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 Western Europe is of 2616 people from 23 countries answered, which provides for a 1.8% margin of error. The 23 countries from which the survey includes answers are the following: Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, the United Kingdom. The total number of respondents for developed economies is of 2925 people from 26 countries answered, which also 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
## GS 2021 survey – Benchmark Europe vs Developed countries - Students report – table of contents

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Very similar trends between Europe and developed countries, with a slightly lower % of European women in STEM having been discouraged.

Have you ever been discouraged from choosing technical fields?

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

-3% European women in STEM discouraged compared to those in developed countries. (45% vs 48%)
-1% European women in digital discouraged compared to those in developed countries. (49% vs 50%)
Influencing factors - STEM
Slightly lower % of European women having been influenced by events/activities, teachers and access to technologies at school, slightly higher % citing jobs fora

What influenced you the most in your choice of training?

Comparison in % of answers from students in STEM

<table>
<thead>
<tr>
<th>Factor</th>
<th>Women Europe</th>
<th>Women developed countries</th>
<th>Men Europe</th>
<th>Men developed countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social networks</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>A great past scientist</td>
<td>14%</td>
<td>16%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>A great contemporary scientist</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>A book/a movie</td>
<td>18%</td>
<td>18%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Media (press, TV show, radio...)</td>
<td>16%</td>
<td>16%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>A speaker</td>
<td>16%</td>
<td>16%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>An internship</td>
<td>18%</td>
<td>17%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>An event/an activity</td>
<td>17%</td>
<td>17%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>A jobs forum</td>
<td>22%</td>
<td>25%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Having access to technologies in primary school, in...</td>
<td>24%</td>
<td>27%</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>A teacher at school</td>
<td>22%</td>
<td>24%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>A relative (family/friend)</td>
<td>23%</td>
<td>26%</td>
<td>26%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Very similar trends between European women and men and those from developed countries. Main differences concern:
- 3% less European women in STEM mentioned an event/activity (24% vs 27%)
- 3% less European women in STEM mentioned teachers at school (42% vs 45%)
- 4% less European women in STEM mentioned access to technology at school (28% vs 32%)
- 3% more European women in STEM mentioned a jobs forum (25% vs 22%)
Top influencers are relatives and teachers. Teachers, access to technology and events influence a higher proportion of women than men.

What influenced you the most in your choice of training?

Comparison in % of answers from students in digital fields:

- A great past scientist: Women Europe 9% vs Men Europe 10%
- A great contemporary scientist: Women Europe 5% vs Men Europe 6%
- Social networks: Women Europe 3% vs Men Europe 3%
- A speaker: Women Europe 19% vs Men Europe 19%
- A jobs forum: Women Europe 3% vs Men Europe 3%
- Media (press, TV show, radio...): Women Europe 2% vs Men Europe 2%
- An internship: Women Europe 10% vs Men Europe 10%
- Other: Women Europe 22% vs Men Europe 20%
- A book/a movie: Women Europe 12% vs Men Europe 10%
- An event/an activity: Women Europe 10% vs Men Europe 7%
- Having access to technologies in primary school, in...: Women Europe 18% vs Men Europe 18%
- A relative at school: Women Europe 10% vs Men Europe 10%
- A relative (family/friend): Women Europe 14% vs Men Europe 13%

Very similar trends between European women and men and those from developed countries. Main differences concern:
- 3% less European women in digital mentioned teachers at school (31% vs 34%)
- 4% less European women in digital mentioned access to technology at school (24% vs 27%)
- 4% less European women in STEM mentioned a relative (46% vs 50%)
Very similar trends between European women and men and those from developed countries. Main differences concern:

- 3% less European women in STEM declared to have been discouraged by friends (23% vs 26%)
- 5% less European women in STEM declared to have been discouraged by others (56% vs 61%)
- 2% more European women in STEM declared to have been discouraged by teachers (52% vs 50%)
Discouraging factors - Digital

Very similar trends between Europe and developed countries. Friends and family discouraged a significantly higher % of women than men.

Who discouraged you from pursuing scientific and technical fields?

Comparison in % of answers from men and women students in digital fields:

- Friends: 18% (Women Europe), 28% (Women developed countries)
- Family: 23% (Women Europe), 31% (Women developed countries)
- Teachers: 57% (Women Europe), 60% (Women developed countries)
- Other: 55% (Women Europe), 62% (Women developed countries)

Western Europe report
Motivation factors - STEM

Slightly higher % of European men and women motivated by the possibility to work in many different sectors; slightly lower by the power to build and transform and by the impact of technology on society.

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

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

- The curiosity
- The possibility to work in many different sectors
- The power to build, and transform
- The potential impact of technology on society
- Wide opportunities for employment
- The modernity of the discipline
- The level of remuneration
- Other

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

- 4% less European women and men in STEM declared they were motivated by the power to build and transform (75% vs 76%)
- 4% less European women in STEM and 2% less men declared they were motivated by the potential impact of technology on society (W: 75% vs 79%, M: 78% vs 81%)
- 5% more European men in STEM declared they were motivated by the wide range of opportunities of employment (79% vs 74%)
Very similar trends between Europe and developed countries. A slightly lower proportion of women in Europe are motivated by the opportunities of employment.

3% less European women in STEM declared they were motivated by the wide range of opportunities of employment (68% vs 71%)
Since when have you been interested in science and technology? 

Comparison in % of answers from women, students in STEM)

- Early childhood, preschool: 15%
- Childhood, primary school (until 11-12 years old): 32%
- Middle-school (until 15-16 years old): 25%
- High-school: 16%
- After my secondary education: 3%
- I don’t know: 5%

Similar trends regarding the moment women in STEM in Europe and developed countries first got interested in science and technology:

- 1% less women in Europe cite early childhood (14% vs 15%).
- 1% less women in Europe cite primary school (31% vs 32%).
- 2% more women in Europe cite middle school (27% vs 25%).
Similar trends regarding the moment women studying digital fields in Europe and developed countries first got interested in science and technology:
- 1% more women in Europe cite early childhood (17% vs 16%).
- 1% less women in Europe cite primary school (26% vs 27%).
- 1% more in Europe cite middle school (25% vs 24%).
- 1% less more in Europe cite high school (15% vs 16%).
Overall very similar levels of satisfaction across STEM and digital disciplines and genders in Europe and developed countries.
A slightly higher % of European women feel comfortable, settled in and fulfilled in STEM studies, and a lower % feels in competition.

- 6% less European women in STEM say they feel in competition (35% vs 41%)
- 3% more European women in STEM say they feel settled in (85% vs 82%)
- 1% more European women in STEM feel comfortable (83% vs 82%) and in their right place (85% vs 84%)
A very positive perception of studies from female and male students in Europe and developed students. Some differences concern:

- 3% less European women in digital say they feel in competition (42% vs 45%)
- 3% more European women in digital say they feel settled in (79% vs 76%)
- 2% more European women in digital feel comfortable (81% vs 79%)
A very high proportion of women and men are satisfied with many aspects of their studies in Europe and developed students. Some differences concern:

- 3% more European women in STEM are satisfied with the atmosphere and relations (84% vs 81%)
- 3% more European women in STEM are satisfied with the ease to find a job after graduation (88% vs 85%)
- 2% less European women in STEM are satisfied with the interest of the disciplines they study (85% vs 87%)
A very high proportion of women and men are satisfied with many aspects of their studies in Europe and developed students. Some minor differences concern:

- 1% more European women in digital are satisfied with the atmosphere and relations (74% vs 73%)
- 1% less European women in digital are satisfied with the project/challenge involved in their studies (84% vs 85%)
- 1% less European women in digital are satisfied with the possibility to work in a diversified range of sectors (86% vs 87%)
- 1% less European women in digital are satisfied with the ease to find a job after graduation (87% vs 88%)
- 2% less European women in digital are satisfied with the interest of the disciplines they study (77% vs 79%)
A lower % of European female students 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 respondents men, women students in STEM who responded yes or yes absolutely

- The atmosphere
- Sexism
- Lack of gender balance
- A lack of information on what I can do after I graduate
- The struggle to find internships
- Lack of knowledge of the type of jobs I can access
- The feeling that I don't have the required level to succeed
- The level of stress

Similar trends as for dissatisfaction levels between students from Europe and developed countries, with a lower % of the former dissatisfied with most factors enquired. Main differences regard:

- 6 % less European women are dissatisfied with the atmosphere. (15% vs 21%)
- 6 % less European women are dissatisfied with sexism and the lack of gender balance. (26% vs 32%)
- 3% less European women are dissatisfied with the level of stress (67% vs 70%)
A slightly lower % of European female students compared to those from developed countries is dissatisfied with most factors.

Similar trends as for dissatisfaction levels between students from Europe and developed countries, with a lower % of the former dissatisfied with most factors enquired. Main differences regard:

- 3% less European women are dissatisfied with the atmosphere (21% vs 24%)
- 3% less European women are dissatisfied with the lack of gender balance (36% vs 39%)
- 2% less European women are dissatisfied with the struggle to find internships (41% vs 43%)
- 2% less European women are dissatisfied with sexism (32% vs 34%),
- 2% less European women are dissatisfied with the gap between expectations and studies (37% vs 39%)
- 2% less European women are dissatisfied with the level of stress (75% vs 77%)
A lower proportion of women in STEM in Europe compared to those in developed countries has experienced sexual harassment and behavior.

**Sexism – experience – STEM vs Digital**

Have you been the victim of one of the following situations?

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

- **Sexual harassment (abusive and repeated sexual or sexist behaviors, that can infringe on and violate the body, such as hits, injuries, rapes)**
  - W STEM Europe: 14%
  - W STEM Developed countries: 14%
  - W Digital Europe: 16%
  - W Digital Developed countries: 14%

- **Sexist behavior (discriminating, humiliating, threatening or violent words addressed to women because of their sex)**
  - W STEM Europe: 36%
  - W STEM Developed countries: 37%
  - W Digital Europe: 40%
  - W Digital Developed countries: 38%

- 4% less European women in STEM have experienced sexist behaviors: 36% vs 40%.
- 2% less European women in STEM have experienced sexist behaviors: 14% vs 16%.

Women in STEM are slightly more numerous to have experienced sexual harassment than those in digital studies.
A lower proportion of women in STEM in Europe 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 respondents women students in STEM or digital fields who responded yes

- You have been told that your studies were not meant for women
- You have heard the saying that women were meant to take care of the house and of children, instead of...
- As a woman, you have often received comments on your physical appearance or on your clothes
- You have received malicious jokes and mockery that are inappropriate or insulting for women

Women in developed countries are very slightly more numerous to have heard different sexist comments than those in Europe. Main differences concern:
- 3% less European women in STEM have heard mockery or malicious jokes (38% vs 41%)
- 4% less European women in STEM have heard remarks on physical appearance or clothing (36% vs 40%)
- 4% less European women in STEM have heard that women are made to take care of children and not to work (34% vs 38%)
A lower proportion of women in Europe 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 STEM who responded with a rating of 7 or higher

- It does not really matter, these are jokes: 2% (Men Europe) vs 6% (Women Europe), 2% (Men developed countries) vs 4% (Women developed countries)
- It makes you want to drop studies: 2% (Men Europe) vs 8% (Women Europe), 3% (Men developed countries) vs 6% (Women developed countries)
- It does not allow to study properly: 4% (Men Europe) vs 6% (Women Europe), 8% (Men developed countries) vs 12% (Women developed countries)
- It isolates, since we try to avoid embarassing situations: 7% (Men Europe) vs 9% (Women Europe), 14% (Men developed countries) vs 21% (Women developed countries)
- It generates low self-esteem: 8% (Men Europe) vs 14% (Women Europe), 8% (Men developed countries) vs 12% (Women developed countries)
- It is stressful and disheartening: 8% (Men Europe) vs 16% (Women Europe), 8% (Men developed countries) vs 18% (Women developed countries)

Similar trends but some differences between the proportions of evaluations of the impact of sexism according to women in STEM between Europe and developed countries. Namely, they involve:

- 4% less European women in STEM perceive sexism as disheartening and stressful: 32% vs 36%
- 4% less European women in STEM perceive sexism as a cause of low self-esteem: 30% vs 34%.
- 4% less European women in STEM perceive sexism as a factor that isolates from others: 26% vs 30%
No significant differences observed between the proportions of the evaluations of the impact of sexism by men and women studying digital fields in Europe and developed countries.
The majority of students (6 out of 10) in both fields of study and regions examined do not know if their school or university has an alert mechanism against sexism.
Very similar trends between Europe and developed countries, with only a higher proportion of European women who tell their relatives about it.

No remarkable differences in % of the reactions from students in STEM and digital fields facing sexist behaviors.

The exception regards the 4% more European women who tell their relatives about it (23% vs 19%).
Very similar trends between Europe and developed countries, with a slightly higher proportion of European women who tell their relatives about it.

No remarkable differences in % of the reactions from students in STEM and digital fields facing sexual harassment.

The exception regards the 5% more European women who tell their relatives about it (35% vs 30%).