

PISA

Latin America and the Caribbean

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HOW DO BOYS AND GIRLS PERFORM?

Gender gaps are more pronounced in the region than in other parts of the world. Boys in the region perform better than girls in science and mathematics, while girls outperform boys in reading.

Boys perform better than girls in science

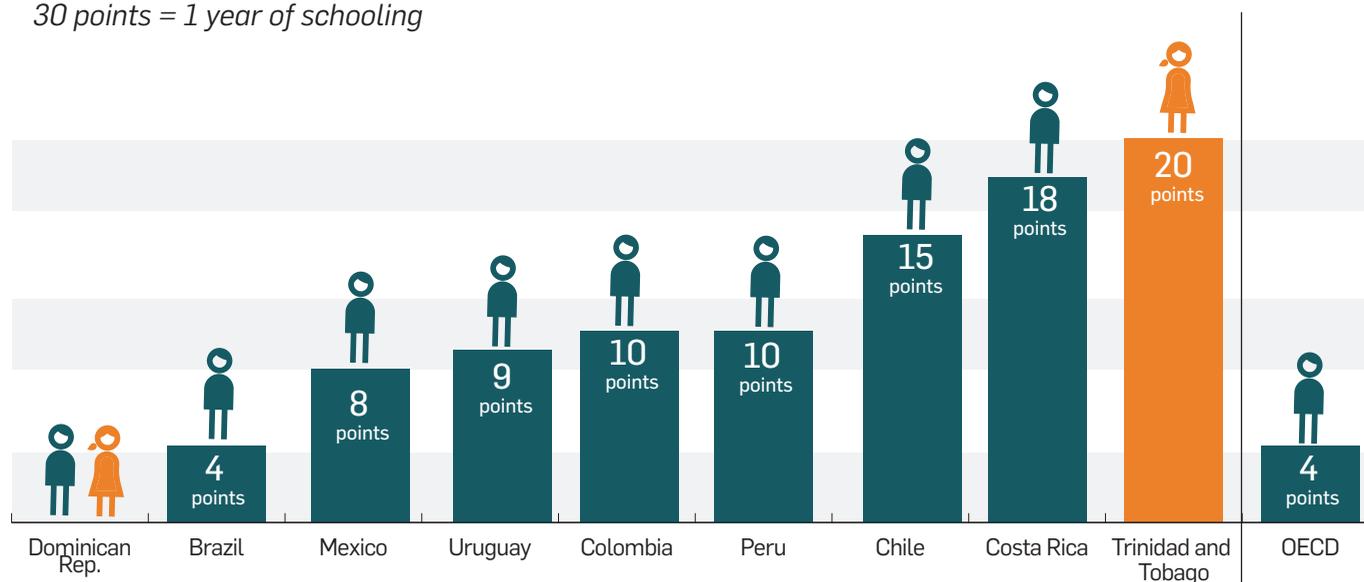
- Boys perform better than girls in science in only 25 of the 72 countries participating in PISA. Nevertheless, this includes all of the countries in the region except for Trinidad & Tobago and the Dominican Republic.
- Costa Rica (18 points) and Chile (15) possess two of the five largest gender gaps in science performance among all participating countries.
- There is no difference in science performance between boys and girls in the Dominican Republic.
- Trinidad and Tobago is the only country in the region where girls significantly outperform boys in all three subject areas.

At the international level, there is no clear evidence that boys perform better than girls in science

- On average, in OECD countries, boys perform a little better than girls in science.
- The largest gender gaps favoring boys can be observed in Austria, Costa Rica, and Italy, where the gap is more than 15 points.
- However, girls perform better than boys in science in 22 participating countries, including Finland, Trinidad and Tobago, Albania, and several Arab countries, where the gap also exceeds 15 points.

GENDER GAP IN SCIENCE PERFORMANCE, PISA 2015

30 points = 1 year of schooling

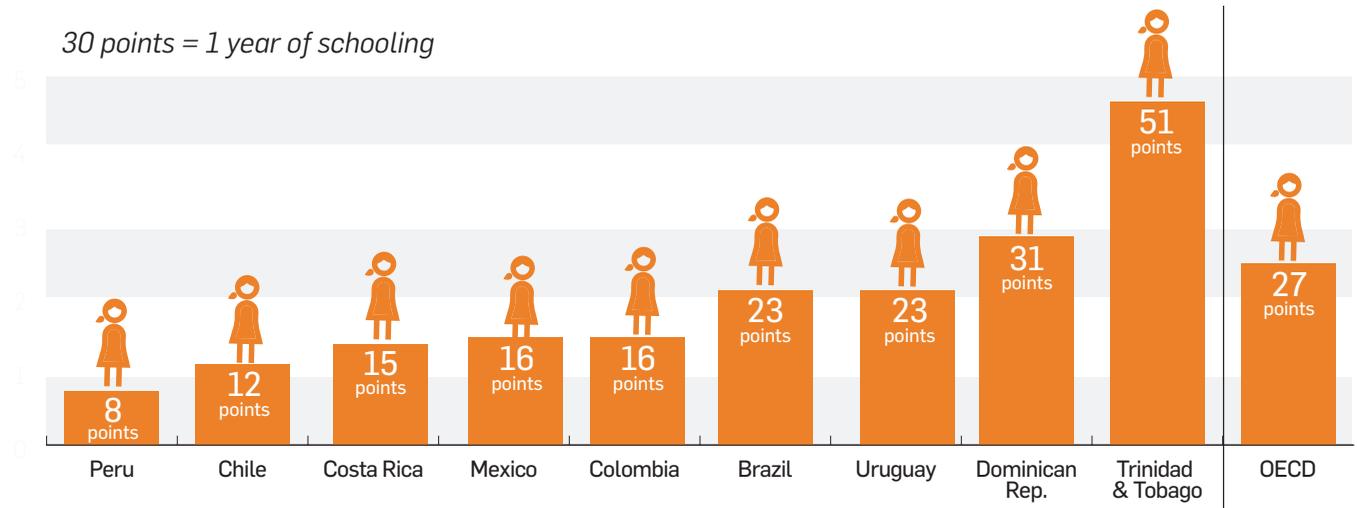


Source: OECD, PISA 2015, Vol I, Table I.2.8a

Note: All differences (with the exception of the Dominican Republic) are statistically significant.

GENDER GAP IN READING PERFORMANCE, PISA 2015

30 points = 1 year of schooling



Source: OECD, PISA 2015, Vol I, Table I.4.8a
Note: All differences are statistically significant.

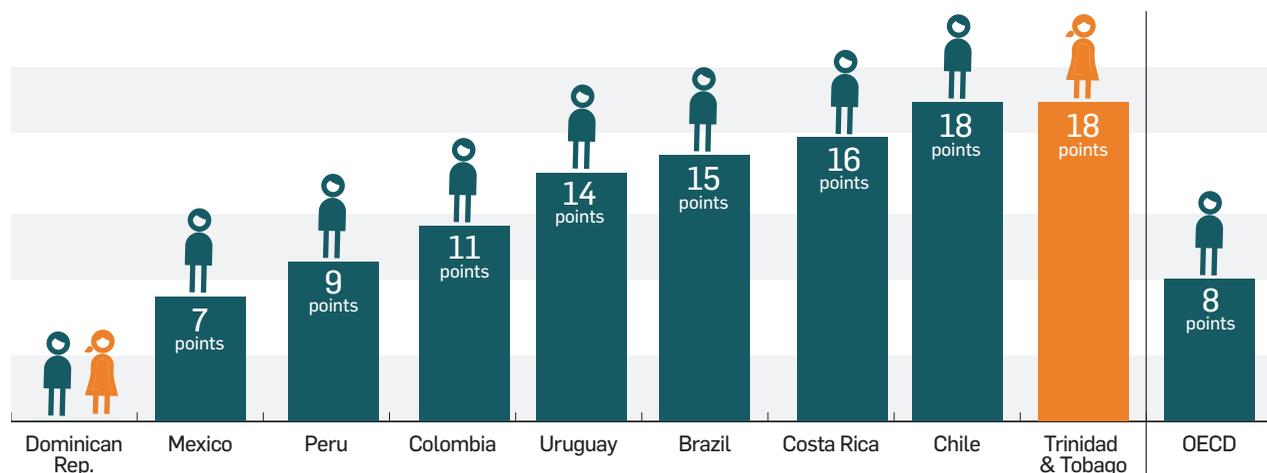
Girls significantly outperform boys in reading

- In the countries of the region, like in all participating countries, girls outperform boys in reading. Gender gaps in performance are wider in reading than in science or mathematics.
- Trinidad and Tobago (51 points) and the Dominican Republic (31 points) have the widest gaps in the region in reading, equivalent to more than one year of schooling in each country.
- Peru, Chile, Costa Rica, Colombia, and Mexico are among the 10 countries with the smallest gender gaps in reading performance.
- In the 10 best-performing countries in reading, girls outperform boys by an average of 29 points, which is equivalent to one year of schooling.

Boys in the region perform better than girls in mathematics

- In most countries of the region and in 21 other countries, boys perform better than girls in mathematics. However, in 9 participating countries, girls outperform boys in mathematics.
- Chile, Costa Rica, and Brazil sit among the 10 countries with the largest gender gaps in mathematics performance.
- Mexico and Peru are the two countries in the region with the smallest gender gaps in mathematics performance.
- Out of all participating countries, Trinidad and Tobago (18 points) has the largest gender gap in mathematics performance that favors girls.

GENDER GAPS IN MATHEMATICS PERFORMANCE, PISA 2015



Source: OECD, PISA 2015, Vol I, Table I.5.8a
Note: All differences (with the exception of the Dominican Republic) are statistically significant.

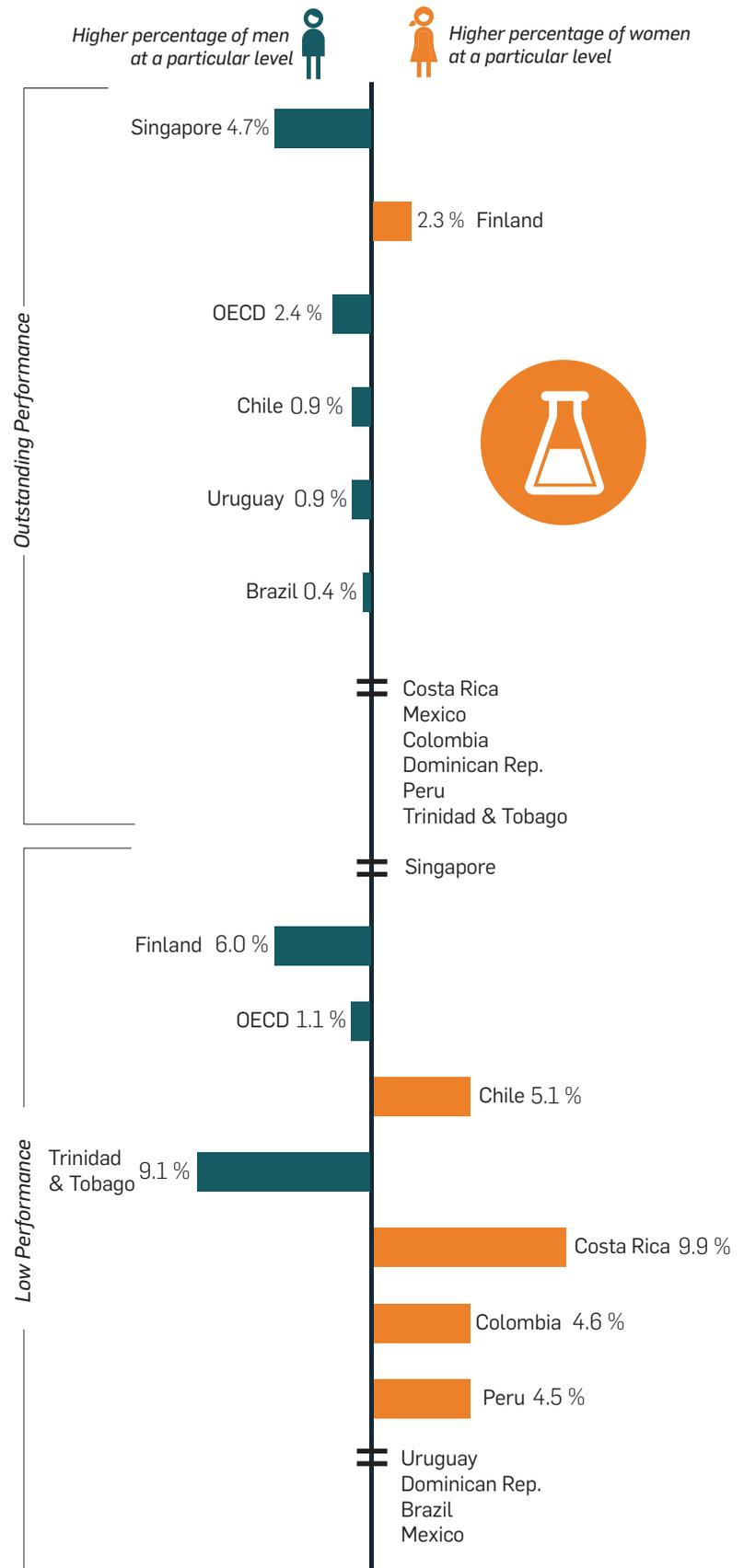
In several countries in the region, the percentage of low performers is higher for girls than for boys

- More girls than boys qualify as low-performing students (below level 2) in Colombia, Chile, Costa Rica, and Peru. In Trinidad and Tobago, the opposite is true. In the remaining countries of the region, gender differences prove insignificant.
- Slightly more boys than girls qualify as high-performing students (levels 5 and 6) in Uruguay, Chile, and Brazil. The other countries in the region do not demonstrate significant differences between the genders of top-performing students.
- Finland is the only country where more girls than boys qualify as top performers in science.
- In OECD countries, slightly more boys than girls qualify as both top performers and low performers in science.

Boys have more confidence than girls in their science skills

- When a student believes in his or her ability to solve a scientific problem, he or she is said to have a high level of self-efficacy.
- Students who have low self-efficacy in science do not perform as well as students who trust in their ability to use their scientific knowledge in their daily lives.
- In 39 participating countries, boys possess greater self-efficacy than girls. The largest differences are observed in Denmark, France, Germany, Iceland, and Sweden.
- In Brazil and Uruguay, boys report greater confidence than girls in their ability to solve difficult problems. In the case of Trinidad and Tobago, girls report higher levels of confidence than boys.
- In the other countries of the region, the difference in self-efficacy between boys and girls is not significant.

GENDER GAP BY PERFORMANCE LEVEL, PISA 2015



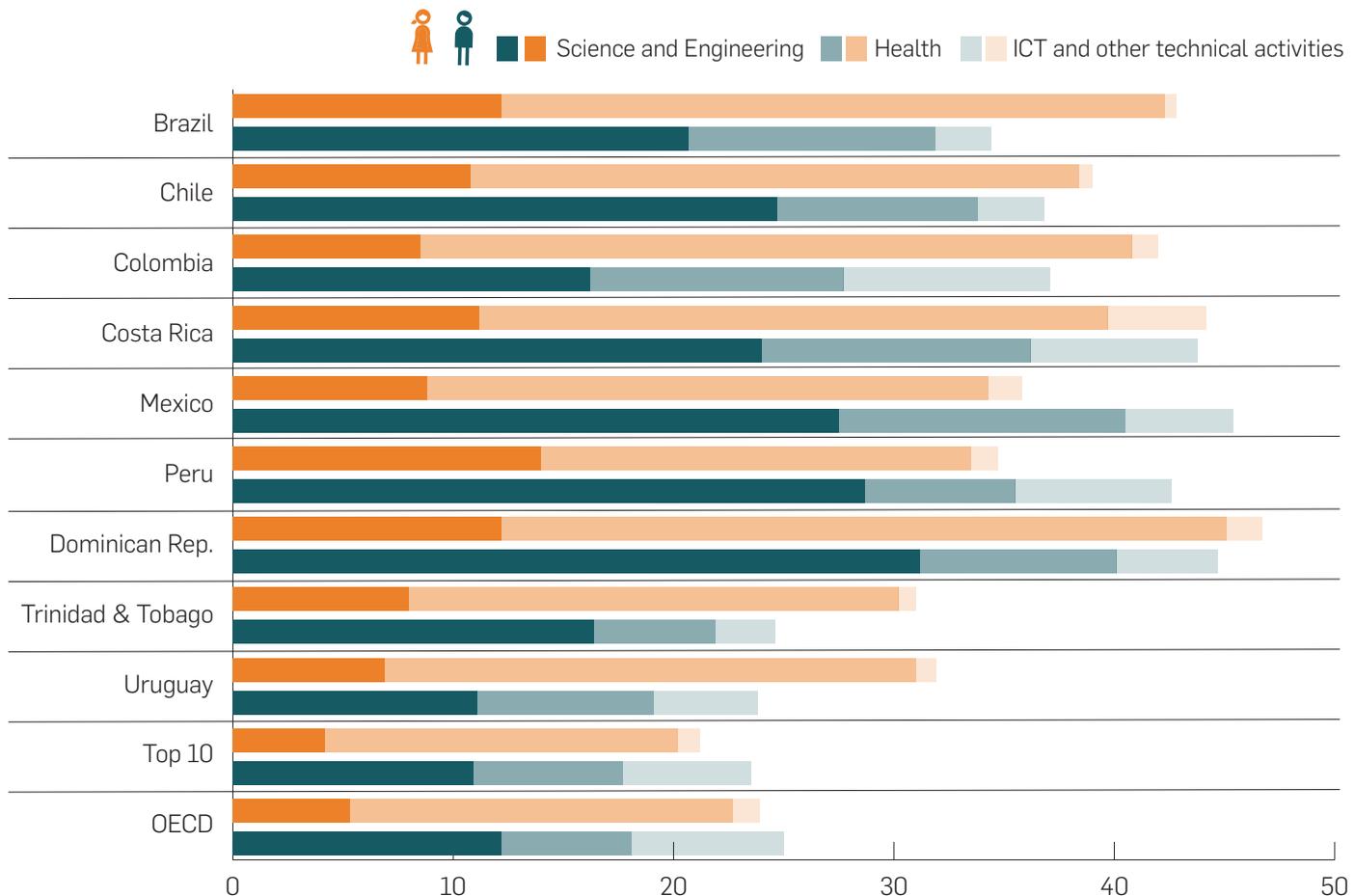
Source: OECD, PISA 2015, Vol. I, Table I.2.6a

Note: All differences are statistically significant, except for those marked with an equals sign.

Girls imagine themselves working as health professionals, while men imagine themselves working as scientists or engineers

- One-third of young people in the region expect to work in a science-related occupation. Such an expectation is much lower in OECD countries (24%) and in the 10 best-performing countries (22%).
- In most countries in the region (except Mexico and Peru), girls are more likely than boys to work in science.
- Gender differences are most prominent regarding careers chosen within science. Most girls see themselves working as doctors, veterinarians, or nurses, while most boys expect to work as engineers, scientists, or architects.
- These same patterns are observed in OECD countries and countries that lead the global ranking.

PERCENTAGE OF STUDENTS WHO EXPECT TO WORK IN SCIENCE-RELATED OCCUPATIONS, PISA 2015



Web: www.iadb.org/pisa | www.iadb.org/cima

Source: OECD, PISA 2015, Vol I, Table I.4.4a.

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References: OECD (2016), PISA 2015 Results Excellence and Equity in Education (Volume I).



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