

International Evidence on gender Differences in Educational Participation and Achievement

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PISA



Housekeeping....

- **Boys are Green**



- **Girls are Orange**





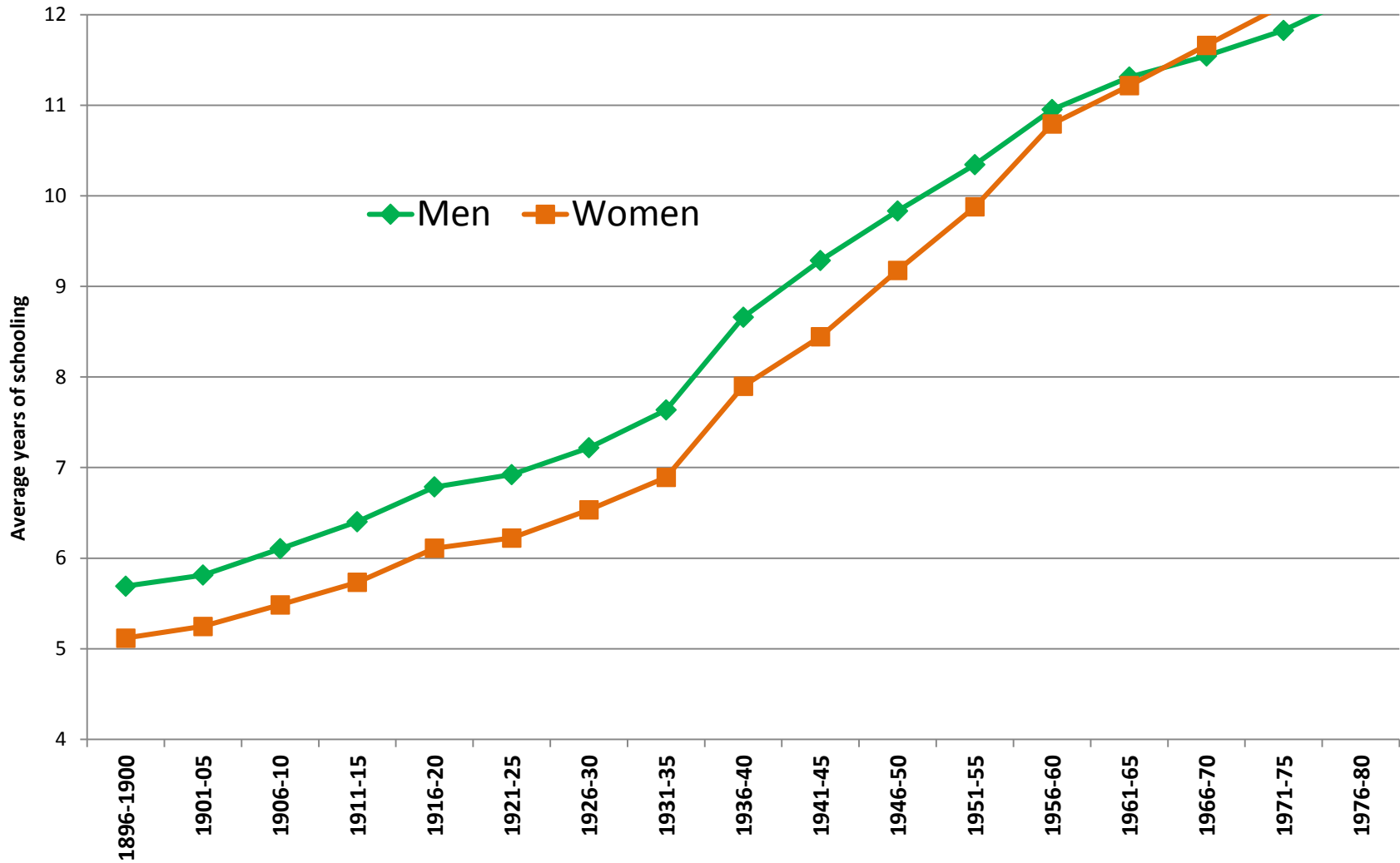
Measured in the most common metric - years of schooling - the industrialised world essentially closed the educational gender gap in the 1960s

And about half of the economic growth in OECD countries over the past 50 years has been due to increased educational attainment, mainly among women



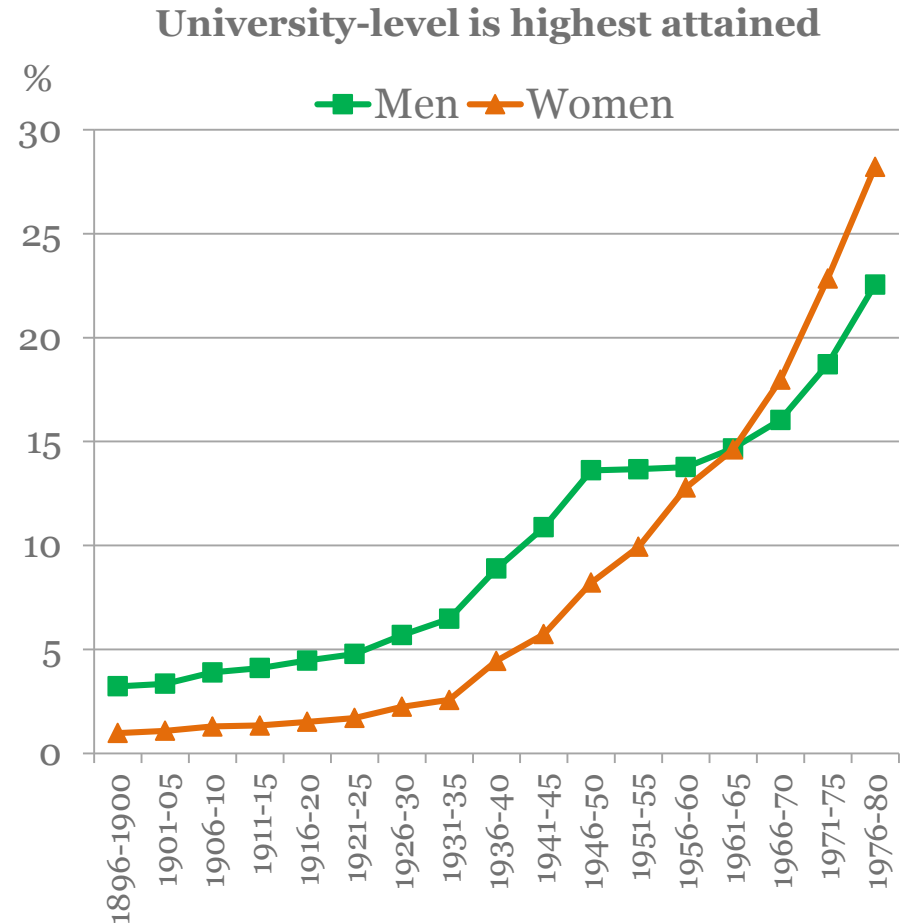
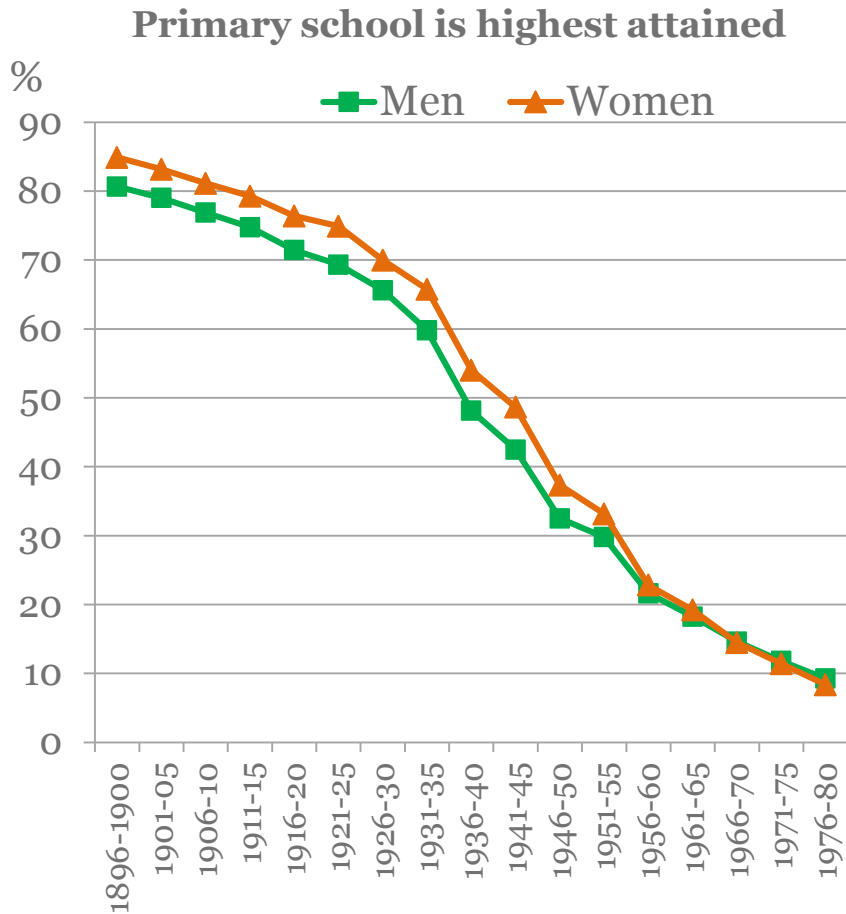
Years of schooling over the 20th century

OECD average



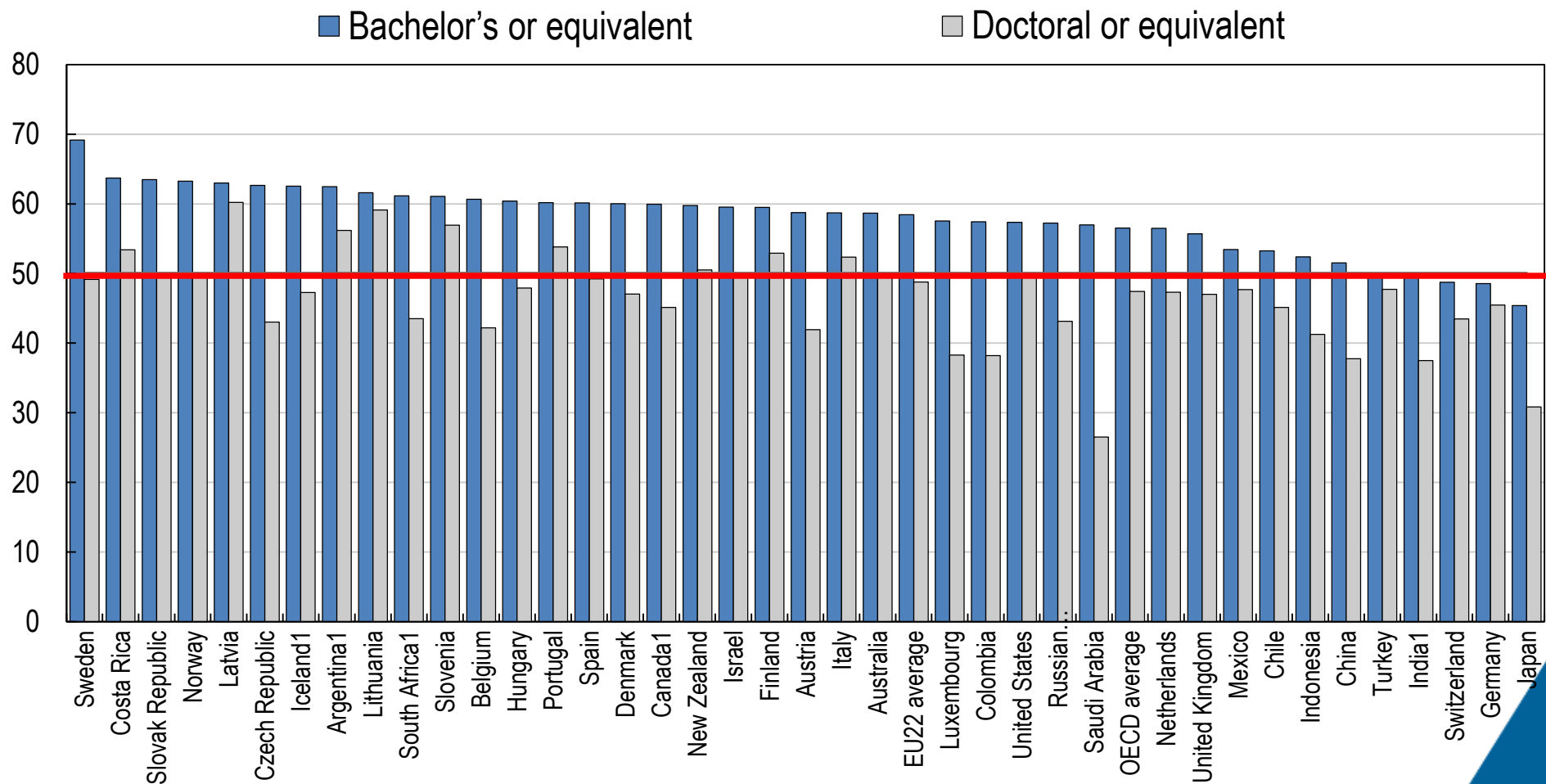


A “schooled society”



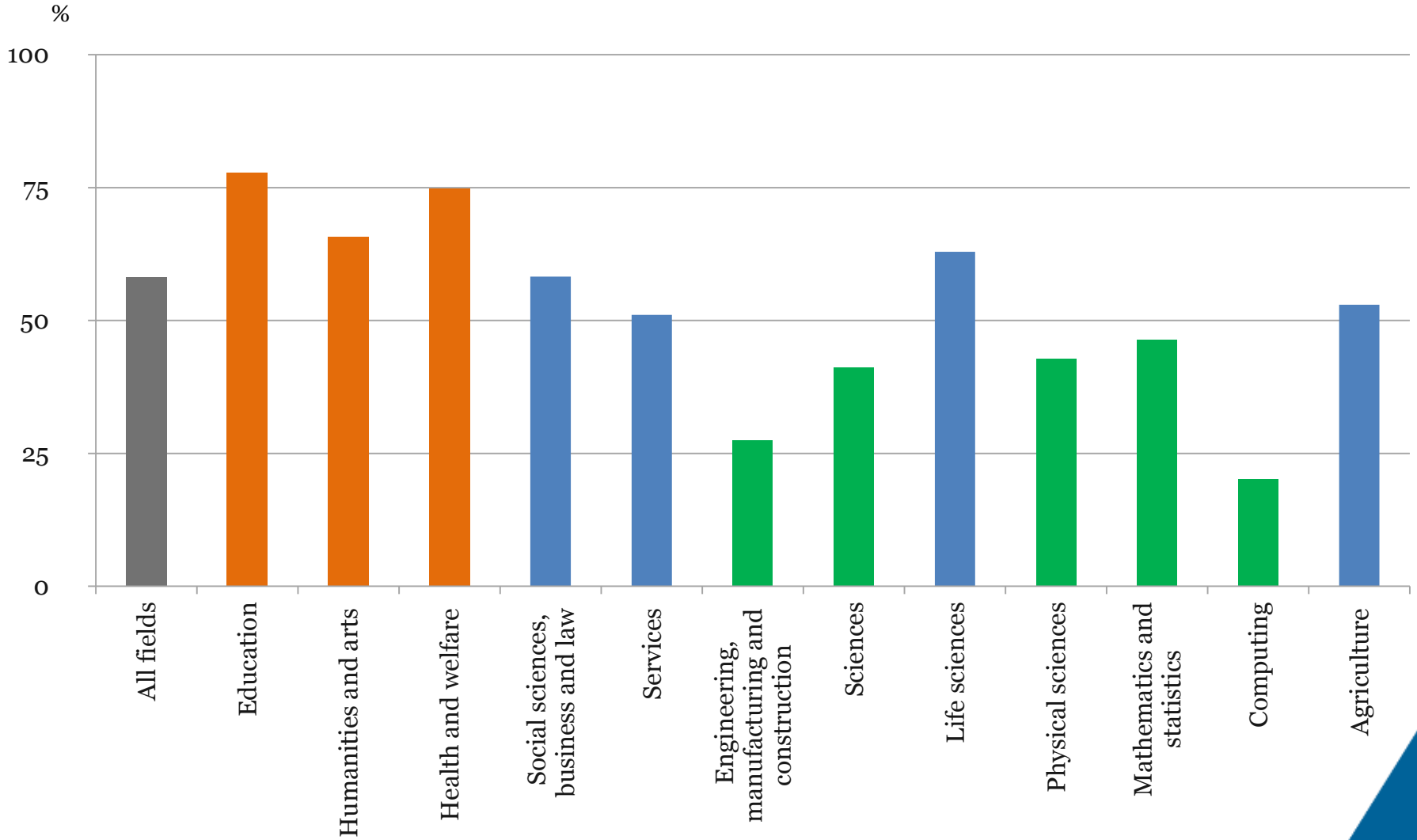


Percentage of female graduates in tertiary levels of education (2014)





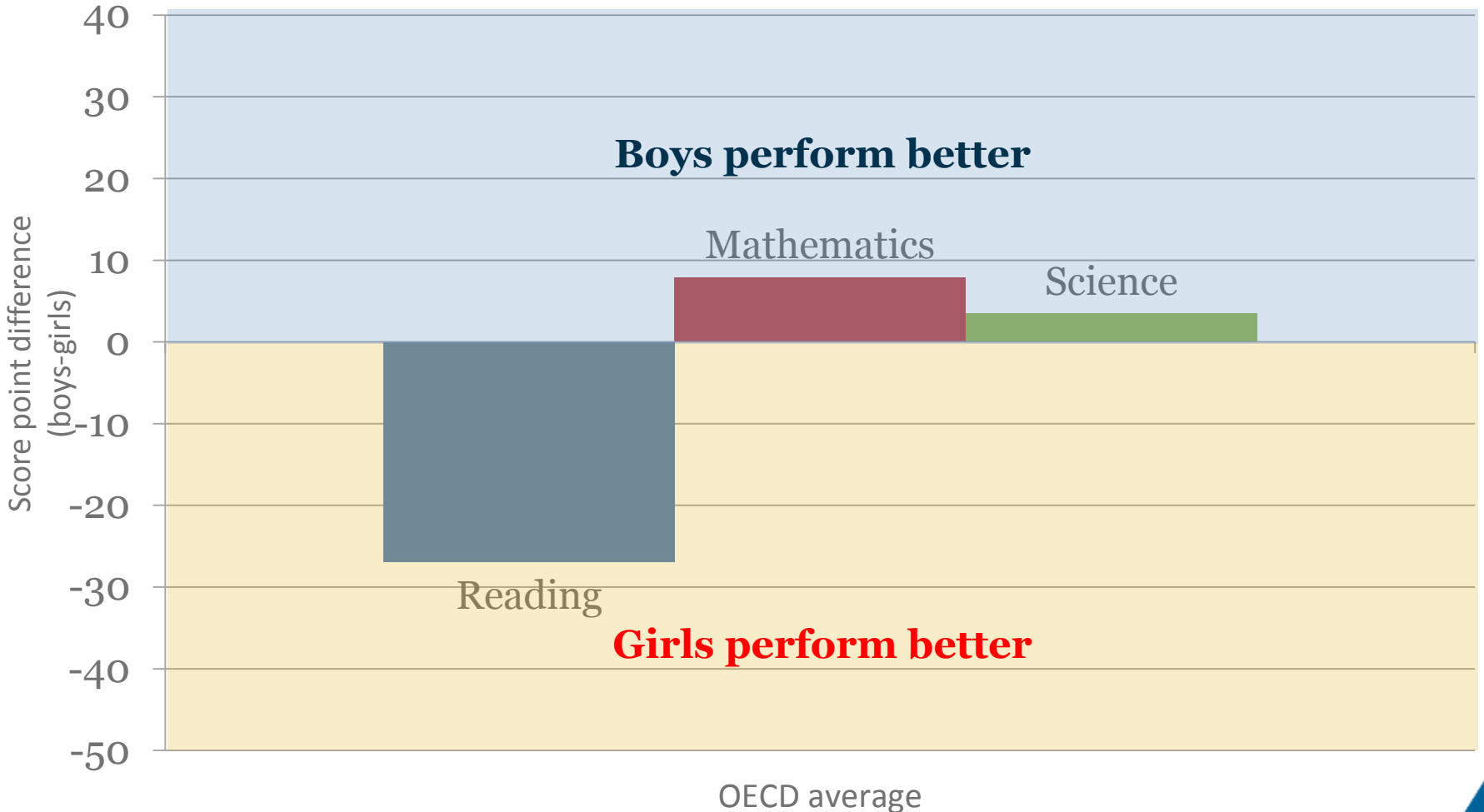
Percentage of tertiary qualifications awarded to women in tertiary-type A and advanced research programs, by field of education





Gender difference in performance – PISA 2015

(15-year-olds)

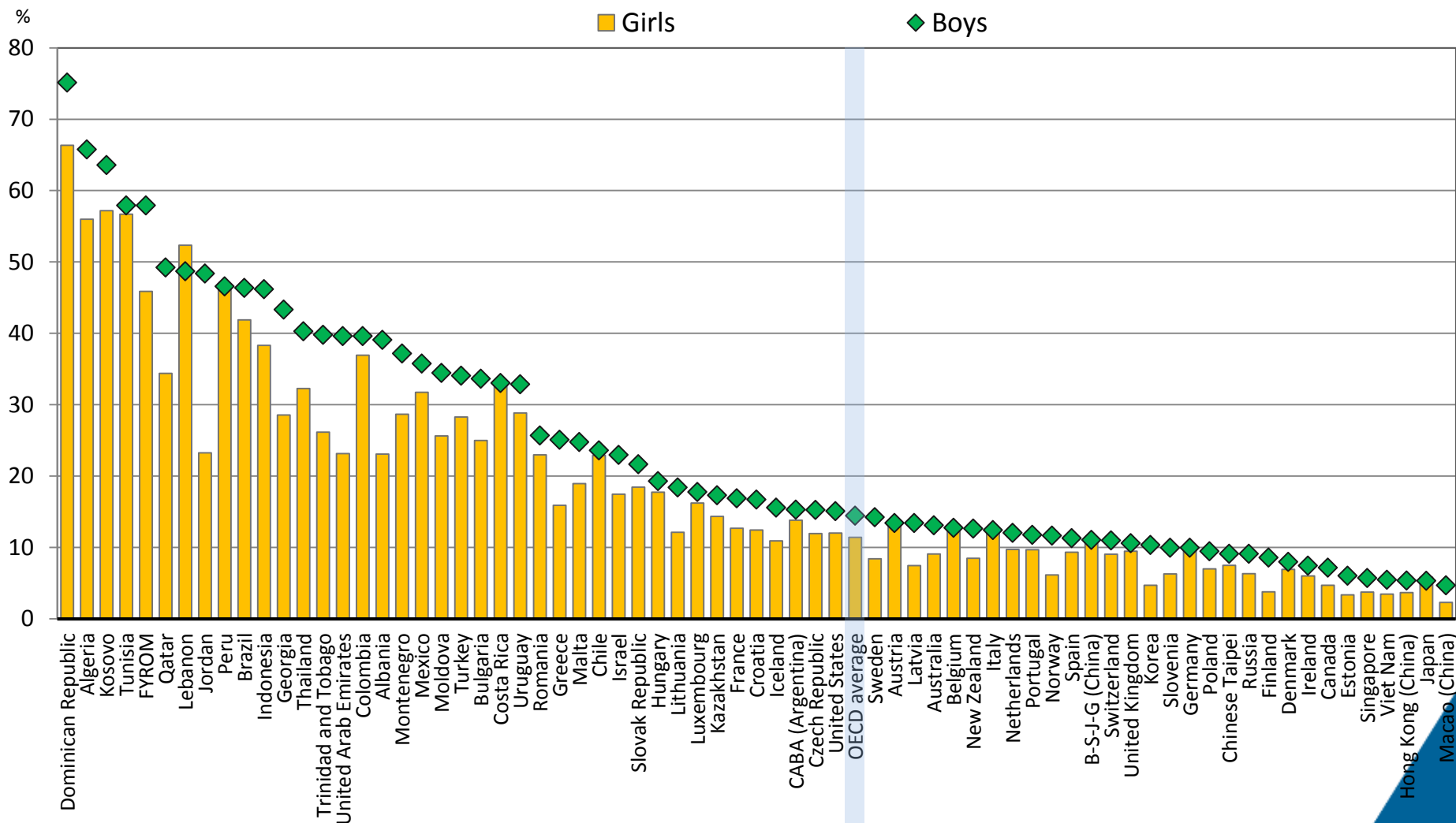


Source: Table I.5.8a, I.2.8a, I.4.8a

Table I.2.10a



More boys than girls are low performers in all three PISA subjects (science, math, reading in PISA 2015)





Change between 2015 and 2006 in the percentage of all round low achievers

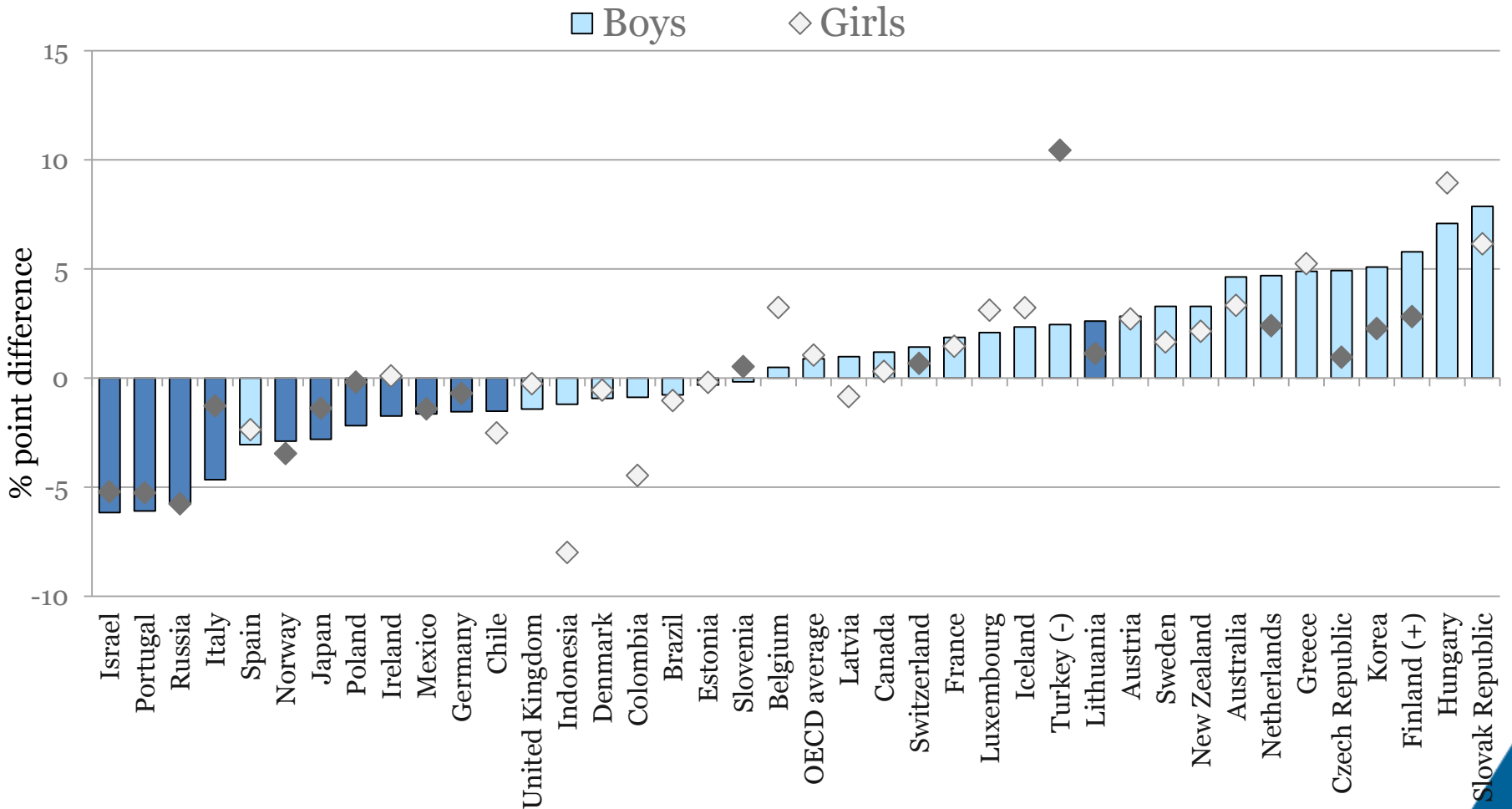
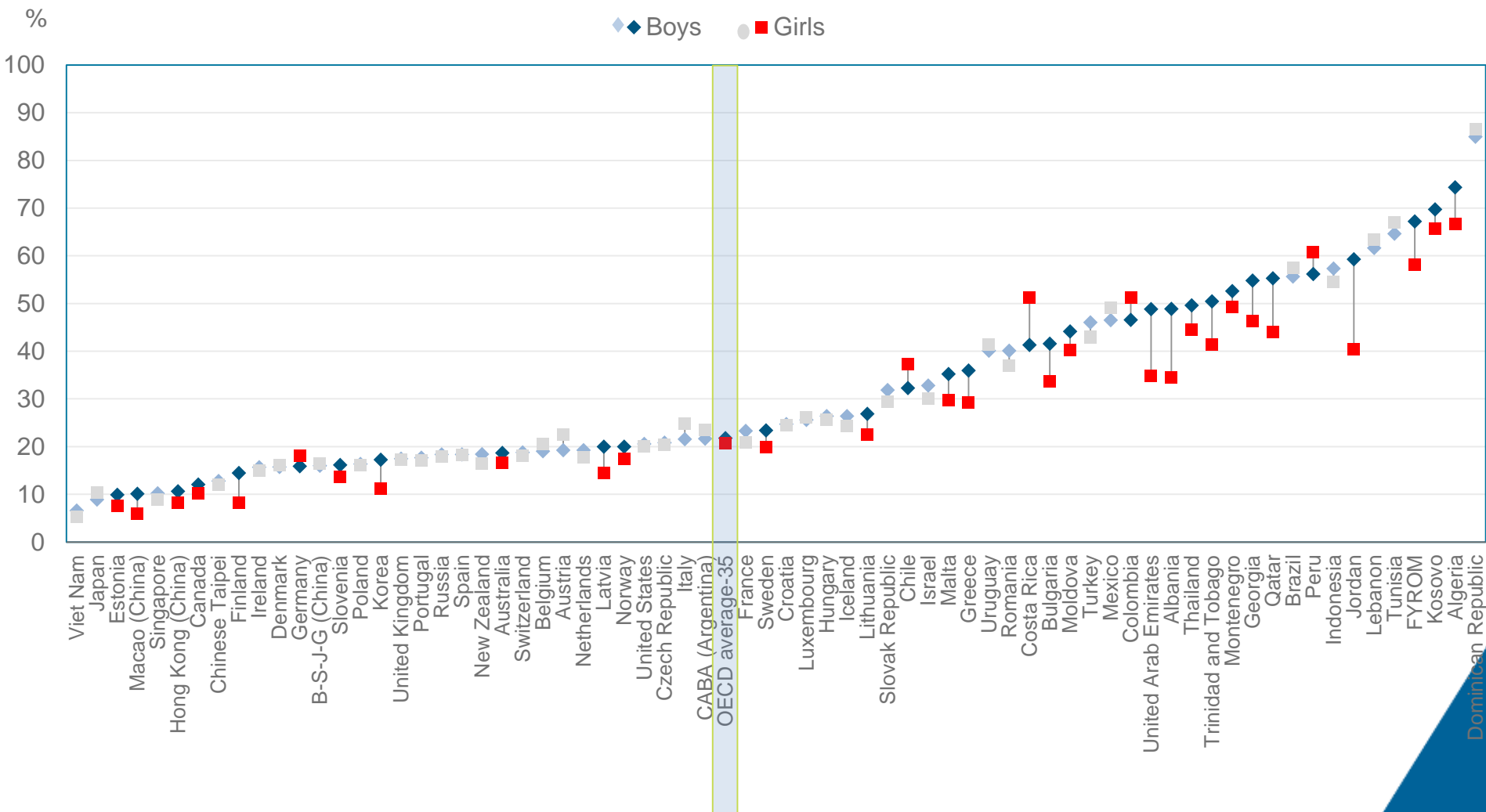


Figure I.2.19



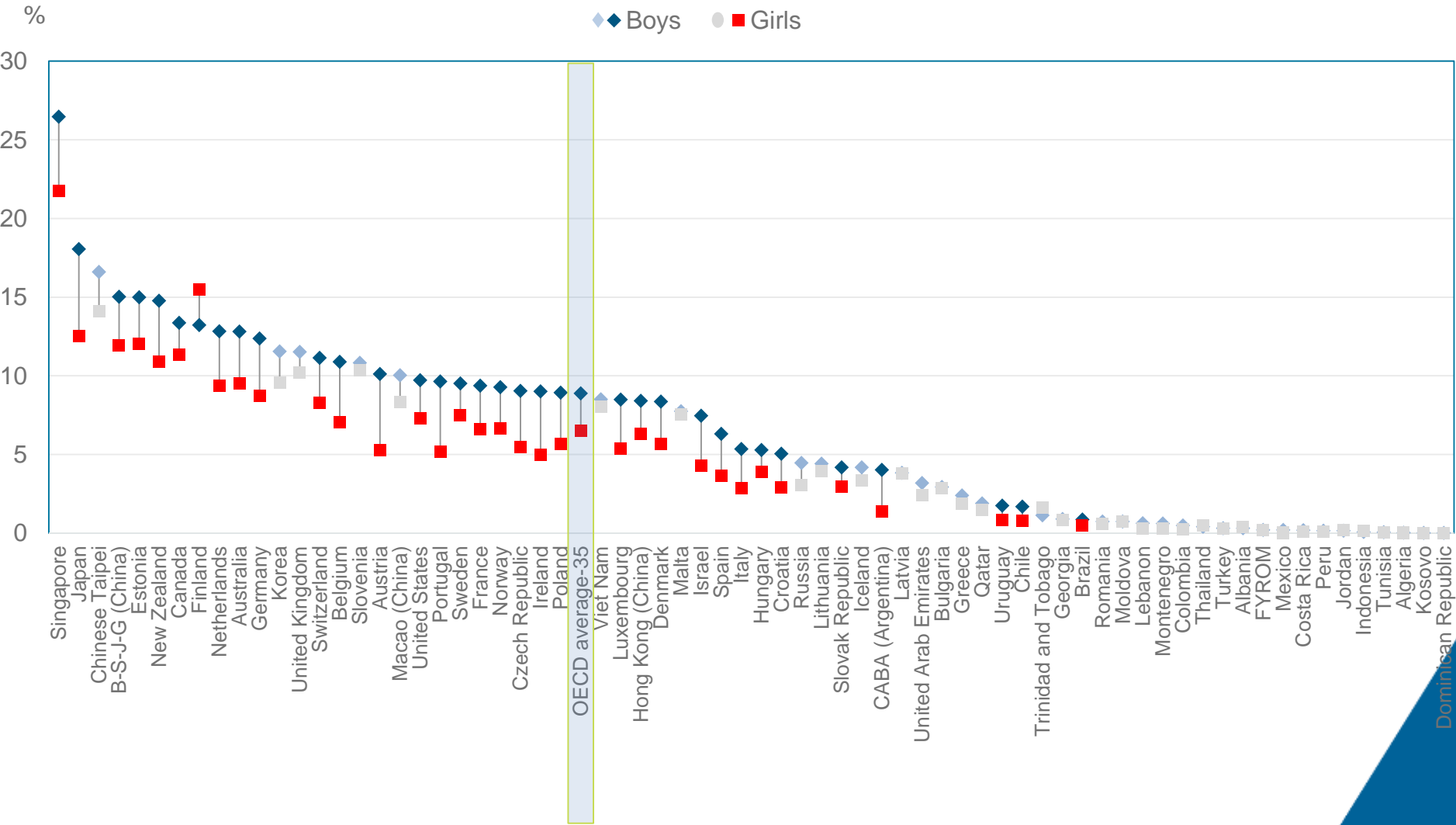
In many countries, more boys than girls struggle to reach a baseline level of performance in science





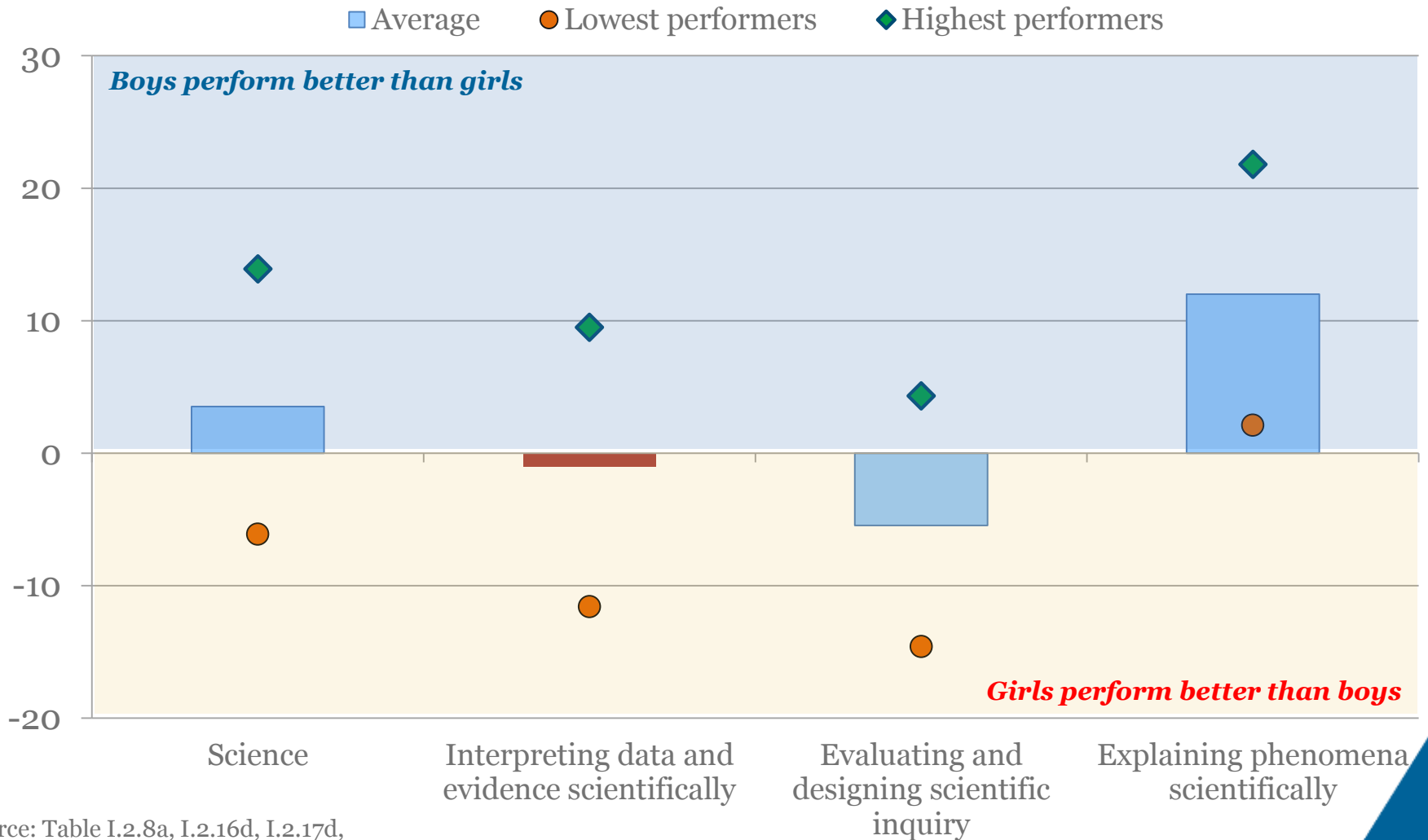
But in a majority of countries a larger share of boys performs at the top in science.

Figure I.2.20





Despite similar average performance in science, boys are more likely to be **TOP** but also **LOW** performers

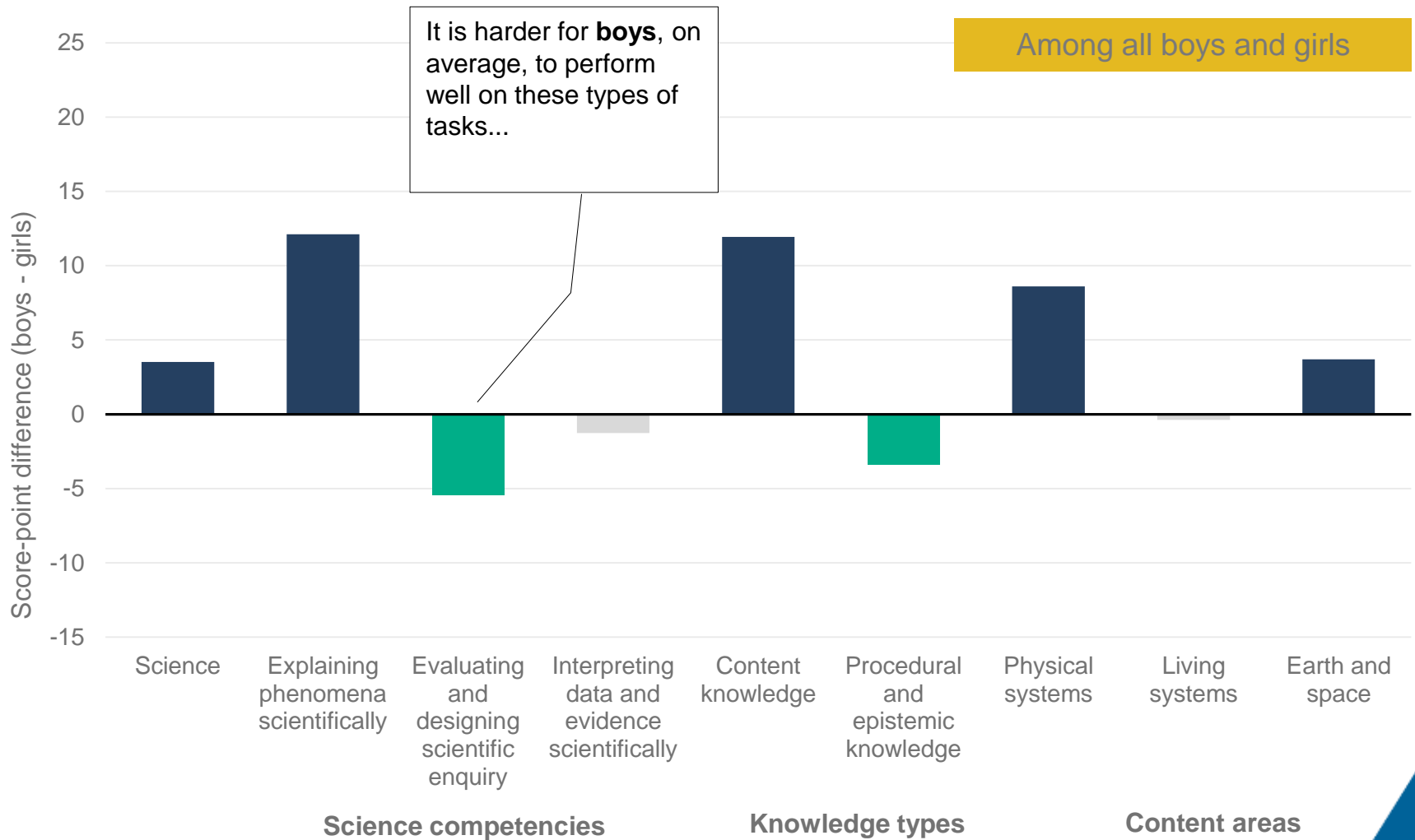


Source: Table I.2.8a, I.2.16d, I.2.17d, I.2.18d



Boys' and girls' strengths and weaknesses in science, OECD average

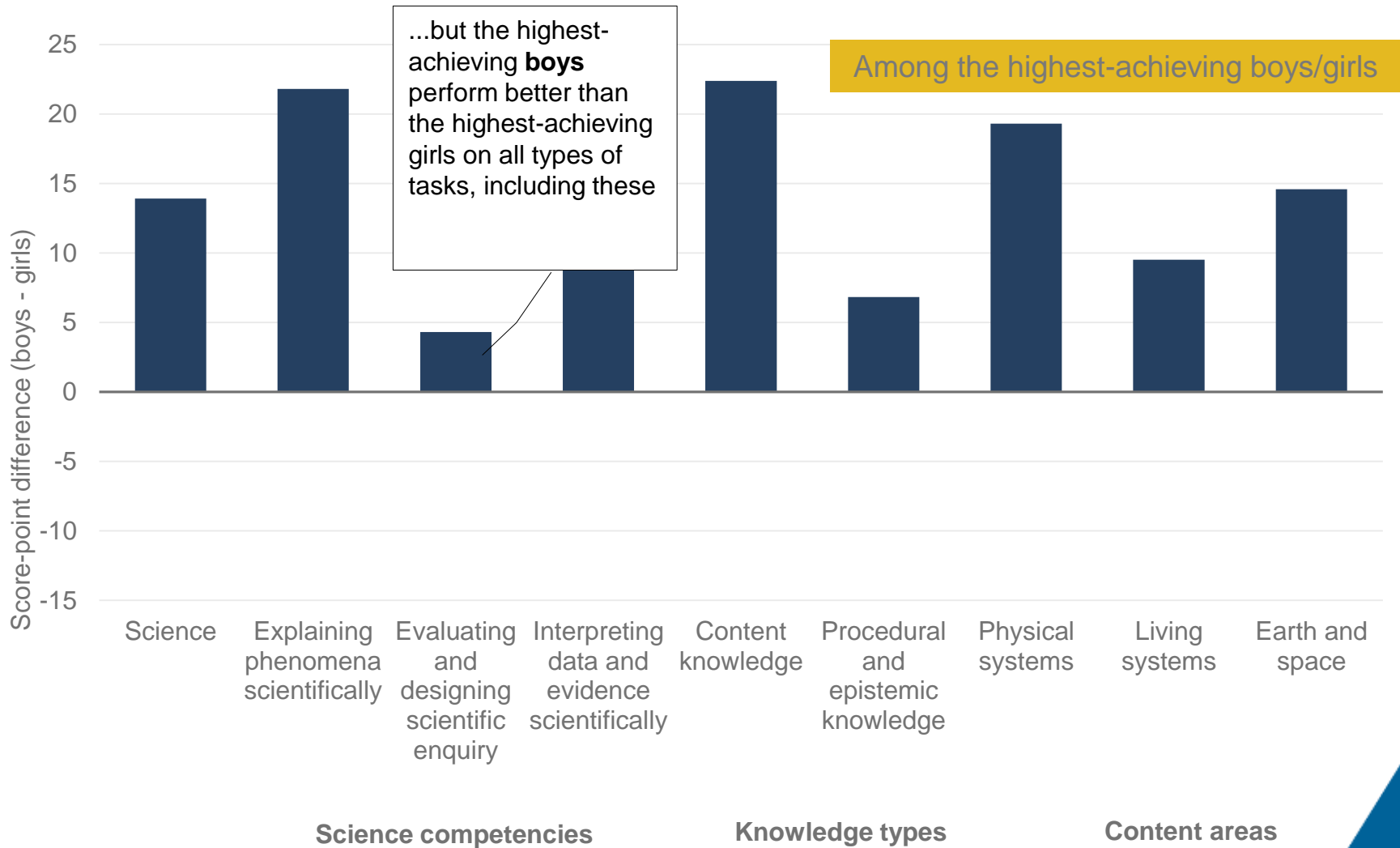
Figure I.2.29





Boys' and girls' strengths and weaknesses in science, OECD average

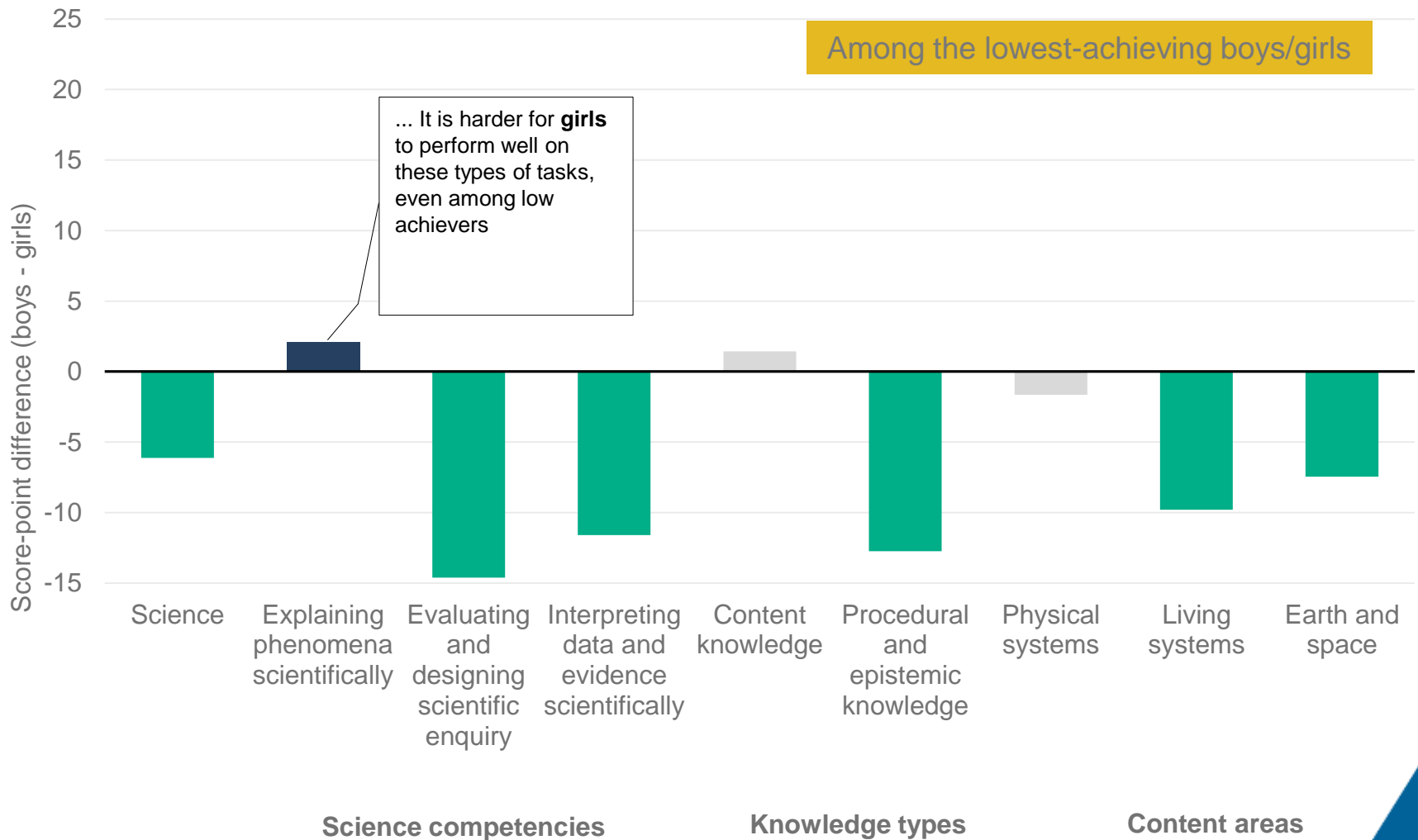
Figure I.2.29






Boys' and girls' strengths and weaknesses in science, OECD average

Figure I.2.29





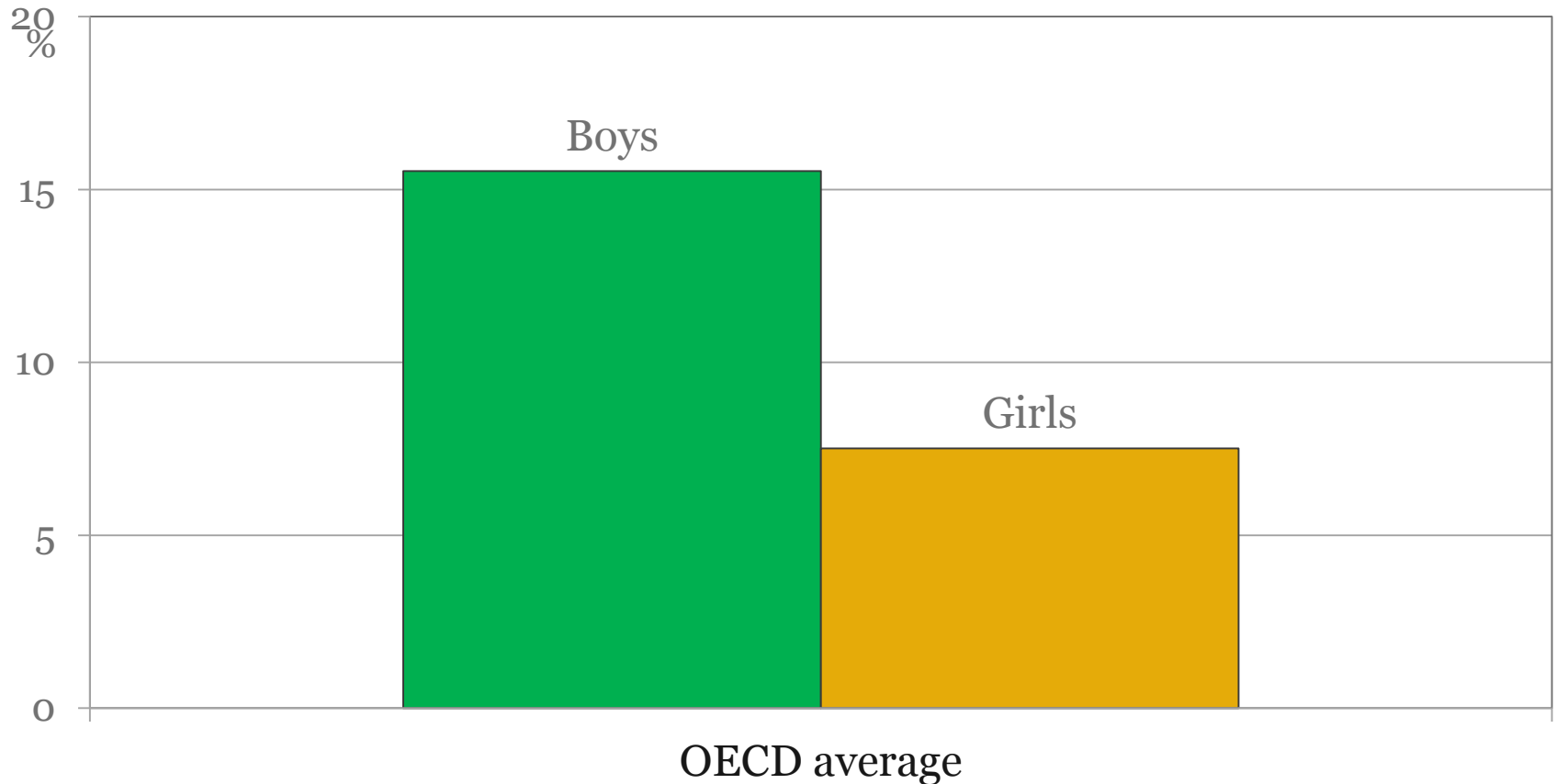
What lies behind boys' underperformance ?





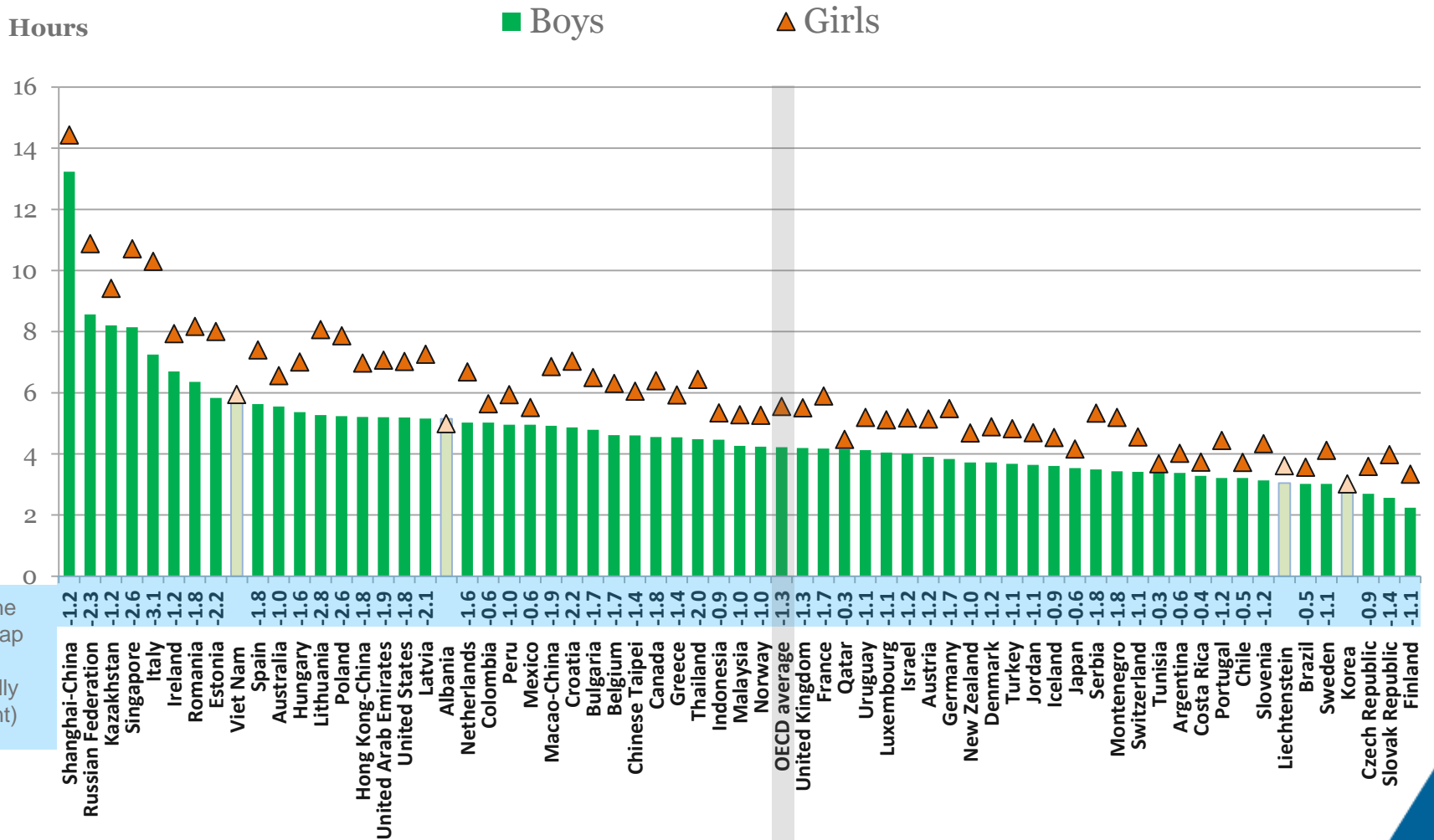
Boys tend to have more negative attitudes towards school (OECD countries) PISA 2012

Percentage of student who agree that **school has been a waste of time**





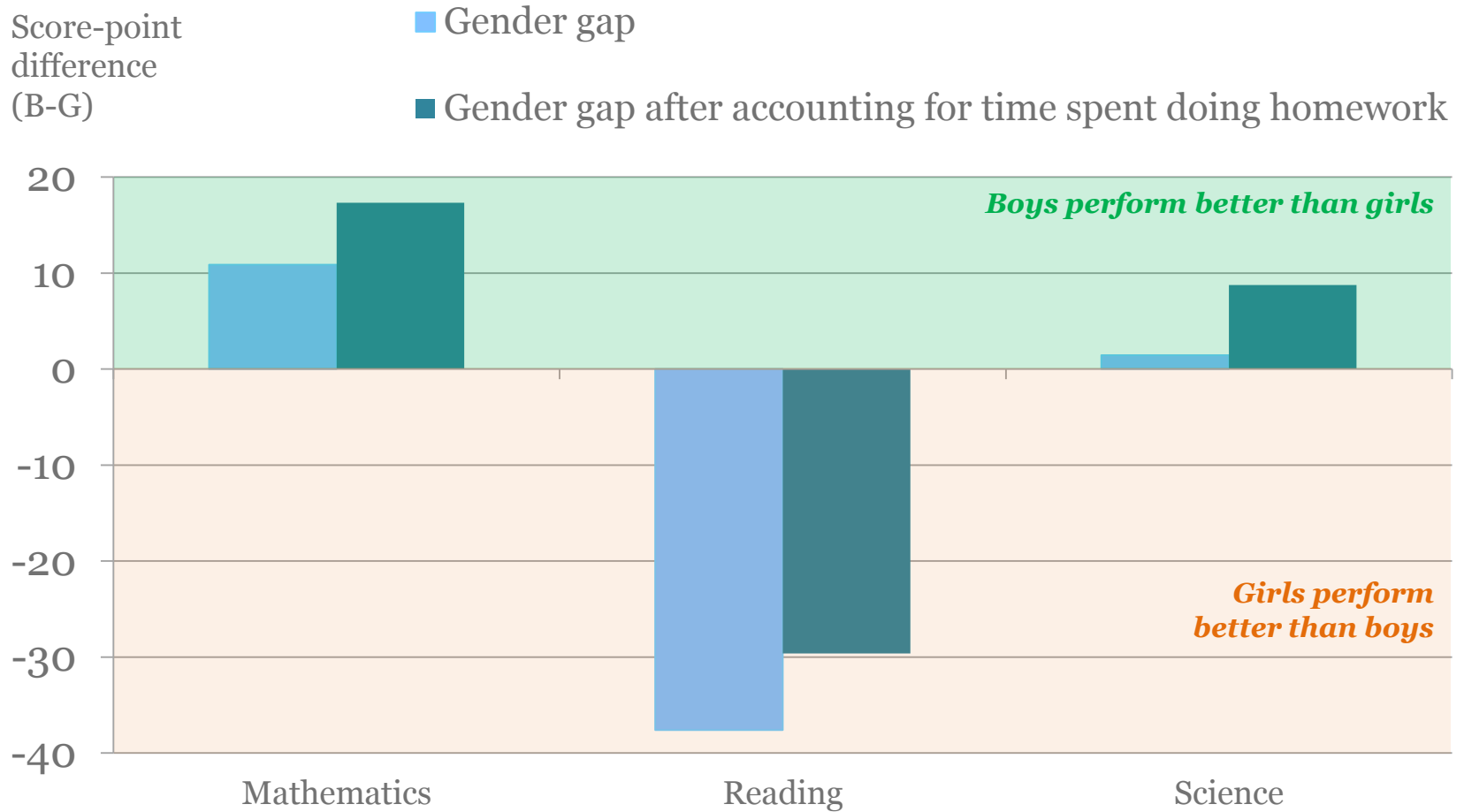
Boys spend more than an hour less per week than girls doing homework, on average



Source: Figure 2.12

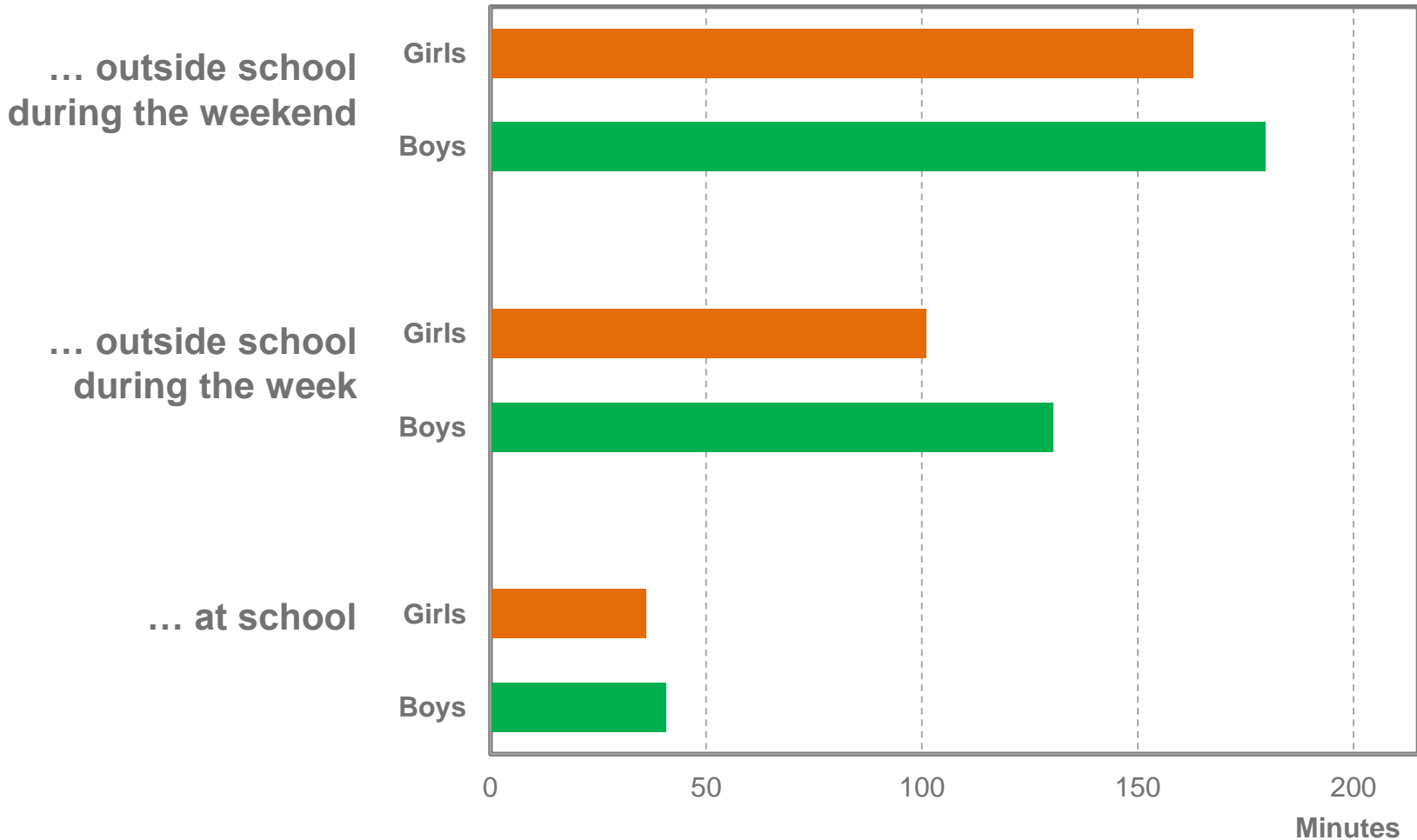


Time spent doing homework has an impact on performance (OECD countries)





Boys spend more **time on the Internet** than girls

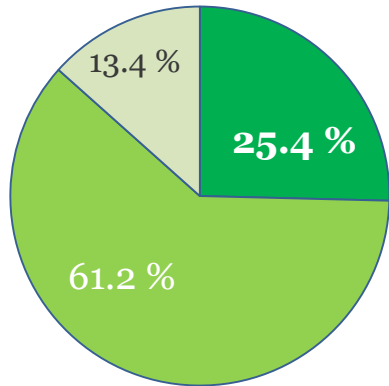




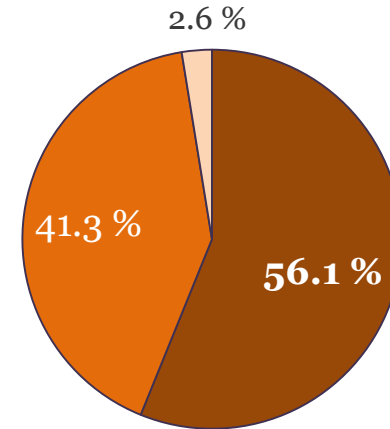
Boys spend far more time than girls playing video games on a computer after school (OECD countries)

One-player games

Boys

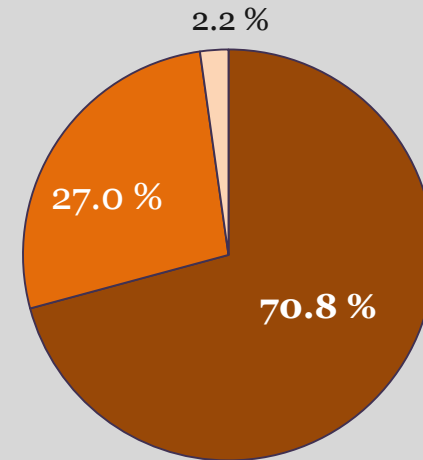
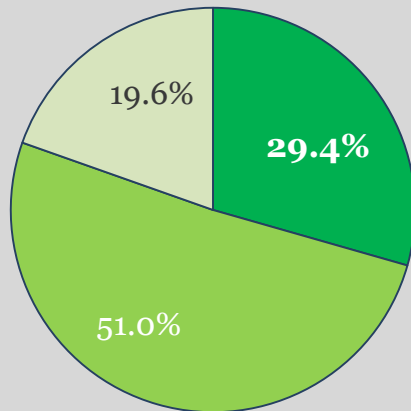


Girls



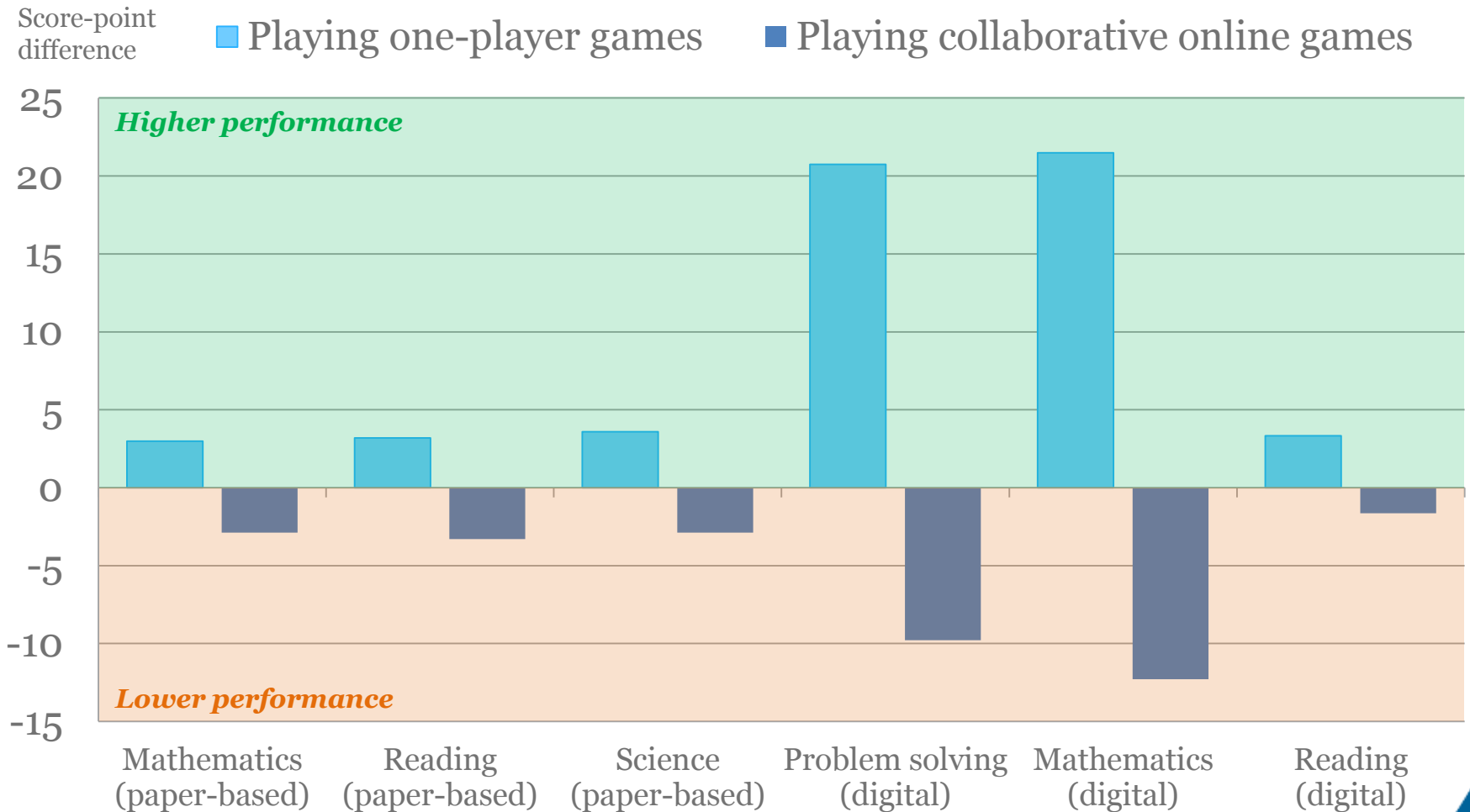
- Never or hardly ever play
- Play, but not every day
- Play every day

Collaborative online games





Playing one-player video games can help develop some skills (OECD countries)

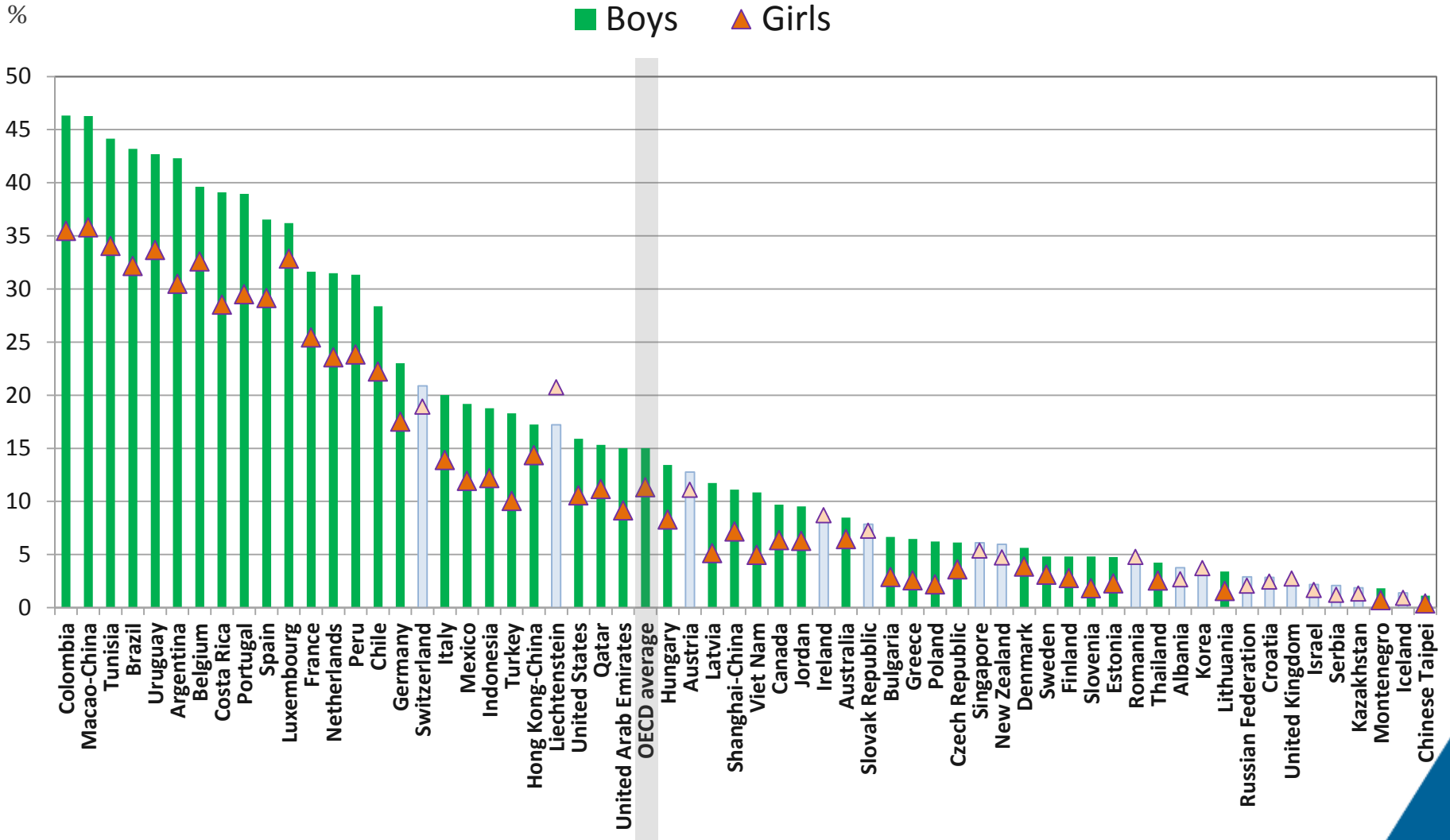




Closing the gap: what can parents and teachers do to engage boys?



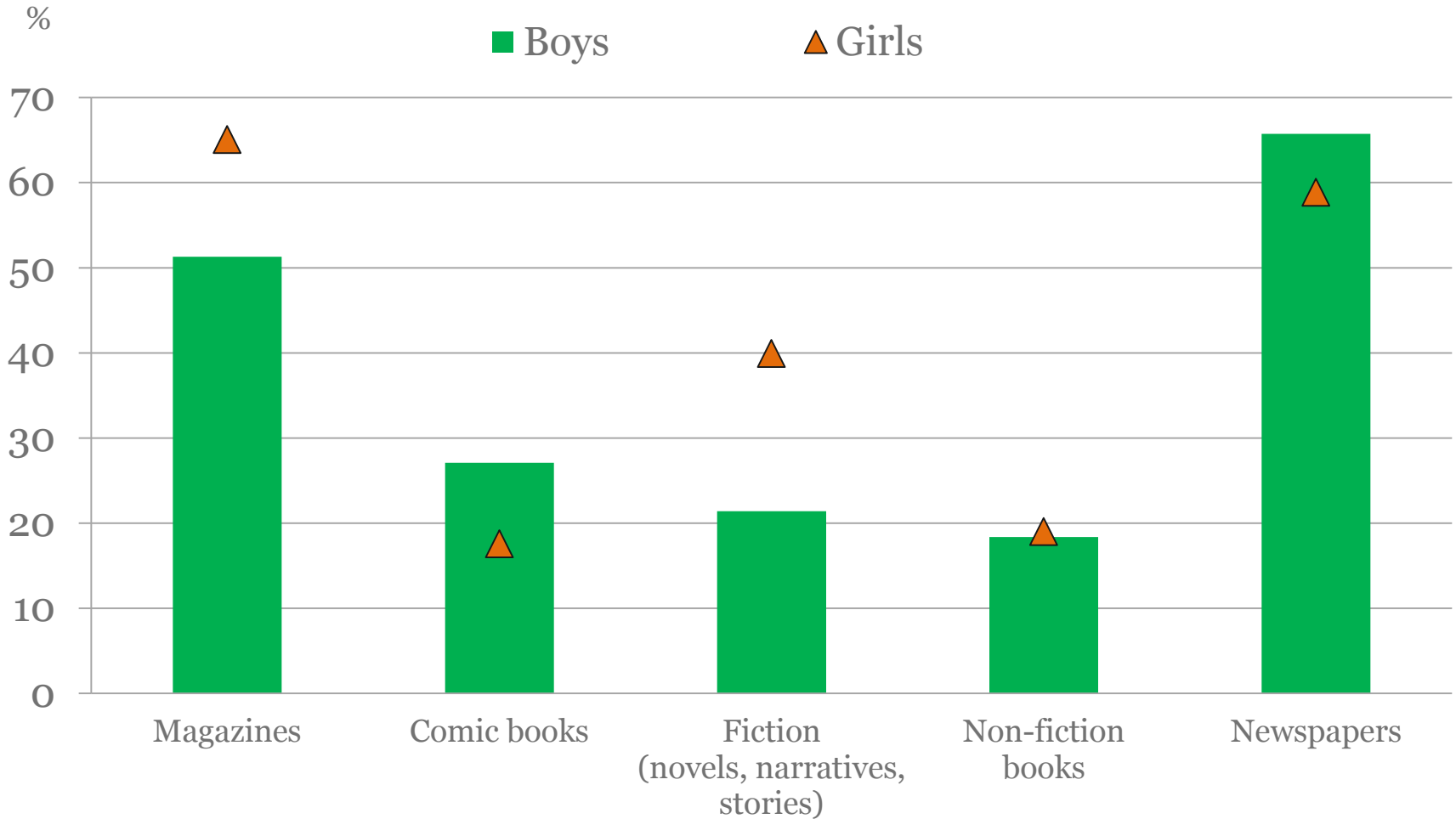
An extra year? Boys are more likely than girls to have repeated a grade



Source: Figure 2.15

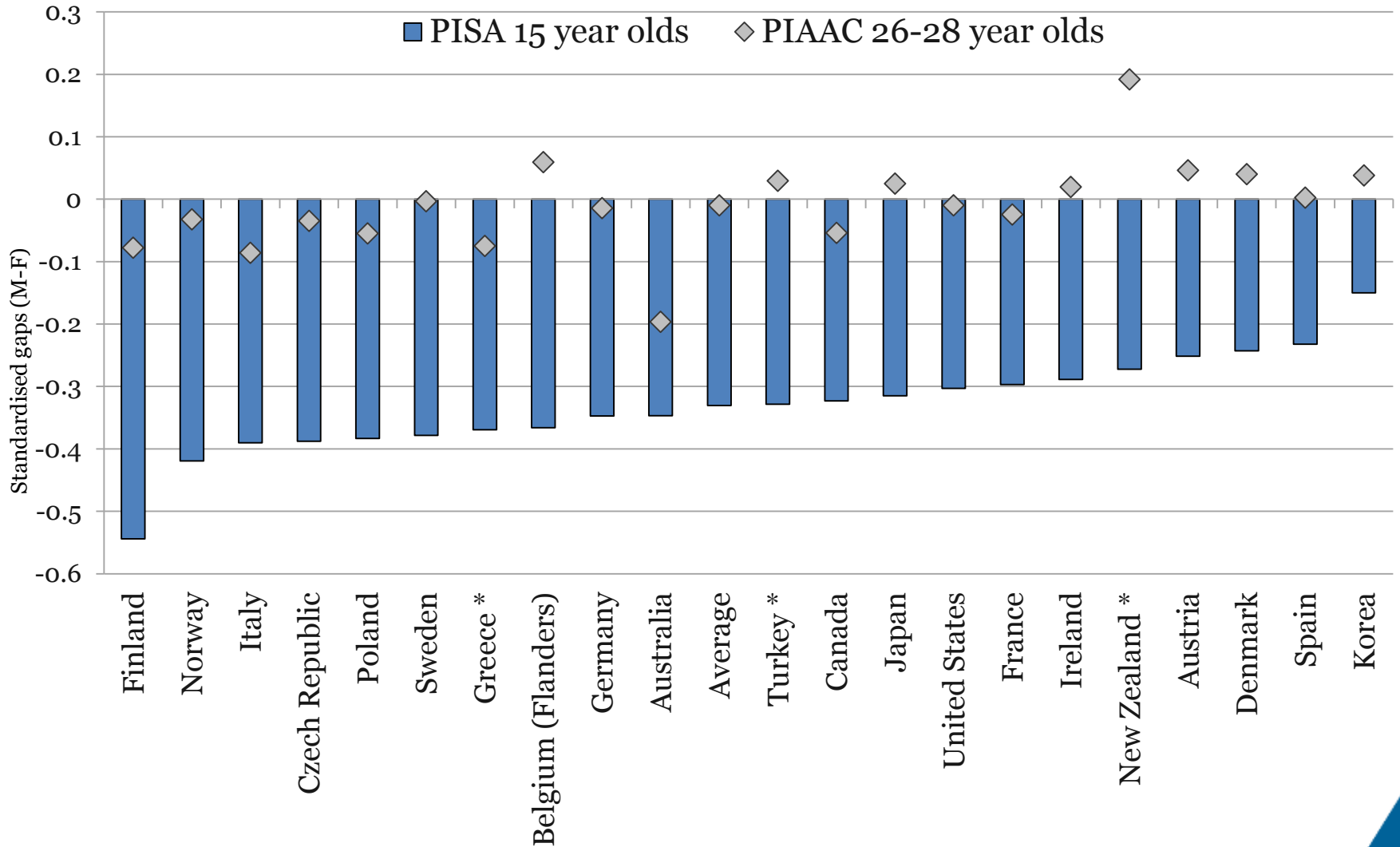


Boys and girls read different materials when they read for enjoyment (OECD average)





The gender gap in literacy narrows considerably by the time people are young adults (16-29 year-olds)



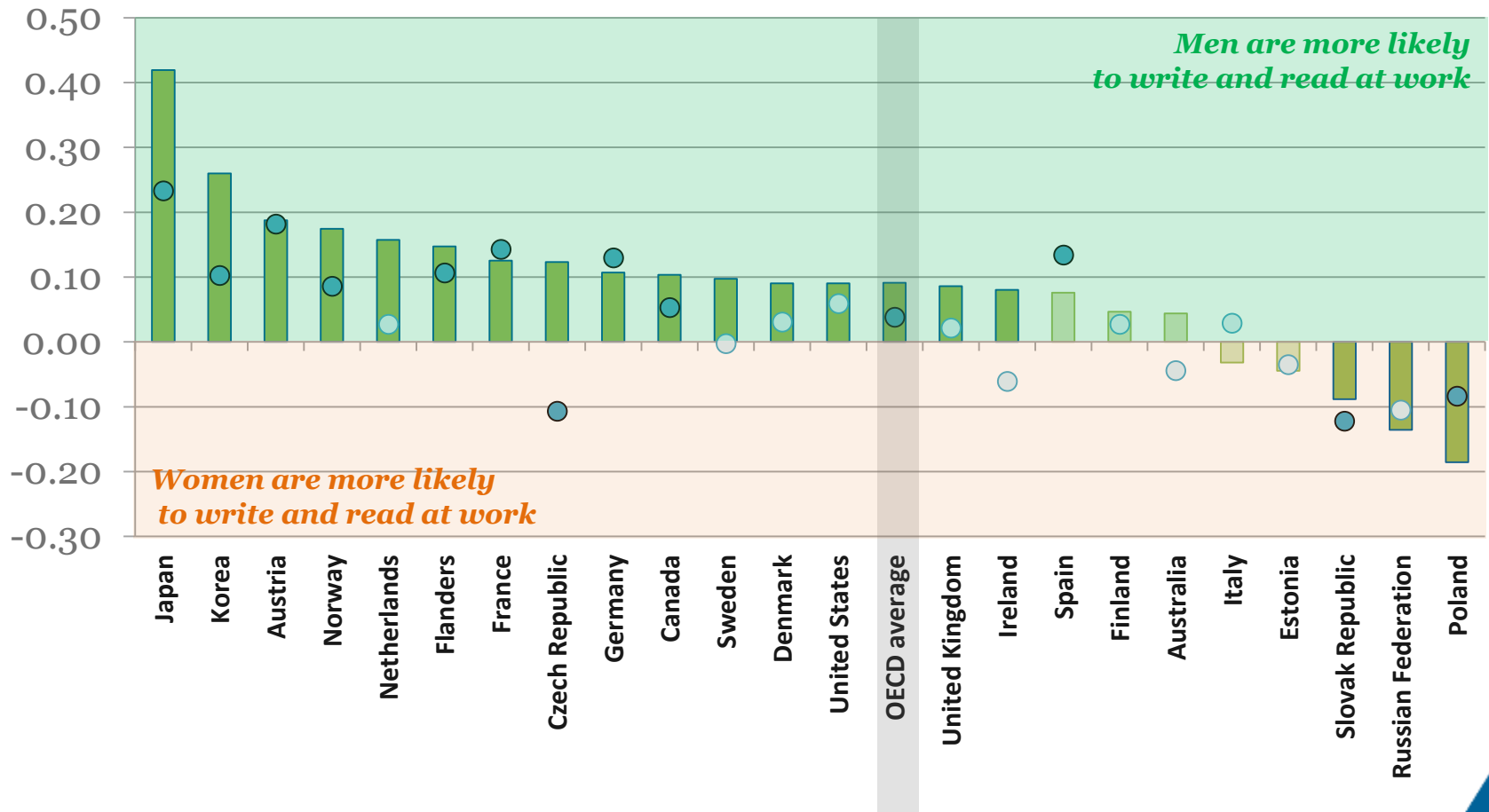


Men are more likely than women to read and write at work

Mean index difference (Men-Women)

■ Reading at work (index)

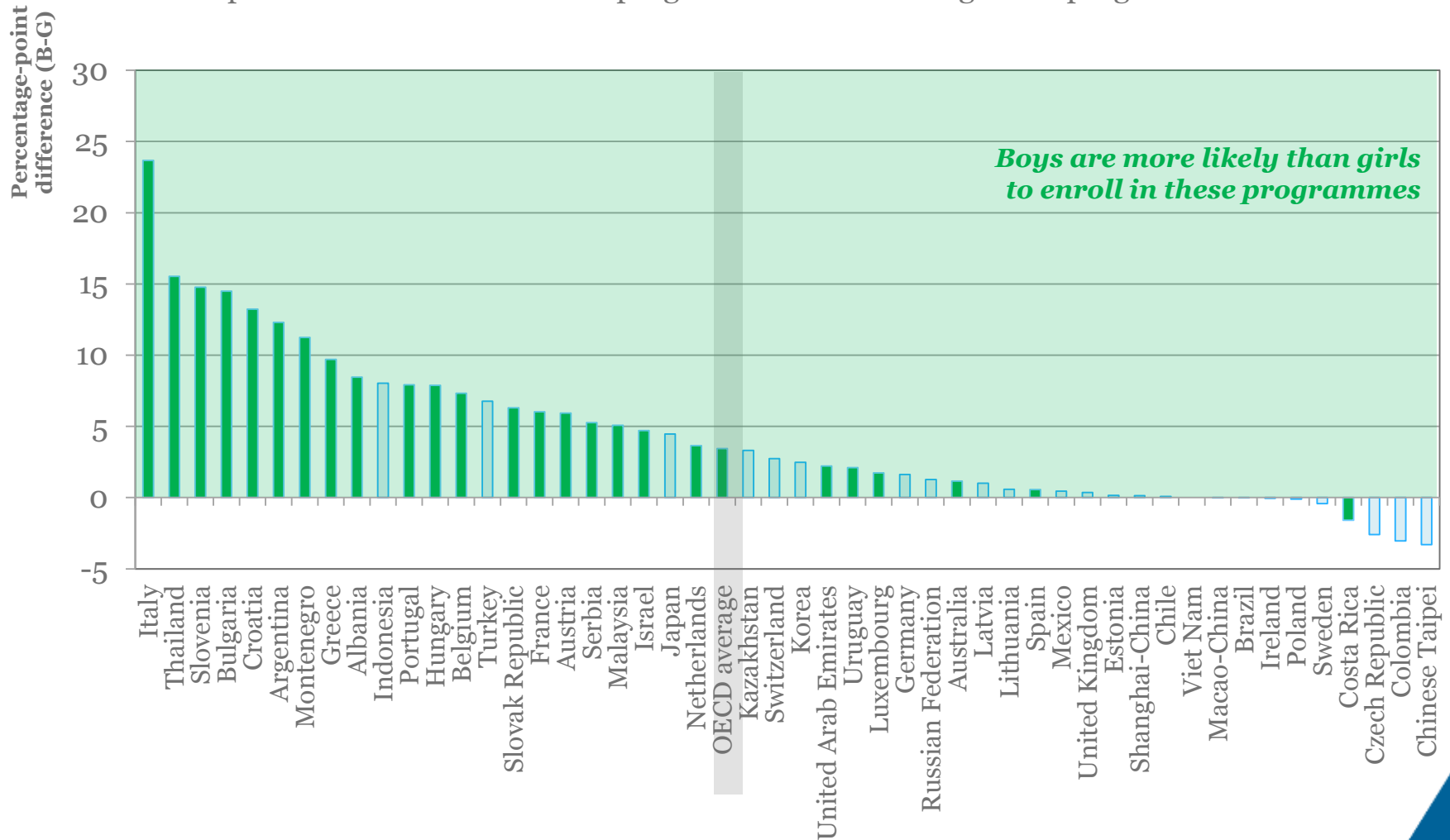
● Writing at work (index)





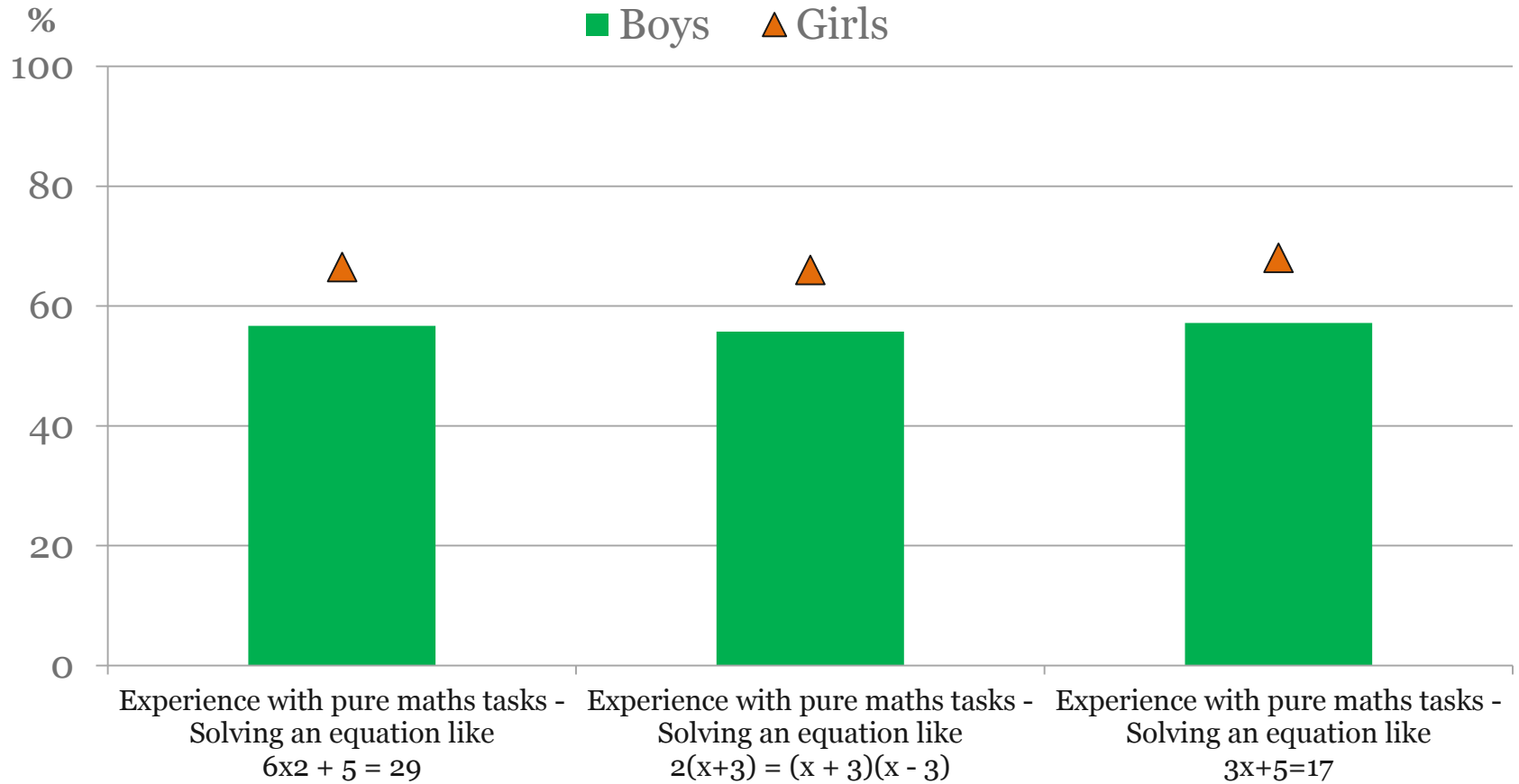
Boys tend to enroll in pre-vocational and vocational programmes more than girls

Percentage-point difference between boys and girls who are enrolled in pre-vocational or vocational programmes rather than general programmes





Girls report greater experience with pure mathematics tasks than boys (OECD average)

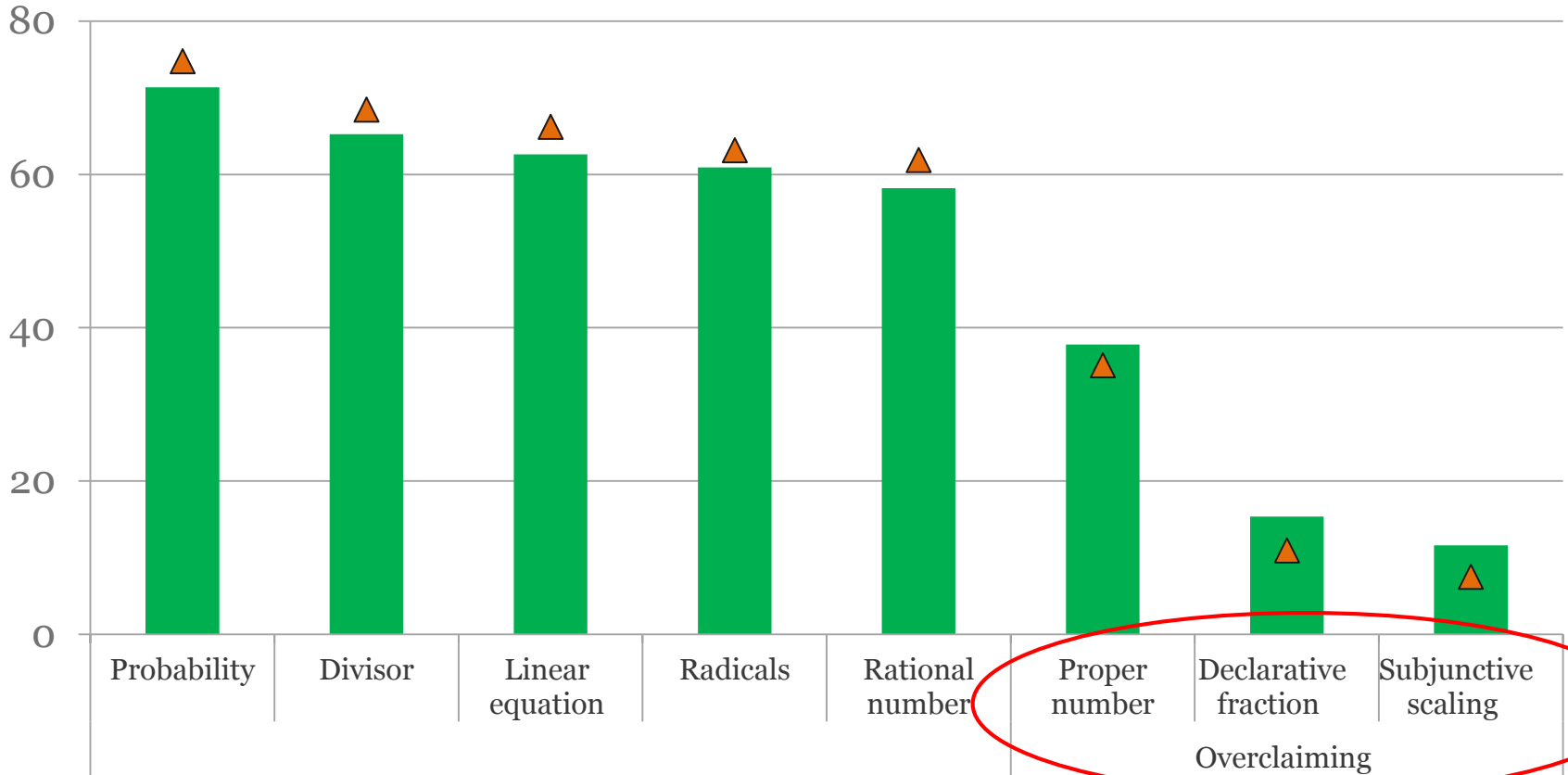




.. and greater experience with formal mathematics concepts...

% reporting know it well and use it often

■ Boys ▲ Girls





Recent publications

OECD publishing

Please cite this paper as:

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<http://dx.doi.org/10.1787/51479ec2-en>



The ABC of Gender Equality in Education

APTITUDE, BEHAVIOUR, CONFIDENCE

OECD Education Working Papers
No. 155

Youth in Transition

HOW DO SOME OF THE COHORTS
PARTICIPATING IN PISA FARE IN PIAAC?



Contents lists available at ScienceDirect

Journal of Adolescence

journal homepage: www.elsevier.com/locate/jado



Video gaming and gender differences in digital and printed reading performance among 15-year-olds students in 26 countries

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Thank you!

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