

## Filières traditionnelles féminines et masculines : Impact des notes sur les choix éducatifs

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In almost all developed countries, girls and boys have an equal access to education and seem free to choose their educational field. However, girls choose more often fields leading to low-paid jobs and less prestigious careers, while they perform as well as boys at school. This paper investigates these gendered choices in an economic framework. We develop a general bayesian model of educational choices, in which a negative prior belief about girls' ability in science, and boys' ability in literature, bias the decision process. It leads to a self-fulfilling equilibrium, in which girls under-estimate their grades in science, and boys under-estimate their grades in literature. Next we investigate, in the French context, whether grades influence differently girls' and boys' choices, using a panel of French pupils (1995-2011). We estimate a multivariate model, which takes into account two sequential decisions: a first decision of Bac choice, according to grades obtained before, and a second decision of orientation after Bac, according to grades obtained at Baccalauréat. Results show that students seem to make educational choices according to their grades. However, girls make detrimental choices in the sense that at equal grades, they choose less scientist after-Bac tracks than boys, and if grades increase by one, they have a lower probability to choose science compared to boys. In addition, for pupils choosing a "General Bac", we show that the stereotype begin to impact choices after the Bac, as we do not find any gender effects at Bac choice. However, this is not the case for "Technical Bac".