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Economics Undergraduates in Latin America:

Gender, Aspirations, and Career Preferences

RESULTS FROM THE SECOND WELAC SURVEY

Economics Undergraduates in Latin America: Gender, Aspirations, and Career Preferences

Evidence from the Second WELAC Survey[†]

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1 Introduction

WELAC (Women Economists in Latin America and the Caribbean) was established in 2018 during the Executive Committee meeting of the Latin American and Caribbean Economic Association (LACEA) held in Guayaquil, Ecuador. Led by Raquel Fernández, WELAC is committed to monitoring and promoting the careers of women economists across the region. In 2023, WELAC published its first comprehensive report on the status of women in the economics profession in Latin America and the Caribbean. Based on the 2022 WELAC Survey, the report provided the first systematic diagnosis of gender representation within Economics Departments in the region, documenting disparities across undergraduate and graduate students as well as faculty positions. That survey was conducted across 84 economics departments in 11 countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Mexico, Paraguay, Peru, Uruguay, and Venezuela. The report is available for download here.

Women are underrepresented at every stage of the economics profession in the region. The 2022 WELAC Survey documented a steadily narrowing pipeline: across

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Latin American and Caribbean countries the female share falls from about 42% of undergraduate economics graduates to 39% of Master's and 33% of PhD graduates. Across faculty ranks, women are 35% of assistant professors, 34% of associate professors, and 24% of full professors.[1] A complementary set of country-level evidence papers commissioned with support from the International Economic Association: Women in Economics reaches the same conclusion beyond the classroom: in Argentina and Colombia women make up between roughly a fifth and a quarter of economics researchers indexed in RePEc and Google Scholar.[2] Their representation in national research and funding systems thins out sharply toward the top, with women well represented at the entry ranks but holding only a small share of senior positions (falling from 40% to 20% in Mexico's National System of Researchers and from 60% to 23% in Argentina's CONICET) and a minority of competitive research grants (32% of projects in Argentina).[3] They also remain underrepresented as seminar and conference presenters (20–30% in Argentina) and on the boards of national economic associations (e.g., only 3 of 159 members in the history of Argentina's National Academy of Economic Sciences).[4]

Understanding when and why these gender differences first emerge among students is therefore a natural starting point. In 2024/25, WELAC implemented a second survey, aimed at understanding gender differences in motivations and career trajectories among final-year undergraduate economics students across 8 Latin American countries. This new survey provides evidence on the motivations, expectations, obstacles, and labor market preferences that may contribute to explaining why the academic and professional paths of men and women begin to diverge at such early stages. This survey shifts the focus from institutions to students themselves. It explores key aspects such as future academic plans, job preferences, role models, and also examines the potential importance of a variety of barriers to continuing to study economics, including financial constraints, partner considerations, and family obligations.

[1] Source: *The Status of Women in the Economics Profession in Latin America: Results from the 2022 WELAC Survey* (Fernández et al., 2023). Student shares refer to 2019 graduates and faculty shares to 2022.

[2] In Colombia, women account for 25.7% of the economists on Google Scholar, and in Argentina for 18.2% of the most highly ranked, top-quartile economists on RePEc.

[3] CONICET (*Consejo Nacional de Investigaciones Científicas y Técnicas*) is Argentina's National Scientific and Technical Research Council, the country's principal government agency for the promotion of science and technology.

[4] See Viollaz et al. (2025) for Argentina; López-Uribe (2025) for Colombia; Arceo-Gómez (2025) for Mexico.

2 Survey Design

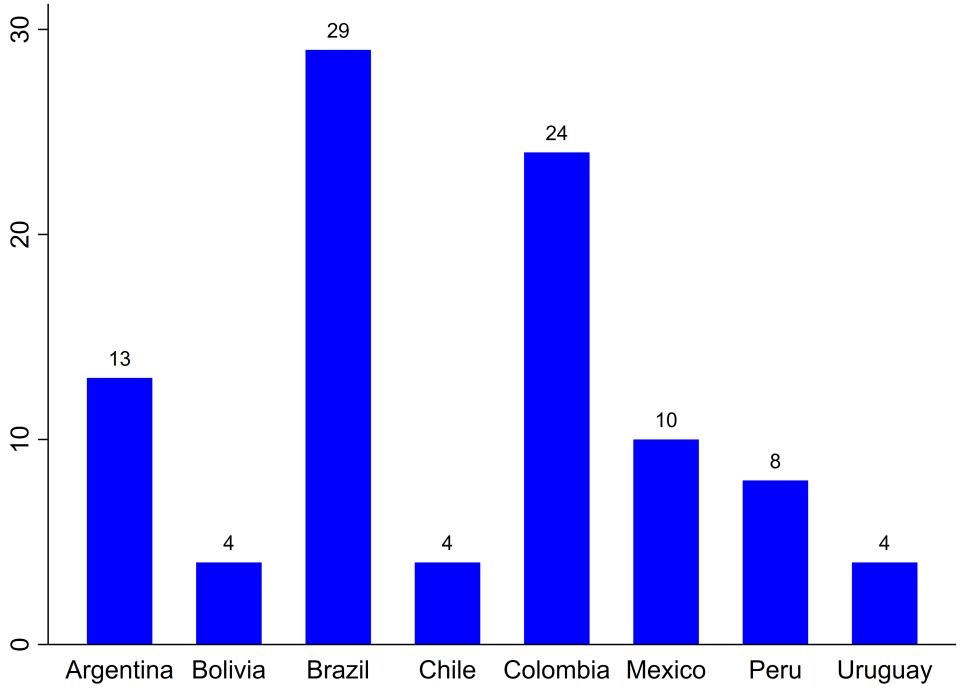
The second WELAC survey was implemented in eight Latin American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Mexico, Peru, and Uruguay. The survey targeted undergraduate students enrolled in at least one final-year economics course, ensuring that the respondents were at a stage in their academic trajectory where key educational and professional decisions were imminent.

Fieldwork was carried out with the support of WELAC's country coordinators, whose role was essential for adapting the questionnaire to the institutional context of each country. Data collection took place between 2024 and 2025, and respondents were asked to report on their situation at the time of survey completion. To encourage participation, respondents had a 1 in 50 chance to win $100. The final number of responses was from 1,406 students in 96 universities (790 men and 616 women).

2.1 Countries, Institutions and Final Sample

The final sample comprises 96 universities across the eight participating countries. This broad institutional coverage includes both public and private universities and captures the diversity of economics programs in the region. To ensure accuracy and consistency in data collection and analysis across countries, a harmonization process was conducted in close collaboration with the country coordinators. This process focused specifically on questionnaire vocabulary and institutional context, adapting terminology and references to each country's higher education system while preserving the conceptual equivalence of all items across the survey. Figure 1 reports the number of participating universities by country; Appendix A.1 provides the full list of institutions. Brazil, Colombia, and Argentina account for the largest institutional participation, with 29, 24, and 13 universities respectively. Participation was more limited in the remaining countries as can be seen in the figure below. The higher representation of the first three countries partly reflects their size as some of the largest economies in the region, although this pattern is not uniform: Mexico, also among the region's largest countries, shows comparatively lower participation despite having a substantial number of universities offering economics programs. This is something we hope to improve upon in future surveys.

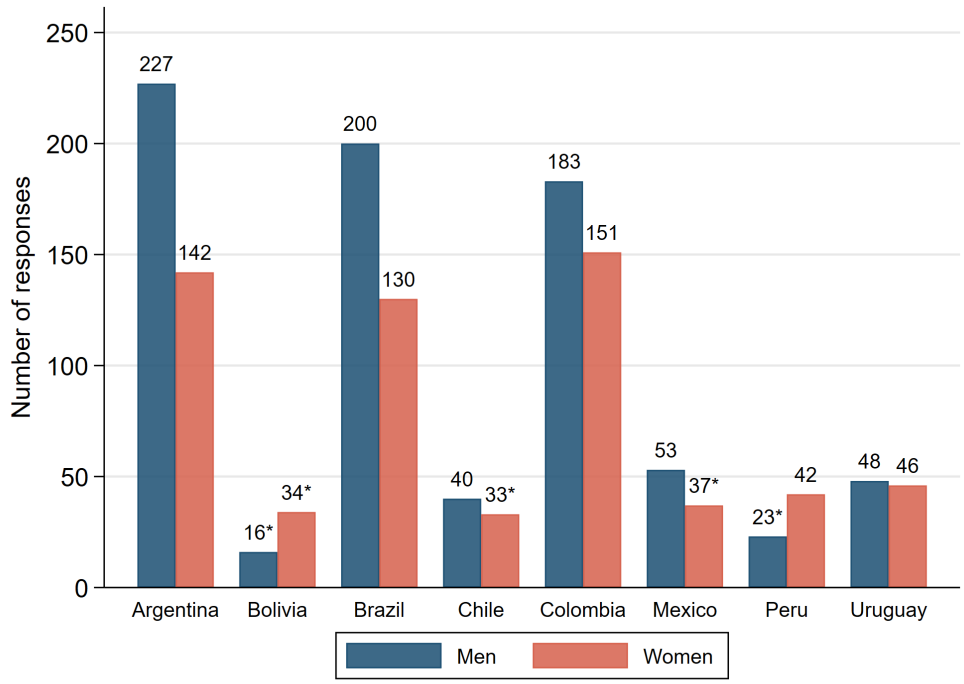
Figure 1: Number of Participating Universities by Country



Notes: The figure displays the number of universities participating in the survey by country.
Source: Authors' calculations based on WELAC 2024/25 Survey.

We gathered a total of 1,406 (790 men and 616 women) valid responses from students enrolled in at least one final-year economics course across the eight participating countries. Figure 2 shows the number of male and female respondents per country. Bars whose values are marked with an asterisk indicate that the corresponding gender group has fewer than 40 valid responses (women in Bolivia, Chile, and Mexico, and men in Bolivia and Peru). Given these sample sizes, some sections of the report focus only on countries with larger respondent pools; full results disaggregated by country are provided in the Appendix.

Figure 2: Number of Respondents by Gender and Country



Notes: The figure displays the number of valid respondents by country and gender. An asterisk next to a bar indicates that the corresponding gender subgroup within that country has fewer than 40 valid responses. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

2.2 Key topics

The survey was designed to capture key factors shaping students' academic and professional decisions at the end of their undergraduate studies. It included five dimensions. First, students were asked about their post-graduation plans, including their interest in pursuing a Master's or PhD in Economics, as well as their motivations and obstacles for not continuing further studies. Second, the survey collected information on students' fields of interest within Economics, allowing us to identify which areas attract the most attention. Third, respondents were asked about their career expectations, indicating where they would like to work ten years from now. Fourth, the questionnaire examined job preferences, asking students to allocate points to different job attributes. Finally, the survey included a section on role models, where students could name individuals who inspired them to study Economics.

These topics provide a view of the factors shaping early career trajectories and allow us to examine systematic gender differences in aspirations, expectations, and perceived constraints. Throughout the report, we analyze each of these dimensions in depth, highlighting cross-country patterns and gender gaps.

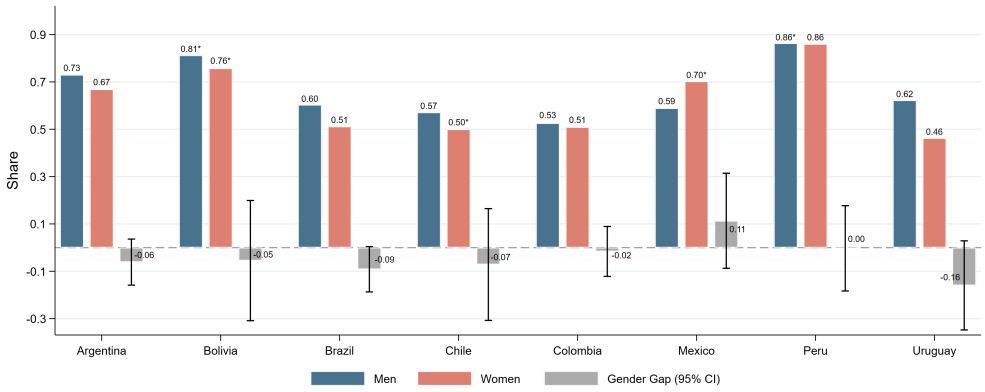
3 Main Results

In this section we examine responses to questions regarding student interest in pursuing post-undergraduate studies, studying abroad, main fields of interest in economics, future career and workplace preferences, as well as inspirational economists.

3.1 Interest in post-graduate studies

A first set of questions asked whether students intend to continue their academic training by pursuing a Master's or a PhD in Economics. Figure 3 presents the share of students who report being interested in pursuing a Master's in Economics. Overall, the levels of interest are relatively high across countries, and no systematic gender differences are observed. On average across countries, 66.5% of men and 62.2% of women report being interested in pursuing a Master's in Economics.

Figure 3: Interest in Pursuing a Master's Degree.

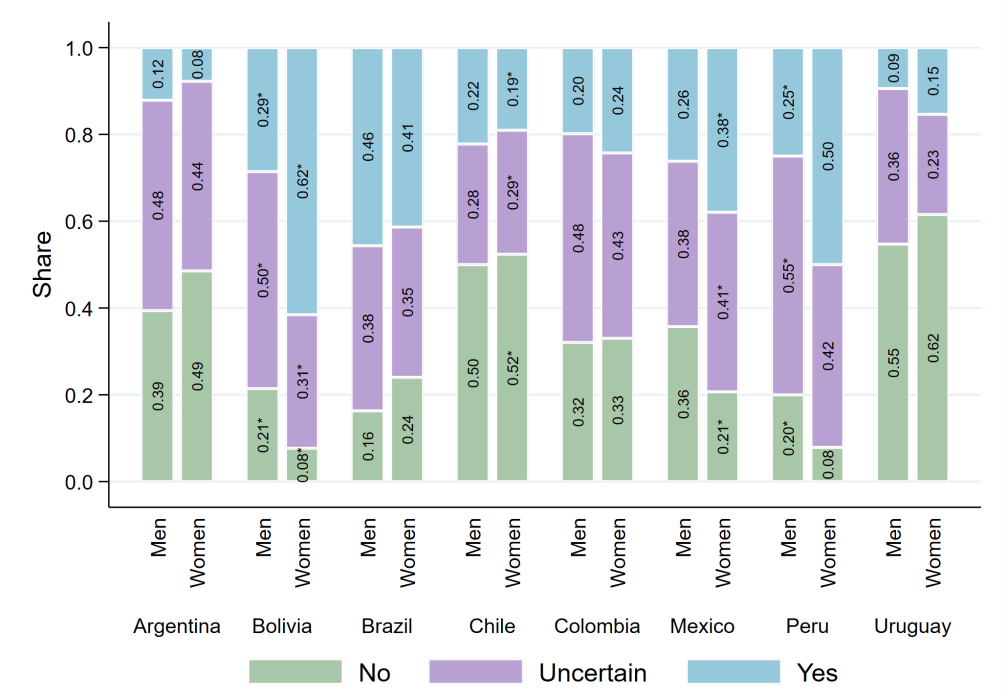


Notes: The figure displays the share of respondents who express interest in pursuing a Master's degree in Economics, separately for men and women. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. An asterisk next to a bar indicates that the corresponding gender subgroup within that country has fewer than 40 valid responses. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

A similar pattern emerges for interest in pursuing a PhD in Economics. As shown in Figure 4, overall interest levels are, as expected, lower than for the Master's degree, but again no consistent gender gap is observed across most countries in the sample. In Argentina, Chile, Colombia, Brazil, and Uruguay, men and women display fairly similar distributions of interest, uncertainty, and lack of interest in doctoral studies. Bolivia and Peru stand out as the clearest exceptions, where women report substantially higher interest (over 100% larger) and lower uncertainty compared to men.

Overall, the interest in pursuing a Master's or PhD in Economics is surprisingly symmetric across genders, suggesting that the gender gap in the profession does not originate in the aspiration to obtain advanced degrees, but rather in other factors. We investigate several potential determinants below.

Figure 4: Interest in pursuing a PhD in Economics.



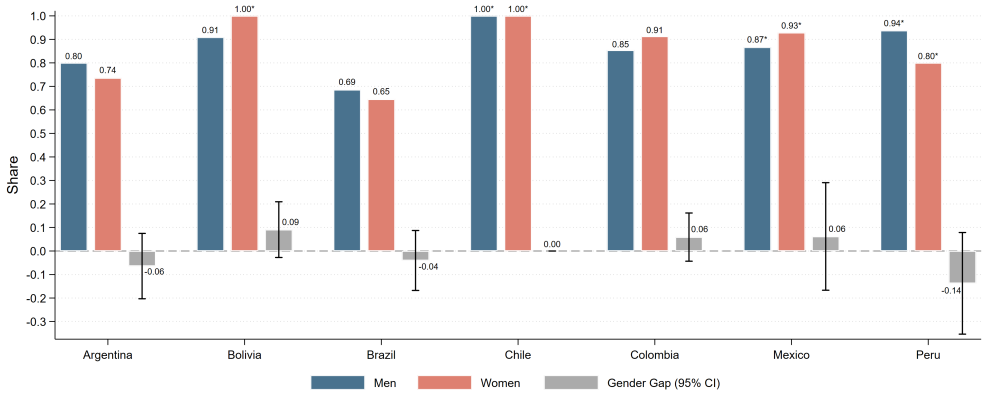
Notes: The figure shows the share of respondents who express interest in pursuing a PhD in Economics, separately for men and women, broken down into three categories: yes, uncertain, and no. An asterisk into a bar indicates that the corresponding gender subgroup within that country has fewer than 40 valid responses. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

3.2 Interest in Pursuing a PhD in Economics Abroad

On average, across countries, 25.3% of male students and 28.2% of female students indicated that they wanted to pursue a PhD in economics. Among these respondents, the vast majority across all countries express a preference for doing so abroad, with shares typically ranging from 65% to 100% (see Figure 5). On average 86% of both men and women prefer to pursue their PhD abroad, with no meaningful gender differences.[5]

[5]Uruguay is excluded due to a high rate of missing responses to this question. In Chile and Mexico, a non-negligible share of eligible respondents did not answer this question.

Figure 5: Interest in Pursuing a PhD in Economics Abroad



Notes: The figure displays the share of respondents who, among those intending to pursue a PhD in Economics, would prefer to do so abroad, separately for men and women. The complement represents those who would prefer to pursue their PhD in their home country. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. An asterisk into a bar indicates that the corresponding gender subgroup within that country has fewer than 40 valid responses. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

3.3 Why Students Do Not Continue With Economics

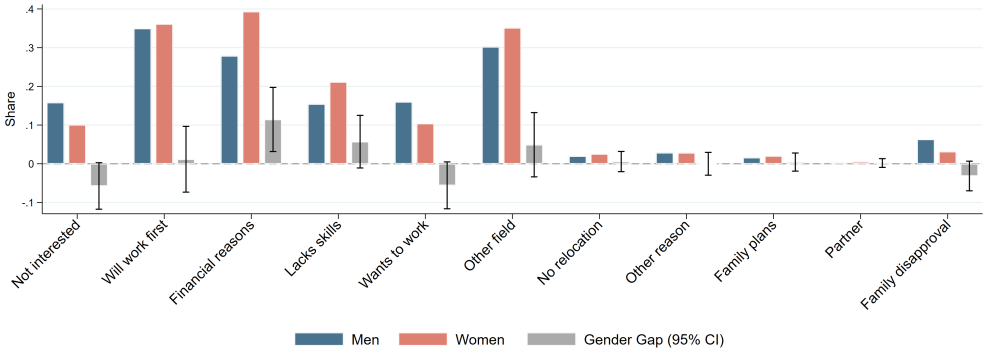
We asked students why they did not plan to pursue a Master's degree. Respondents could select one or more of the following options: (1) a preference for pursuing a Master's in a different field, (2) a preference for entering the labor market directly, (3) a preference for acquiring work experience before studying, (4) lack of funding, (5) relocation constraints, (6) lack of family support, (7) partner's work-related constraints, (8) family formation considerations, (9) perceived lack of skills for a Master's in Economics, or (10) other reasons. Figure 6 presents the results for the three countries with the largest sample sizes in the survey: Argentina, Brazil, and Colombia.[6]

The dominant barriers for both men and women are a preference for first gaining work experience (35% and 36%, respectively), interest in a different field (30% and 35%, respectively), and financial constraints (28% and 39%, respectively). The most notable gender gap is in this last category: women cite lack of funding at an 11 percentage point higher rate than men, a difference that is economically and statistically significant. Women also more frequently report self-assessed lack of skills (21% vs. 15% for men), whereas men are more likely to express a lack of interest in graduate studies or a preference for working instead (16% vs. 10% for women in both cases). Perhaps surprisingly, family-related barriers (including family formation, partner constraints, and

[6]Uruguay also has high response rates; however, it is excluded from this figure as this question was not included in the Uruguayan questionnaire.

relocation) are reported at very low rates by both genders, suggesting that at least at this stage in life, personal and family considerations play a minor role in the decision not to pursue a Master's degree.

Figure 6: Reasons for not Pursuing a Master's Degree in Economics



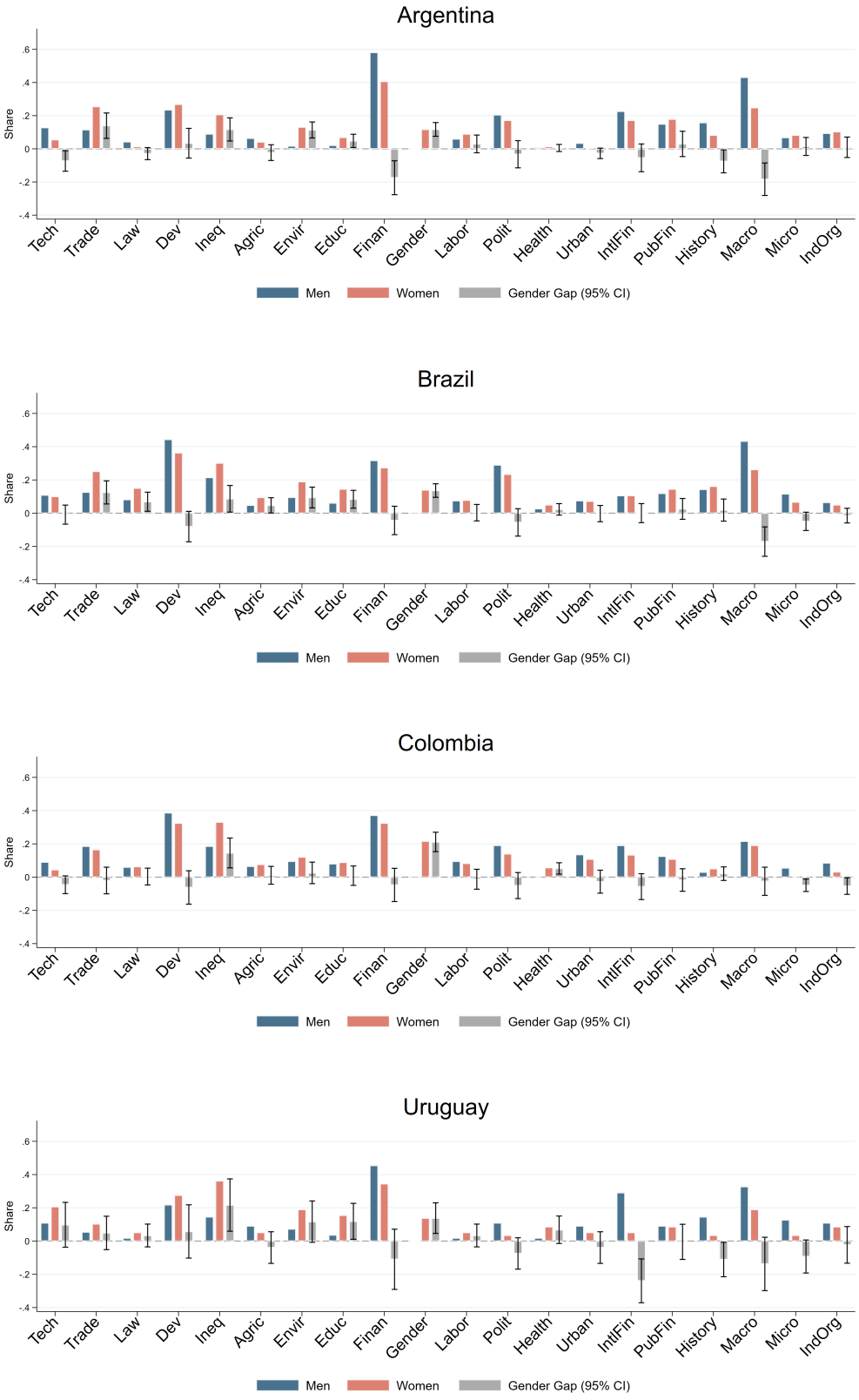
Notes: The figure displays the share of respondents who cited the reason for not intending to pursue a Master's degree in Economics, separately for men and women. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. An asterisk indicates that the corresponding gender subgroup has fewer than 40 valid responses. Sample: Argentina, Brazil, and Colombia. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

3.4 Main Areas of Interest in Economics

Figure 7 presents the distribution of student preferences for different fields of Economics in Argentina, Brazil, Colombia, and Uruguay.[7] Respondents were asked to select up to three fields of economics they were most interested in from a predefined list of twenty options (see Appendix A.2 for the full list). The figure displays, for each field, the share of students who included it among their top three choices.

[7]Figures for the remaining countries are presented in Appendix Figure A1.

Figure 7: Fields of interest



Notes: The figure shows, by gender, the share of respondents who selected each field of Economics as one of their main areas of interest. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

The popularity of fields varies across countries, though financial economics, macroeconomics, and development economics are consistently among the most popular. In Argentina and Uruguay, financial economics and macroeconomics attract the largest shares of students. In Argentina, 58% of men and 41% of women selected financial economics, and 43% and 25% chose macroeconomics, with statistically significant gender gaps. In Uruguay, similar shares are observed: 45% and 35% for financial economics and 33% and 19% for macroeconomics, for men and women, respectively, though the gender gaps in these fields do not reach statistical significance. In Brazil and Colombia, development economics emerges as a leading choice (44% of men and 36% of women in Brazil; 39% and 32% in Colombia), with no statistically significant gender gap in either country. In Brazil, however, macroeconomics also attracts substantial interest and displays a large and significant gender gap, with 43% of men selecting it compared to 26% of women.

A closer look at the data reveals gender differences in field preferences, beyond those in the most popular fields. Women show consistently stronger interest in inequality and gender economics across all four countries, with statistically significant gaps in all cases. In Argentina, 21% of women selected inequality compared to 9% of men; in Uruguay the gap is even larger (36% vs. 15%), and in Colombia 33% of women chose inequality versus 19% of men. Gender economics presents the starkest contrast: in Colombia, 22% of women selected this field versus only 1% of men. Women also show greater interest in international trade in Argentina (26% vs. 12%) and Brazil (25% vs. 13%), as well as in environmental economics and economics of education in Brazil (19% vs. 10% and 15% vs. 6%, respectively). Men, in contrast, show significantly higher interest in economic history in Argentina (16% vs. 8%) and Uruguay (15% vs. 3%), in international finance in Uruguay (29% vs. 5%), and in technological change in Argentina (13% vs. 6%). In Colombia, men show higher interest in micro theory (6% vs. 1%) and industrial organization (9% vs. 3%), both statistically significant.

Taken together, the results across countries reveal that men tend to gravitate toward fields more closely linked to markets and aggregate economic dynamics—such as macroeconomics, financial economics, international finance and political economy—and women show stronger interest in fields oriented toward social outcomes, including inequality, gender economics, and environmental economics. This divide is not absolute: both groups share an interest in the leading fields of each country, and the gaps vary in magnitude across contexts. Nevertheless, the regularity of this pattern across countries suggests that field specialization may be an early and persistent source of divergence in the professional trajectories of male and female economists in the region.

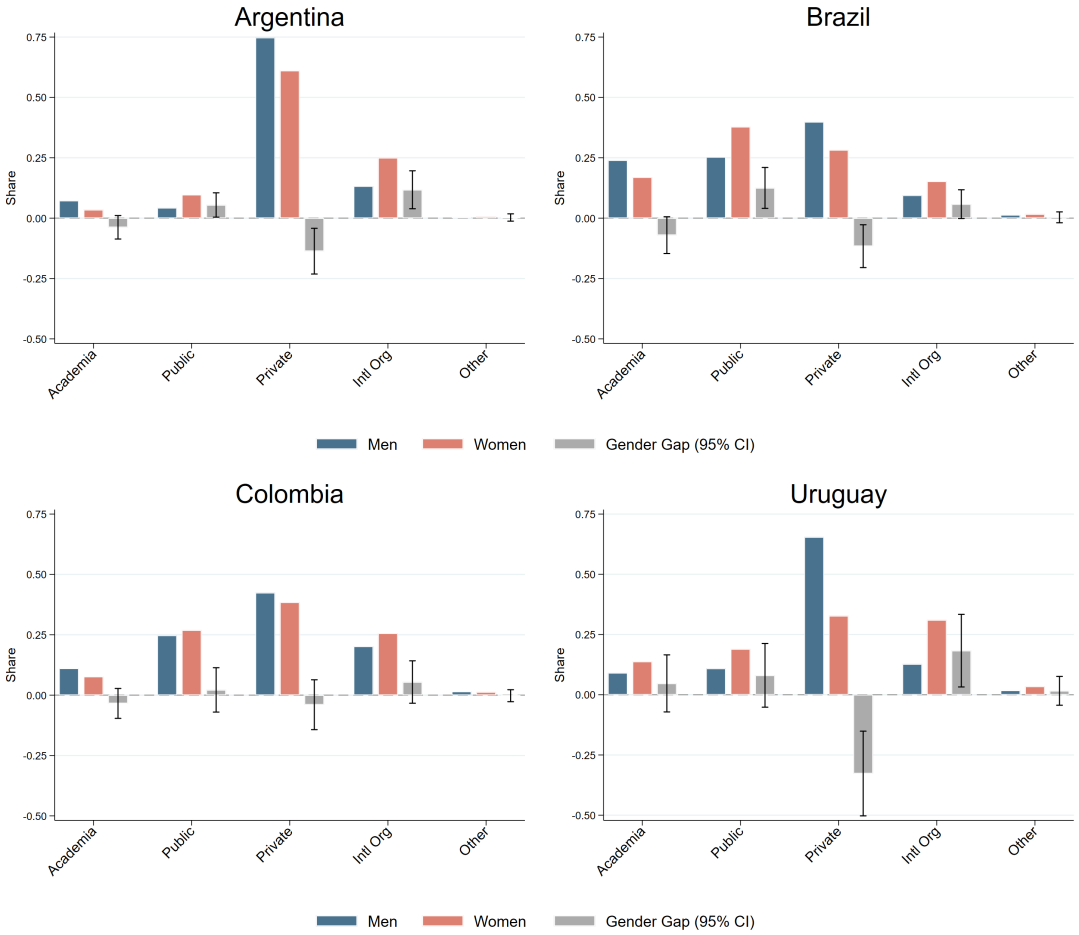
3.5 Future Career Preferences

The survey asked students to indicate where they would prefer to work in ten years. They were given the following options, from which they could select only one: academia, the private sector, the public sector, a consulting firm, an international organization, or other. Their responses reveal notable differences across countries and between genders. As can be seen in Figure 8, the private sector is the most preferred option for the majority of students regardless of gender, though the magnitude of this preference varies considerably.

In Argentina, the private sector is the dominant choice for both men (75%) and women (61%), although women show a substantially stronger preference for international organizations (25% vs. 13%) and a lower preference for the private sector compared to men. In Brazil, the private sector also leads among men (40%), but women display different preferences, with the public sector emerging as a significant alternative (38% vs. 26% for men), alongside the private sector (28% vs. 40%), academia (17% vs. 24%), and international organizations (15% vs. 10%), rendering Brazil the country where the gender gap in public sector preference is most pronounced and where academia stands out as a popular career prospect among students. In Colombia, the private sector leads for both groups but preferences are more evenly distributed across alternatives for women – they show relatively higher interest in the public sector and international organizations compared to men. In Uruguay, a broadly similar pattern to Colombia emerges, with the private sector dominating but women expressing greater interest in non-private career paths. Taken together, these results indicate that while the private sector is a popular choice for all, women consistently show relatively greater interest in international organizations and the public sector compared to their male peers.[8]

[8]Results for all other countries are reported in Appendix Figure A2.

Figure 8: Preferred Future Work Sector



Notes: The figure displays the distribution of respondents' preferred work sector ten years from now, separately for men and women. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

3.6 Preferences for Job Attributes

The survey asked students to allocate 10 points across a set of job attributes to reflect their relative importance. They were asked to limit their choice to at most three attributes. These were: a flexible work schedule, salary, location, personal fulfillment, career progression, autonomy, good work environment, teamwork, health coverage, team diversity, gender balance among the staff, opportunities to travel for work, and the possibility of remote work (see Appendix A.2 for more details). Figure 9 reports the average valuation of each attribute by men and women for Argentina, Brazil, Colombia, and Uruguay. Results for the remaining countries are presented in Figure A3 in the Appendix.

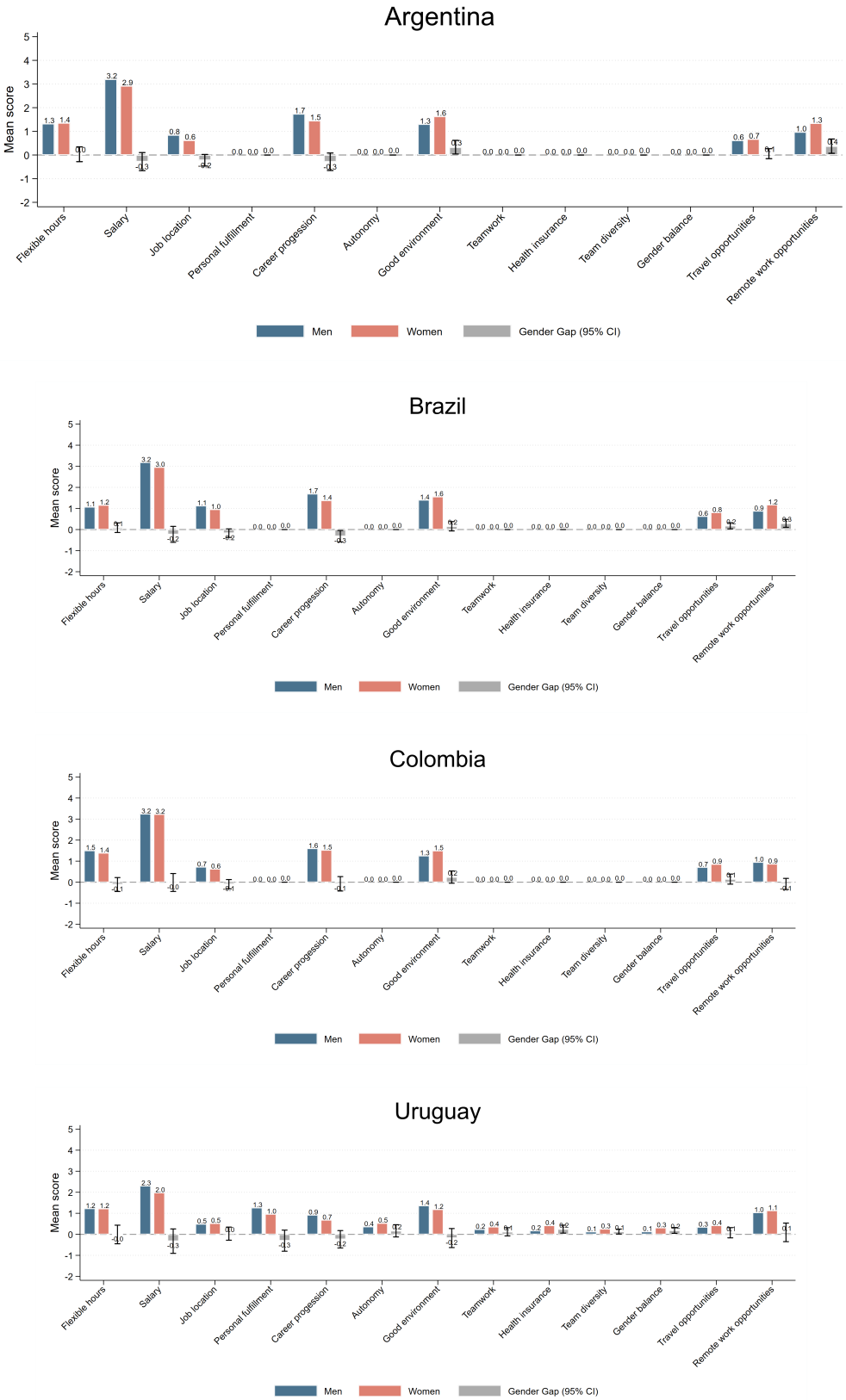
Salary clearly stands out as the most highly valued attribute for both men and

women in all four countries, with average allocations of roughly 3.0–3.2 points in Argentina, Brazil, and Colombia and somewhat lower values in Uruguay (around 2.0–2.3). Career progression and good work environment consistently follow as the next most valued attributes.

Beyond this shared ranking, gender differences in the valuation of individual attributes are uniformly small in magnitude. In Colombia, none of the gaps are statistically significant. In the remaining three countries, the differences that reach significance are confined to a few attributes and remain modest in size: in Argentina, the gap is significant for a good work environment and remote work (both valued more by women) and for job location (valued more by men); in Brazil, for the possibility of remote work and opportunities to travel for work (both valued more by women), career progression (valued more by men), and job location (valued more by men); and in Uruguay, for health coverage and gender balance among the staff, both valued slightly more by women than by men. Even where statistically significant, these gaps are small.

Overall, despite notable gender differences in field preferences and career destinations documented in the previous sections, men and women show very similar valuation of job attributes. Salary stands out as the top priority for both groups across all countries, followed by career progression and a good work environment. This suggests that gender divergences in professional trajectories are not shaped, at least at this stage, by different valuations of job attributes. Rather, the main differences lie in the fields students find most attractive and in sectors that they aspire to work in.

Figure 9: Valuation of job attributes by gender

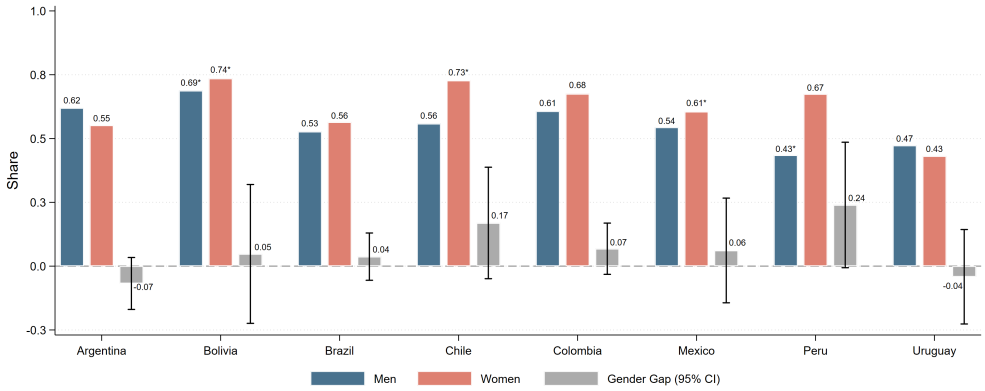


Notes: The figure displays the average points allocated to each job attribute by men and women, out of a total of 10 points distributed across all attributes. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

3.7 Economists as Inspirations

Lastly, the survey asked students whether they had been inspired by any economist over the course of their studies. If they answered yes, they were asked to limit the names they gave to no more than three. Figure 10 shows the share of students who reported having been inspired by an economist, disaggregated by gender and country. In most countries, women report higher rates of inspiration than men but the gender gaps are not statistically significant at the 95% level.

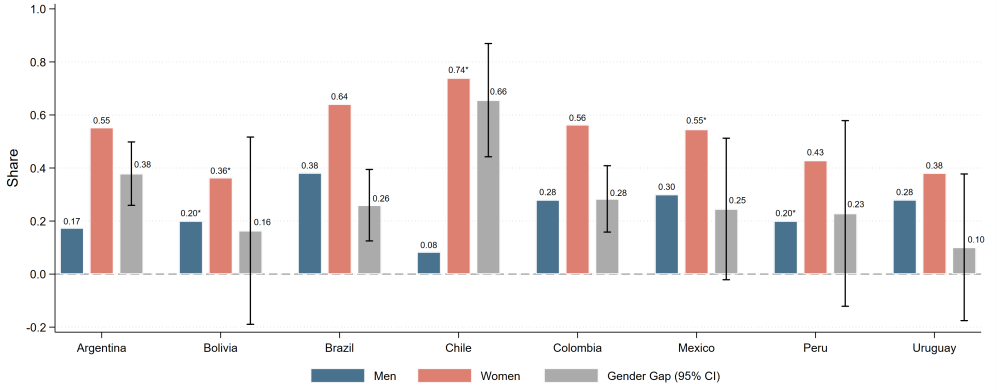
Figure 10: Share Inspired by an Economist



Notes: The figure displays the share of respondents who reported having been inspired by an economist during their studies, separately for men and women. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. An asterisk next to a bar indicates that the corresponding gender subgroup within that country has fewer than 40 valid responses. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

A much clearer gender pattern emerges when we condition on the gender of the economists identified as inspirations: Figure 11 shows the share of students who named at least one female economist as an inspirational figure. As is clear from the figure, women are substantially more likely than men to mention a female economist in every country. The gender gap is most pronounced in Chile, with 74% of women naming at least one woman compared to only 9% of men. Similarly large gaps are observed in Argentina (55% vs 17%), Colombia (56% vs 28%), and Brazil (64% vs 38%). The pattern holds across all countries without exception though due to sample size the gap is not always statistically significant.

Figure 11: Share Naming at Least One Female Economist as an Inspirational Figure.



Notes: The figure displays the share of respondents who named at least one female economist as an inspirational figure. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. An asterisk next to a bar indicates that the corresponding gender subgroup within that country has fewer than 40 valid responses. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

4 Conclusion

This report provides new evidence on the aspirations, interests, and expected career trajectories of final-year undergraduate economics students in several countries in Latin America. By focusing on students at the stage at which many important academic and professional decisions are being made, the survey helps identify whether gender differences are already visible before students enter graduate school or the labor market.

The survey results suggest that gender differences in pursuing more advanced degrees do not arise from gender asymmetries in studying further. Across countries, men and women report broadly similar levels of interest in pursuing a Master's degree and a PhD in Economics. Among those interested in doctoral studies, the overwhelming majority of both men and women would prefer to pursue a PhD abroad.

Instead, the survey points to other margins along which gender differences appear. Among students who do not plan to pursue a Master's degree in Economics, women are more likely than men to cite lack of funding and, to a lesser extent, a self-assessed lack of skills. Men, by contrast, are somewhat more likely to report a lack of interest in graduate studies or a preference for entering the labor market directly. These differences suggest that constraints and self-perceptions may matter for students' decisions about whether to continue in economics. Notably, family-related constraints, partner considerations, and relocation concerns are reported at low rates by both men and women at this stage. This does not imply that such constraints are unimportant later in the career, but rather that they do not appear to be central in explaining stated

plans regarding Master's study among the students surveyed.

The clearest gender differences appear in the type of economics students are drawn to and in the sectors in which they imagine themselves working. Men are more likely to select fields such as macroeconomics, financial economics, international finance, and industrial organization, while women show stronger interest in areas such as inequality, gender economics, environmental economics, and, in some countries, education and international trade. These patterns are not absolute: both men and women are interested in the leading fields in each country, and the size of the gender gaps varies across contexts. Nevertheless, the regularity of the pattern suggests that gendered differences in field interests are already present by the end of undergraduate study.

A related pattern is visible in students' stated preferences for future sectors of work. The private sector is the most common choice for both men and women in most countries. However, women are consistently more likely than men to express interest in the public sector and international organizations. This difference is especially noteworthy because it does not seem to be accompanied by large gender differences in the valuation of basic job attributes. Salary is the most valued job characteristic for both men and women, followed by career progression and a good work environment. Thus, the gender differences observed in expected career paths appear less connected to different stated valuations of pay or advancement and more connected to differences in fields of interest and in the sectors students envision for themselves.

The findings on role models also reveal a clear gender pattern. In most countries, women are at least as likely as men to report having been inspired by an economist. More strikingly, women are much more likely than men to name at least one female economist as an inspiration, and this pattern holds in every country in the survey. This does not by itself establish that exposure to female economists changes students' educational or career decisions. It does, however, show that female students are considerably more likely than male students to identify female economists as figures of inspiration. At a minimum, this suggests that the visibility of women in economics is salient for many female students and may be one dimension through which students form their views of the profession.

Taken together, the results point to a nuanced diagnosis. The gender gap in economics in Latin America does not appear to begin with women having weaker academic aspirations. Rather, by the end of undergraduate study, men and women already differ in some of the fields they find most attractive, the sectors in which they expect to work, the obstacles they report, and the role models they name. Future work should follow students over time and examine whether the differences documented here persist, narrow, or widen as students move into graduate study and in particular into the academic

labor market.

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A Appendix

A.1 List of universities

Argentina

Universidad de Buenos Aires
Universidad de San Andrés
Universidad del Cema
Universidad Nacional de Córdoba
Universidad Nacional de La Plata
Universidad Nacional de Mar del Plata
Universidad Nacional de Misiones
Universidad Nacional de Rosario
Universidad Nacional de Río Cuarto
Universidad Nacional de Salta
Universidad Nacional de Tucumán
Universidad Nacional del Sur
Universidad Torcuato di Tella

Bolivia

Universidad Autónoma Gabriel René Moreno
Universidad Católica Boliviana San Pablo
Universidad Privada Boliviana
Universidad Privada De Santa Cruz De La Sierra

Brazil

Faculdade Das Américas
Fundação Getulio Vargas
Pontifícia Universidade Católica Do Rio De Janeiro
Universidade Católica De Brasília
Universidade De São Paulo
Universidade Do Estado Do Rio De Janeiro
Universidade Estadual De Campinas (Unicamp)
Universidade Estadual De Feira De Santana
Universidade Estadual Do Sudoeste Da Bahia
Universidade Federal Da Bahia
Universidade Federal Da Integração Latino-Americana
Universidade Federal De Santa Catarina
Universidade Federal De São Carlos
Universidade Federal De São Paulo
Universidade Federal De Uberlândia
Universidade Federal De Viçosa
Universidade Federal Do Abc
Universidade Federal Do Acre
Universidade Federal Do Amazonas
Universidade Federal Do Delta Do Parnaíba
Universidade Federal Do Espírito Santo
Universidade Federal Do Maranhão
Universidade Federal Do Paraná
Universidade Federal Do Pará
Universidade Federal Do Rio De Janeiro
Universidade Federal Do Rio Grande Do Norte
Universidade Federal Do Rio Grande Do Sul
Universidade Federal Do Tocantins
Universidade Federal Fluminense

Chile

Universidad Adolfo Ibáñez
Universidad De Chile
Universidad De Talca
Universidad Diego Portales

Colombia

Pontificia Universidad Javeriana
Universidad Autónoma De Bucaramanga
Universidad Autónoma Latinoamericana
Universidad Colegio Mayor De Cundinamarca
Universidad De América
Universidad De Bogotá Jorge Tadeo Lozano
Universidad De Los Andes
Universidad De Manizales
Universidad De Medellín
Universidad De Nariño
Universidad De Pamplona
Universidad Del Quindío
Universidad Del Rosario
Universidad Del Tolima
Universidad Del Valle
Universidad Eafit
Universidad Externado De Colombia
Universidad Internacional Del Trópico Americano
Universidad La Gran Colombia
Universidad Nacional De Colombia
Universidad Pontificia Bolivariana
Universidad Popular Del César
Universidad Sergio Arboleda
Universidad Tecnológica De Bolívar

Mexico

Centro De Investigación Y Docencia Económicas
El Colegio De México
Tecnológico De Monterrey
Universidad Autónoma Chapingo
Universidad Autónoma De Aguascalientes
Universidad Autónoma De Nuevo León
Universidad Autónoma De Yucatán
Universidad Autónoma Del Estado De Hidalgo
Universidad De Las Américas Puebla
Universidad De Sonora

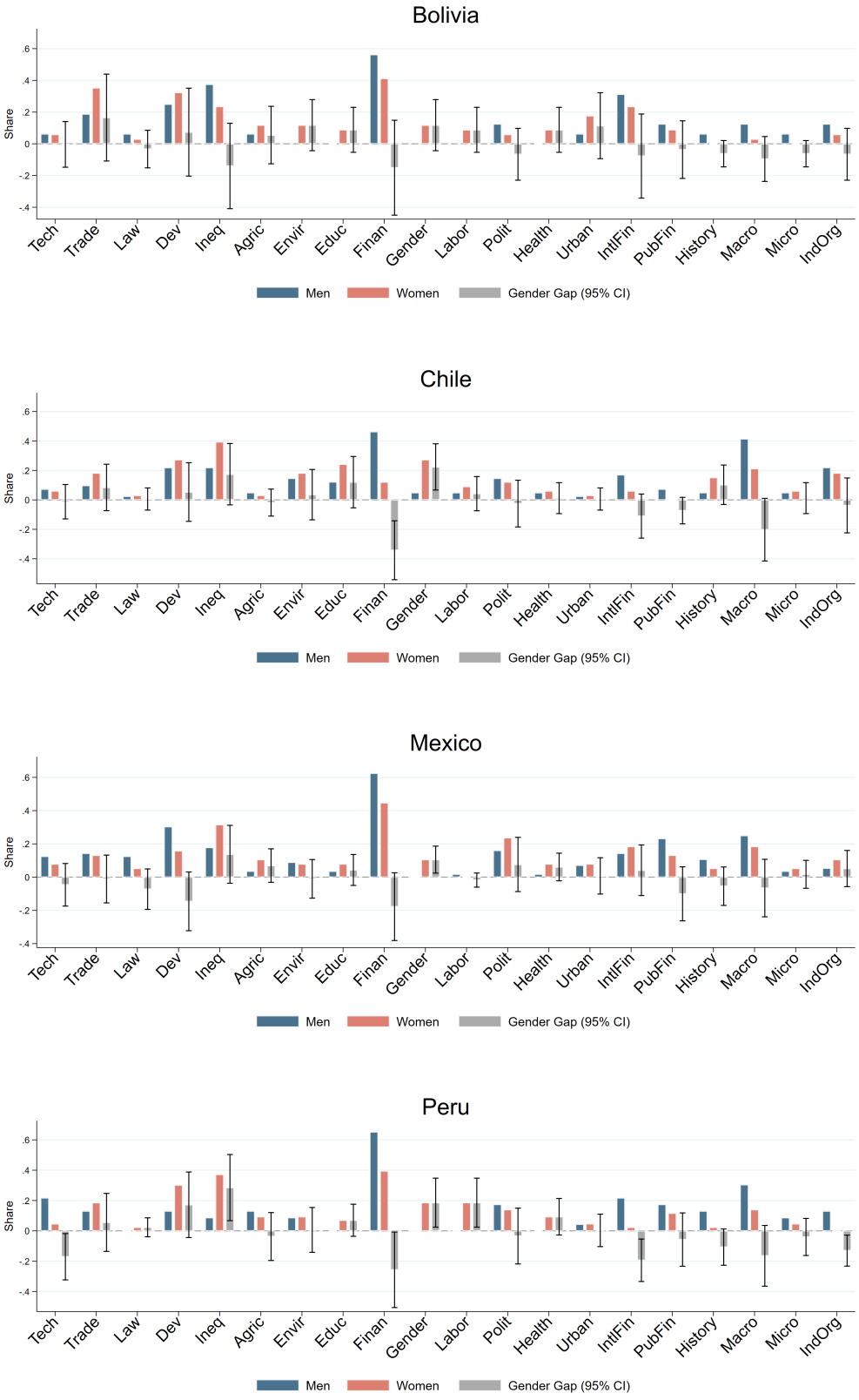
Peru

Pontificia Universidad Católica Del Perú
Universidad Católica Sedes Sapientiae
Universidad César Vallejo
Universidad De Lima
Universidad Del Pacífico
Universidad Nacional De Piura
Universidad Privada Antenor Orrego
Universidad San Ignacio De Loyola

Uruguay

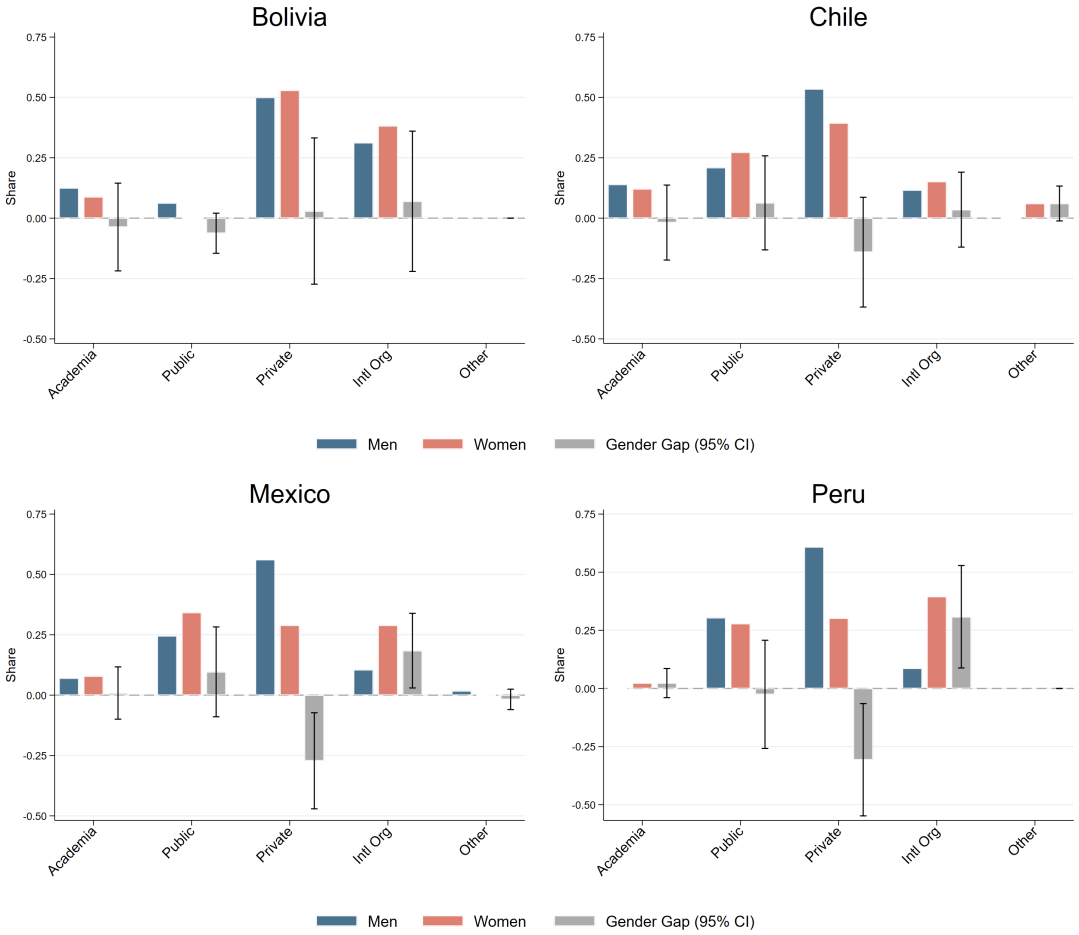
Universidad Católica Del Uruguay
Universidad De La República
Universidad De Montevideo
Universidad Ort

Figure A1: Fields of interest by country



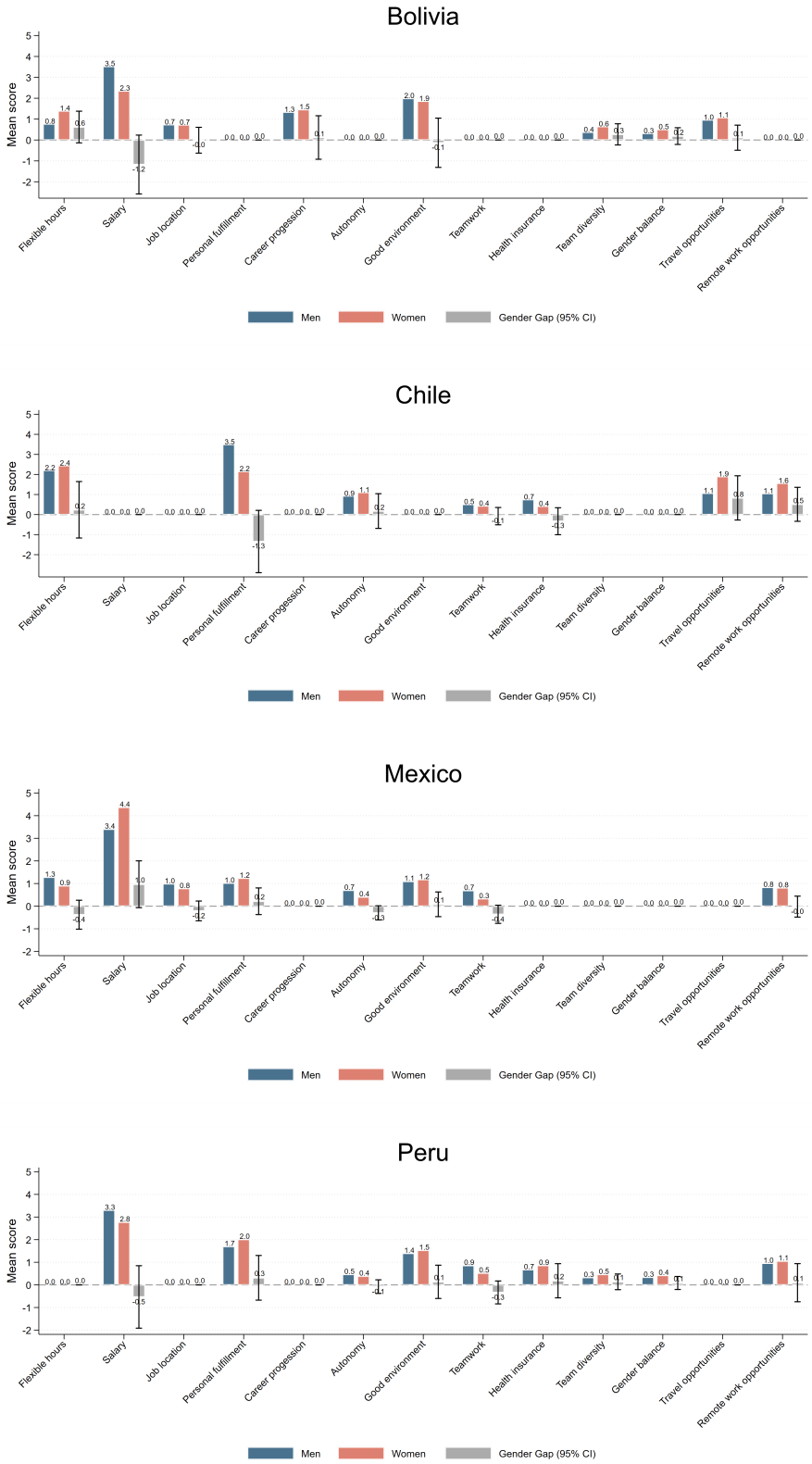
Notes: The figure displays the share of respondents who selected each field of Economics as one of their areas of interest, separately for men and women. The gray bar represents the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

Figure A2: Preferred work sector in 10 years by country and gender



Notes: The figure displays the distribution of respondents' preferred work sector ten years from now, separately for men and women. The gray bars represent the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

Figure A3: Valuation of job attributes by gender



Notes: The figure displays the average points allocated to each job attribute by men and women, out of a total of 10 points distributed across all attributes. The gray bars represent the estimated gender gap (share male minus share female) and the vertical lines denote 95% confidence intervals. *Source:* Authors' calculations based on WELAC 2024/25 Survey.

A.2 Survey Questions

Which three job attributes do you value the most?

To understand how important each attribute is for you, we give you 10 points that you can distribute however you want. For example, you could give 4 points to "a good work environment," 4 points to "opportunities to travel for work," and 2 points to "good health coverage," showing that the first two matter more to you. Please make sure the points add up to exactly 10.

1. Flexible schedule
2. Salary
3. Location
4. Personal fulfillment
5. Career progression
6. Autonomy
7. Good work environment
8. Teamwork
9. Health coverage
10. Team diversity
11. Gender balance in the staff
12. Opportunities to travel for work
13. Possibility of remote work

Which fields interest you the most? (up to 3)

1. Technological Change
2. International Trade
3. Law and Economics
4. Economic Development
5. Inequality and Poverty
6. Agricultural and Natural Resource Economics
7. Environmental Economics
8. Economics of Education
9. Financial Economics
10. Gender Economics

11. Labor Economics and Demography
12. Political Economy
13. Health Economics
14. Urban, Rural, and Regional Economics
15. International Finance
16. Public Finance
17. Economic History
18. Macroeconomics and Monetary Economics
19. Microeconomic Theory
20. Industrial Organization
21. Other (please specify)