second and third generation of migrants. These persons are generally referred to as people with a migrant background.

Terms such as "international students", "citizenship", "foreign nationality", "non-residential status", "student mobility" and “with prior education from another country” are used to provide more detailed information on foreign students of any nationality in the country of destination. However, although some Member States already provide fairly well-differentiated data, comparative datasets at the EU level include, for example, citizens with a migration background who have lived in the same country for the past 15 years and intend to continue to do so, as well as exchange students only briefly enrolled at a foreign academic institution. Given such broad categories, a differentiated European comparison is not possible.

Moreover, the heterogeneity of migrants must not be underestimated. Legal status, reason for emigration, age at the time of the immigration, language barriers, religion, ethnicity, number of years spent in the country of immigration, and the intention to remain in the country of immigration or to return to the country of origin, are all considerations that define a different situation of migration with its specific challenges, needs and opportunities. Only detailed analysis could offer insights into the correlation between the different migration backgrounds and access to and participation at all levels of education, and thus allow for significant comparisons between the opportunities of participation of female and male migrants.

However, at present, there are only a limited number of statistical initiatives to provide information on migrants – female or male - and their relation to education and training in the country of immigration.

The Eurydice statistic on the proportion of pupils aged 15 years with a migrant background in private and public secondary education is a step in the right direction, although it only offers a snapshot of the bigger picture. Available data on migrants in tertiary education mainly indicate the enrolment/participation of foreign students in fields of study in their country of destination (Eurostat, OECD).

Gender specific data is especially important in regard to migrants. On the one hand, migrant women are often the cultural facilitator for education, change and integration in their family. On the other hand, many migrant women face discrimination on the grounds of gender as well as their background. Gender-specific data analysis of the situation of migrants in education and training would therefore be valuable in the formulation of effective migration and integration policies.

However, the current lack of meaningful and comparable data on this subject makes it impossible to present new indicators at present. Therefore, this report emphasises that a thorough EU-wide compilation and in-depth analysis of data is required so as to allow the integration of migrants in the educational system across Europe to be examined.

5. Overview of available data

5.1 Data sources

The Labour Force Survey (LFS) is an important tool for the development of indicators. The LFS is the main statistical source providing harmonised and comparable labour market statistics at the EU level. While the Labour Force Survey in regard to education and training looks at youth education, lifelong learning and early school leavers, it also presents employment und unemployment data (i.e. rates, growth, population activity/inactivity) that relates, for example, employment status with sex, age groups, education attainment level, nationality, marital status and/or number of dependent children.

International cooperation for data compilation and analysis of comparable data has evolved immensely. Together, UNESCO, OECD, and the EU have developed a (UOE) questionnaire including international definitions for the purpose of collecting comparable data. This questionnaire is therefore the basis for nearly all quantitative international comparisons on education.

Furthermore, *Eurostat* and *Eurydice* as well as publications such as *She Figures* and *OECD education at a glance* provide relevant data, information and analyses relevant to the topic of education and training of women and men. However, definitions and interpretation, particularly for analyses that demand gender specification, do not always coincide, which reduces the usability of data (see Annex II: Databases).

5.2 ISCED Classification as the basis for data analysis

The 1997 version of the *UNESCO International Standard Classification of Education (ISCED 97)* was established for this purpose (see Annex III: ISCED 97 classification). The ISCED classification allows for national differences in the structures of degrees and qualifications. Therefore, it provides us with an unmatched framework, in which international tertiary education systems can be studied at a high level of comparability. It is comprehensible, internationally utilised, and understood to have few lacunae. Thus, the ISCED classification remains the most sophisticated categorisation of education that allows for data analysis and the drawing of conclusions.

5.3 Structural indicators

In the framework of the Lisbon Strategy, the Council invited the Commission to draw up an annual synthesis report on the basis of the structural indicators, which provide an instrument for an objective assessment of the progress made towards the Lisbon objectives and support the key messages of the report. In the 2005 Spring Report to the European Council, the Commission presented a new approach to the Lisbon strategy focusing on growth and employment.

The structural indicators cover the following six domains: General Economic Background, Employment, Innovation and Research, Economic Reform, Social Cohesion and the Environment. In terms of education and training of women, indicators on science and technology graduates, youth education attainment level and lifelong learning are included.

5.4 Thematic indicators - Progress towards the Lisbon objectives in education and training

With the purpose of reviewing the progress towards the Lisbon objectives in education and training several thematic indicators have been generated and monitored. By 2006, the following nine domains had been examined: improving the quality of teachers; developing skills for the knowledge society; increasing recruitment to scientific and technical studies; investment in education and training; ensuring ICT for everyone; participation in education and training; early school leavers; improving foreign language learning; and mobility and co-operation.

6. Indicators

6.1 Indicator 1: Proportion of female graduates and male graduates of all graduates in mathematics, sciences and technical disciplines

The indicator describes the proportion of female and male tertiary graduates in mathematics, sciences (science and computing) and technical disciplines (engineering, manufacturing and construction) in 2004, from both public and private institutions, completing graduate/post-graduate (ISCED 5) as well as advanced research studies (ISCED 6) compared to the total number of tertiary graduates in the respective fields of study.

The levels and fields of education referred to in the indicator follow the International Standard Classification of Education (ISCED 97) and the Eurostat Manual of fields of education and training (1999). ISCED 5 is defined as the first stage of tertiary education and comprises the two categories ISCED 5a and ISCED 5b. Most ISCED 5a programmes are largely theoretically based and intended to provide sufficient

qualifications for gaining entry into advanced research programmes or professions with high skills requirements. ISCED 5b programmes are practically oriented and the programmes' content is typically designed to prepare students to enter a specific occupation. The qualifications acquired in ISCED 5b programmes do not give direct access to advanced research programmes.

The classification ISCED 6 refers to programmes in the second stage of tertiary education that lead to the award of an advanced research qualification, often at Doctorate or PhD level or beyond. The programmes are devoted to advanced study, original research and prepare graduates for an academic career in institutions of higher education.

The indicator distinguishes between female and male graduates with ISCED 5 and ISCED 6 qualifications, and thus illustrates the tendency of females engaging in mathematics, sciences and technical disciplines in regard to level of qualifications acquired as well as vocational destinations. The distinction adds to the depth of the analysis, as the educational decisions and achievements of graduates can largely determine the career and societal roles available to them. Furthermore, the disciplines of interest have been qualified in more detail so as to reveal possible differences. The presentation of the data as a proportion of the total number of graduates in the respective fields facilitates the analysis, and therefore, the identification of both horizontal and vertical segregation.

Table 6.1: Female graduates and male graduates (ISCED 5; ISCED 6) in the fields of (a) science, mathematics and computing and (b) engineering, manufacturing and construction as % of total graduates in the respective fields (2004) [I)]

	ISCED 5				ISCED 6			
	Science, mathematics and computing		Engineering, manufacturing and construction		Science, mathematics and computing		Engineering, manufacturing and construction	
	Women	Men	Women	Men	Women	Men	Women	Men
geo								
eu25 European Union	39,8	60,2	23,6	76,4	39,0	61,0	23,2	76,8
be Belgium	30,4	69,6	20,8	79,2	28,9	71,1	20,2	79,8
bg Bulgaria	56,4	43,6	37,2	62,8	55,8	44,2	39,2	60,8
cz Czech Republic	40,0	60,0	24,4	75,6	34,9	65,1	21,2	78,8
dk Denmark	33,7	66,3	31,4	68,6	26,0	74,0	27,9	72,1
de Germany	36,1	63,9	17,4	82,6	29,5	70,5	11,8	88,2
ee Estonia	48,1	51,9	33,1	66,9	44,0	56,0	37,5	62,5
ie Ireland	42,9	57,1	17,3	82,7	45,3	54,7	28,7	71,3
gr Greece	42,8	57,2	38,5	61,5	32,3	67,7	21,0	79,0
es Spain	36,4	63,6	25,7	74,3	48,9	51,1	27,9	72,1
fr France [II)]	30,9	69,1	24,7	75,3	34,4	65,6	-	-
it Italy	53,6	46,4	28,6	71,4	54,0	46,0	31,2	68,8
cy Cyprus	42,2	57,8	20,2	79,8	83,3	16,7	-	-
lv Latvia	39,2	60,8	28,2	71,8	53,3	46,7	38,5	61,5
lt Lithuania	43,2	56,8	33,3	66,7	61,4	38,6	33,9	66,1
lu Luxembourg [III)]	-	-	-	-	-	-	-	-
hu Hungary	38,0	62,0	23,6	76,4	32,7	67,3	33,3	66,7
mt Malta [IV)]	34,5	65,5	19,3	80,7	60,0	40,0	20,0	80,0
nl Netherlands	23,0	77,0	15,4	84,6	37,7	62,3	23,4	76,6
at Austria	35,8	64,2	17,1	82,9	35,1	64,9	18,6	81,4
pl Poland	40,7	59,3	27,7	72,3	52,9	47,1	24,1	75,9
pt Portugal	50,7	49,3	33,8	66,2	51,5	48,5	35,6	64,4
ro Romania	59,1	40,9	32,5	67,5	45,7	54,3	28,7	71,3
si Slovenia	39,8	60,2	21,1	78,9	40,9	59,1	25,6	74,4
sk Slovakia	40,8	59,2	31,7	68,3	46,3	53,7	29,7	70,3
fi Finland [V)]	50,2	49,8	21,6	78,4	41,0	59,0	20,7	79,3
se Sweden	47,5	52,5	28,9	71,1	39,1	60,9	25,9	74,1
uk United Kingdom	37,4	62,6	20,0	80,0	37,9	62,1	21,2	78,8

Source: Eurostat, Education indicators

[I)] Ten new Member States (Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, and Slovenia) joined the EU in 2004, and during that year, a considerable number of students migrated to the "old" EU Member States. This "brain drain" is reflected in the EU graduate figures for 2004.

[II)] Source: Statistics France. No data for engineering, manufacturing and construction (ISCED 6) is available.

[III)] Luxembourg's University was founded in 2003. Therefore, there is no graduate data available for 2004.

[IV)] Source: National statistics, Malta

[V)] Source: National statistics, Finland

Although there has been a significant increase in the number of students entering the tertiary system in the EU and consequently an increase in the number of graduates, gender differences are still apparent in the choice of field of study and thus an issue that remains central to discussions about gender equality. Therefore, gender questions cannot be reduced to equity in overall participation or graduation ratios.

The vast majority of EU countries show a similar pattern, in which men outnumber women in the sciences and technical disciplines, with the opposite being true for non-science and non-technical fields. With a European average of 39.8% (ISCED 5) and 39% (ISCED 6) of female graduates in science, mathematics and computing and 23.6% (ISCED 5) and 23.2% (ISCED 6) of female graduates in engineering, manufacturing and construction, women are still under-represented in these fields.

Activating the potential of women in mathematics, sciences and technical disciplines is a crucial task. From an economic perspective, these two areas cannot do without female talents and skills. Therefore, it is a question of efficiency to utilise all resources possible. This prompts the policy-related question as to what can be done to improve the gender balance in the two broad fields of science, mathematics and computing, and engineering, manufacturing and construction at the basic higher level (ISCED 5) in order to improve the gender balance at ISCED 6 level as well as in highly qualified occupations in both fields. Attention needs to be given to both fields of study and educational levels if the overall EU research capability is to be increased.

6.2 Indicator 2: Employment rate of women and men (aged between 25 and 39 years; and aged between 40 and 64 years) by highest level of education attained

Measuring gender-disaggregated employment rates by educational attainment offers insight into the level of knowledge and skills available in the labour market and helps to assess the extent to which the labour market offers appropriate workplaces to women and men. The indicator depicts the employment rate of females and males aged between 25 and 39 years as well as aged between 40 and 64 years by the highest level of education attained. The ISCED 97 classification (Annex III) is used to define the levels of educational attainment, which are divided into three categories:

(a) Pre-primary, primary and lower secondary education (ISCED 0-2);

(b) Upper secondary and post-secondary non-tertiary education (ISCED 3-4); and

(c) Tertiary education (ISCED 5-6).

The categories depict the differences between knowledge, skills and qualifications obtained at these different educational levels. In addition, they indicate divergent job opportunities and destinations in the labour market associated with each category. The data is based on the Labour Force Survey.

Table 6.2: Employment rate of females and males (aged between 25 and 39 years; and aged between 40 and 64 years) by highest level of education attained (2006)

		Total (ISCED 1997)		Pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)		Upper secondary and post-secondary non-tertiary education - levels 3-4 (ISCED		Tertiary education - levels 5-6 (ISCED 1997)	
		Between 25 and 39 years	Between 40 and 64 years	Between 25 and 39 years	Between 40 and 64 years	Between 25 and 39 years	Between 40 and 64 years	Between 25 and 39 years	Between 40 and 64 years
geo	sex								
eu25 European Union (25 countries)	m Males	86.3	74.7	79.9	65.6	86.9	75.9	91.2	85.4
	f Females	69.7	57.9	50.3	42.8	70.4	63.9	82.6	79.6
be Belgium	m Males	86.4	68.9	74.0	55.4	88.3	74.6	92.3	82.9
	f Females	76.1	51.0	49.0	33.8	74.4	57.4	88.9	74.1
bg Bulgaria	m Males	80.5	68.2	58.6	47.3	83.8	74.3	94.1	83.3
	f Females	70.4	59.0	38.4	31.9	73.1	66.0	86.6	76.7
cz Czech Republic	m Males	91.2	78.1	57.2	52.0	92.9	78.3	93.9	89.5
	f Females	66.6	62.7	40.5	39.7	67.3	65.6	73.7	82.5
dk Denmark	m Males	89.1	81.3	76.5	69.4	91.1	81.5	91.1	88.1
	f Females	79.8	72.1	59.3	58.3	79.0	70.3	86.2	84.1
de Germany	m Males	83.5	75.9	67.2	62.2	83.3	74.4	93.0	84.8
	f Females	70.4	63.2	45.6	46.4	72.8	64.6	82.1	78.0
ee Estonia	m Males	90.0	77.1	76.3 u	58.9	90.2	76.5	96.5	88.4
	f Females	77.3	77.2	:	54.3 u	74.6	77.1	86.5	84.9
ie Ireland	m Males	89.1	80.6	79.2	72.0	91.8	86.8	93.2	90.6
	f Females	72.2	55.2	45.8	38.2	69.9	61.0	84.4	77.4
gr Greece	m Males	89.1	80.0	90.1	75.3	88.9	82.2	88.2	88.1
	f Females	63.6	46.4	46.7	36.4	61.8	48.2	79.6	77.6
es Spain	m Males	87.5	78.7	85.5	73.7	88.5	84.6	89.3	86.6
	f Females	68.0	48.3	53.0	36.3	68.3	61.1	80.0	76.7
fr France	m Males	86.1	71.2	75.9	61.4	88.8	75.5	88.8	81.4
	f Females	71.3	61.5	49.0	51.3	71.8	67.3	81.7	74.2
it Italy	m Males	85.4	73.9	84.9	65.6	86.4	82.3	83.2	89.8
	f Females	60.8	45.4	44.9	29.7	67.1	63.3	73.2	81.1
cy Cyprus	m Males	92.6	86.2	84.2	83.1	95.4	85.6	93.5	91.9
	f Females	77.4	58.0	66.0	46.1	73.0	62.0	86.4	77.3
lv Latvia	m Males	83.8	74.3	74.6	56.0	84.8	76.1	96.9	87.6
	f Females	76.5	69.9	49.0	36.9	76.4	69.3	86.7	86.8
lt Lithuania	m Males	84.0	75.8	55.6	45.3	86.8	79.6	93.2	83.4
	f Females	81.0	66.5	53.6 u	32.7 u	76.8	65.7	92.2	85.1
lu Luxembourg (Grand-Duché)	m Males	93.2	75.5	92.6	68.6	93.7	74.9	93.2	85.2
	f Females	73.1	51.6	66.7	42.9	70.1	52.5	81.9	72.9
hu Hungary	m Males	85.4	64.1	64.2	37.1	88.0	68.9	93.8	80.7
	f Females	64.2	54.3	35.0	32.9	65.6	60.3	80.3	77.1
mt Malta	m Males	91.7	77.1	87.2	73.6	96.5	88.9	97.5	86.8
	f Females	51.8	23.1	35.7	18.0	71.2	49.6 u	84.3	60.6
nl Netherlands	m Males	92.2	78.9	86.8	72.0	92.8	79.6	95.2	84.1
	f Females	79.9	60.8	58.4	43.8	81.0	67.2	90.3	77.8
at Austria	m Males	90.9	75.3	76.5	62.1	91.9	75.6	94.8	84.4
	f Females	76.2	60.0	57.7	47.4	78.8	62.5	84.1	80.6
pl Poland	m Males	81.9	62.4	60.9	43.3	81.8	63.2	92.0	82.8
	f Females	66.8	48.0	39.6	28.2	61.7	48.3	84.5	75.3
pt Portugal	m Males	87.9	77.1	89.3	75.2	83.1	82.2	88.5	88.0
	f Females	78.5	62.3	74.4	58.2	77.8	77.0	89.1	82.0
ro Romania	m Males	81.0	71.3	71.9	60.8	81.5	71.7	91.3	89.5
	f Females	71.0	56.7	51.7	44.3	73.0	61.2	90.6	85.8
si Slovenia	m Males	89.2	71.8	73.4	58.1	89.7	72.6	95.3	84.0
	f Females	84.8	60.7	75.1	45.5	82.4	60.2	92.5	83.5
sk Slovakia	m Males	86.0	72.1	27.6	34.5	87.9	73.9	97.2	87.4
	f Females	64.8	56.4	20.6	29.0	66.2	60.6	78.5	77.3
fi Finland	m Males	86.3	73.0	75.2	59.3	85.1	74.1	94.2	84.4
	f Females	75.2	72.2	52.0	54.1	72.6	72.0	82.4	84.3
se Sweden	m Males	87.4	81.7	75.3	74.6	89.0	82.8	88.9	86.7
	f Females	79.5	76.5	56.0	57.1	79.3	76.9	85.0	87.8
uk United Kingdom	m Males	88.6	79.3	76.7	67.1	90.2	81.2	94.3	86.6
	f Females	72.6	66.7	52.6	63.0	72.5	79.1	86.3	86.4

Source: Eurostat, Labour Force Survey (quarterly survey results)

u unreliable or uncertain data

Table 6.2 shows that in all EU countries the employment rate for women and men increases as the level of educational attainment improves. Furthermore, regardless of educational attainment, employment rate decreases with age. However, the degree of this correlation varies greatly between EU Member States. While the total employment rates of females are inferior to that of men in almost all EU countries, the differences decrease with increasing level of education. The employment rates of women with tertiary education, for example, reach high levels (EU average aged between 25 and 39 years: 82.6%; EU average aged between 40 and 64 years: 79.6%), but still show similar variances in comparison to male figures across EU countries.

From the data, it is possible to conclude that (a) low qualified individuals are more likely to be unemployed or excluded from the labour market altogether (inactivity) and (b) that the gender gap becomes greater at the lower end of educational attainment. Employment rates of females (EU average) show a significant difference between women holding a qualification at the upper secondary and post-secondary non-tertiary level (ISCED 3-4) and females with lower qualifications (ISCED 0-2).

While around 50% (aged between 25 and 39 years) and 43% (aged between 40 and 64 years) of women with educational attainment at ISCED 0-2 level are actively engaged in the labour market, men with the same level of pre-primary, primary and lower secondary education are, respectively, 29.6-percentage-points (aged between 25 and 39 years) and 22.8-percentage-points more likely to be in employment. Although gender differences are perpetuated at ISCED 0-2 level, it should not be forgotten that also at ISCED 3-4 level, the difference between employment rates of women and men amounts to 16.5-/12-percentage-points (EU average), and 8.5-/5.8-percentage points (EU average) at the tertiary level (ISCED 5-6 level).

The issue of economic inactivity also needs to be considered when discussing employment rates. Economically inactive persons are characterised by not having a job and either not actively looking for a job or not being immediately available for a job. Economic inactivity is age and gender specific. Women are far more likely than men

to be outside the labour market, family responsibilities being the main reason. Furthermore persons with lower educational attainment and the older population are economically inactive above-average. Thus, the relatively low employment rate of women with educational attainment at ISCED 0-2 level as well as the variances of employment rates between the two age groups 25-39 years and 40 -64 years are significantly shaped by economic inactivity. Moreover, for most low-qualified persons, the cost of child care is higher than their salary, and as a result, many low-qualified women decide to stay at home.

Thus, whereas women contribute greatly to the overall employment rates in the EU, women are still less likely to be employed than men. The advancement of the economic development of the EU requires a competitive environment which needs to equally include women and men. Therefore the qualifications of women and men need to be enhanced in order to increase the potential on the labour market. Simultaneously, it is also vital that the labour market utilizes the existing skills and talents of both women and men.

6.3 Indicator 3a: Proportion of female ISCED 5a-graduates and male ISCED 5a-graduates of all ISCED 5a-graduates and proportion of female PhD graduates and male PhD graduates of all PhD graduates by broad field of study and total

The indicator is divided into two parts. The indicator investigates the proportion of female and male graduates at ISCED 5a level from academic institutions analysed by field of study, which includes tertiary educational programmes with an academic orientation. The ISCED 5a graduates are qualified to enter into a profession with high skills requirements or an advanced research programme.

The indicator also denotes the proportion of female and male graduates at PhD/Doctorate or equivalent level (ISCED6) of all graduates at PhD/Doctorate or equivalent level from academic institutions analysed by field of study. Investigating broad fields of study at ISCED 5a level and PhD/ Doctorate or equivalent level sheds light on the gender balance among highly qualified graduates as they reach the point of both admission to the advanced research programmes and entry into employment. Similarly, it indicates female and male achievement rates across the different fields of study at the academic and advanced research level.

Table 6.3.a: Proportion of female ISCED 5a-graduates and male ISCED 5a-graduates of all ISCED 5a-graduates by broad field of study and total (2004) I)

isced5a_d1+5a_d2 Tertiary programmes with academic orientation - all first degrees (ISCED 1997)	Total		Teacher training and education science		Humanities and arts		Social sciences, business and law		Science, mathematics and computing		Engineering, manufacturing and construction		Agriculture and veterinary		Health and Welfare	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
geo																
eu25 European Union (25 countries)	58,4	41,6	77,6	22,4	71,2	28,8	60,6	39,4	42,2	57,8	25,7	74,3	52,4	47,6	75,6	24,4
be Belgium	52,7	47,3	72,0	28,0	64,0	36,0	55,2	44,8	38,7	61,3	23,3	76,7	49,0	51,0	59,9	40,1
bg Bulgaria	58,0	42,0	73,3	26,7	64,7	35,3	61,7	38,3	56,4	43,6	37,9	62,1	43,0	57,0	64,0	36,0
cz Czech Republic	56,8	43,2	76,8	23,2	64,5	35,5	60,9	39,1	40,6	59,4	24,1	75,9	56,4	43,6	73,9	26,1
dk Denmark	62,0	38,0	73,9	26,1	67,7	32,3	51,8	48,2	38,3	61,7	26,3	73,7	59,0	41,0	83,6	16,4
de Germany	49,9	50,1	71,9	28,1	69,2	30,8	47,7	52,3	36,8	63,2	23,0	77,0	53,1	46,9	66,3	33,7
ee Estonia	69,6	30,4	91,7	8,3	81,1	18,9	67,6	32,4	54,4	45,6	34,3	65,7	62,5	37,5	88,5	11,5
ie Ireland	59,6	40,4	80,8	19,2	65,9	34,1	59,6	40,4	41,2	58,8	25,0	75,0	44,8	55,2	82,6	17,4
gr Greece	61,9	38,1	75,7	24,3	79,1	20,9	60,5	39,5	42,7	57,3	45,0	55,0	52,6	47,4	62,2	37,8
es Spain	60,0	40,0	79,2	20,8	66,3	33,7	61,4	38,6	44,0	56,0	30,9	69,1	46,5	53,5	79,2	20,8
fr France II)	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
it Italy	58,1	41,9	85,1	14,9	77,0	23,0	57,2	42,8	53,6	46,4	28,6	71,4	43,5	56,5	66,3	33,7
cy Cyprus	76,6	23,4	79,8	20,2	90,4	9,6	74,3	25,7	61,7	38,3	0,0	#DIV/0!	0,0	0,0	0,0	0,0
lv Latvia	70,1	29,9	89,6	10,4	83,4	16,6	70,1	29,9	40,2	59,8	30,9	69,1	47,3	52,7	84,6	15,4
lt Lithuania	63,6	36,4	81,9	18,1	77,5	22,5	64,7	35,3	46,0	54,0	34,6	65,4	55,8	44,2	77,3	22,7
lu Luxembourg III)(Grand-Duché)	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
hu Hungary	63,7	36,3	78,6	21,4	71,3	28,7	67,0	33,0	36,7	63,3	24,3	75,7	46,3	53,7	79,9	20,1
mt Malta IV)	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
nl Netherlands	56,6	43,4	79,2	20,8	59,8	40,2	50,9	49,1	23,0	77,0	15,4	84,6	49,6	50,4	77,7	22,3
at Austria	50,7	49,3	76,4	23,6	62,5	37,5	54,6	45,4	35,8	64,2	18,9	81,1	59,0	41,0	60,7	39,3
pl Poland	65,5	34,5	75,9	24,1	76,1	23,9	69,6	30,4	40,7	59,3	27,7	72,3	58,8	41,2	75,7	24,3
pt Portugal	68,3	31,7	85,1	14,9	71,5	28,5	64,8	35,2	54,2	45,8	36,0	64,0	62,0	38,0	80,1	19,9
ro Romania	56,9	43,1	45,3	54,7	68,1	31,9	62,5	37,5	60,9	39,1	33,2	66,8	41,1	58,9	64,6	35,4
si Slovenia	62,5	37,5	81,7	18,3	73,2	26,8	64,6	35,4	45,0	55,0	27,0	73,0	57,0	43,0	66,0	34,0
sk Slovakia	55,3	44,7	73,8	26,2	56,4	43,6	60,2	39,8	41,0	59,0	31,5	68,5	42,8	57,2	76,9	23,1
fi Finland V)	62.9	37.1	83.4	16.6	75.3	24.7	71.5	28.5	50.5	49.5	21.6	78.4	50.4	49.6	85.8	14.2
se Sweden	63,3	36,7	80,0	20,0	66,4	33,6	59,6	40,4	51,6	48,4	29,3	70,7	55,9	44,1	85,4	14,6
uk United Kingdom	55,8	44,2	72,9	27,1	64,1	35,9	56,3	43,7	38,0	62,0	20,7	79,3	61,8	38,2	75,5	24,5

Source: Eurostat, Education indicators

I) Ten new Member States (Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, and Slovenia) joined the EU in 2004, and during that year, a considerable number of students migrated to the "old" EU Member States. This "brain drain" is reflected in the EU graduate figures for 2004.
II) Source: Statistics France.
III)Luxembourg's University was founded in 2003. Therefore, there is no graduate data available for 2004.
IV)Source: National statistics, Malta
V)Source: National statistics, Finland

Table 6.3.b: Proportion of female PhD graduates and male PhD graduates of all PhD graduates (Phd ISCED 6) by broad field of study and total (2004[I])

	isced6_phd PhD/Doctorate (ISCED 6)															
	Total		Teacher training and education science		Humanities and arts		Social sciences, business and law		Science, mathematics and computing		Engineering, manufacturing and construction		Agriculture and veterinary		Health and Welfare	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
geo																
eu25 European Union (25 countries)	42,7	57,3	58,7	41,3	50,7	49,3	44,2	55,8	38,4	61,6	22,0	78,0	49,9	50,1	51,7	48,3
be Belgium	33,9	66,1	46,4	53,6	36,6	63,4	43,6	56,4	28,9	71,1	20,2	79,8	37,3	62,7	39,1	60,9
bg Bulgaria	50,8	49,2	52,6	47,4	67,1	32,9	42,9	57,1	55,8	44,2	39,2	60,8	63,6	36,4	50,0	50,0
cz Czech Republic	35,6	64,4	73,0	27,0	41,6	58,4	46,2	53,8	34,9	65,1	21,2	78,8	33,9	66,1	36,2	63,8
dk Denmark	35,9	64,1	0[II)]	0[II)]	50,0	50,0	39,1	60,9	26,0	74,0	27,9	72,1	56,2	43,8	46,0	54,0
de Germany	39,0	61,0	50,8	49,2	48,8	51,2	35,0	65,0	29,5	70,5	11,8	88,2	58,8	41,2	50,0	50,0
ee Estonia	62,2	37,8	100,0	0,0	60,7	39,3	61,5	38,5	44,0	56,0	37,5	62,5	20,0	80,0	80,5	19,5
ie Ireland	45,7	54,3	50,0	50,0	47,9	52,1	53,1	46,9	45,3	54,7	28,7	71,3	47,6	52,4	55,0	45,0
gr Greece	38,1	61,9	51,9	48,1	51,0	49,0	52,1	47,9	32,3	67,7	21,0	79,0	43,6	56,4	65,4	34,6
es Spain	47,5	52,5	57,5	42,5	48,8	51,2	49,0	51,0	48,9	51,1	27,9	72,1	44,1	55,9	51,8	48,2
fr France [III)]	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
it Italy	50,9	49,1	72,5	27,5	58,5	41,5	50,4	49,6	54,0	46,0	31,2	68,8	54,4	45,6	61,5	38,5
cy Cyprus	61,5	38,5	100,0	0,0	0,0	100,0	0,0	100,0	83,3	16,7	0,0	0,0	0,0	0,0	0,0	0,0
lv Latvia	58,3	41,7	100,0	0,0	50,0	50,0	57,9	42,1	53,3	46,7	38,5	61,5	100,0	0,0	52,9	47,1
lt Lithuania	57,5	42,5	0,0	:	77,6	22,4	59,4	40,6	61,4	38,6	33,9	66,1	54,5	45,5	60,0	40,0
lu Luxembourg [IV)] (Grand-Duché)	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
hu Hungary	42,9	57,1	66,1	33,9	50,0	50,0	45,7	54,3	32,7	67,3	33,3	66,7	30,3	69,7	39,9	60,1
mt Malta [V)]	:	:	:	:	:	:	:	:	:	:	:	:		:		:
nl Netherlands	39,4	60,6	0,0	0,0	42,7	57,3	40,9	59,1	37,7	62,3	23,4	76,6	39,0	61,0	48,6	51,4
at Austria	40,5	59,5	58,5	41,5	52,7	47,3	41,9	58,1	35,1	64,9	18,6	81,4	55,7	44,3	63,2	36,8
pl Poland	46,9	53,1	:	:	54,9	45,1	48,2	51,8	52,9	47,1	24,1	75,9	48,7	51,3	51,5	48,5
pt Portugal [VI)]	47,8	52,2	78,3	21,7	50,9	49,1	46,3	53,7	51,3	48,7	35,0	65,0	52,8	47,2	46,3	53,7
ro Romania	49,3	50,7	:	:	67,8	32,2	51,7	48,3	45,7	54,3	28,7	71,3	0,0	100,0	56,3	43,7
si Slovenia	40,6	59,4	50,0	50,0	57,5	42,5	39,0	61,0	40,9	59,1	25,6	74,4	50,0	50,0	53,8	46,2
sk Slovakia	45,0	55,0	68,1	31,9	46,7	53,3	50,7	49,3	46,3	53,7	29,7	70,3	35,7	64,3	48,5	51,5
fi Finland [VII)]	46.6	53.4	69.7	30.3	56.5	43.5	47.8	52.2	41.0	59.0	20.7	79.3	40.9	59.1	65.6	34.4
se Sweden	44,8	55,2	79,3	20,7	56,0	44,0	43,3	56,7	39,6	60,4	25,0	75,0	45,2	54,8	56,9	43,1
uk United Kingdom	43,1	56,9	60,4	39,6	49,3	50,7	50,7	49,3	37,9	62,1	21,2	78,8	47,2	53,1	54,5	45,5

Source: Eurostat, Education indicators

I) Ten new Member States (Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, and Slovenia) joined the EU in 2004 and during that year, a considerable number of students migrated to the "old" EU Member States. This "brain drain" is reflected in the EU graduate figures for 2004.
II) Denmark's national statistics use different categories than those defined by Eurostat. Thus, the data shown in the table is skewed. Both, women and men make up the total of ISCED 6 graduates in teacher training & education.
III) No data for PhD ISCED 6 is available
IV)Luxembourg's University was founded in 2003. Therefore, there is no graduate data available for 2004.
V)No data for PhD ISCED 6 is available
VI)National Portuguese statistics
VII)Source: National statistics, Finland

The overall share of female ISCED 5a graduates (EU average: 58.4%) exceeds the share of men. Yet, there are marked differences between subject areas in the respective proportions of females with ISCED 5a qualification. Fields of study such as teacher training and education, humanities and arts as well as health and welfare are chosen by more women than men. Fields of study that are traditionally associated with the male stereotype – e.g. science, mathematics and computing as well as engineering, manufacturing and construction - have a significantly higher male proportion. Thus the overall high share of female ISCED 5a graduates shows a gender-stereotypical pattern when analysed by separate fields of study.

The trend in subject choice of women and men respectively at ISCED 6 level mirrors the situation at the ISCED 5a level, and indeed amplifies it when it comes to the subjects with a generally higher proportion of males. Yet there is also an increase in the male proportion in fields of study previously mainly favoured by women.

Thus the indicator reveals horizontal segregation in regard to subject choice and simultaneous gender disparity in the vertical dimension. In the majority of EU Member States, the overall proportion of female students participating in higher education is greater and by graduation (ISCED 5a level) women have for the most part increased their lead over men. Yet among students at PhD/Doctorate and equivalent level (ISCED 6), the male/female ratio is reversed.

It is important to recognise that the ISCED 5a and ISCED 6 level function as vehicles between education and high-level employment, specifically in research and development. Therefore, policy needs to concentrate on fostering a balanced ratio of women and men graduating with ISCED 5a qualification and a PhD/Doctorate or equivalent. Not only would this increase the range of original research approaches but it would also equip women and men with the skills and qualifications they need in order to participate in senior management and decision making in research and development, both in the private and public sector.

6.4 Indicator 3b: Proportion of female and male academic staff differentiated by grades A, B and C, and in total

The relative distribution of women and men at the different levels of seniority in academia is crucial to the promotion of gender parity. Therefore, it is vital that the vertical dimension of employment in academia is realigned from a gender-biased research arena towards a creative and sustainable R&D environment benefiting from equal contributions by women and men.

The indicator on the proportion of female and male academic staff of total academic staff by grade and in total allows gender ratios to be assessed at different levels of seniority. Academic staff grades serve as points of reference. Proposed by the European Commission, this classification was developed by the Statistical Correspondents (sub-group of the Helsinki Group of Women and Science) in order to account for the vertical dimension of academia, which is not encompassed in the ISCED classification. The academic staff grades portray the link between position in academic institutions, experience and level of educational attainment:

Grade A: the single highest grade/post at which research is normally conducted;

Grade B: researchers working in positions not as senior as top position (A) but more senior than newly qualified PhD holders; and Grade C: the first grade/post into which a newly qualified PhD (ISCED6) graduate would normally be recruited.

Table 6.4: Proportion of female and male academic staff in academia differentiated by grades A, B and C, and in total

	Grade A		Grade B		Grade C		Total	
	Women	Men	Women	Men	Women	Men	Women	Men
geo								
EU average	15.3	84.7	32.2	67.8	42.0	58.0	32.1	67.9
Belgium	9.0	91.0	20.7	79.3	33.1	66.9	25.3	74.7
Bulgaria	15.9	84.1	31.2	68.8	46.1	53.9	31.2	68.8
Czech Republic	10.3	89.7	22.1	77.9	40.2	59.8	32.0	68.0
Denmark	10.9	89.1	24.4	75.6	37.6	62.4	25.1	74.9
Germany	9.2	90.8	16.1	83.9	25.9	74.1	17.4	82.6
Estonia	17.2	82.8	37.1	62.9	56.6	43.4	44.0	56.0
Irland	:	:	:	:	:	:	:	:
Greece	11.3	88.7	22.7	77.3	31.9	68.1	22.7	77.3
Spain	12.9	87.1	25.8	74.2	39.3	60.7	34.2	65.8
France	16.1	83.9	38.7	61.3	:	:	31.9	68.1
Italy	16.4	83.6	31.4	68.6	43.8	56.2	31.2	68.8
Cyprus	10.2	89.8	17.2	82.8	37.5	62.5	29.9	70.1
Latvia	26.5	73.5	37.0	63.0	65.0	35.0	57.7	42.3
Lithuania	12.1	87.9	37.4	62.6	49.5	50.5	38.7	61.3
Luxembourg	:	:	:	:	:	:	:	:
Hungary	15.4	84.6	30.9	69.1	46.0	54.0	36.2	63.8
Malta	2.3	97.7	31.7	68.3	14.2	85.8	26.7	73.3
Netherlands	9.4	90.6	14.2	85.8	27.0	73.0	19.3	80.7
Austria	9.5	90.5	16.2	83.8	35.6	64.4	25.8	74.2
Poland	19.5	80.5	27.4	72.6	41.0	59.0	34.9	65.1
Portugal	20.9	79.1	34.4	65.6	43.4	56.6	38.0	62.0
Romania	18.0	82.0	34.9	65.1	:	:	41.4	58.6
Slovenia	13.5	86.5	31.5	68.5	48.5	51.5	28.5	71.5
Slovakia	29.1	70.9	49.1	50.9	:	:	39.6	60.4
Finland	21.2	78.8	46.6	53.4	52.9	47.1	38.9	61.1
Sweden	17.6	82.4	36.1	63.9	52.2	47.8	33.0	67.0
United Kingdom	16.1	83.9	38.6	61.4	40.0	60.0	37.5	62.5

Source: She Figures 2006 -Women and Science Statistics and Indicators

It quickly becomes apparent from the indicative data in table 6.4 that vertical segregation is prevalent in academia. While females at the beginning of an academic career account for 42% (EU average: grade C), merely 15.3% of grade A positions (EU average) are occupied by women. Overall, men take the lion's share of positions in academic institutions in grade A and B, with 84.7% and 67.8% respectively (EU average). This means that only a fraction of females engaged in research reach senior rank during the course of their careers.

This is partly attributable to the fact that women continue to experience obstacles that prevent them from achieving their full potential. The lack of access to productive resources and mentors, the existence of "gentlemen's clubs," inflexible working conditions/hours, the lack of a family-friendly work environment, inadequate sharing of family responsibilities, together with a lack of appropriate and affordable child care services, and attitudinal discrimination, often prevent women from advancing to the most senior positions. In comparison, men are still much less involved in family responsibilities and thus less affected by issues surrounding the reconciliation of family and work life. As a result of widespread stereotypes, the role of men in this context has been underestimated. If men carried an active and equal share of family responsibilities and child care, gender equality would take a quantum leap forward.

Progress has been made, yet inequalities persist. Rethinking employment policies is necessary in order to integrate the gender perspective in academia, to draw attention to a wider range of opportunities and to redress any negative gender implications of current patterns of work and employment in the academic world. The Beijing Platform for Action highlights the fact that the realisation of full equality between women and men in research, science and the economy requires active efforts to foster fuller recognition and appreciation of the contribution that the work, experience, knowledge and values of both women and men can make in society.

7. Conclusion

In the European Union women have drawn level with men in education and training. The gender ratio when entering the tertiary educational system has reached equilibrium. On average women achieve a higher level of education/training than men.

The report by the German Presidency proposes indicators that provide information on gender parity in the area of tertiary education, research as well as the return of educational attainment. The indicators highlight areas that show gender imbalances and vindicate existing EU strategies promoting gender equality in education, research and employment.

The first significant finding illustrates the fact that despite the share of women exceeding the share of men in tertiary education, science and technical disciplines remain male-dominated.

Another principal finding is that women's and men's participation in the labour market is linked to their level of educational attainment. For women this correlation is stronger than for men. The higher the level of educational attainment, the smaller the gender gap between employment rates. However, a gap always remains. The reasons are manifold and interlinked: the impossibility of satisfactorily reconciling work and family life for women and men, the often unequal sharing of family responsibilities between women and men, stereotypical gender roles, and outright discrimination.

The third principal finding from the indicative data relates to strong vertical gender segregation within academia. The higher you look in the academic hierarchy, the fewer women you see. The reasons are the same as for the unequal participation of women and men in the overall labour market.

The findings of this report clearly illustrate the need for continued efforts to encourage women as well as men to pursue their chosen career paths - especially, but not exclusively, in the tertiary sector. This involves providing sufficient possibilities for reconciliation of family tasks with education, training, research and/or work, overcoming gender stereotypes, and preventing, investigating and eliminating both direct and indirect gender discrimination.

While the proposed indicators emphasise the need for gender equality policy in the education and research arena, the report also clearly identifies 'lifelong learning' and 'migrants in the educational system' as aspects of education and training of women and men that require further examination from a gender point of view. However, given that the structural indicator on lifelong learning reveals little gender-specific information at EU level, and that coherent, specific and comparable data on migrant women and men is lacking due to the different definitions and legislations in place in the different Member States, no indicators for 'lifelong learning' and 'migrants in the educational system' could be drawn up at the present time.

Indicators for the implementation of the Beijing Platform of Action in the EU Member States

Since 1999 the Council has adopted the following indicators on gender equality:

- Women in power and decision-making, Finnish Presidency, 1999
- Women in the economy (reconciliation of work and family life), French Presidency, 2000
- Women in the economy (equal pay), Belgian Presidency, 2001
- Violence against women, Danish Presidency; based on a study and a conference by the Spanish Presidency, 2002
- Women and men in economic decision-making, Italian Presidency; based on a study carried out by the Greek Presidency, 2003
- Sexual harassment at the workplace, Dutch Presidency; based on a study carried out by the Irish presidency, 2004
- Women and health, Austrian Presidency, 2006
- Institutional Mechanisms, Finnish Presidency, 2006

Databases

Eurostat

Eurostat is the Statistical Office of the European Communities. Its mission is to provide the European Union with a high-quality statistical information service. In addition to cooperating closely with international organisations such as the UN and OECD, Eurostat works with countries outside the EU. A key task for Eurostat is to coordinate the improvement of statistical systems in candidate and developing countries.

Eurostat data was utilised for the indicators 1, 2, and 3a in this report.

Eurydice

The information network on education in Europe, Eurydice has since 1980 been one of the strategic mechanisms established by the European Commission and Member States to boost cooperation, by improving understanding of systems and policies. Since 1995, Eurydice has also been an integral part of Socrates, the Community action programme in education.

Eurydice is an institutional network for gathering, monitoring, processing and circulating reliable and readily comparable information on education systems and policies throughout Europe. Eurydice covers the education systems of the Member States of the European Union, the three countries of the European Free Trade Association which are members of the European Economic Area, and the EU candidate countries involved in the Socrates Programme.

The network is committed, first and foremost, to offering policy-makers and all those involved in the provision of education with information and studies geared to their needs. It boosts European cooperation in education by developing exchanges of information about systems and policies and by producing studies on issues common to education systems.

Eurydice cooperates closely with several European or international organisations. The Eurydice European Unit supports the Commission in the work it undertakes, as appropriate, with international organisations such as the Council of Europe, the OECD (Organisation for Economic Cooperation and Development) and UNESCO (the United Nations Educational, Scientific and Cultural Organization).

OECD - Education at a Glance 2006

Across OECD countries, governments are seeking policies to make education more effective while searching for additional resources to meet the increasing demand for education.

The 2006 edition of Education at a Glance enables countries to see themselves in the light of other countries' performance. It provides a rich, comparable and up-to-date array of indicators on the performance of education systems and represents the consensus of professional thinking on how to measure the current state of education internationally.

The indicators look at who participates in education, what is spent on it and how education systems operate and at the results achieved. The latter includes indicators on a wide range of outcomes, from comparisons of student's performance in key subject areas to the impact of education on earnings and on adults' chances of employment.

She Figures 2006

She Figures 2006 is the second publication of selected EU employment statistics disaggregated by sex and supplemented by certain other complementary data, which provide illuminating perspectives on the current employment situation of male and female scientists and researchers. The series was launched in 2003 by the Women and Science Unit of the Directorate General for Research in order to establish a rolling record that would be useful in mapping progress towards gender equality.

Above all, it was intended that the series would provide systematic evidence of gender imbalances for which policy intervention might be appropriate at EU and/or at Member State level. A subsidiary aim was to promote the collection of sex disaggregated statistics for a wide range of indicators.

She Figures 2006 data was utilised for the indictor 3b in this report.

DESCRIPTION OF ISCED97 LEVELS, CLASSIFICATION CRITERIA AND SUB-CATEGORIES

0	PRE-PRIMARY LEVEL OF EDUCATION	Main criteria	Auxilary criteria	Sub-categories		
	Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre- or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e. qualified) to provide an educational programme for children.	Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.			
1	**PRIMARY LEVEL OF EDUCATION**	**Main criteria**	**Auxilary criteria**			
	Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an educational programme at ISCED level 1.	In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.			
2	**LOWER SECONDARY LEVEL OF EDUCATION**	**Main criteria**	**Auxilary criteria**	**Destination for which the programmes have been designed to prepare students:**		**Programme orientation**
	The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organised in a more subjectoriented pattern, using more specialised teachers conducting classes in their field of specialisation. If this organizational transition point does not correspond to a natural split in the boundaries between national educational programmes, then programmes should be split at the point where national programmes begin to reflect this organisational change.	If there is no clear break-point for this organisational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of six years of primary education.	A Programmes designed to prepare students for direct access to level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
			In countries with no system break between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as lower secondary education.	B Programmes designed to prepare students for direct access to programmes at level 3C.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
				C Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).		
3	**UPPER SECONDARY LEVEL OF EDUCATION**	**Main criteria**	**Modular programmes**	**Destination for which the programmes have been designed to prepare students:**		**Programme orientation**
	The final stage of secondary education in most countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually requires the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.	An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements.	A Programmes designed to provide direct access to ISCED 5A.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
			A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.	B Programmes designed to provide direct access to ISCED 5B.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

3	UPPER SECONDARY LEVEL OF EDUCATION	Main criteria	Modular programmes		Destination for which the programmes have been designed to prepare students:		Programme orientation
				C	Programmes not designed to lead directly to ISCED 5A or 5B. Therefore, these programmes lead directly to the labour market, ISCED 4 programmes or other ISCED 3 programmes.		
4	**POST-SECONDARY NON-TERTIARY**	**Main criteria**	**Types of programmes which can fit into level 4**		**Destination for which the programmes have been designed to prepare students:**		**Programme orientation**
	These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context.	Students entering ISCED 4 programmes will typically have completed ISCED 3.	The first type are short vocational programmes where either the content is not considered tertiary in many countries or the programmes do not meet the duration requirement for ISCED 5B – at least two years.	A	Programmes designed to provide direct access to ISCED 5A or 5B.	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes.		These programmes are often designed for students who have completed level 3, although a formal ISCED level 3 qualification may not be required for entry. The second type of programmes are nationally considered as upper secondary programmes, even though entrants to these programmes will have typically already completed another upper secondary programme (i.e. second-cycle programmes).	B	Programmes not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to the labour market or other ISCED 4 programmes.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
5	**FIRST STAGE OF TERTIARY EDUCATION**	**Classification criteria for level and sub-categories (5A and 5B)**			**Cumulative theoretical duration at tertiary**		**Position in the national degree and qualifications structure**
	ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry into these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.					
5A	ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. typically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.			Duration categories: less than 5 years; 5 years or more.		Categories: First; Second or further.
5B	ISCED 5B programmes are generally more practical/technical/occupationally specific than ISCED 5A programmes.	1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation.			Duration categories: None.		Categories: None.
6	**SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)**						
	This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government and industry.					

Academic staff

The following lists the academic staff grades to which reference in this report. Under each country heading, the grade(s) corresponding to Grade A, B, C & D are presented.

A: The single highest grade/post at which research is normally conducted;

B: Researchers working in positions not as senior as top position (A) but more senior than newly qualified PhD holders;

C: The first grade/post into which a newly qualified PhD (ISCED6) graduate would normally be recruited;

D: Either postgraduate students not yet holding a PhD (ISCED6) degree who are engaged as researchers, or researchers working in posts that do not normally require a PhD.

AUSTRIA **A** Ordentliche/r Universitätsprofessor Vertragsprofessor/in Stiftungsprofessor/in Stiftungsprofessor/in Gastprofessor/in mit F&E Tätigkeit Emeritierte/r Professor/in mit F&E Tätigkeit **B** Universitätsdozent/in; im öffentl.-rechtl. Dienstverhältnis zum Bund; Amtstitel: Ao.Univ.Prof Vertragsdozent/in, im privatrechtl. Dienstverhältnis zum Bund; Funktionsbez.: Ao.Univ.Prof **C** Assistenzprofessor/in Universitätsassistent/in Assistent/in; Funktionsbezeichung: Univ.Ass; bzw. Ass.Arzt, gem. (§ 49 I VBG 1948) Vertragsassistent/in Wissenschaftliche (Künstlerische) Mitarbeiter/in (in Ausbildung) gem. § 6 Uni-AbgG Oberarzt, Oberärztin Assistenzarzt/Assitenzärztin Arzt/Ärztin in Facharztausbildung Arzt/Ärztin für Allgemeinmedizin Facharzt/Fachärztin Zahnarzt/Zahnärztin Ärztliche/r Mitarbeiter/in mit Dienstverhältnis zum Land	Ärztliche/r Mitarbeiter/in mit Dienstverhältnis zum Krankenanstaltenbetreiber (KAGes, KAV, TILAK) **D** Bundeslehrer/in und Vertragslehrer/in Beamt/in/er und Vertragsbedienstete/r des wissenschaftlichen Dienstes Studienassistent/in Wissenschaftliche/künstlerische Hilfskräfte Demonstrator/in Sonstiges wissenschaftliches Personal (*Data relate to the Universities only*) **BELGIUM-FLEMISH SPEAKING** **A** ZAP1 - Gewoon/buitengewoon hoogleraar ZAP2 - Hoogleraar **B** ZAP3 - Hoofddocent ZAP4 – Docent ZAP5 **C** AAP2 - Doctor-assistant Unpaid researchers (post-doctoral) WP3 - Post-doctoral of unlimited duration WP4 - Post-doctoral of limited duration

D
Unpaid researchers (pre-doctoral)
WP1 - Pre-doctoral of unlimited duration
WP2 - Pre-doctoral of limited duration

FRENCH-SPEAKING COMMUNITY IN BELGIUM
A
Professeur extraordinaire
Professeur ordinaire
B
Professeur
C
Chargé(e) de cours

BULGARIA
A
Professor
B
Associate Professor
D
Assistant
Lecturer
Research associate

CYPRUS
A
Professor
B
Associate Professor
C
Assistant Professor
Lecturer
Teaching Support Staff
D
Research associates and other staff

CZECH REPUBLIC
A
Professor
B
Associate Professor
C
Senior Assistant
D
Assistant
Lecturer

DENMARK
A
Professor
B
Associate Professor
C
Assistant Professor
D
Senior/forskningsstip
Temporary scientific staff
Other scientific staff

ESTONIA
A
Professor
B
Associate Professor
C
Assistant Professor
D
Assistant
Teacher
Other
(The data on academic staff cover universities and research centres within universities)

FINLAND
A
Professor
B
Lecturer
Senior assistant
C
Assistant
Full-time teacher
D
Researcher

FRANCE
A
Directeur de recherche
Professeur d'université
B
Chargé(e) de recherche
Maître de conférence
D
boursiers de thèse et Ingénieurs de recherche
PhD students working in the labs

GERMANY
A
C4 an allen Hochschularten
W3 an allen Hochschularten
B
C3 an allen Hochschularten
C2 auf Dauer an allen Hochschularten
C2 auf Zeit an allen Hochschularten
Hochschuldozenten, R1, C2, C3,

A9-A15, BAT I-IIa, III, AT
Universitätsdozenten, H1-H3,
BAT Ia, Ib, AT
Oberassistenten, C2, H1, H2, A14,
BAT Ia-IIa
Oberingenieure, C2, H1, H2, A14,
BAT Ib
W2
C
Hochschulassistenten, C1, H2,
BAT Ia-IIa
Wissenschaftliche und künstlerische
Assistenten, C1, H1, A13-A14,
BAT Ib, IIa
Akademische (Ober)Räte -auf Zeit-,
A13, A14
Akademische Räte, Oberräte und
Direktoren, A13-A16, C1-C3, R1,
R2, H1-H3, BAT I-IIa, AT
W1 (Juniorprofessuren)
D
Wissenschaftliche und künstlerische.
Mitarbeiter im
Angestelltenverhältnis. BAT I-IVb,
Va, AT, Verg. entspr. A13
Ärzte im Praktikum, Tarif für AIP
Wissenschaftliche Mitarbeiter im
unbefristeten Arbeitsverhältnis 7),
WM 2-6, BAT I-IIa
Studienräte, -direktoren im
Hochschuldienst, A13-A16, BAT I-IIb
Fachlehrer, Technische Lehrer, A9-
A13, AT
Lektoren, A13-A14, BAT I-II, AT
Sonstige Lehrkräfte für besondere
Aufgaben, A9-A13, BAT I-Vc, Kr.
VIII-XIII, AT
Lektoren, WM 3, BAT IIa
Lehrer im Hochschuldienst, WM 4-6,
BAT IIa, IIb

GREECE
A
Professor
B
Associate Professor
C
Assistant Professor
D
Assistant staff
Lecturer
Post-graduate scholars
Temporary teaching staff

HUNGARY
A
Professors
B
Assistant Professors
C
Lecturers
D
Researchers

IRELAND

ITALY
A
Full professor
B
Associate professor
C
Academic researcher

LATVIA
A
Full Professor
B
Associate Professor
C
Assistant Professor
Assistant
Lecturer
Researcher

LITHUANIA
A
Professor
B
Associate Professor
C
Assistant Professor
D
Other teaching and research staff

LUXEMBURG

MALTA
A
Professor
B
Associate Professor
C
Senior Lecturer
D
No title given

THE NETHERLANDS
A
Professor
B
Associate Professor
C
Assistant Professor
D
Other academic staff
Post-graduate (2-year post)
Post-graduate (4-year post)
Student assistant
(Data relate to the Universities only)

POLAND[2]
A
profesor zwyczajny
profesor nadzwyczjany
profesor wizytujacy
B
docent
adiunkt
starszy wykladowca
C
asystent
wykladowca
D
lektor
instruktor

PORTUGAL
A
Reitor,
Vice Reitor
Professor Catedrático
B
Professor Associado
Professor Coordenator
Professor Auxiliar
C
Professor Auxiliar
Professor Adjunto
D
Assistente
Assistente Politecnico
Leitor
Assistente estagiaro

ROMANIA
A
Professors
B
Lectures, Assistant professors,
Assistants
D
Teaching assistants

SLOVAKIA
A
Full Professor
B
Docenti (Associate professor)
C
Lecturers
D
Assistant lecturers

SLOVENIA
A
Full Professor
B
Associate Professor
C
Assistant Professor
D
Young researcher

SPAIN
A
Head of Department
B
Permanent and part-time professor
Emeritus professor and visiting
professor
C
Assistant Professor
D
PhD students

SWEDEN
A
Professor
B
Senior lecturer
Other research and teaching staff
C
Post-doctoral fellow
D
Postgraduate student
Junior lecturer
Guest lecturer
Part-time teacher
Technical and Administrative staff

UNITED KINGDOM
A
Professor
B
Senior lecturer
Senior researcher
C
Lecturer
D
Researcher

[2] Polish national definitions for academic staff

Graduates in ISCED 5-6 and 6 by broad field of education science - absolute figures: science, mathematics and computing

isced97 sex	isced5_6 total	isced5_6 males	isced5_6 females	isced6 total	isced6 males	isced6 females
eu25	344543	207509	137034	25889	15792	10097
eu15	304487	183838	120649	24030	14789	9241
nms10	40056	23671	16385	1859	1003	856
eurozone12	208225	123881	84344	18143	11133	7010
be	6945	4844	2101	658	468	190
be_fr	2912	2109	803	188	133	55
be_vl	4033	2735	1298	470	335	135
cz	4120	2494	1626	410	267	143
dk	4374	2907	1467	100	74	26
de	32178	20955	11223	6025	4247	1778
ee	879	458	421	50	28	22
gr	8292	4817	3475	711	481	230
es	32816	20594	12222	2249	1149	1100
fr	:	:	:	:	:	:
ie	8290	4727	3563	265	145	120
it	23871	11059	12812	1931	888	1043
cy	347	198	149	6	1	5
lv	1264	767	497	15	7	8
lt	1841	1033	808	70	27	43
lu	:	:	:	:	:	:
hu	2668	1664	1004	171	115	56
mt	:	:	:	:	:	:
nl	6909	5244	1665	499	311	188
at	2584	1662	922	444	288	156
pl	24969	14701	10268	867	408	459
pt	7363	3623	3740	1013	491	522
si	558	335	223	93	55	38
sk	3310	1951	1359	177	95	82
fi	:	:	:	:	:	:
se	5156	2787	2369	944	575	369
uk	86732	54263	32469	4843	3007	1836
bg	2235	974	1261	77	34	43
hr	1028	533	495	70	41	29
ro	7833	3224	4609	151	82	69
tr	24573	13492	11081	368	229	139
is	314	182	132	4	2	2
li	0	0	0	0	0	0
no	2554	1884	670	0	0	0
ch	5968	4665	1303	791	532	259
al	:	:	:	:	:	:
mk	395	134	261	9	4	5
us	218047	128965	89082	7211	4275	2936
jp	31247	23224	8023	2482	1994	488

Source: Eurostat, Graduates in ISCED 3 to 6 by field of education and sex - absolute figures: science, mathematics and computing

Graduates in ISCED 5-6 and 6 by broad field of education by sex - absolute figures: engineering, production and construction

	isced97	isced5_6	isced5_6	isced5_6	isced6	isced6	isced6
	sex	total	males	females	total	males	females
eu25		431254	329439	101815	12236	9402	2835
eu15		366933	282873	84060	10492	8088	2405
nms10		64321	46566	17755	1744	1314	430
eurozone12		302009	232517	69492	6802	5257	1545
be		7630	6046	1584	89	71	18
be_fr		2654	2111	543	69	54	15
be_vl		4978	3936	1042	20	17	3
cz		8018	6079	1939	468	369	99
dk		4695	3235	1460	376	271	105
de		53725	44516	9209	2107	1858	249
ee		854	571	283	16	10	6
gr		4864	3014	1850	119	94	25
es		50368	37395	12973	603	435	168
fr		:	:	:	:	:	:
ie		7061	5825	1236	108	77	31
it		49744	35489	14255	1177	810	367
cy		119	95	24	0	0	0
lv		1845	1324	521	13	8	5
lt		6489	4328	2161	62	41	21
lu		:	:	:	:	:	:
hu		5301	4045	1256	36	24	12
mt		:	:	:	:	:	:
nl		8693	7315	1378	483	370	113
at		6281	5203	1078	397	323	74
pl		34144	24729	9415	908	689	219
pt		10008	6618	3390	579	373	206
si		2219	1748	471	86	64	22
sk		5220	3570	1650	155	109	46
fi		:	:	:	:	:	:
se		11945	8525	3420	1096	812	284
uk		48284	38596	9688	2218	1748	471
bg		7418	4656	2762	74	45	29
hr		2269	1670	599	88	67	21
ro		26015	17581	8434	690	492	198
tr		49910	38342	11568	418	272	146
is		145	102	43	0	0	0
li		4	2	2	0	0	0
no		2559	1978	581	6	3	3
ch		7214	6391	823	319	254	65
al		:	:	:	:	:	:
mk		793	517	276	17	12	5
us		189402	152986	36416	6154	5017	1137
jp		195241	170178	25063	3355	3017	338

Source: Eurostat, Graduates in ISCED 3 to 6 by field of education and sex - absolute figures: engineering, production and construction

Employment rates by sex, age groups and highest level of education attained (%) - total

sex *t* Total
time 2004q02
age *y25_64* Between 25 and 64 years

isced97 / geo	*total* Total (ISCED 1997)	*isced0_2* Pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)	*isced3_4* Upper secondary and post-secondary non-tertiary education - levels 3-4 (ISCED 1997)	*isced5_6* Tertiary education - levels 5-6 (ISCED 1997)
eu25 European Union (25 countries)	69,1	54,2	72,4	83,8
be Belgium	67,8	49,4	73,1	84,1
cz Czech Republic	72,6	42,7	74,7	86,4
dk Denmark	78,9	62,0	79,7	86,5
de Germany (including ex-GDR from 1991)	69,0	48,6	69,5	82,7
ee Estonia	72,9	50,4	72,9	80,8
gr Greece	66,7	56,8	69,0	82,4
es Spain	66,7	57,2	73,0	81,8
fr France	71,3	58,6	75,4	82,6
ie Ireland	71,8	57,2	75,7	86,1
it Italy	63,3	51,6	73,5	82,4
cy Cyprus	76,9	64,1	79,5	88,8
lv Latvia	71,6	52,1	72,5	85,0
lt Lithuania	73,2	49,3	73,4	85,9
lu Luxembourg (Grand-Duché)	70,4	58,5	69,1	84,1
hu Hungary	64,5	36,5	71,1	82,9
mt Malta	55,7	47,7	76,4	88,6
nl Netherlands	74,5	59,0	77,7	85,6
at Austria	71,2	51,8	74,3	81,9
pl Poland	60,4	36,9	61,3	82,2
pt Portugal	75,1	72,0	80,2	88,4
si Slovenia	73,5	56,1	75,1	87,1
sk Slovakia	66,1	26,6	70,2	83,6
fi Finland	73,8	57,0	74,2	84,5
se Sweden	79,9	67,1	80,9	86,7
uk United Kingdom	75,4	54,3	79,7	87,7
bg Bulgaria	63,3	41,2	68,8	80,0
ro Romania	67,5	52,5	71,6	85,9

Employment rates by sex, age groups and highest level of education attained (%) - female

sex *f* Females
time 2004q02
age *y25_64* Between 25 and 64 years

isced97	*total* Total (ISCED 1997)	*isced0_2* Pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)	*isced3_4* Upper secondary and post-secondary non-tertiary education - levels 3-4 (ISCED 1997)	*isced5_6* Tertiary education - levels 5-6 (ISCED 1997)
geo				
eu25 European Union (25 countries)	60,4	41,4	65,4	80,3
be Belgium	59,0	37,1	63,9	79,8
cz Czech Republic	63,1	39,0	65,8	79,1
dk Denmark	74,5	54,7	74,3	85,2
de Germany (including ex-GDR from 1991)	62,2	41,5	64,3	78,4
ee Estonia	70,4	46,6	68,6	78,7
gr Greece	50,6	36,9	53,3	75,3
es Spain	52,1	37,5	60,8	76,3
fr France	64,8	51,2	68,8	78,7
ie Ireland	60,1	37,7	64,1	81,1
it Italy	49,4	32,6	63,6	77,3
cy Cyprus	65,6	49,3	68,0	84,9
lv Latvia	66,8	44,2	66,1	82,1
lt Lithuania	69,3	39,8	68,1	84,8
lu Luxembourg (Grand-Duché)	58,2	47,1	56,3	76,4
hu Hungary	57,3	32,3	63,6	78,9
mt Malta	28,9	18,9	59,1	81,6
nl Netherlands	65,7	46,0	70,9	82,2
at Austria	63,0	44,4	67,1	77,7
pl Poland	54,2	30,6	54,0	79,8
pt Portugal	68,3	62,8	77,2	88,2
si Slovenia	69,1	50,4	70,6	86,1
sk Slovakia	58,4	24,3	62,8	79,4
fi Finland	71,5	53,1	70,5	82,5
se Sweden	77,8	59,5	78,0	86,8
uk United Kingdom	68,3	49,6	74,3	85,9
bg Bulgaria	59,4	35,2	64,0	77,3
ro Romania	61,3	46,3	66,5	84,4

Employment rates by sex, age groups and highest level of education attained (%) - male

sex *m* Males
time 2004q02
age *y25_64* Between 25 and 64 years

isced97	*total* Total (ISCED 1997)	*isced0_2* Pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)	*isced3_4* Upper secondary and post-secondary non-tertiary education - levels 3-4 (ISCED 1997)	*isced5_6* Tertiary education - levels 5-6 (ISCED 1997)
geo				
eu25 European Union (25 countries)	77,9	68,6	79,2	87,3
be Belgium	76,4	61,7	81,7	88,7
cz Czech Republic	82,2	51,0	83,1	92,1
dk Denmark	83,2	70,5	84,3	87,9
de Germany (including ex-GDR from 1991)	75,6	59,7	74,6	85,6
ee Estonia	75,8	53,6	77,1	84,7
gr Greece	83,0	78,3	84,8	88,6
es Spain	81,3	77,0	84,9	87,3
fr France	77,9	67,2	81,3	87,0
ie Ireland	83,4	73,7	89,0	91,3
it Italy	77,5	70,8	83,4	88,0
cy Cyprus	88,9	82,8	90,9	92,5
lv Latvia	77,1	58,5	79,4	89,6
lt Lithuania	77,6	57,6	79,0	87,3
lu Luxembourg (Grand-Duché)	82,3	71,9	82,5	89,6
hu Hungary	72,1	42,6	77,9	87,6
mt Malta	82,6	79,6	87,9	94,0
nl Netherlands	83,2	75,1	84,2	88,4
at Austria	79,5	64,5	81,2	84,7
pl Poland	66,8	44,4	68,2	85,2
pt Portugal	82,2	81,2	83,0	88,8
si Slovenia	77,7	63,8	78,8	88,5
sk Slovakia	73,9	30,7	77,0	87,9
fi Finland	76,2	60,2	77,5	87,0
se Sweden	82,0	72,9	83,6	86,5
uk United Kingdom	82,6	60,1	84,6	89,4
bg Bulgaria	67,4	47,0	73,0	84,3
ro Romania	74,0	62,2	75,8	87,2

Graduates in ISCED 5a and 6 by field of education and sex

2004a00
t Total

<>	*isced5a_d1* Tertiary programmes with academic orientation - all first degrees (ISCED 1997)								*isced5a_d2* Tertiary programmes with academic orientation - second degree (ISCED 1997)								*isced6_phd* PhD/Doctorate (ISCED 6)							
	total Total	*ef14* Teacher training and education science	*ef2* Humanities and arts	*ef3* Social sciences, business and law	*ef4* Science, mathematics and computing	*ef5* Engineering, manufacturing and construction	*ef6* Agriculture and veterinary	*ef7* Health and Welfare	*total* Total	*ef14* Teacher training and education science	*ef2* Humanities and arts	*ef3* Social sciences, business and law	*ef4* Science, mathematics and computing	*ef5* Engineering, manufacturing and construction	*ef6* Agriculture and veterinary	*ef7* Health and Welfare	*total* Total	*ef14* Teacher training and education science	*ef2* Humanities and arts	*ef3* Social sciences, business and law	*ef4* Science, mathematics and computing	*ef5* Engineering, manufacturing and construction	*ef6* Agriculture and veterinary	*ef7* Health and Welfare
geo																								
*eu*25 European Union (25 countries)	2062496	228983	284739	741666	225409	274974	34005	216849						:	:	:	74935	1995	9121	12463	20211	10001	3371	16945
be Belgium	24874	331	4440	8992	2479	3764	905	3358	11951	2645	809	4344	1280	533	276	1339	1479	28	164	204	658	89	75	248
bg Bulgaria	26992	3015	2670	12905	1393	4126	443	618	14729	243	1065	7743	765	2315	306	1254	392	38	73	63	77	74	11	40
cz Czech Republic	33126	4982	3202	10036	2901	6866	1430	2557	11239	5850	521	3046	347	309	0	149	1732	74	154	260	410	468	112	185
dk Denmark	29518	3370	3909	5792	1819	3026	242	10987	8930	426	2053	4209	1505	368	124	176	788	0	96	64	100	376	89	63
de Germany (including ex-GDR from 1991)	196608	16136	30128	59963	25421	34099	3524	23317	-	-	-	-	-	-	-	-	23138	498	1974	3672	6025	2107	929	7799
ee Estonia	4072	338	630	1558	419	454	139	353	1472	264	229	551	173	89	21	101	209	6	28	13	50	16	5	87
ie Ireland	25865	1236	3984	9179	4173	2544	288	2829	10521	2163	1071	3672	995	588	178	1670	683	8	94	49	265	108	21	109
gr Greece	29474	5368	5558	10858	5709	1049	271	406	5010	868	419	954	1574	706	189	190	1295	106	145	142	711	119	39	26
es Spain	202435	28471	19521	64145	18801	30788	5592	25846	:	:	:	:	:	:	:	:	8168	259	1232	1594	2249	603	322	1622
fr France	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
it Italy	264574	12724	35180	103315	19961	45899	4760	36249	50359	14499	3202	10320	1979	2668	1383	12841	6351	40	829	1128	1931	1177	384	857
cy Cyprus	693	195	151	239	108	0	0	0	173	58	15	41	59	0	0	0	13	3	1	3	6	0	0	0
lv Latvia	13301	2286	881	7465	700	884	172	639	6972	1703	387	3264	449	678	33	180	84	6	8	19	15	13	6	17
lt Lithuania	16548	3791	1594	5362	1061	2889	351	1200	7159	978	540	2932	458	1207	90	814	301	-	49	69	70	62	11	40
lu Luxembourg (Grand-Duché)	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
hu Hungary	53514	15779	6936	22083	2046	4334	1842	4929	8825	1505	36	6208	145	192	287	200	893	62	238	127	171	36	66	193
mt Malta	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
nl Netherlands	84194	13231	5721	33129	5887	6863	1865	15280	10017	3596	787	1165	523	1347	254	2209	2679	0	213	416	499	483	259	809
at Austria	20288	2092	2049	8484	2106	3172	301	1900	236	8	37	114	34	37	6	0	2443	164	353	912	444	397	97	57
pl Poland	278509	41285	22855	132448	19164	29275	5323	9473	196356	17554	6764	66344	4938	3961	1290	579	5460	-	1183	655	867	908	524	1209
pt Portugal	52550	13652	5435	15282	5525	6515	992	9932	:	:	:	:	:	:	:	:	872[1]	46[1]	106[1]	149[1]	271[1]	197[1]	36[1]	67[1]
ro Romania	97629	1552	13057	47748	4679	15703	2195	5483	34199	-	2071	12203	2480	6266	513	10666	2680	-	497	822	151	690	1	519
si Slovenia	5905	1064	692	2559	316	671	177	335	940	37	98	572	57	97	9	47	355	8	40	77	93	86	8	39
sk Slovakia	25881	4653	1293	8114	2193	3978	886	2841	5802	749	381	1997	922	1044	59	375	854	69	92	150	177	155	42	132
fi Finland	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
se Sweden	42697	8382	2625	11275	3547	9912	305	11533	2672	626	19	370	21	53	8	1566	2748	58	257	300	627	580	62	858
uk United Kingdom	292092	9545	63038	92306	53143	26271	3073	36622	166826	38238	14719	66369	16276	12684	1080	14947	15257	606	1969	2609	4843	2218	318	2594

Source: Eurostat, education statistics
1) National Portuguese Statistics

2004a00
m Males

<>	*isced5a_d1* Tertiary programmes with academic orientation - all first degrees (ISCED 1997)								*isced5a_d2* Tertiary programmes with academic orientation - second degree (ISCED 1997)								*isced6_phd* PhD/Doctorate (ISCED 6)							
	total Total	*ef14* Teacher training and education	*ef2* Humanities and arts	*ef3* Social sciences, business and	*ef4* Science, mathematics and	*ef5* Engineering, manufacturing and	*ef6* Agriculture and veterinary	*ef7* Health and Welfare	*total* Total	*ef14* Teacher training and education	*ef2* Humanities and arts	*ef3* Social sciences, business and	*ef4* Science, mathematics and	*ef5* Engineering, manufacturing and	*ef6* Agriculture and veterinary	*ef7* Health and Welfare	*total* Total	*ef14* Teacher training and education	*ef2* Humanities and arts	*ef3* Social sciences, business and	*ef4* Science, mathematics and	*ef5* Engineering, manufacturing and	*ef6* Agriculture and veterinary	*ef7* Health and Welfare
geo																								
eu25 European Union (25 countries)	858339	51306	82007	291908	130277	204429	16177	52953	:	:	:	:	:	:	:	:	42903	823	4495	6950	12440	7806	1691	8191
be Belgium	11910	48	1618	3862	1490	2936	431	1275	5502	785	270	2107	816	360	171	609	978	15	104	115	468	71	47	151
bg Bulgaria	11488	785	967	5184	616	2620	244	146	6041	86	351	2721	324	1378	183	528	193	18	24	36	34	45	4	20
cz Czech Republic	15226	1245	1119	3881	1698	5199	624	682	3958	1266	202	1235	231	246	0	24	1116	20	90	140	267	369	74	118
dk Denmark	10647	878	1259	2863	1197	2290	85	1782	3960	114	666	1962	855	213	65	44	505	0	48	39	74	271	39	34
de Germany (including ex-GDR from 1991)	98498	4538	9271	31356	16069	26242	1653	7855	-	-	-	-	-	-	-	-	14108	245	1011	2388	4247	1858	383	3901
ee Estonia	1237	13	112	499	177	293	51	49	451	37	50	185	93	64	9	3	79	0	11	5	28	10	4	17
ie Ireland	10672	194	1325	3515	2401	1965	157	524	4012	458	399	1674	639	385	100	261	371	4	49	23	145	77	11	49
gr Greece	10738	1243	1090	4245	3233	574	126	145	2392	272	157	426	938	391	92	80	801	51	71	68	481	94	22	9
es Spain	80980	5934	6573	24760	10521	21282	2989	5373	:	:	:	:	:	:	:	:	4290	110	631	813	1149	435	180	782
fr France	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
it Italy	111217	1001	7408	43907	9160	33063	2643	10643	20619	3065	1404	4705	1011	1616	825	5918	3120	11	344	560	888	810	175	330
cy Cyprus	138	34	12	52	40	0	0	0	65	17	4	20	24	0	0	0	5	0	1	3	1	0	0	0
lv Latvia	3810	248	136	2104	449	596	99	92	2258	168	75	1103	238	483	9	34	35	0	4	8	7	8	0	8
lt Lithuania	5933	708	363	1807	605	1908	156	231	2690	155	118	1123	215	770	39	227	128	-	11	28	27	41	5	16
lu Luxembourg (Grand-Duché)	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
hu Hungary	19564	3557	2001	7008	1296	3274	940	1004	3072	146	3	2325	90	151	203	28	510	21	119	69	115	24	46	116
mt Malta	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
nl Netherlands	36724	2694	2219	16224	4605	5979	984	3013	4140	804	396	601	328	966	84	892	1623	0	122	246	311	370	158	416
at Austria	9965	493	764	3834	1348	2567	122	747	152	3	18	66	26	35	4	0	1454	68	167	530	288	323	43	21
pl Poland	103723	10380	5935	41763	11622	21233	2203	2337	60011	3773	1141	18746	2671	2807	522	104	2897	-	533	339	408	689	269	586
pt Portugal	16637	2034	1547	5378	2528	4168	377	1976	:	:	:	:	:	:	:	:	455[1]	10[1]	52[1]	80[1]	132[1]	128[1]	17[1]	36[1]
ro Romania	41753	849	4168	17292	1502	10796	1341	1964	15022	0	665	5170	1296	3889	254	3748	1359	-	160	397	82	492	1	227
si Slovenia	2135	194	182	864	169	481	73	115	429	8	30	243	36	80	7	15	211	4	17	47	55	64	4	18
sk Slovakia	11415	1187	547	3161	1362	2739	517	672	2751	227	183	866	476	703	24	72	470	22	49	74	95	109	27	68
fi Finland	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
se Sweden	16177	1757	883	4558	1711	7012	130	1726	456	43	5	150	17	37	8	191	1516	12	113	170	379	435	34	370
uk United Kingdom	128567	1751	22276	37852	32710	21420	1057	8389	74318	11175	5630	31548	10310	9472	532	4259	8682	240	998	1285	3007	1748	169	1180

Source: Eurostat, education statistics

1) National Portuguese Statistics

2004a00

f Females

<>	*isced5a_d1* Tertiary programmes with academic orientation - all first degrees (ISCED 1997)								*isced5a_d2* Tertiary programmes with academic orientation - second degree (ISCED 1997)								*isced6_phd* PhD/Doctorate (ISCED 6)							
geo	*total* Total	*ef14* Teacher training and education	*ef2* Humanities and arts	*ef3* Social sciences, business and	*ef4* Science, mathematics and	*ef5* Engineering, manufacturing and	*ef6* Agriculture and veterinary	*ef7* Health and Welfare	*total* Total	*ef14* Teacher training and education	*ef2* Humanities and arts	*ef3* Social sciences, business and	*ef4* Science, mathematics and	*ef5* Engineering, manufacturing and	*ef6* Agriculture and veterinary	*ef7* Health and Welfare	*total* Total	*ef14* Teacher training and education	*ef2* Humanities and arts	*ef3* Social sciences, business and	*ef4* Science, mathematics and	*ef5* Engineering, manufacturing and	*ef6* Agriculture and veterinary	*ef7* Health and Welfare
eu25 European Union (25 countries)	1204157	177678	202733	449759	95131	70545	17828	163896	:	:	:	:	:	:	:	:	32032	1172	4625	5513	7771	2196	1681	8754
be Belgium	12964	283	2822	5130	989	828	474	2083	6449	1860	539	2237	464	173	105	730	501	13	60	89	190	18	28	97
bg Bulgaria	15504	2230	1703	7721	777	1506	199	472	8688	157	714	5022	441	937	123	726	199	20	49	27	43	29	7	20
cz Czech Republic	17900	3737	2083	6155	1203	1667	806	1875	7281	4584	319	1811	116	63	0	125	616	54	64	120	143	99	38	67
dk Denmark	18871	2492	2650	2929	622	736	157	9205	4970	312	1387	2247	650	155	59	132	283	0	48	25	26	105	50	29
de Germany (including ex-GDR from 1991)	98110	11598	20857	28607	9352	7857	1871	15462	-	-	-	-	-	-	-	-	9030	253	963	1284	1778	249	546	3898
ee Estonia	2835	325	518	1059	242	161	88	304	1021	227	179	366	80	25	12	98	130	6	17	8	22	6	1	70
ie Ireland	15193	1042	2659	5664	1772	579	131	2305	6509	1705	672	1998	356	203	78	1409	312	4	45	26	120	31	10	60
gr Greece	18736	4125	4468	6613	2476	475	145	261	2618	596	262	528	636	315	97	110	494	55	74	74	230	25	17	17
es Spain	121455	22537	12948	39385	8280	9506	2603	20473	:	:	:	:	:	:	:	:	3878	149	601	781	1100	168	142	840
fr France	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
it Italy	153357	11723	27772	59408	10801	12836	2117	25606	29740	11434	1798	5615	968	1052	558	6923	3231	29	485	568	1043	367	209	527
cy Cyprus	555	161	139	187	68	0	0	0	108	41	11	21	35	0	0	0	8	3	0	0	5	0	0	0
lv Latvia	9491	2038	745	5361	251	288	73	547	4714	1535	312	2161	211	195	24	146	49	6	4	11	8	5	6	9
lt Lithuania	10615	3083	1231	3555	456	981	195	969	4469	823	422	1809	243	437	51	587	173	-	38	41	43	21	6	24
lu Luxembourg (Grand-Duché)	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
hu Hungary	33950	12222	4935	15075	750	1060	902	3925	5753	1359	33	3883	55	41	84	172	383	41	119	58	56	12	20	77
mt Malta	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
nl Netherlands	47470	10537	3502	16905	1282	884	881	12267	5877	2792	391	564	195	381	170	1317	1056	0	91	170	188	113	101	393
at Austria	10323	1599	1285	4650	758	605	179	1153	84	5	19	48	8	2	2	0	989	96	186	382	156	74	54	36
pl Poland	174786	30905	16920	90685	7542	8042	3120	7136	136345	13781	5623	47598	2267	1154	768	475	2563	-	650	316	459	219	255	623
pt Portugal	35913	11618	3888	9904	2997	2347	615	7956	:	:	:	:	:	:	:	:	417[1]	36[1]	54[1]	69[1]	139[1]	69[1]	19[1]	31[1]
ro Romania	55876	703	8889	30456	3177	4907	854	3519	19177	-	1406	7033	1184	2377	259	6918	1321	-	337	425	69	198	-	292
si Slovenia	3770	870	510	1695	147	190	104	220	511	29	68	329	21	17	2	32	144	4	23	30	38	22	4	21
sk Slovakia	14466	3466	746	4953	831	1239	369	2169	3051	522	198	1131	446	341	35	303	384	47	43	76	82	46	15	64
fi Finland	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
se Sweden	26520	6625	1742	6717	1836	2900	175	9807	2216	583	14	220	4	16	0	1375	1232	46	144	130	248	145	28	488
uk United Kingdom	163525	7795	40763	54455	20432	4851	2016	28233	92508	27062	9088	34821	5966	3212	549	10687	6575	366	970	1324	1836	471	150	1414

Source: Eurostat, education statistics

1) National Portuguese Statistics

Number of academic staff by grade and sex (2004)

	Grade A		Grade B		Grade C		Grade D	
	Women	Men	Women	Men	Women	Men	Women	Men
Austria	188	1791	470	2427	2167	3917	2034	3339
Belgium	200	2016	544	2072	2031	4104	2712	3106
Cyprus	5	44	14	67	98	163	55	109
Czech Republic	215	1877	844	2972	4105	6110	1049	1099
Denmark	125	1017	886	2738	557	926	1632	2189
Estonia	94	454	372	630	966	740	653	328
Finland	528	1963	1440	1648	772	687	3228	4308
France	3732	19390	20560	32546	:	:	4591	7103
Germany	1163	11453	4672	24271	4344	12457	37866	68563
Greece	216	1699	431	1468	753	1608	1481	2280
Hungary	447	2448	1657	3701	4133	4843	667	1148
Italy	2960	15111	5682	12420	9296	11933	:	:
Latvia	120	333	205	349	2293	1235	:	:
Lithuania	80	580	810	1356	933	951	2745	1839
Malta	1	43	193	415	23	139	2	6
Netherlands	219	2108	312	1884	1203	3261	5303	8153
Poland	4531	16734	19019	25886	12443	11995	1428	496
Portugal	303	1148	917	1750	2751	3581	2349	2312
Slovakia	216	1382	840	1826	3409	3614	696	586
Slovenia	130	876	203	583	642	993	299	325
Spain	1965	9208	25293	44800	1596	1464	39177	38262
Sweden	676	3524	4388	6984	422	632	10617	10632
United Kingdom	2306	12172	8170	18027	25434	29728	15418	18018
Bulgaria	362	1646	2477	4624	:	:	7078	6434
Iceland	30	169	55	129	122	108	:	:
Israel	165	1398	245	891	413	818	316	391
Norway	414	2222	1215	3099	658	789	3812	4007
Romania	3076	7508	8216	8507	:	:	1958	1592
Switzerland	771	3894	485	1598	6554	12861	981	1392
Turkey	2102	6128	3737	9880	1615	2371	12449	17498

Sources : She Figures 2006