GENDER SCAN 2021 survey

Benchmark USA vs Developed countries – Students report

April 22

GLOBALCONTACT Etudes&Conseil

Methodology of the Gender Scan TM 2021 survey :

The Gender Scan TM 2021 survey was conducted online (in 117 countries) from March to August 2021 on a declarative basis with 30,001 male and female respondents worldwide.

The total number of respondents for the United States is of 243 people, among which 237 women, 5 men and 7 others, which provides for a 6,3% margin of error.

The total number of respondents for developed economies is of 2925 people, among which 1904 women, 985 men and 36 others, from 26 countries, which provides for a 1,8% margin of error. The 26 developed countries from which the survey includes answers are the following : Austria, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, the United Kingdom, the United States.

The student definition is based on UNESCO's ISCED 2011 and 2013 definitions.

It therefore includes the following ISCED's levels :

students and graduates in higher education from ISCED levels 5 to 8 (i.e : post-baccalaureate short-cycle education, bachelors, masters and doctorate levels)

STEM disciplines include the following specializations:

- Mathematics
- Physics
- Life sciences, biology, chemistry
- Computer science, digital (courses under ISCED 2013 category 6, which includes programming, programming, network creation and administration, software and application development), software and application development).
- Engineers, processing and production industry
- Environment, sustainable development, ecology
- Building, civil engineering, construction
- Agriculture, agronomy, forestry, veterinarians

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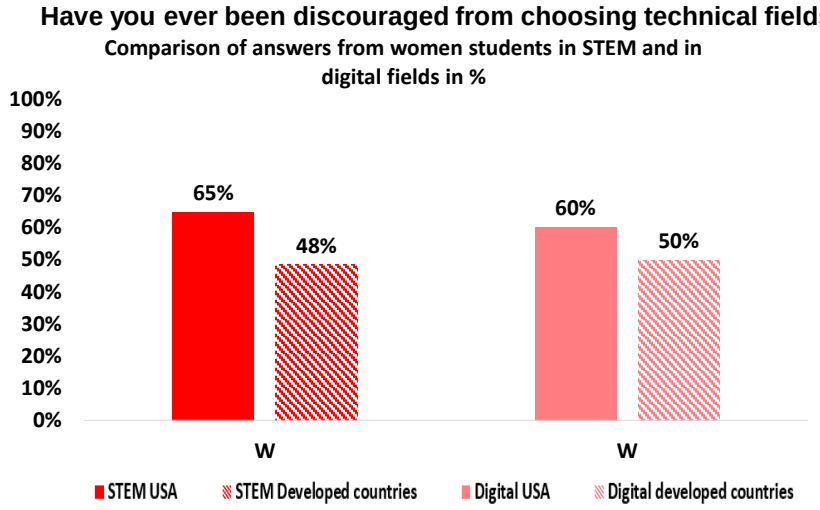
Discouraging factors

A higher % of American women in STEM and digital have been discouraged



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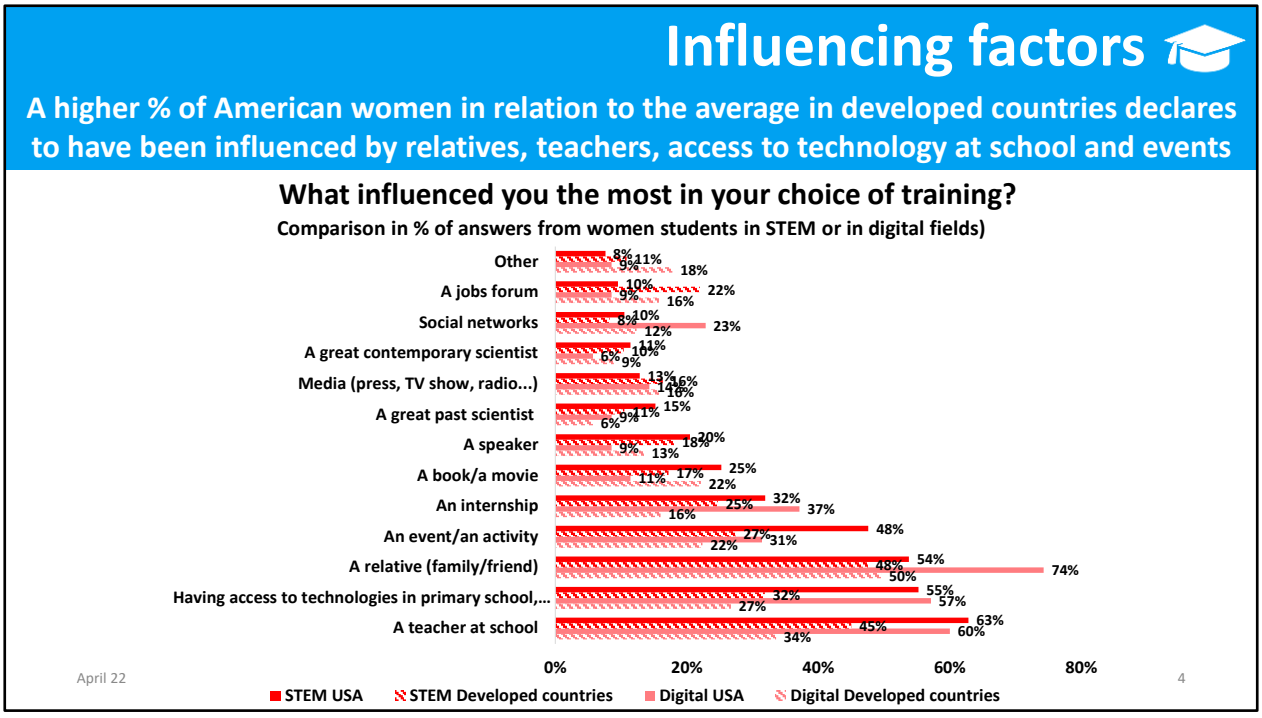
+17% American women in STEM discouraged compared to those in developed countries. (65% vs 48%)
+10% American women in digital discouraged compared to those in developed countries. (60% vs 50%)

Influencing factors

A higher % of American women in relation to the average in developed countries declares to have been influenced by relatives, teachers, access to technology at school and events



Main differences between American women and those from developed countries having responded the survey concern:

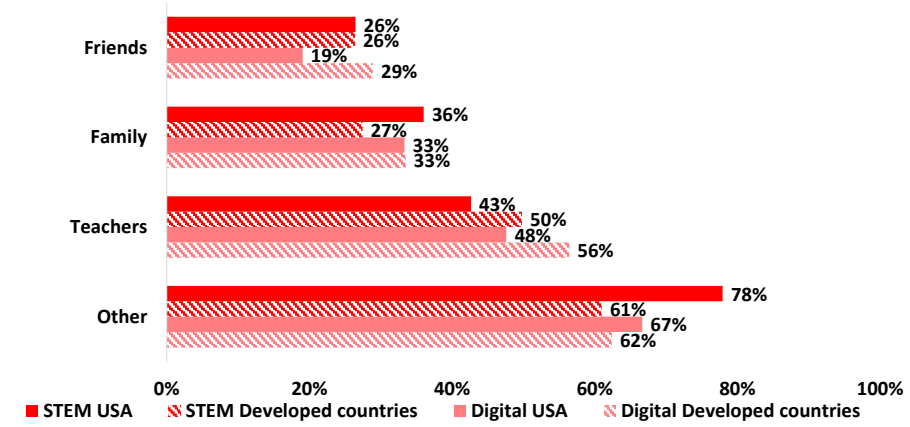
- 18% more American women in STEM and 26% more American women in digital mentioned teachers at school (STEM: 63% vs 45%; digital: 60% vs 34%)
- 23% more American women in STEM and 30% more American women in digital mentioned access to technology at school (STEM: 55% vs 32%; digital: 57% vs 27%)
- 8% more American women in STEM and 24% more American women in digital mentioned a relative (STEM: 54% vs 48%; digital: 74% vs 50%)
- 21% more American women in STEM and 9% more American women in digital mentioned an event/an activity (STEM: 54% vs 48%; digital: 31% vs 22%)

Discouraging factors

Less American women declared having been discouraged by teachers, but more, in STEM declared to have been discouraged by family

Who discouraged you from pursuing scientific and technical fields?

Comparison in % of answers from women, students in STEM or digital fields



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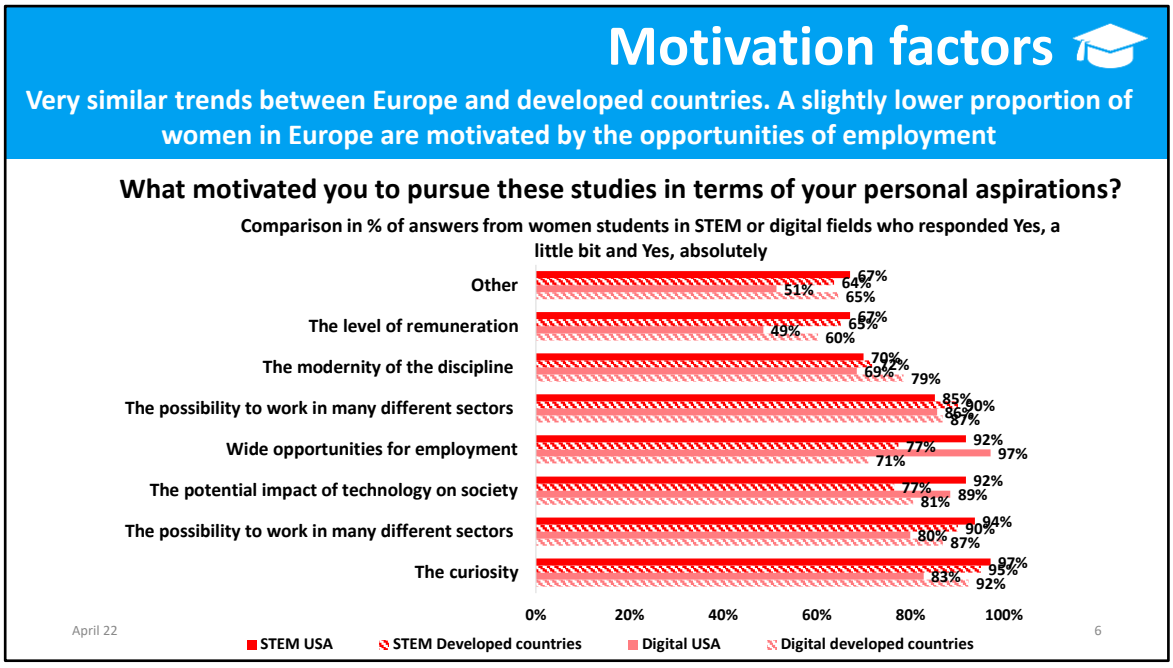
Main differences between American women and those from developed countries having responded the survey concern:

- 10% less American women in digital declared to have been discouraged by friends (19% vs 29%)
- 9% more American women in STEM declared to have been discouraged by family (36 vs 27%)
- 17% more American women in STEM declared to have been discouraged by others (78% vs 61%)
- 7% less American women in STEM and 8% less American women in digital declared to have been discouraged by teachers (STEM: 43% vs 50%, digital: 48% vs 56%)



Very similar trends between European women and men and those from developed countries. Main differences concern:

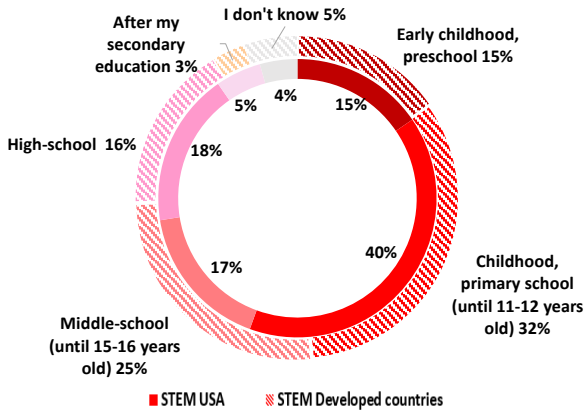
- 15% more American women in STEM and 8% more American women in digital declared they were motivated by the potential impact of technology on society (STEM: 92% vs 77%; digital: 89% vs 81%)
- 15% more American women in STEM and 26% more American women in digital declared they were motivated by the wide range of opportunities of employment (STEM: 92% vs 77%; digital: 97% vs 71%)
- 9% less American women in digital declared they were motivated by the curiosity (digital: 83% vs 92%)
- 11% less American women in digital declared they were motivated by the level of remuneration (digital: 49% vs 60%)

Interest in science & tech: when - STEM

A higher proportion of female respondents in the US first got interested in S&T during primary school

Since when have you been interested in science and technology?

Comparison in % of answers from women, students in STEM



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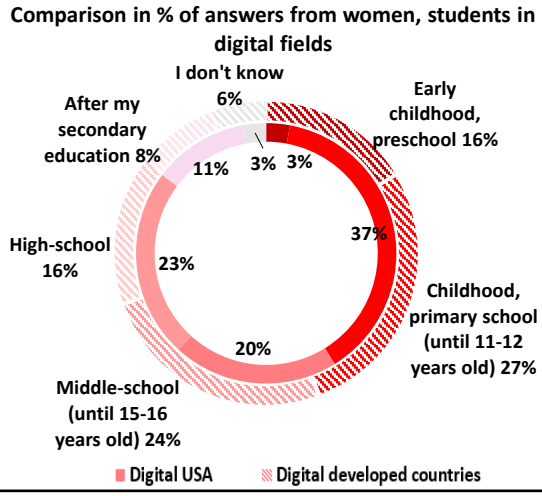
Some notable differences regarding the moment women in STEM in the USA and developed countries first got interested in science and technology:

- 8% more women in the US cite early primary school (40% vs 32%).
- 8% less women in the US cite middle school (17% vs 25%).

Interest in science & tech: when - Digital

A higher proportion of female respondents in the US first got interested in S&T during primary school and high school; a lower % mentions preschool

Since when have you been interested in science and technology?



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Some remarkable differences regarding the moment women in digital studies in the USA and developed countries first got interested in science and technology:

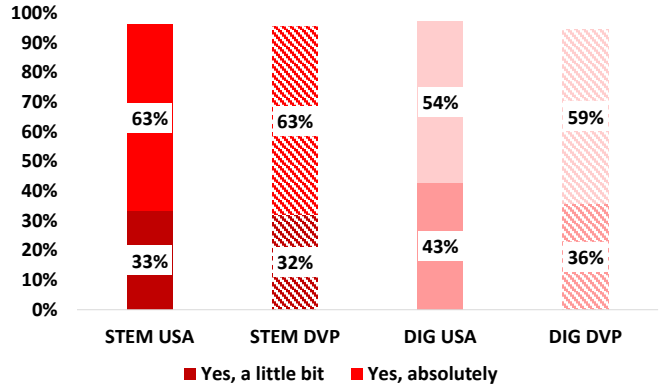
- 13% less women in the US cite early childhood, preschool (3% vs 16%).
- 10% more women in the US cite primary school (37% vs 27%).
- 4% less in the USA cite middle school (20% vs 24%).
- 7% more in the USA cite high school (23% vs 16%).

Satisfaction

No significant differences in STEM and digital studies between the US and developed countries

Are you satisfied with your choice of specialization of study?

Comparison of answers from women students in STEM and in digital fields in %



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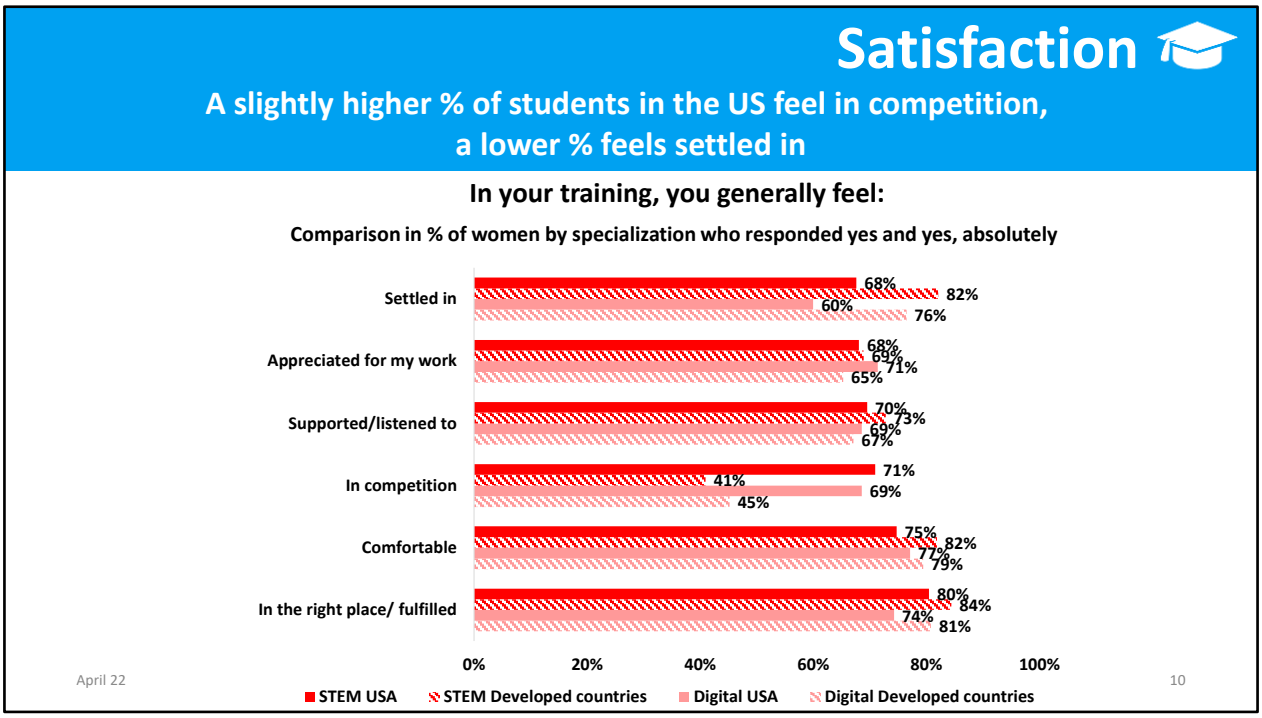
Overall very similar levels of satisfaction across STEM and digital disciplines and genders in the USA and developed countries.

The only difference regards the fact the 5% less American women in digital having responded feel absolutely satisfied (54% vs 59% in developed countries).

Satisfaction

A slightly higher % of students in the US feel in competition, a lower % feels settled in

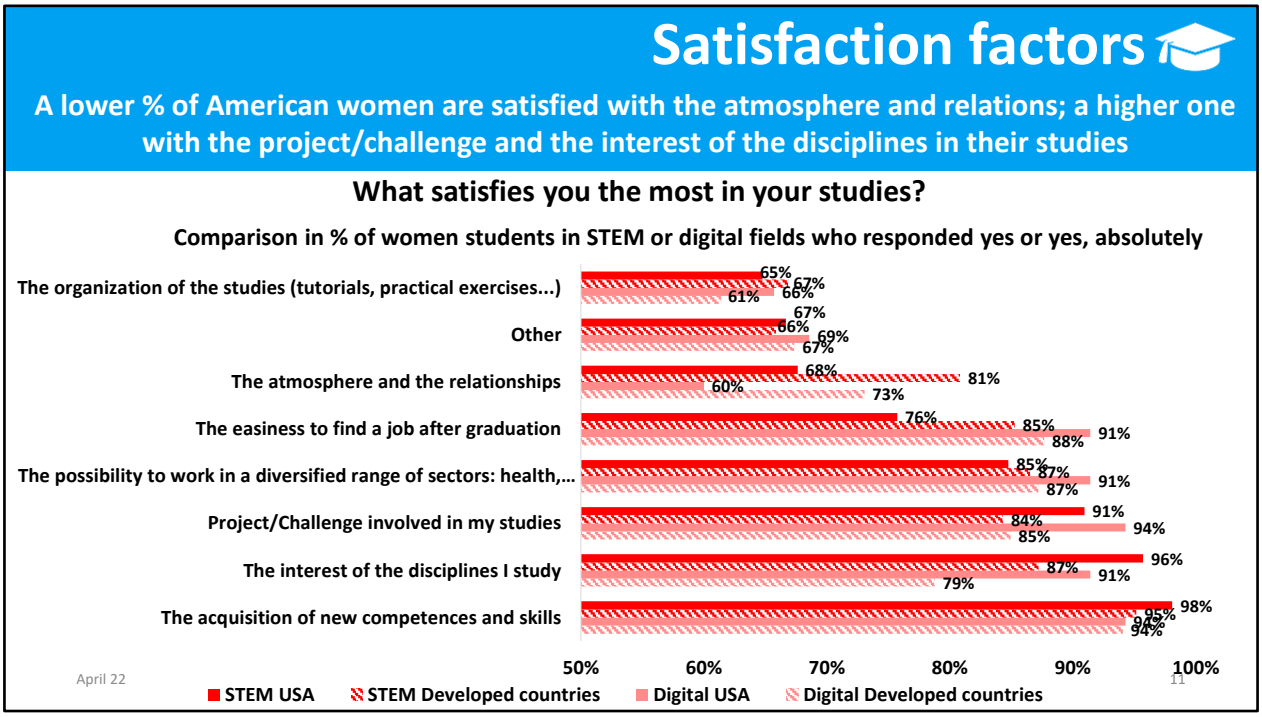


A more negative perception of studies from female students in the United Sttes than in developed students in that:

- 30% more women in the US in STEM and 24% more in digital say they feel in competition (STEM: 71% vs 41%; digital: 69% vs 45%)
- 14% less women in the US in STEM and 16% less digital say they feel settled in (STEM: 68% vs 82%; digital: 60% vs 76%)

Satisfaction factors

A lower % of American women are satisfied with the atmosphere and relations; a higher one with the project/challenge and the interest of the disciplines in their studies



A high proportion of women satisfied with many aspects of their studies in America and developed students. More significant differences concern:

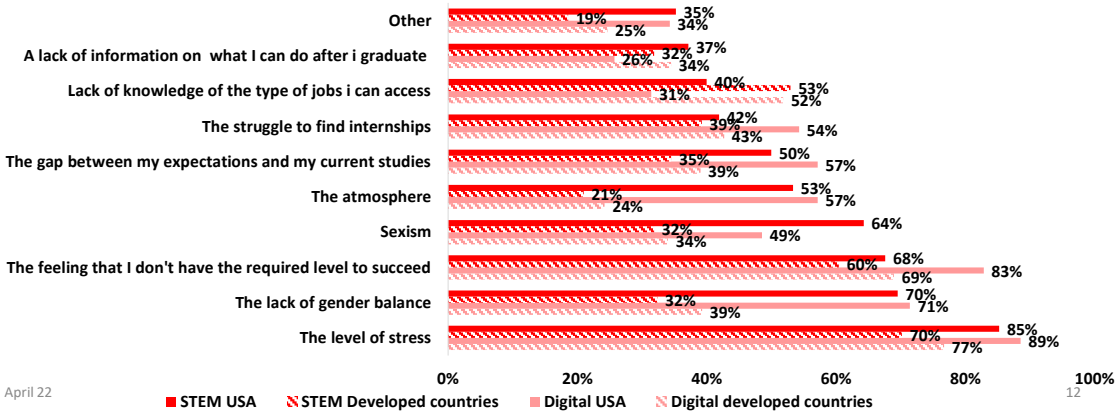
- **13%** less American women in STEM and in digital are satisfied with the atmosphere and relations (STEM: 68% vs 81%; digital: 60% vs 73%)
- **7%** more American women in STEM and 9% more in digital are satisfied with the project/challenge involved in their studies (STEM: 91% vs 84%; digital: 94% vs 85%)
- **9%** more American women in STEM and 12% more in digital are satisfied with the interest of the disciplines they study (STEM: 96% vs 87%; digital: 91% vs 79%)

Dissatisfaction factors

A signficantly higher % of female students in the USA compared to those from developed countries is dissatisfied with most factors

What are the most important problems you face today in your studies?

Comparison in % of women students in STEM and digital fields who responded yes or yes absolutely



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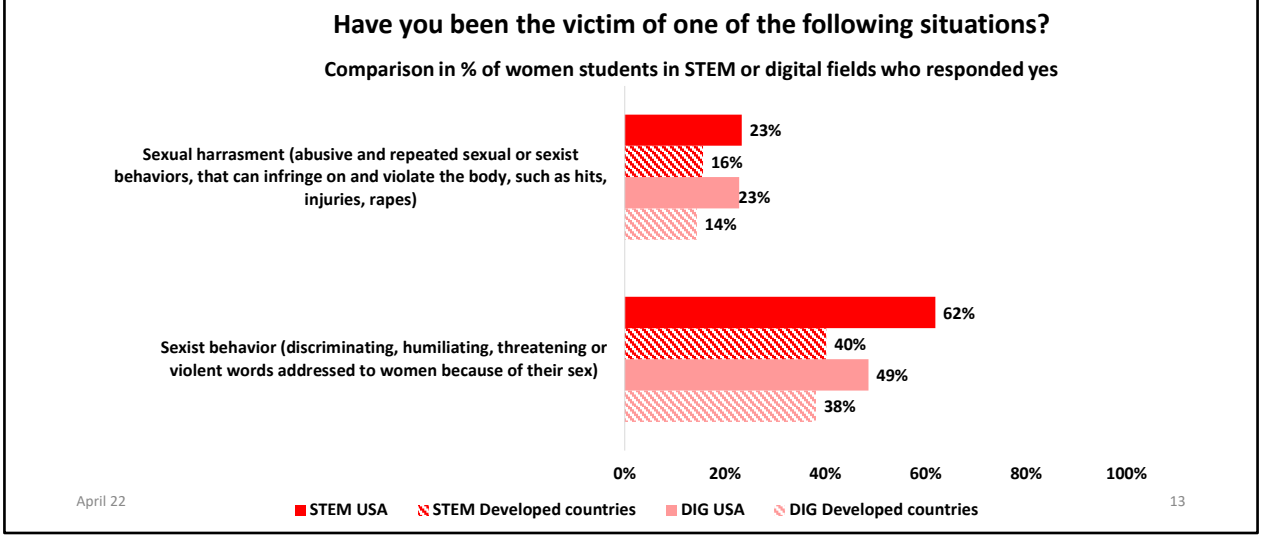
Main differences regard:

- 37% more American women in STEM and 33% more women in digital are dissatisfied with the atmosphere (STEM: 53% vs 21%, digital: 57% vs 24%)
- 38% more American women in STEM and 32% more women in digital are dissatisfied with the lack of gender balance (STEM: 70 vs 32%; digital: 71% vs 39%)
- 32% more American women in STEM and 15% more women in digital are dissatisfied with sexism (STEM: 64% vs 32%; digital: 49% vs 34%),
- 15% more American women in STEM and 18% more women in digital are dissatisfied with the gap between expectations and studies (STEM: 50% vs 35%, digital: 57% vs 39%)
- 15% more American women in STEM and 12% more women in digital are dissatisfied with the level of stress (STEM: 85% vs 70%, digital: 89% vs 77%)

Sexism – experience

A higher proportion of women in the USA compared to those in developed countries has experienced sexual harassment and behavior



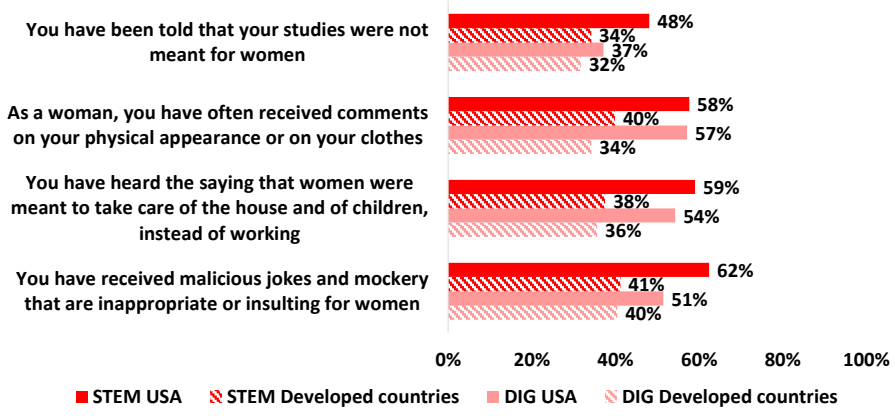
- 7% more American women in STEM and 9% more in digital have experienced sexual harassment (STEM: 23% vs 16%, digital: 23% vs 14%)
- 22% more American women in STEM and 11% more in digital have experienced sexist behaviors (STEM: 62% vs 40%, digital: 49% vs 38%)

Sexism – experience

A higher proportion of women in the US compared to those in developed countries has heard different sexist comments

During your studies, have you experienced one of the following situations?

Comparison in % of women students in STEM or digital fields who responded yes



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Women in the US are more numerous to have heard different sexist comments. Main differences concern:

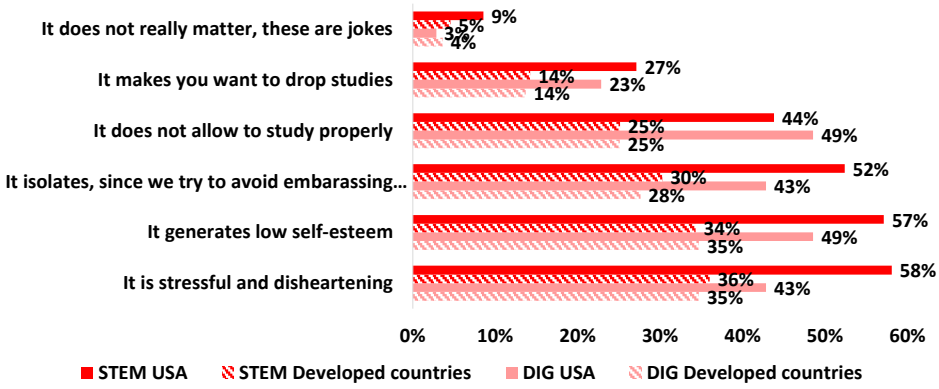
- 21% more American women in STEM and 11% more in digital have heard mockery or malicious jokes (STEM: 62% vs 41%; digital: 51% vs 40%)
- 19% more American women in STEM and 18% more in digital have heard that women are made to take care of children and not to work (STEM: 59% vs 40%; digital: 54% vs 36%)
- 18% more American women in STEM and 23% more in digital have heard remarks on physical appearance or clothing (STEM: 58% vs 40%, digital: 57% vs 34%)

Sexism – perception

A higher proportion of women in the US than in developed countries perceives sexism as damaging in several different ways

In your opinion, what can be the impact of sexism?

Comparison in % of respondents men and women students in digital fields who responded with a rating of 7 or higher



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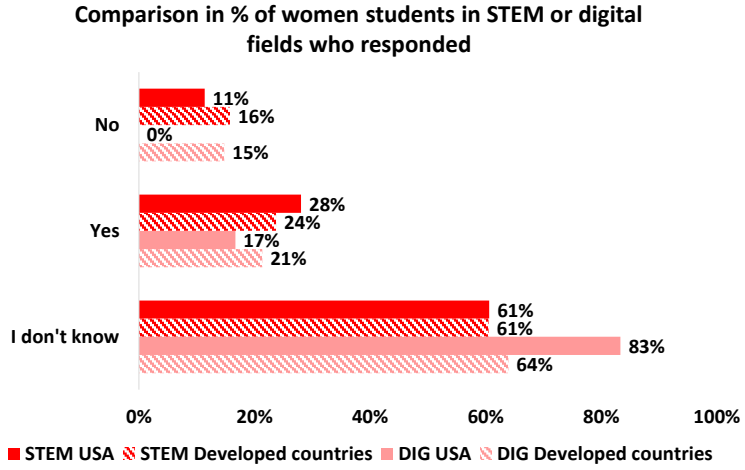
Signficant differences between the evaluations of the impact of sexism from women in the US and developed countries. Namely, they involve:

- 22% more American women in STEM and 8% more in digital perceive sexism as disheartening and stressful: (STEM: 58% vs 26%, digital: 43% vs 35%)
- 23% more American women in STEM and 14% more in digital perceive sexism as a cause of low self-esteem: (STEM: 57% vs 34%, digital: 49% vs 35%)
- 22% more American women in STEM and 15% more in digital perceive sexism as a factor that isolates from others: (STEM: 52% vs 30%, digital: 43% vs 28%)
- 19% more American women in STEM and 24% more in digital perceive sexism as a factor that isolates from others: (STEM: 44% vs 25%, digital: 49% vs 25%)

Sexism – alert procedures

A higher % of women in digital in the US does not know if such an alert exists

Is there an alert procedure for this kind of situations in your school ?



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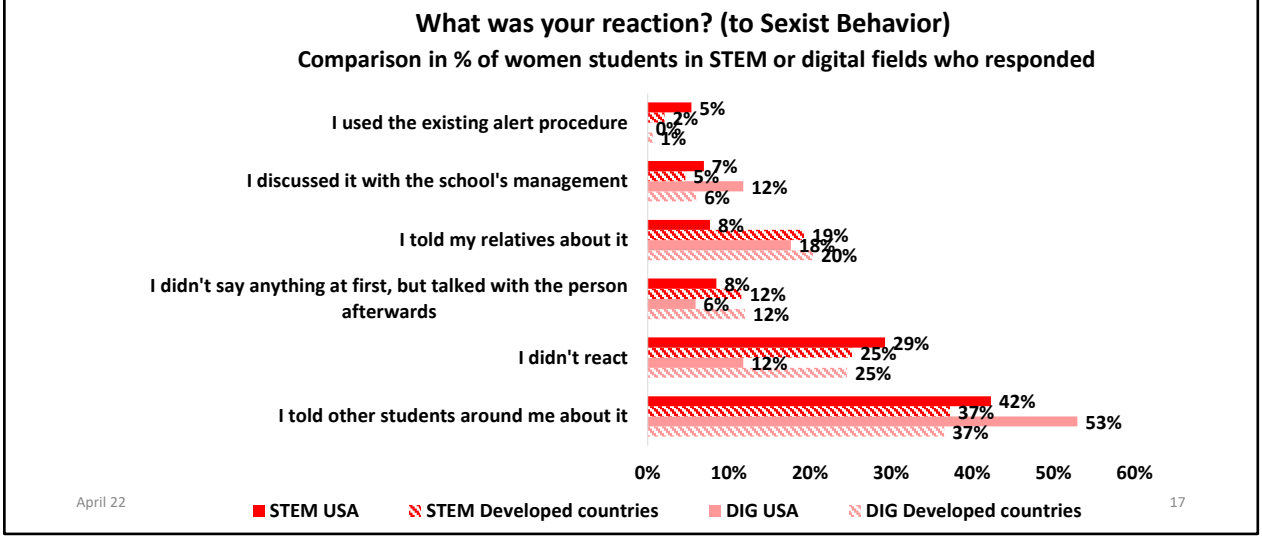
The majority of students do not know if their school or university has an alert mechanism against sexism.

Sexism – reaction

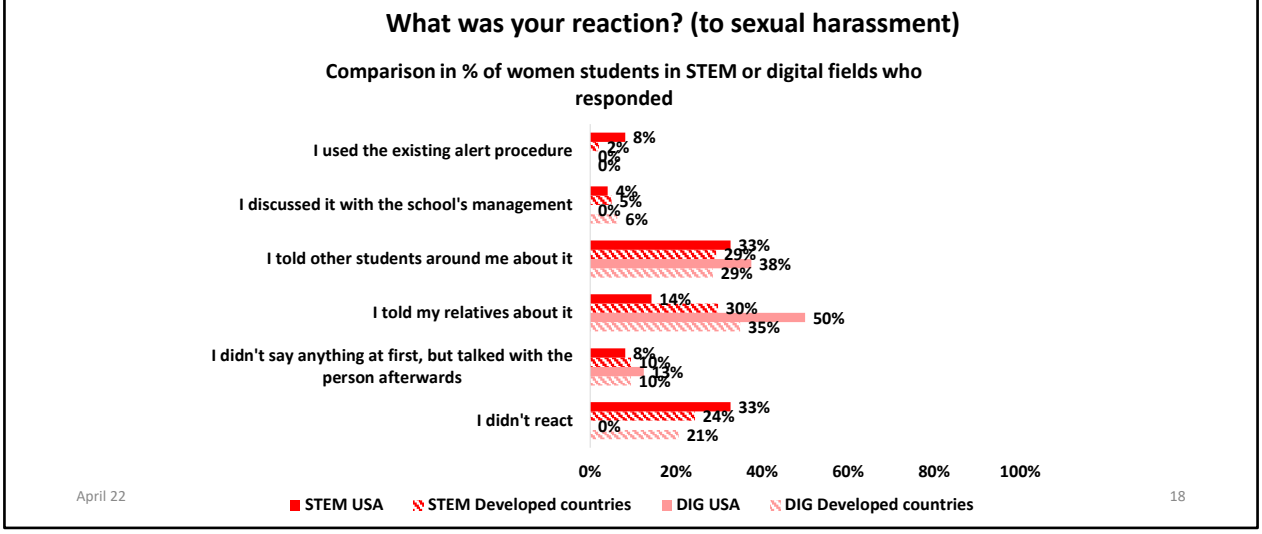
A higher proportion of American women tell their peers about the sexist episode



5% more American women in STEM and 16% more in digital tell their fellow students about it (STEM: 42% vs 37%, digital: 53% vs 37%).
Half the proportion of American women studying digital fields, in comparison to the average in developed countries, do not react (12% vs 25%)

Sexism – reaction

A higher proportion of American women tell their peers about it, and diverging trends between STEM and digital students in the US in comparison to developed countries



4% more American women in STEM and 9% more in digital tell their fellow students about it (STEM: 33% vs 29%, digital: 38% vs 29%).

Half the proportion of American women studying STEM, in comparison to the average in developed countries, tell their relatives(14% vs 30%) and 15% more in digital do so in America than in developed countries (50% vs 35%).