This paper describes a study that attempts to discriminate –in the context of the Type Three examination processes applied by the Higher Education Council to some of the institutions that signed up for the accreditation process in 2001 and 2002– how the gender variable behaves in terms of the students’ academic performance. Differences are expressed in dissimilar ways, depending on the type of institution examined, the school shift attended by students, the type of subjects involved, and the kind of study program examined.

The conclusions draw attention to the existence of certain observable facts, common to both genders, that should be cause for concern among higher education establishments.