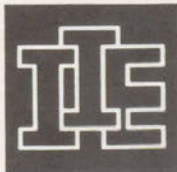


PROFILES 1989-1990

DETAILED ANALYSES OF THE FOREIGN STUDENT POPULATION

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Editor

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2.11 Gender of Foreign Students by World Region and Leading Country of Origin, 1989/90

WORLD REGION/ COUNTRY	GENDER		Students Reported
	Male	Female	
AFRICA	71.6	28.4	14,721
Nigeria	73.1	26.9	2,531
Kenya	66.6	33.4	1,276
South Africa	65.7	34.3	1,205
Ethiopia	58.9	41.1	1,204
Egypt	81.8	18.2	1,074
ASIA	66.1	33.9	117,667
China	67.0	33.0	19,967
Taiwan	60.5	39.5	15,918
Japan	48.0	52.0	17,238
India	77.7	22.3	16,245
Korea, Rep. of	76.8	23.2	11,878
EUROPE	61.6	38.4	25,893
United Kingdom	62.2	37.8	4,024
Germany, F.R.	58.7	41.3	4,047
France	55.0	45.0	2,811
Greece	74.7	25.3	2,494
Spain	65.8	34.2	2,077
LATIN AMERICA	58.0	42.0	28,125
Mexico	66.5	33.5	3,428
Brazil	60.7	39.3	2,097
Colombia	59.5	40.5	1,935
Jamaica	47.8	52.2	1,386
Peru	60.0	40.0	1,604
MIDDLE EAST	81.6	18.4	21,398
Iran	66.7	33.3	4,219
Jordan	91.0	9.0	2,726
Lebanon	84.7	15.3	2,679
Saudi Arabia	90.5	9.5	2,586
Turkey	74.5	25.5	1,970
NORTH AMERICA	57.0	43.0	10,808
Canada	57.7	42.3	10,303
OCEANIA	59.3	40.7	2,143
Australia	60.1	39.9	1,006
Pacific Is. Trust Terr.	60.4	39.6	270
ALL REGIONS	65.9	34.1	220,755

groups of Mexicans (5%) and Brazilians (4%) studied agriculture, the largest proportions of all leading countries', except Kenya's.

Students from Peru were drawn to business and management (23%) and to the social sciences (11%) more often than other Latin Americans. Jamaicans are the most idiosyncratic: a very large percentage of them followed business and management programs (at 27%, this proportion is, after that of France, the highest of all leading sending countries worldwide). Jamaicans also showed a great affinity for the health fields, enrolling there in proportions twice as high as the regional average (9% compared to the regional average of 4%). On the other hand, they showed comparatively little interest in engineering, only 9% of them selecting it.

Perhaps predictably, as **Table 2.5** shows, substantial increases occurred in the shares of students from leading Latin American countries in business and management. Demand for engineering, however, has dropped in the last 20 years. Interest in the fine arts is up with students from all leading Latin American countries, and the social sciences have gained students or remained stable.

Academic Levels of Latin American Students

Latin America sent the highest proportion of undergraduates (70%) and the lowest proportion of graduate students (25%) of all world regions in 1989/90 (**Table 2.6 and Figure 2.A**), repeating a pattern established in the fifties. In the sixties and seventies, this pattern had changed somewhat: during this period there were proportionately fewer undergraduates (around 63%), slightly more graduate students (around 27%), and more students in non-degree, intensive English language, and technical training programs (10%) (**Table 2.7**).

Leading Countries: Generally, as **Table 2.6** shows, more students from the leading Latin American sending nations were at the graduate level than Latin American foreign students overall. This is particularly true of Brazilians, Mexicans, and Colombians (46%, 35%, and 31%, respectively compared to 25% for the whole region). Jamaicans were the only group with graduate proportions lower than the regional average (18%).

The past three decades have seen many changes in the undergraduate-to-graduate ratio of students from the leading Latin American countries. **Table 2.8** shows that fewer than 15% of Colombians were graduate students in 1954/55. By 1970, as many as