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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Benchmark USA vs developed countries report
A higher % of American women in STEM and digital have been discouraged

Have you ever been discouraged from choosing technical fields?
Comparison of answers from women students in STEM and in digital fields in %

+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%)
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%)
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%)
Motivation factors

Very similar trends between Europe and developed countries. A slightly lower proportion of women in Europe are motivated by the opportunities of employment.

What motivated you to pursue these studies in terms of your personal aspirations?

Comparison in % of answers from women students in STEM or digital fields who responded Yes, a little bit and Yes, absolutely.

- The curiosity: STEM USA 65%, Digital USA 83%; STEM developed countries 92%, Digital developed countries 92%;
- The potential impact of technology on society: STEM USA 77%, Digital USA 89%; STEM developed countries 92%, Digital developed countries 92%;
- The possibility to work in many different sectors: STEM USA 92%, Digital USA 97%; STEM developed countries 71%, Digital developed countries 71%;
- Wide opportunities for employment: STEM USA 60%, Digital USA 97%; STEM developed countries 79%, Digital developed countries 92%;
- The modernity of the discipline: STEM USA 65%, Digital USA 84%; STEM developed countries 95%, Digital developed countries 97%;
- The level of remuneration: STEM USA 60%, Digital USA 49%; STEM developed countries 64%, Digital developed countries 64%;
- The possibility to work in many different sectors: STEM USA 77%, Digital USA 97%; STEM developed countries 71%, Digital developed countries 71%;
- Other: STEM USA 65%, Digital USA 60%; STEM developed countries 79%, Digital developed countries 79%;

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%)
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%).
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%).
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 %

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).
A more negative perception of studies from female students in the United States 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%)
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%)
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%)
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%)
A higher proportion of women in the US compared to those in developed countries has heard different sexist comments.

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

What was your reaction? (to sexual harassment)

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

- I used the existing alert procedure: 8% (STEM USA), 0% (STEM Developed countries), 3% (DIG USA), 6% (DIG Developed countries)
- I discussed it with the school’s management: 5% (STEM USA), 6% (STEM Developed countries), 14% (DIG USA), 10% (DIG Developed countries)
- I told other students around me about it: 33% (STEM USA), 29% (STEM Developed countries), 38% (DIG USA), 29% (DIG Developed countries)
- I told my relatives about it: 2% (STEM USA), 6% (STEM Developed countries), 14% (DIG USA), 12% (DIG Developed countries)
- I didn’t say anything at first, but talked with the person afterwards: 21% (STEM USA), 24% (STEM Developed countries), 33% (DIG USA), 33% (DIG Developed countries)
- I didn’t react: 21% (STEM USA), 24% (STEM Developed countries), 33% (DIG USA), 33% (DIG 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%).