

## Students with disabilities, learning difficulties and disadvantages

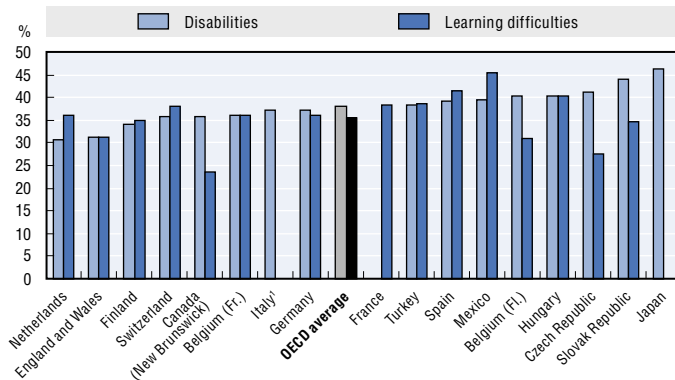
### Did you know?

Most OECD countries provide additional resources to help students with *disabilities* and *learning difficulties* and those from *disadvantaged* families.

It appears that 50% more boys than girls receive help of this kind because of learning disabilities, and over twice as many boys as girls receive help because of learning difficulties – although statistics are available for only about half of all OECD countries.

In all the countries for which data are available, substantially less than half of the students receiving help for *disabilities* or *learning difficulties* are girls. For some countries or regions, the boy/girl disparities are particularly marked for students with *learning difficulties* (behavioural or emotional disorders and specific difficulties in learning) compared with students with *disabilities* (organic disorders).

**Gender distribution of students in compulsory education receiving additional resources for disabilities and learning difficulties**  
Percentage of girls

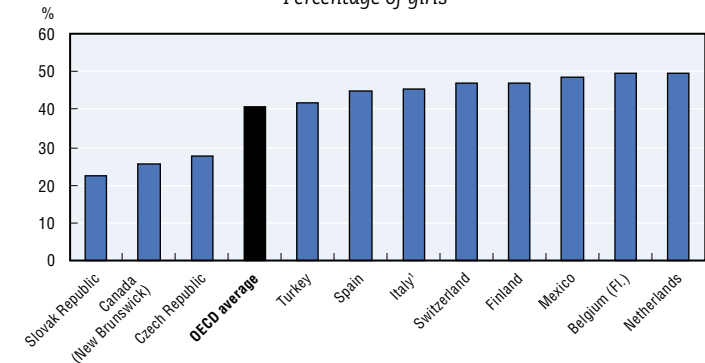


1. Data refer to primary and lower secondary education.

Factors associated with the risk of being *disadvantaged* include being born into immigrant families with poor knowledge of the host-country language and culture, or into families where the parents are themselves poorly educated. In Belgium (Flanders) and the Netherlands the percentages of disadvantaged boys and girls receiving additional resources in compulsory education are equal; in a number of other countries (or regions) where data are available they are only about 45/55 in favour of boys. The gender gap in favour of disadvantaged boys is most marked in the Slovak Republic, the Canadian province of New Brunswick and the Czech Republic.

Why do boys get more special help than girls? Is it a genuine need or do school administrators give more priority to the successful education of boys?

**Gender distribution of disadvantaged students in compulsory education receiving additional resources**  
Percentage of girls



1. Data refer to primary and lower secondary education.

Source: OECD (2005), “Students with Disabilities, Learning Difficulties and Disadvantages. Statistics and Indicators”, OECD, Paris.