

# GENDER SCAN 2021 survey

Benchmark Europe vs Developed countries – Students report



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 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)

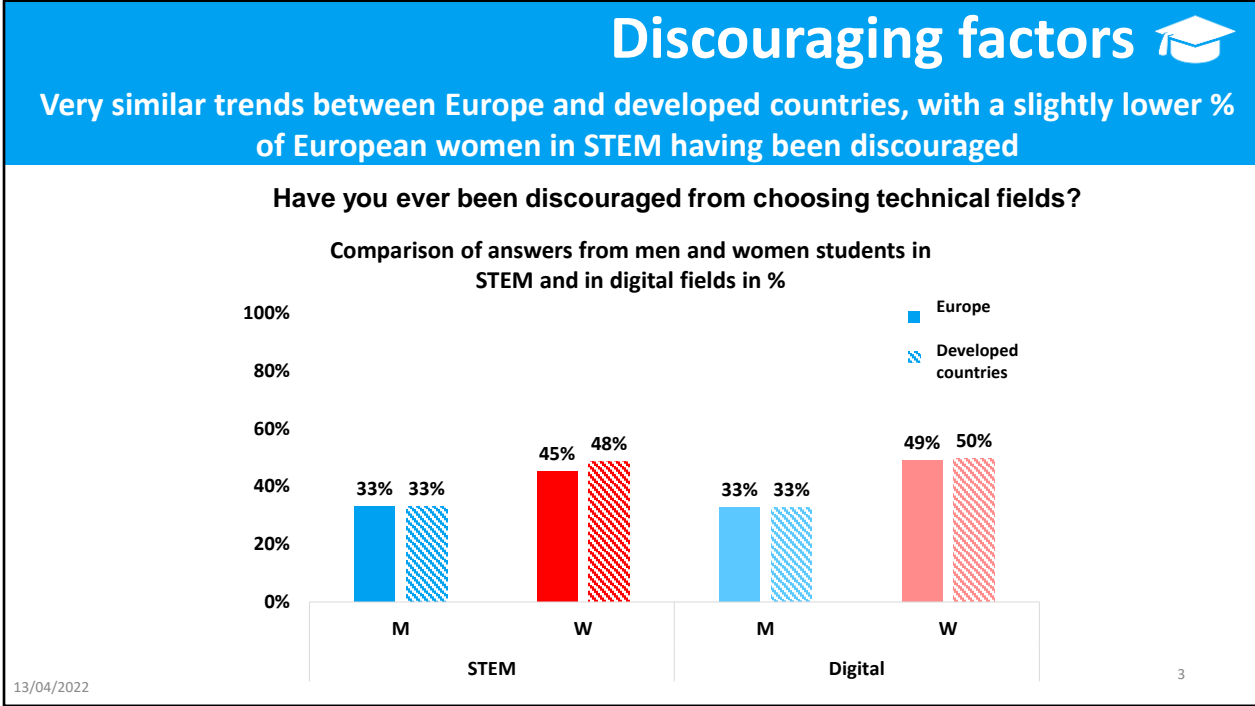
### *STEM disciplines include the following specializations:*

- 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

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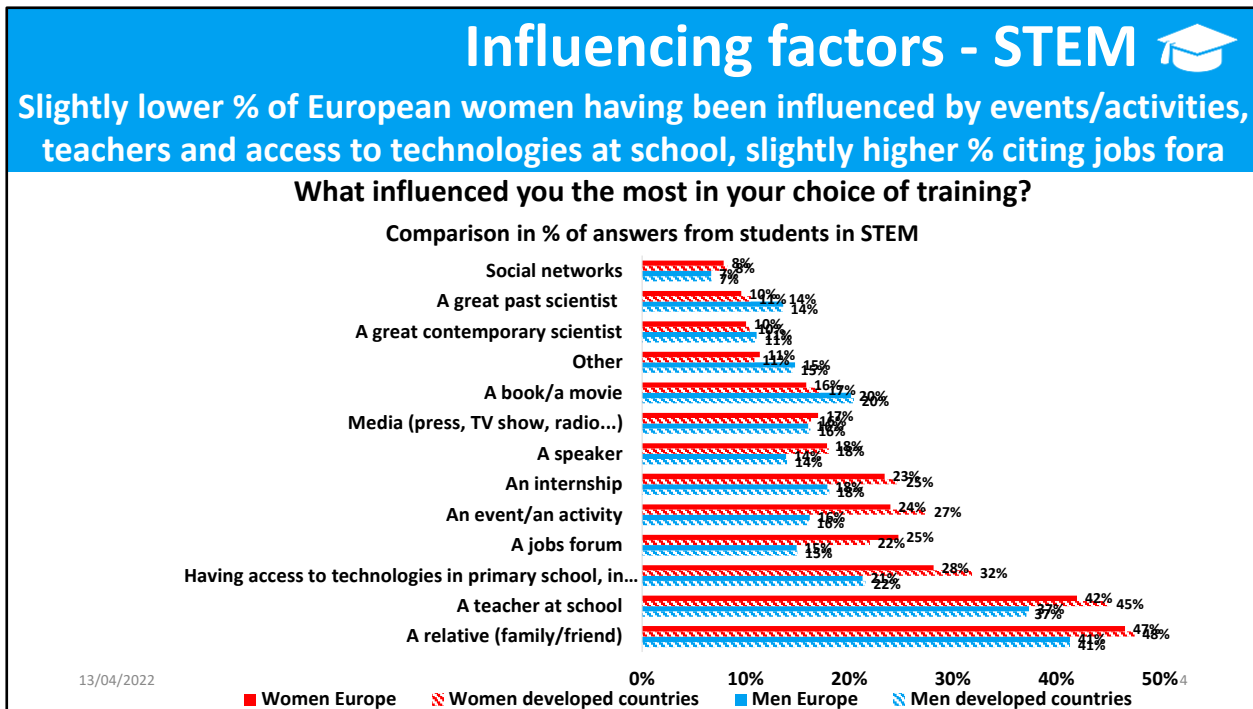
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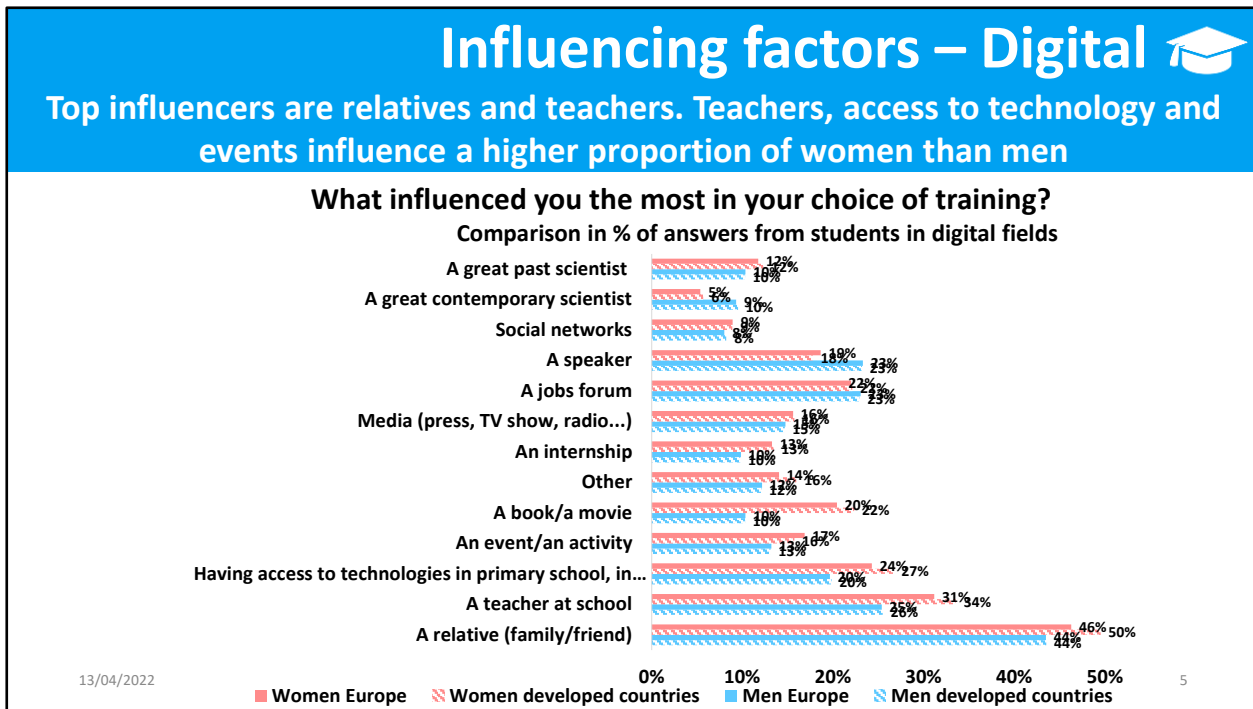
-3% European women in STEM discouraged compared to those in developed countries. (45% vs 48%)

-1% European women in digital discouraged compared to those in developed countries. (49% vs 50%)



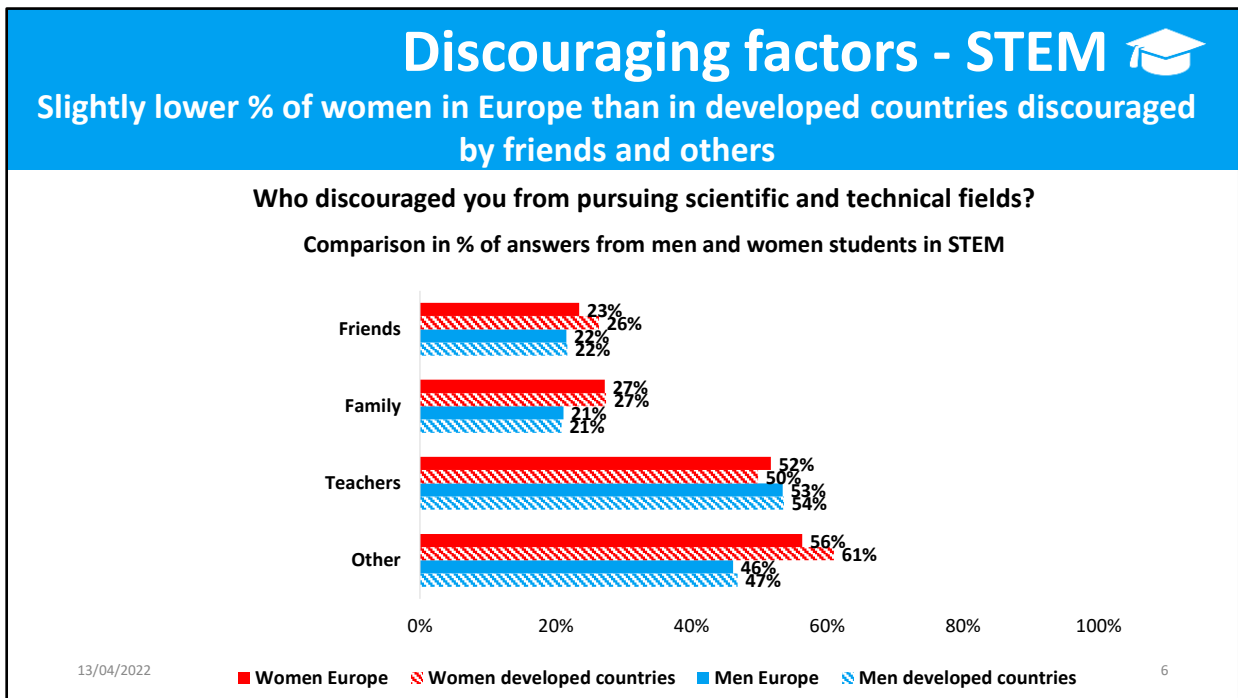
Very similar trends between European women and men and those from developed countries. Main differences concern:

- 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%)



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:

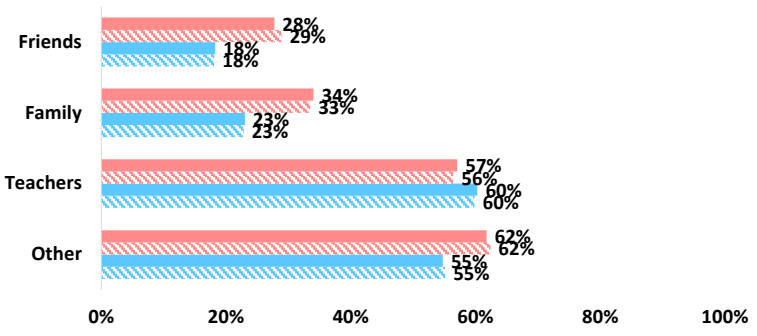
- 3% less European women in STEM declared to have been discouraged by friends (23% vs 26%)
- 5% less European women in STEM declared to have been discouraged by others (56% vs 61%)
- 2% more European women in STEM declared to have been discouraged by teachers (52% vs 50%)

# 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?

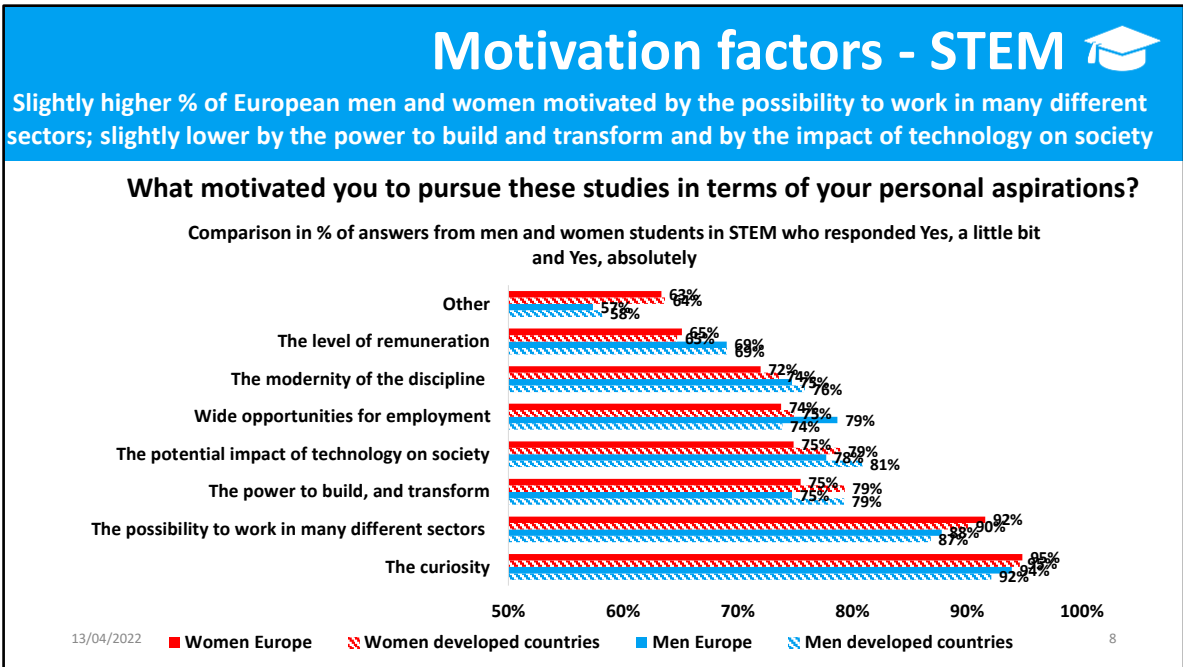
Comparison in % of answers from men and women students in digital fields



13/04/2022

■ Women Europe ■ Women developed countries ■ Men Europe ■ Men developed countries

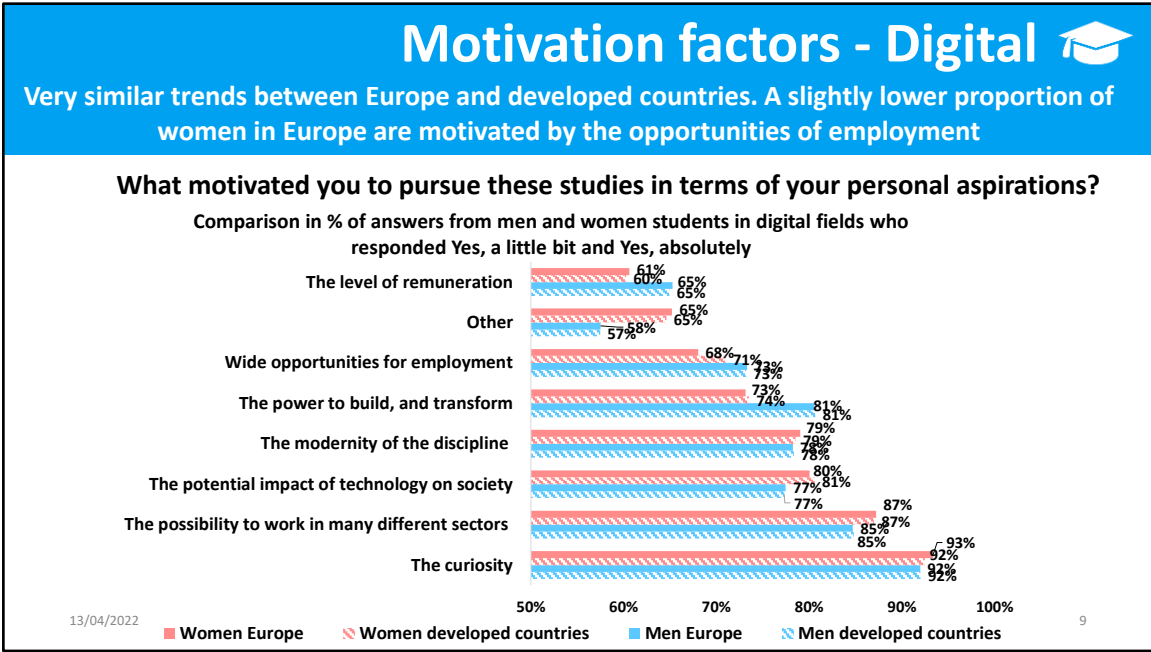
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Very similar trends between European women and men and those from developed countries. Main differences concern:

- 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%)





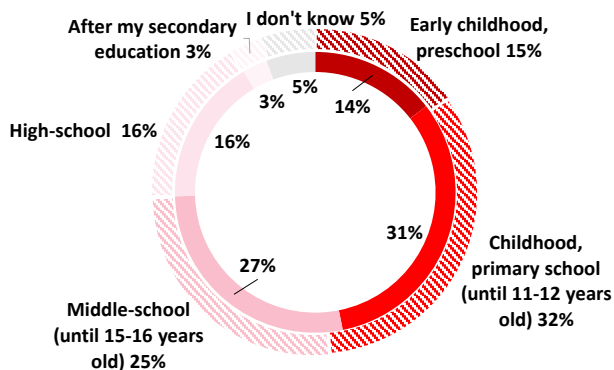
3% less European women in STEM declared they were motivated by the wide range of opportunities of employment (68% vs 71%)

## Interest in science & tech: when - STEM

Very similar trends between Europe and developed countries. A slightly lower proportion of women in Europe first got interested in pre- and 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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Similar trends regarding the moment women in STEM in Europe and developed countries first got interested in science and technology:

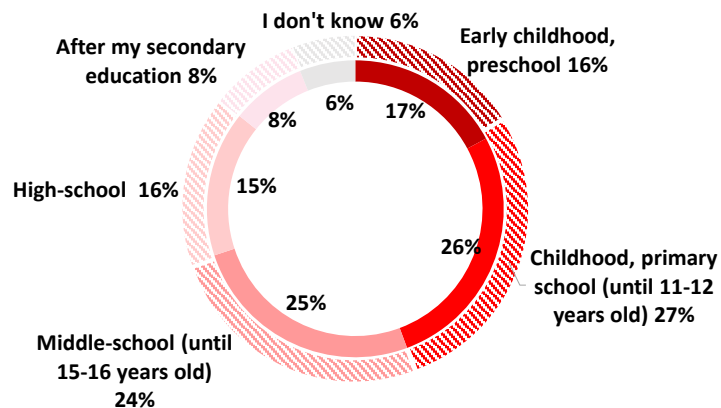
- 1% less women in Europe cite early childhood (14% vs 15%).
- 1% less women in Europe cite primary school (31% vs 32%).
- 2% more women in Europe cite middle school (27% vs 25%).

## Interest in science & tech: when - Digital

Very similar trends between Europe and developed countries. A slightly higher proportion of women in Europe first got interested in pre- and middle school

Since when have you been interested in science and technology?

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



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

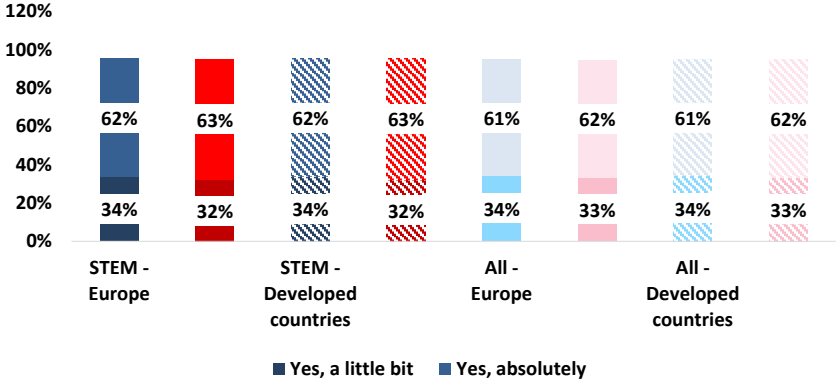
- 1% more women in Europe cite early childhood (17% vs 16%).
- 1% less women in Europe cite primary school (26% vs 27%).
- 1% more in Europe cite middle school (25% vs 24%).
- 1% less more in Europe cite high school (15% vs 16%).

# Satisfaction – STEM vs Digital

No significant differences in STEM and digital studies between Europe and developed countries

Are you satisfied with your choice of specialization of study?

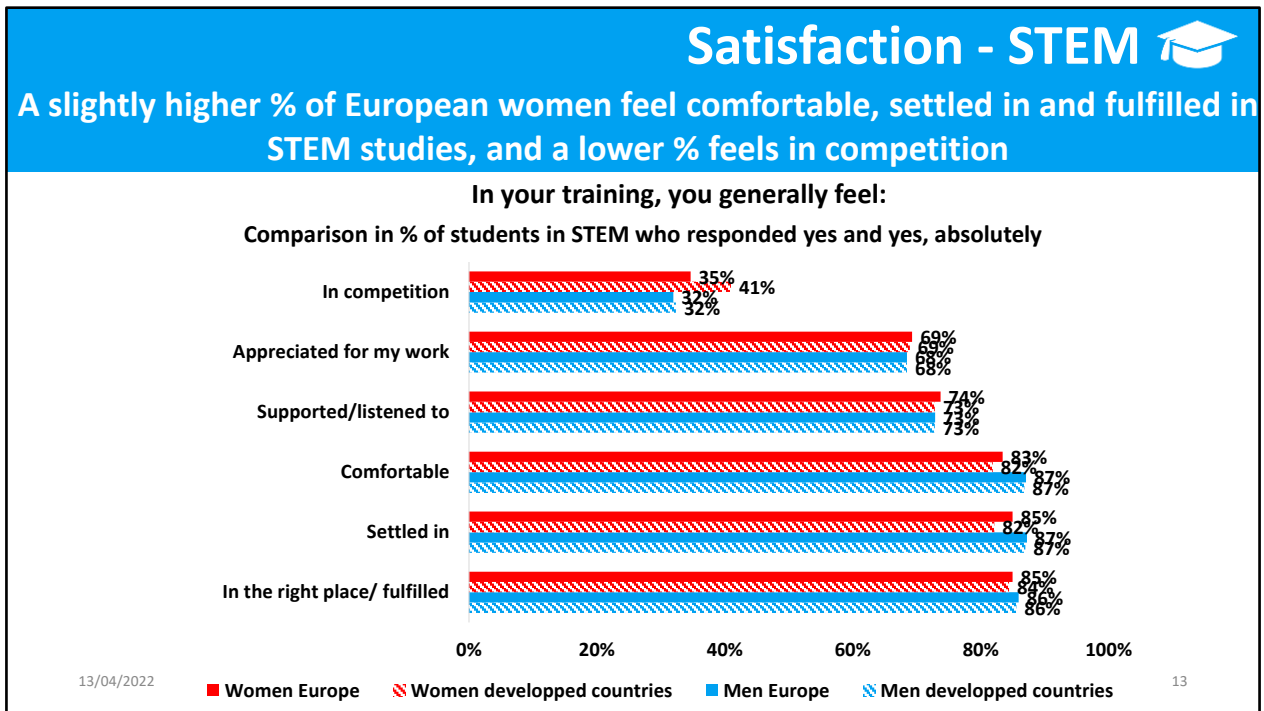
Comparison in % of answers from women and men in STEM and digital fields



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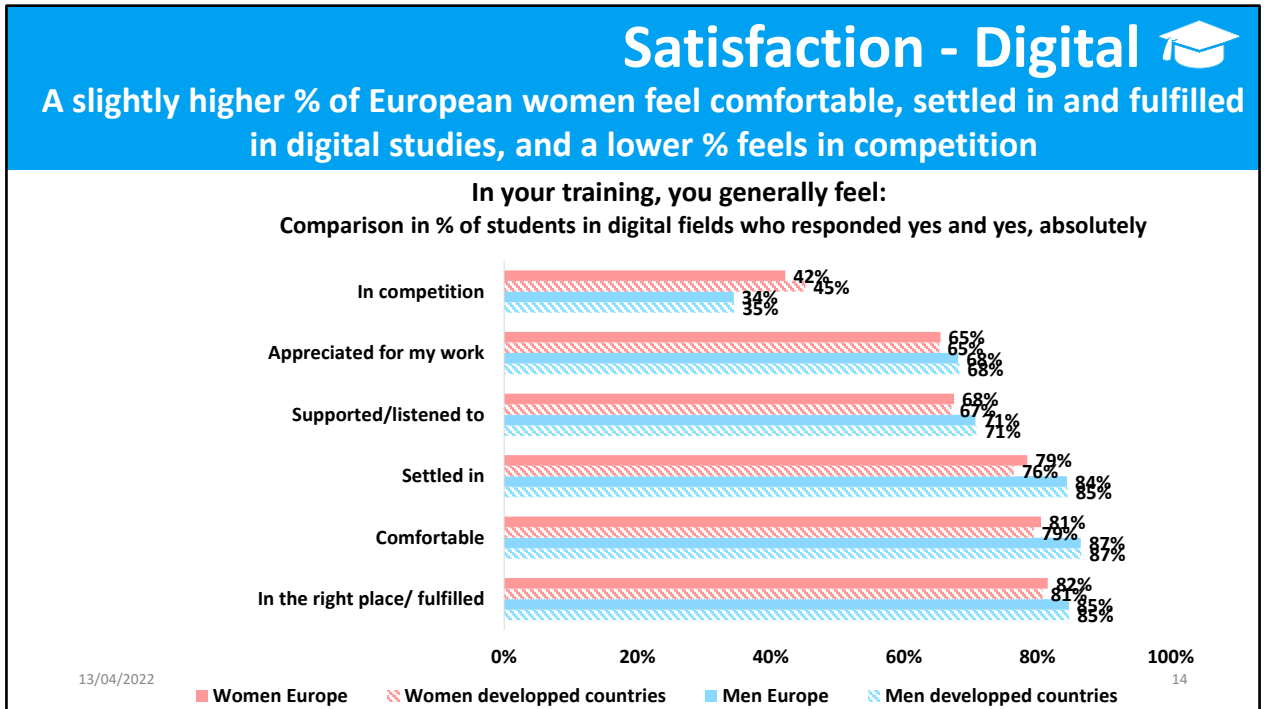
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Overall very similar levels of satisfaction across STEM and digital disciplines and genders in Europe and developed countries.



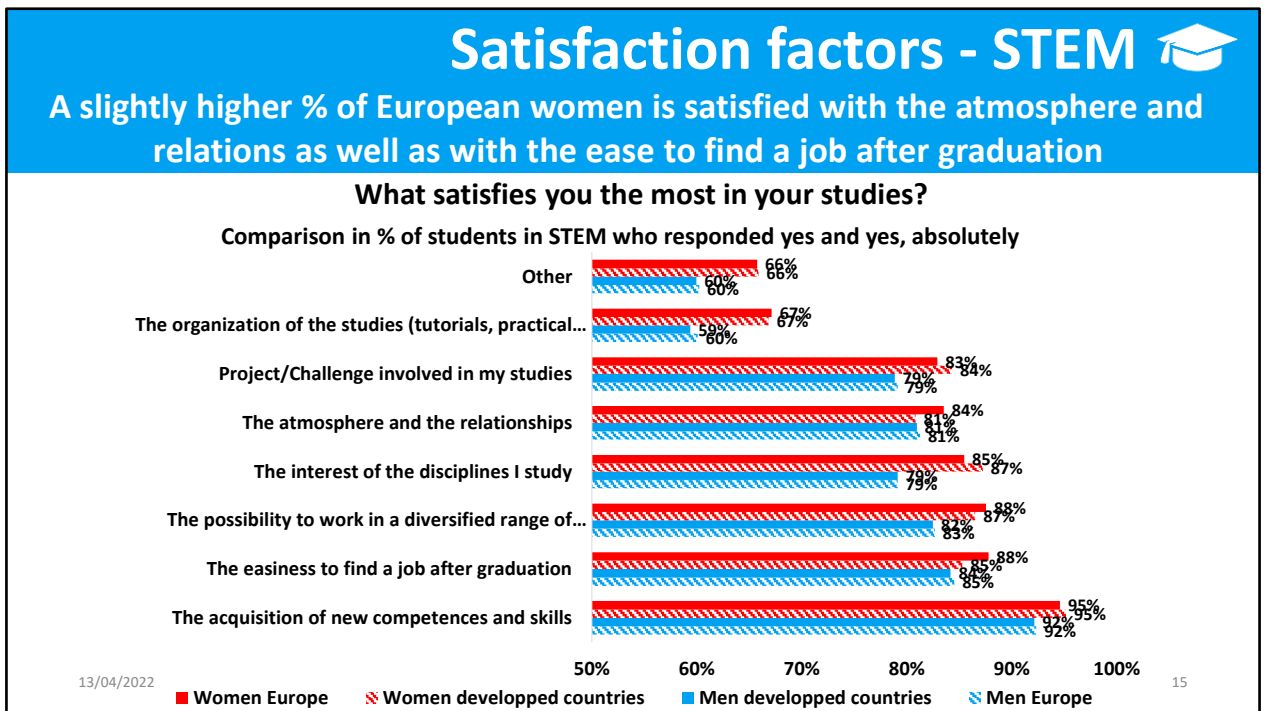
A very positive perception of studies from female and male students in Europe and developed students.

- 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%)



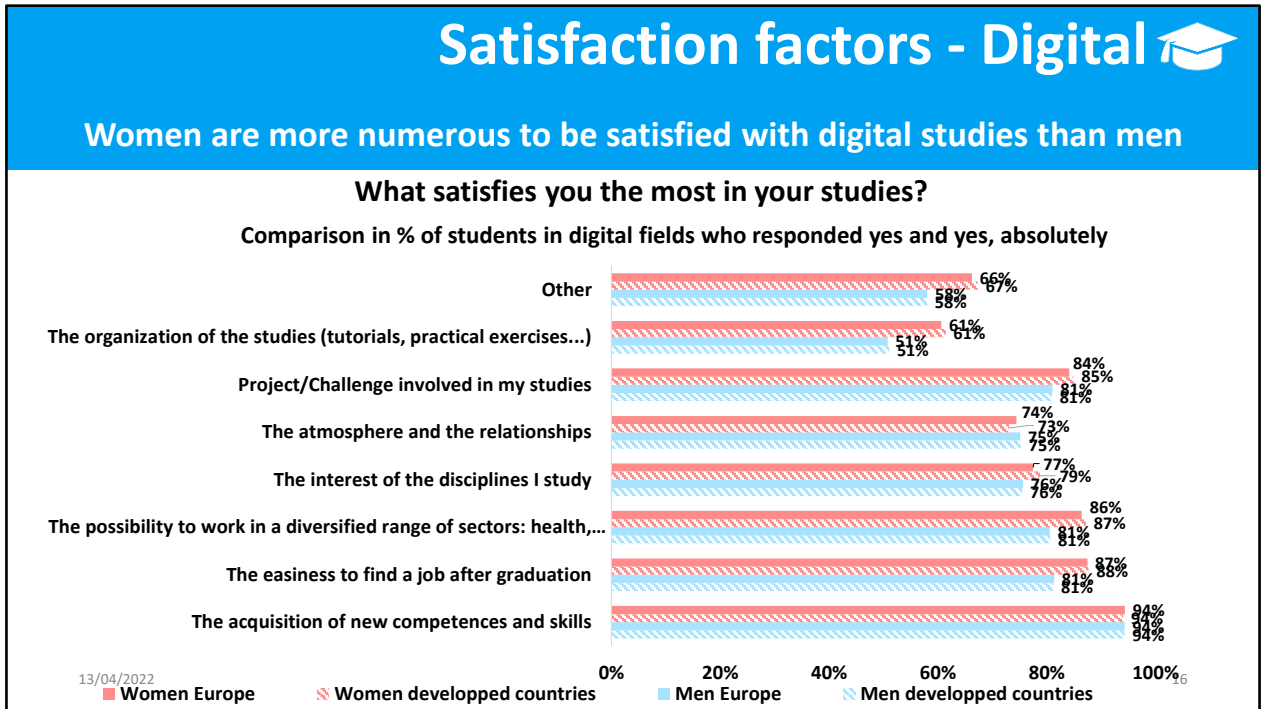
A very positive perception of studies from female and male students in Europe and developed students. Some differences concern:

- 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:

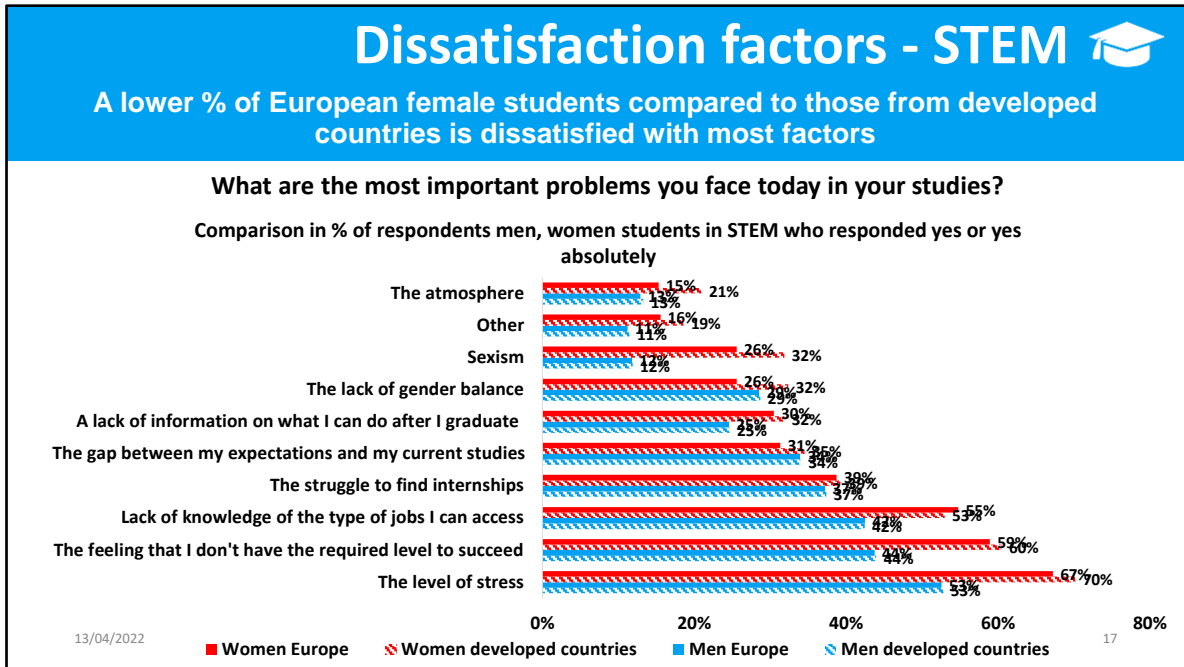
- 3% more European women in STEM are satisfied with the atmosphere and relations (84% vs 81%)
- 3% more European women in STEM are satisfied with the ease to find a job after graduation (88% vs 85%)
- 2% less European women in STEM are satisfied with the interest of the disciplines they study (85% vs 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:

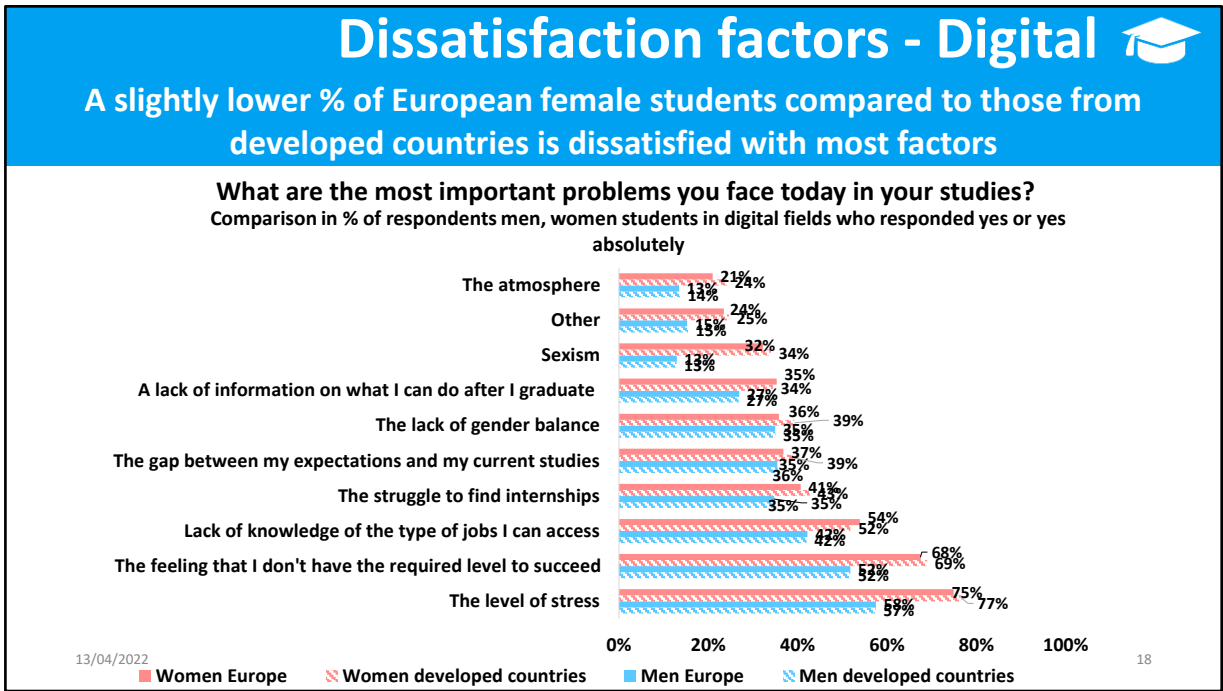
- 1% more European women in digital are satisfied with the atmosphere and relations (74% vs 73%)
- 1% less European women in digital are satisfied with the project/challenge involved in their studies (84% vs 85%)
- 1% less European women in digital are satisfied with the possibility to work in a diversified 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%)





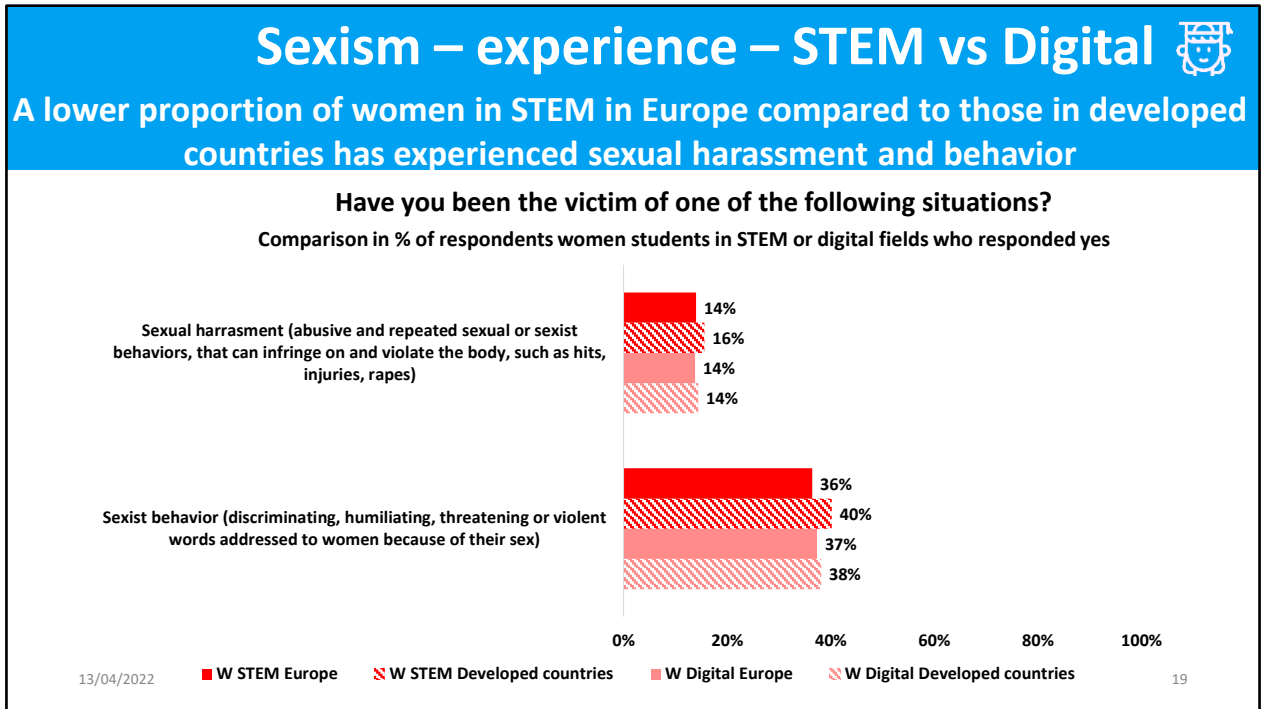
Similar trends as for dissatisfaction levels between students from Europe and developed countries, with a lower % of the former dissatisfied with most factors enquired. Main differences regard:

- 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%)



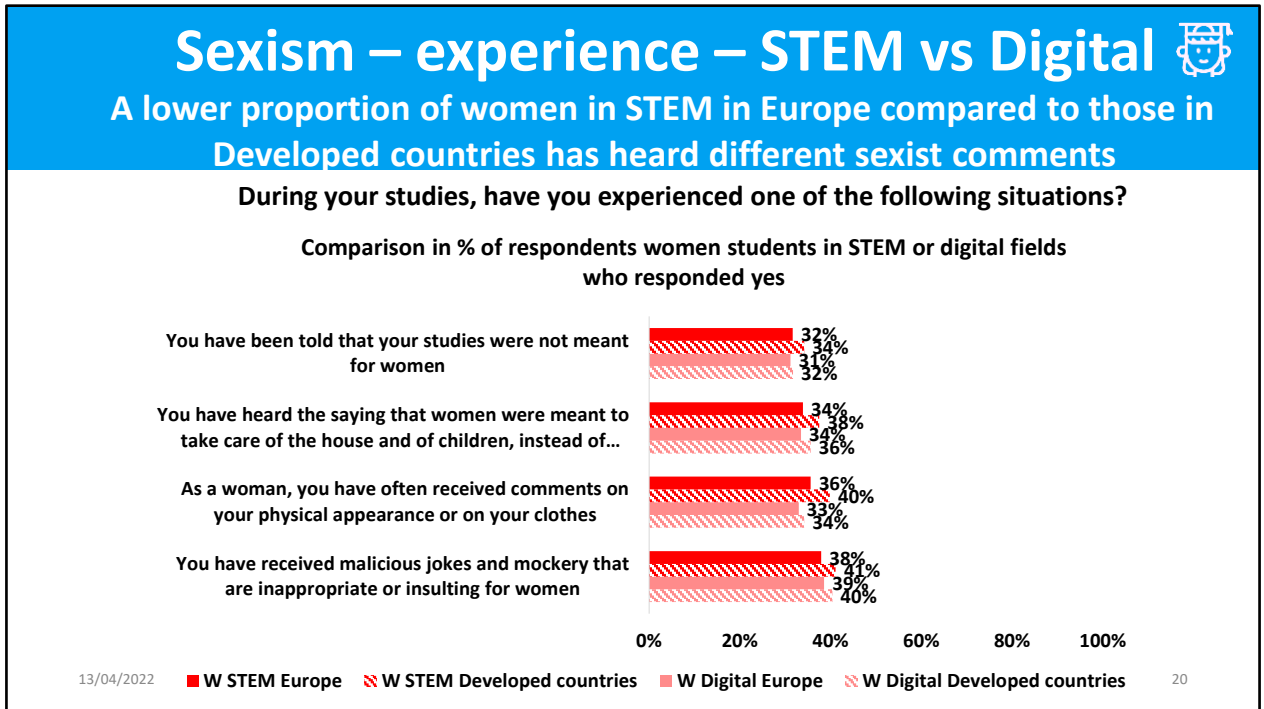
Similar trends as for dissatisfaction levels between students from Europe and developed countries, with a lower % of the former dissatisfied with most factors enquired. Main differences regard:

- 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%)



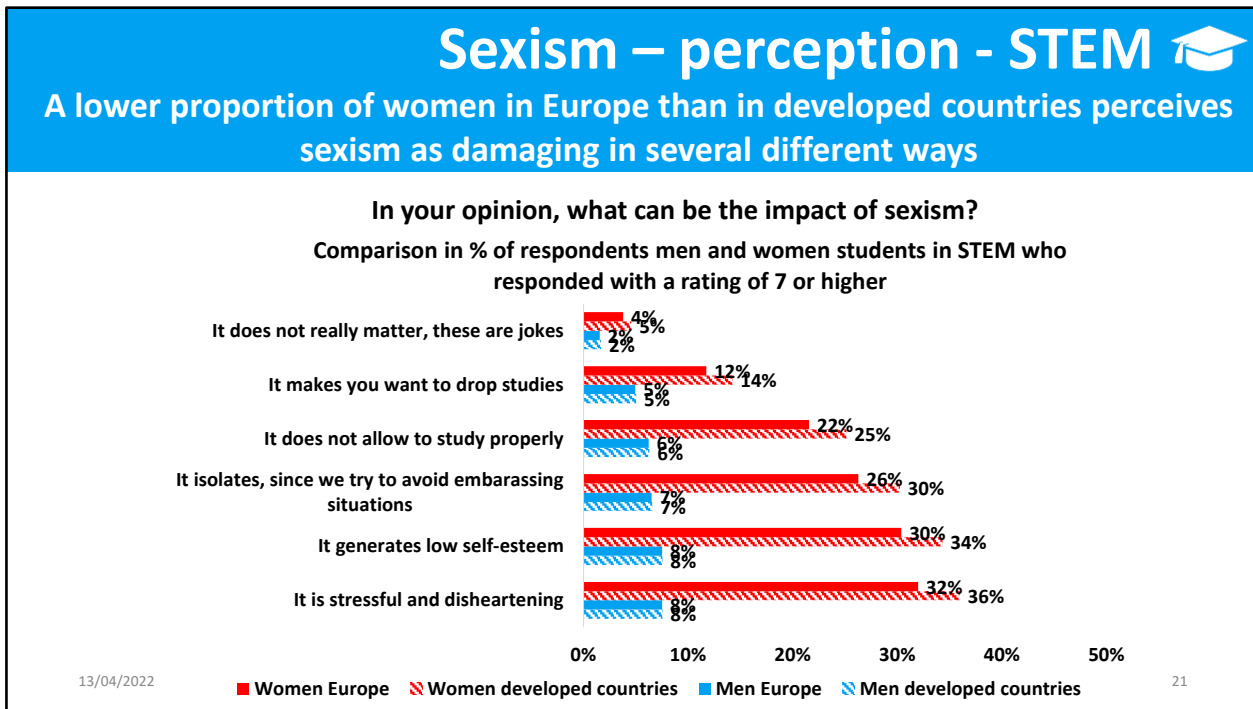
- 4% less European women in STEM have experienced sexist behaviors: 36% vs 40%.
- 2% less European women in STEM have experienced sexual harassment: 14% vs 16%.

Women in STEM are slightly more numerous to have experienced sexual harassment than those in digital studies.



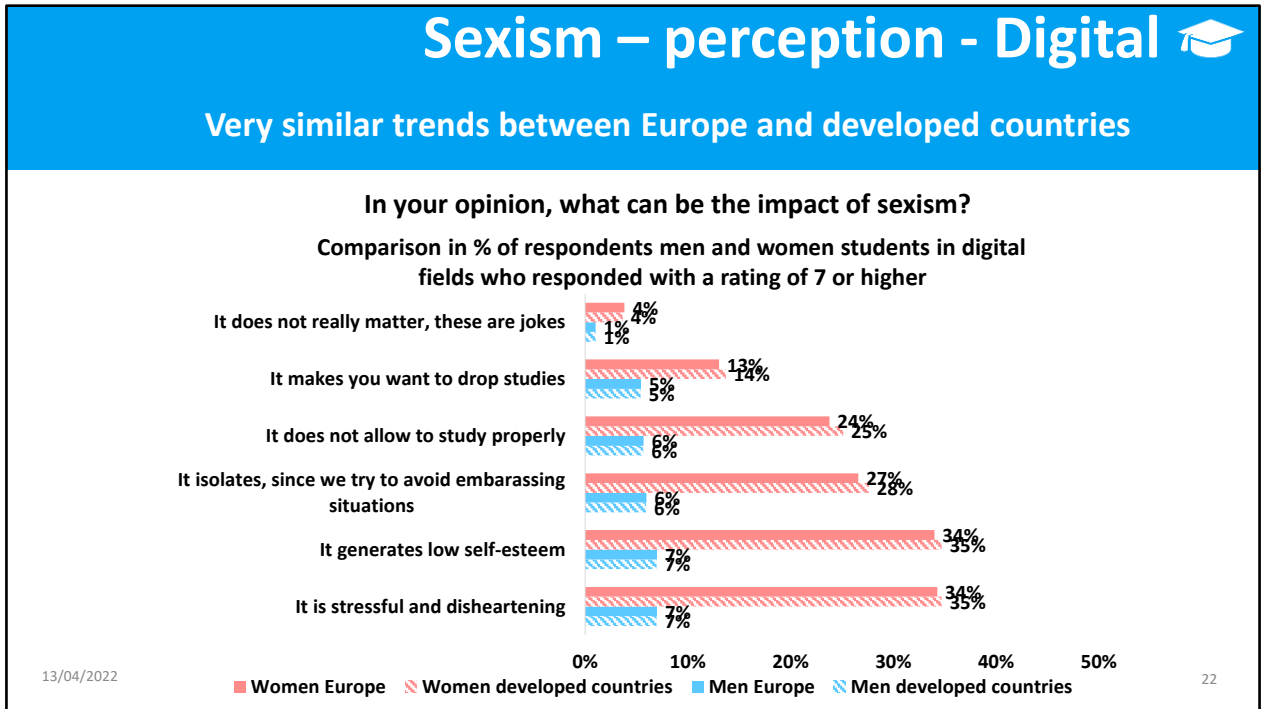
Women in developed countries are very slightly more numerous to have heard different sexist comments than those in Europe. Main differences concern:

- 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%)

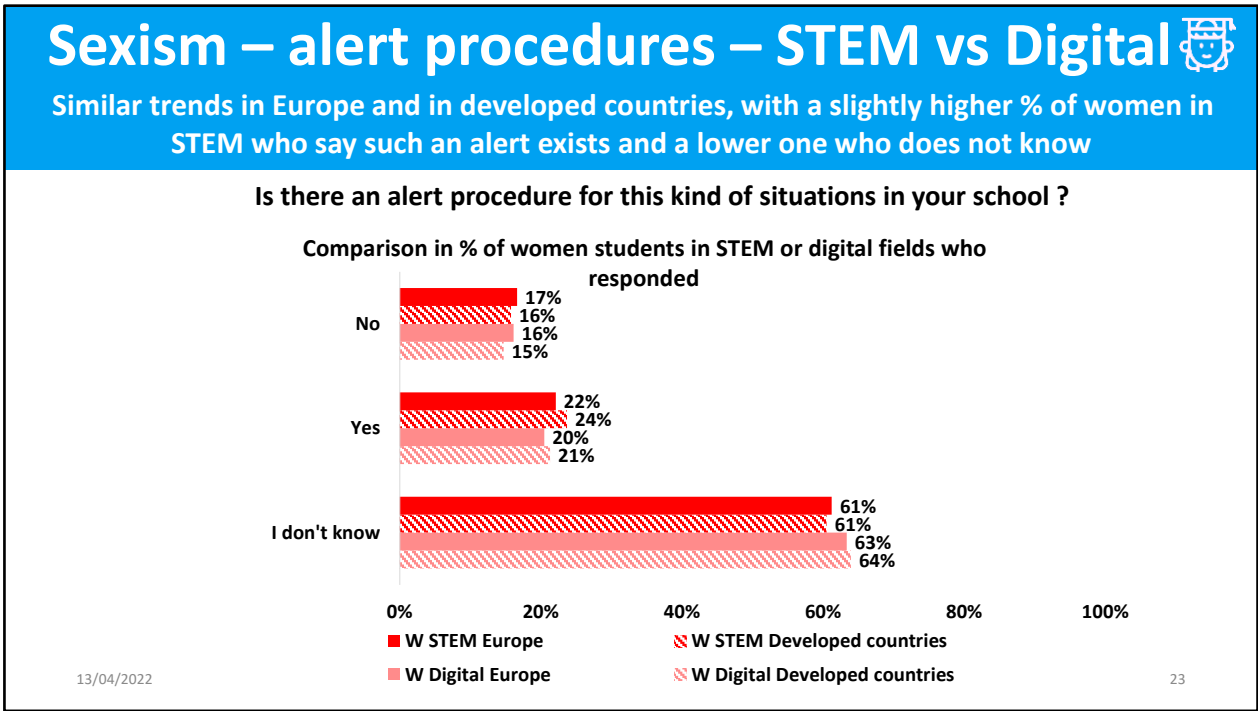


Similar trends but some differences between the proportions of evaluations of the impact of sexism according to women in STEM between Europe and developed countries. Namely, they involve:

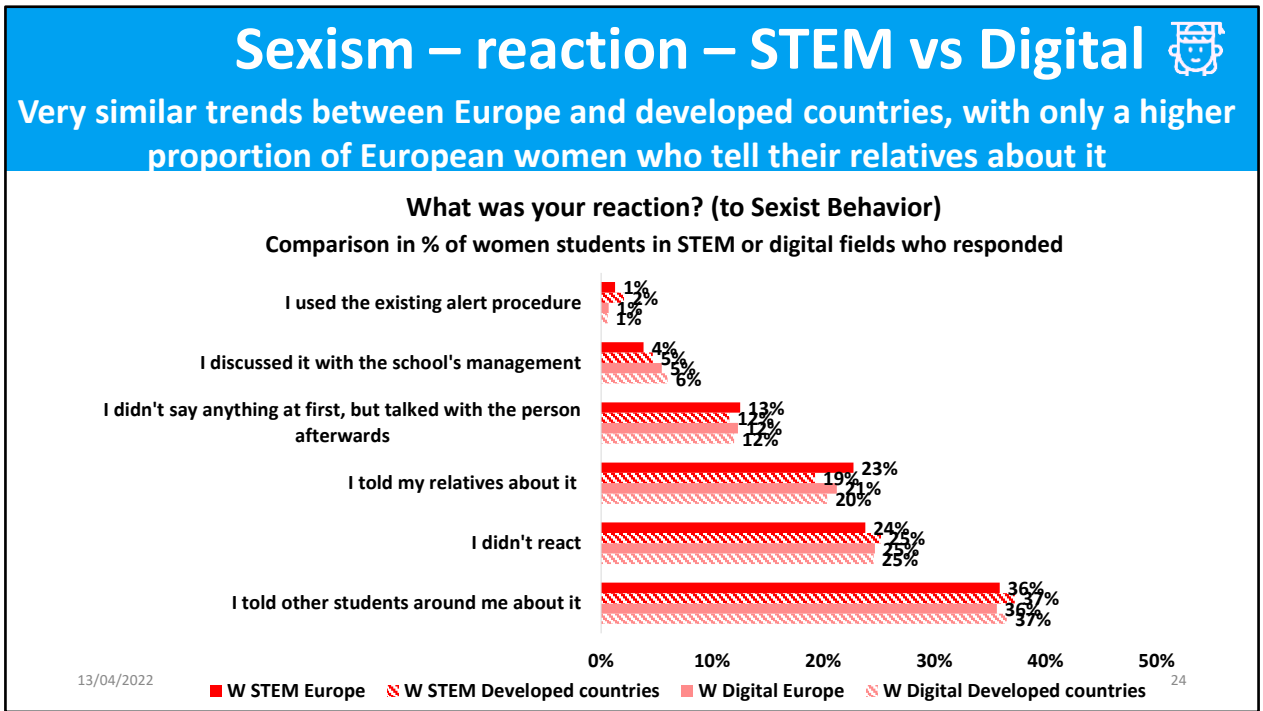
- 4% less European women in STEM perceive sexism as disheartening and stressful: 32% vs 36%
- 4% less European women in STEM perceive sexism as a cause of low self-esteem: 30% vs 34%.
- 4% less European women in STEM perceive sexism as a factor that isolates from others: 26% vs 30%



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



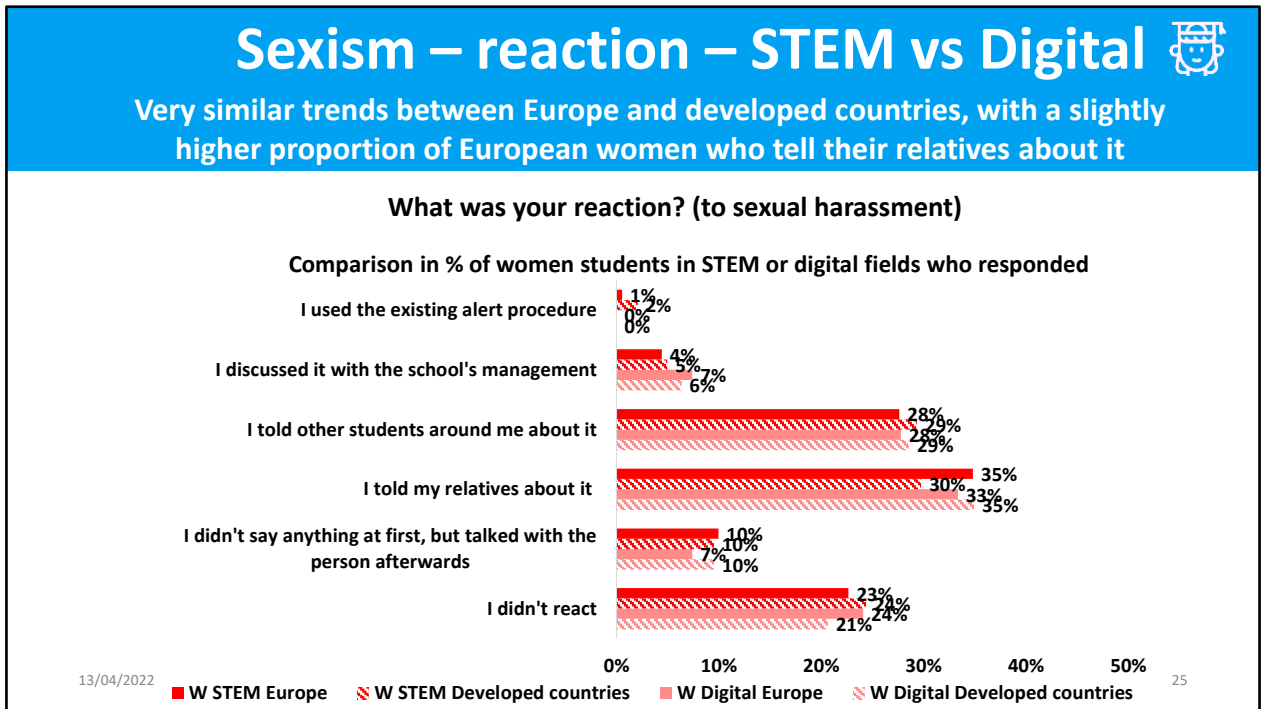
The majority of students (6 out of 10) in both fields of study and regions examined do not know if their school or university has an alert mechanism against sexism.



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%).





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%).