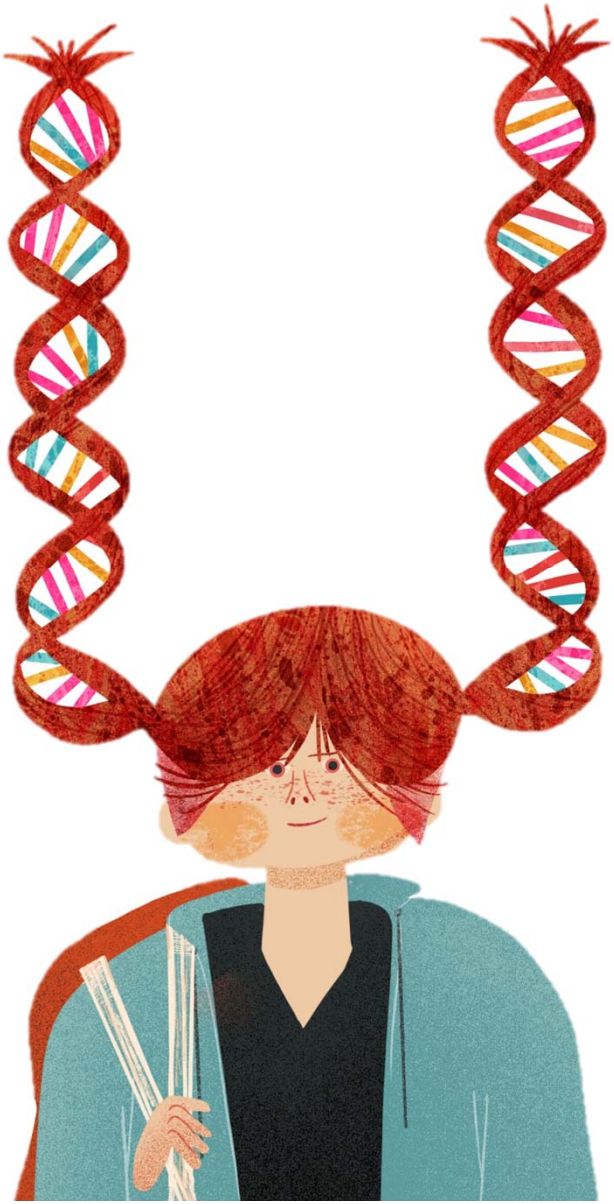
Encuentros Alianza STEAM



GOBIERNO DE ESPAÑA
MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

Niñas en pie de ciencia
ALIANZA STEAM POR EL TALENTO FEMENINO

Gender equality and education: An EU overview

Alianza STEM

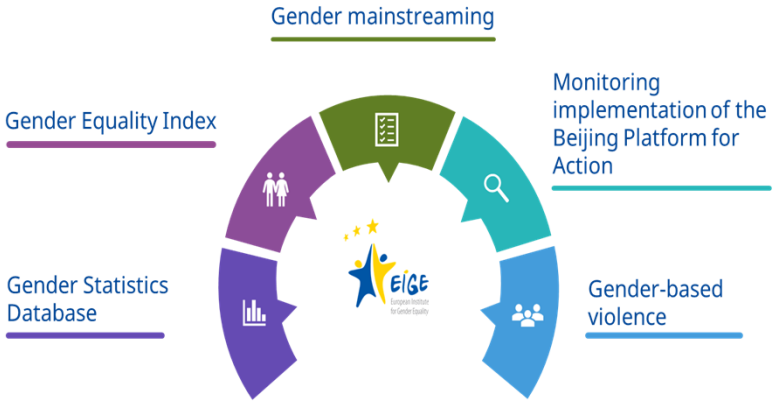
Irene Rioboo Leston| 26 October 2022 | Madrid

European Institute for Gender Equality

Autonomous body of the EU:

- Contribute to and strengthen the promotion of gender equality
- Fight against discrimination based on sex
- Raise awareness of gender equality

Working areas:



Stakeholders:

- Member States
- European Union institutions and agencies
- International organisations
- Civil society organisations, Social partners

The Gender Equality Index

Hierarchical structure

6 core domains + **2 satellites**

14 sub-domains

31 indicators

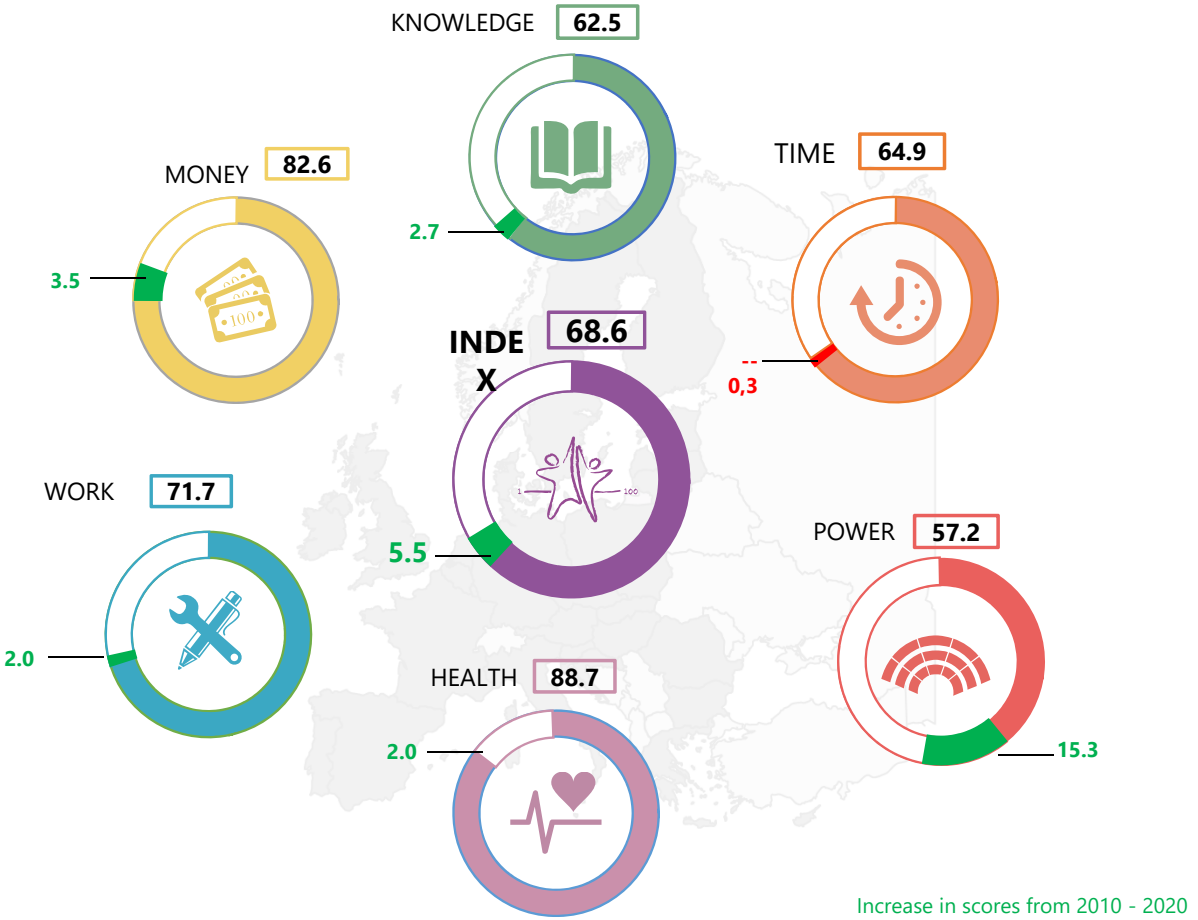
Individual indicators, sub-domain indices, domain indices and overall index:

Inequality — **Equality**

1 — 100

Domain	Subdomain	Variable
Work	Participation	Full-time equivalent employment rate (%, 15+)
		Duration of working life (years, 15+)
	Segregation and quality of work	Employed people in Education, Human Health and Social Work activities (%, 15+)
		Ability to take an hour or two off during working hours to take care of personal or family matters (%,15+)
		Career Prospects index (scores, 0-100)
Money	Financial resources	Mean monthly earnings (PPS, working population)
		Mean equivalised net income (PPS, 16+ population)
	Economic resources	Not-at-risk-of-poverty, ≥60% of median income (%,16+ population)
		S20/S80 income quintile share (16+ population)
Knowledge	Attainment and participation	Graduates of tertiary education (%, 15+ population)
		People participating in formal or non-formal education and training (15+ population)
	Segregation	Tertiary students in the fields of Education, Health and Welfare, Humanities and Art (tertiary students)
Time	Care	People caring for and educating their children or grandchildren, elderly or disabled people, every day (%, 18+ population)
		People doing cooking and/or housework, every day (%, 18+ population)
	Social	Workers doing sporting, cultural or leisure activities outside of their home, at least daily or several times a week (%, 15+ workers)
		Workers involved in voluntary or charitable activities, at least once a month (%, 15+ workers)
Power	Political	Share of ministers (% F, M)
		Share of members of Parliament (% F, M)
		Share of members of Regional Assemblies (% F, M)
	Economic	Share of members of boards in largest quoted companies, supervisory board or board of directors (% F, M)
		Share of members of Central Bank (% F, M)
	Social	Share of members of public research funding (% F, M)
		Share of Board Members in publically owned broadcasting organisations (% F, M)
		Share of Members of highest decision making body of the national olympic sport organisations (% F, M)
Health	Status	Self-perceived health, good or very good (%, 16+ population)
		Life expectancy in absolute value at birth
		Healthy life years in absolute value at birth
	Risk behaviour	Share of people who don't smoke and are not involved in harmful drinking (%, 16+ population)
	Health behaviour	Population doing physical activities and/or consuming fruits and vegetables (%, 16+ population)
	Access	Population without unmet needs for medical examination (%, 16+ population)
		Population without unmet needs for dental examination (%, 16+ population)
Additional variable		Population in age group 18 and older

Gender Equality Index 2022

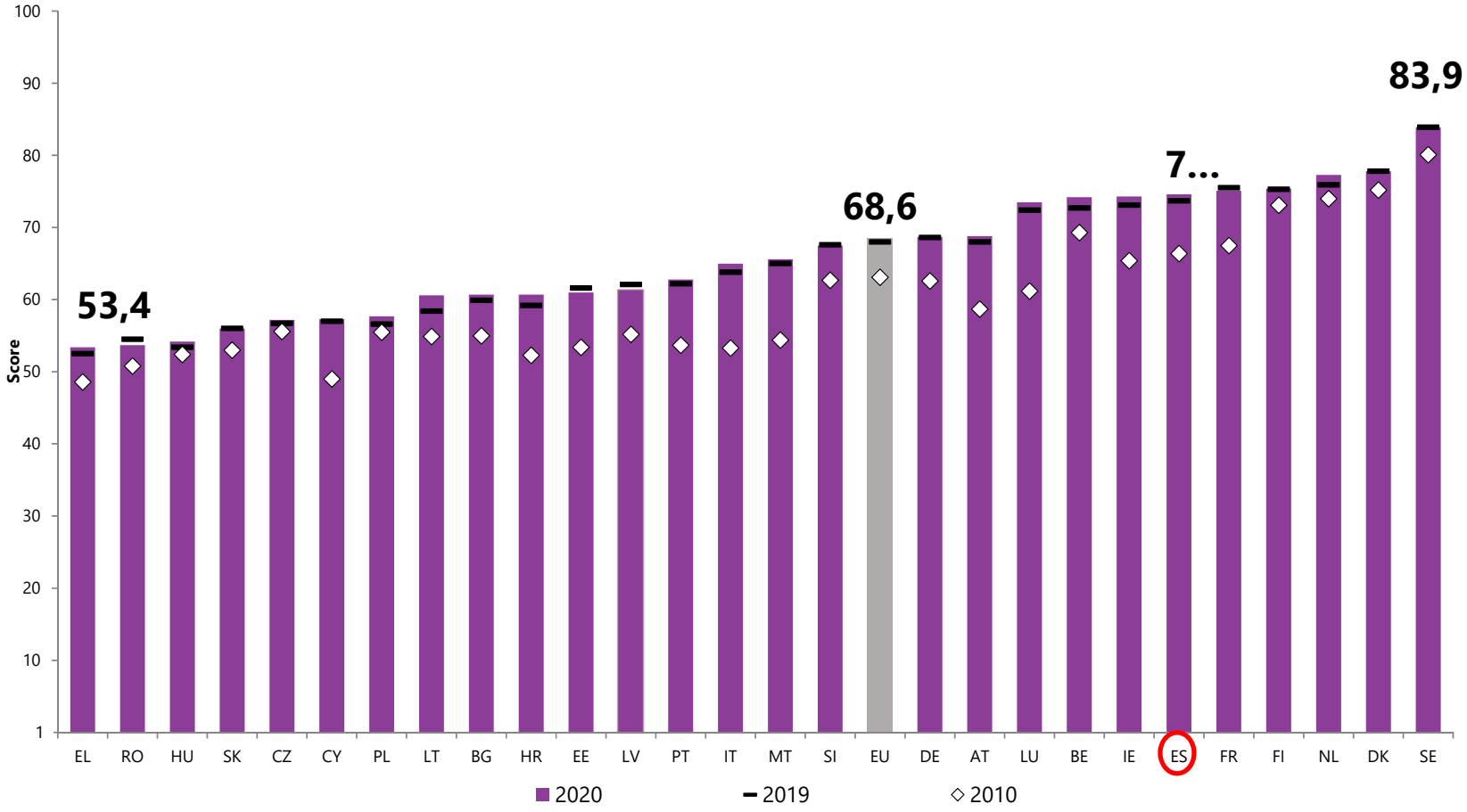


Gender Equality Index 2022

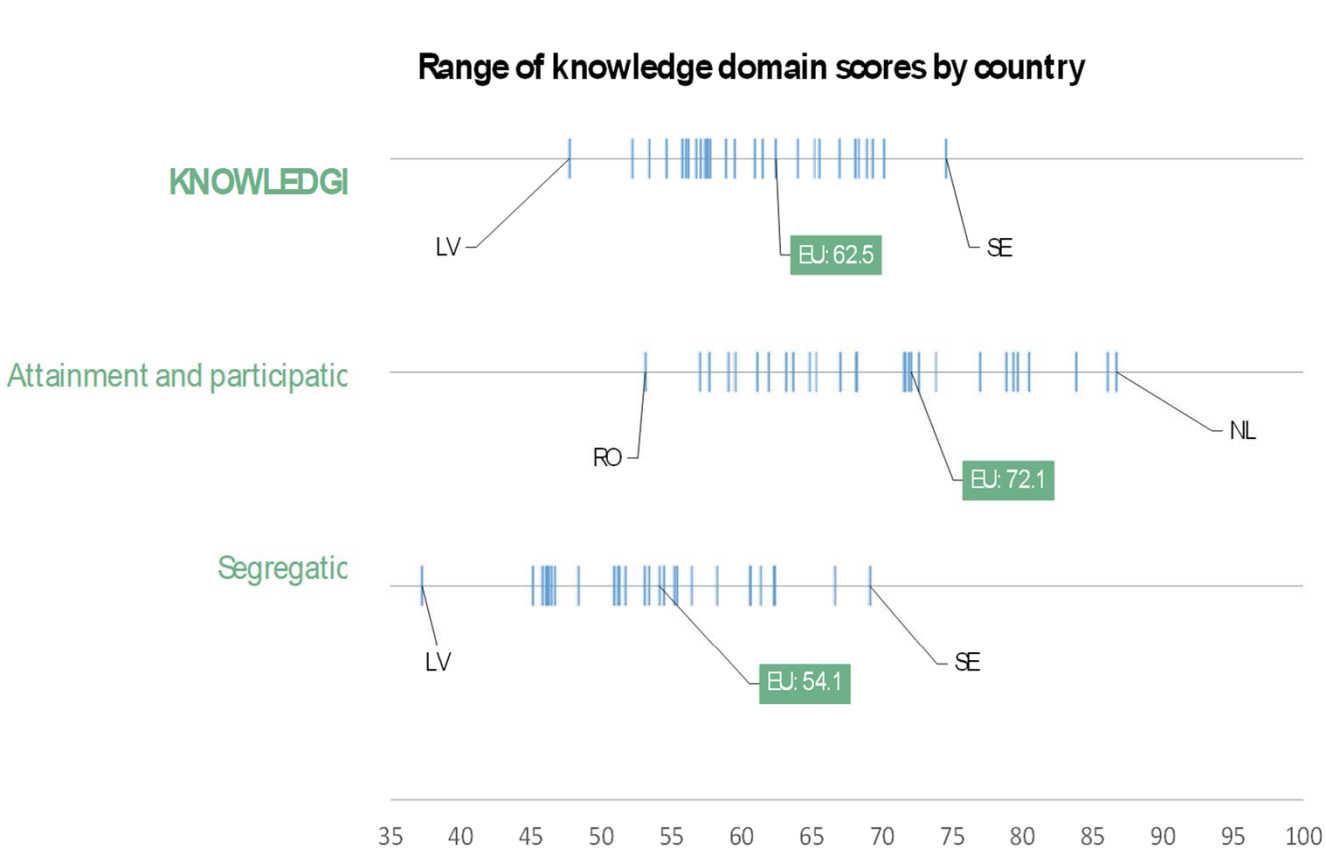
EU-27

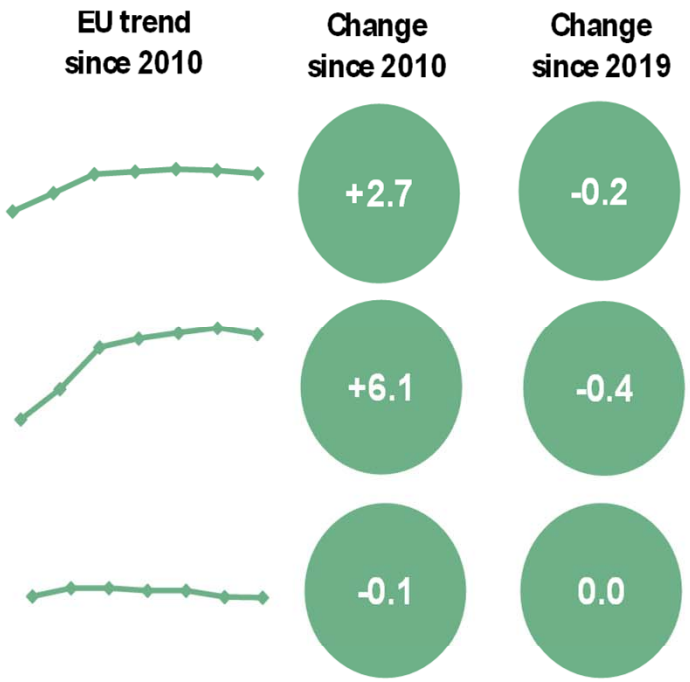
Spain

Gender Equality Index 2022

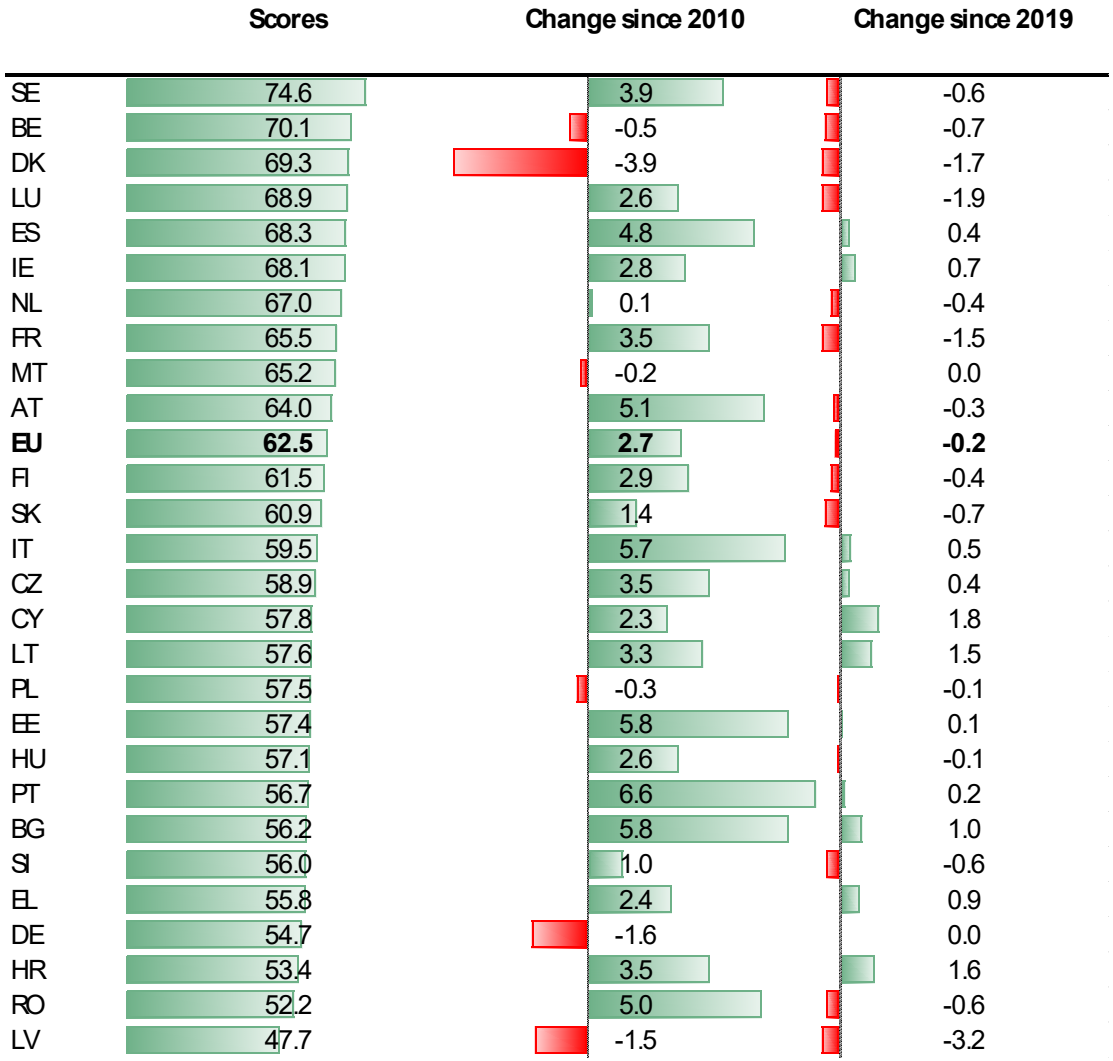


Domain of Knowledge





Domain of knowledge

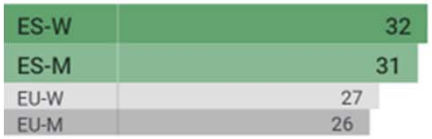


Domain of knowledge, Spain and EU27

77.0

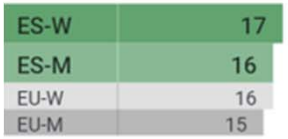
Attainment and participation

Graduates of tertiary education (%)



Source: Eurostat, EU LFS, 2020.

People participating in formal or non-formal education (%)

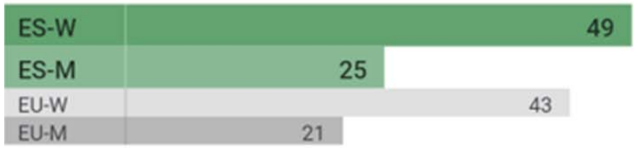


Source: Eurostat, EU LFS, 2020.

60.6

Segregation

Tertiary students in education, health and welfare, humanities and arts (%)

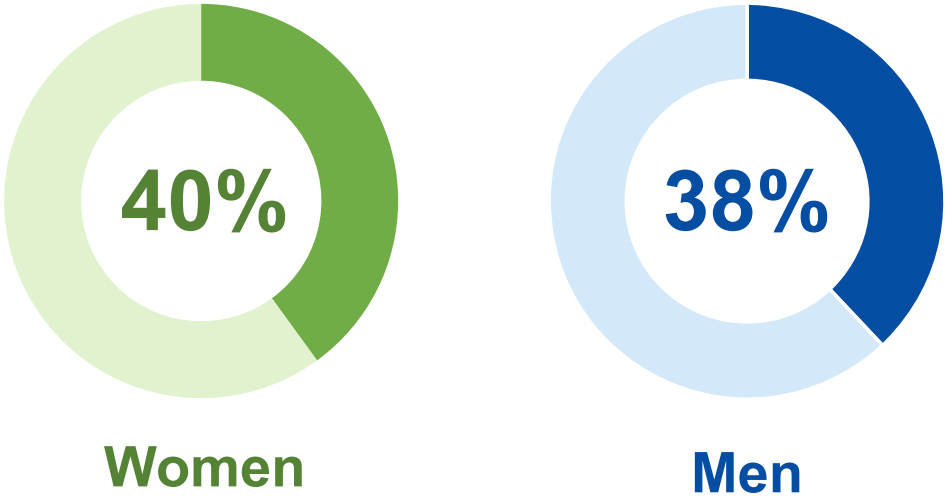


Source: Eurostat, Education statistics, 2020. educ_enrl5, educ_uoe_enrt03.

Digital skills

Young people represent the most digitally skilled generation in the EU

16-24 years old hold above-basic digital skills



Despite equal footing in educational attainment …

Girls feel **less confident** about their digital skills

73 % of boys aged 15 feel comfortable installing softwares by themselves, compared with **49 % of girls**

Girls see **few prospects** in digital job

15-year-olds (boys and girls) top performers in science expect to work in scientific professions at the age of 30

EIGE, Gender Statistics Database, 2022

Gender differences in types of digital skills

- Digital skills increase with level of education
- Gender differences in all types of digital skills are largest among those with low education
- In all education levels, women fall behind in problem-solving and software skills

Segregation in education

Most segregated fields of education (2020)

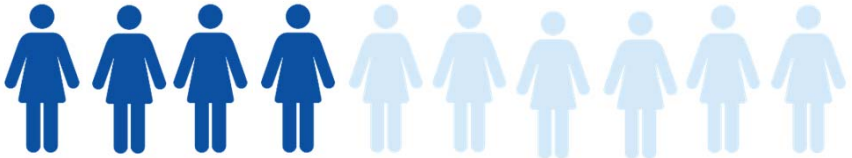
	Field	% Men	% Women
EAH	Education	18	82
EAH	Arts and humanities	31	69
EAH	Health and welfare	22	78
STEM	Natural sciences, mathematics and statistics	45	55
STEM	Information and Communication Technologies	79	21
STEM	Engineering, manufacturing and construction	74	26

Segregation in tertiary education (2020)

Tertiary students in the fields of Education, Arts and Humanities and Health and Welfare (EAH)

4 out of 10

Female tertiary students



2 out of 10

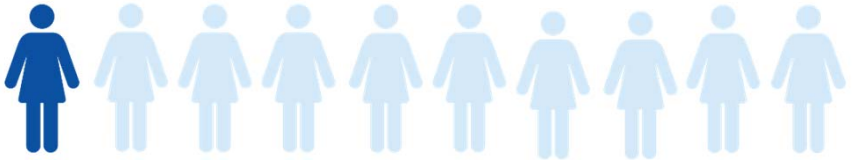
Male tertiary students

Segregation in tertiary education (2020)

Tertiary students in the fields of Science, Technology, Engineering and Mathematics (STEM)

1 out of 10

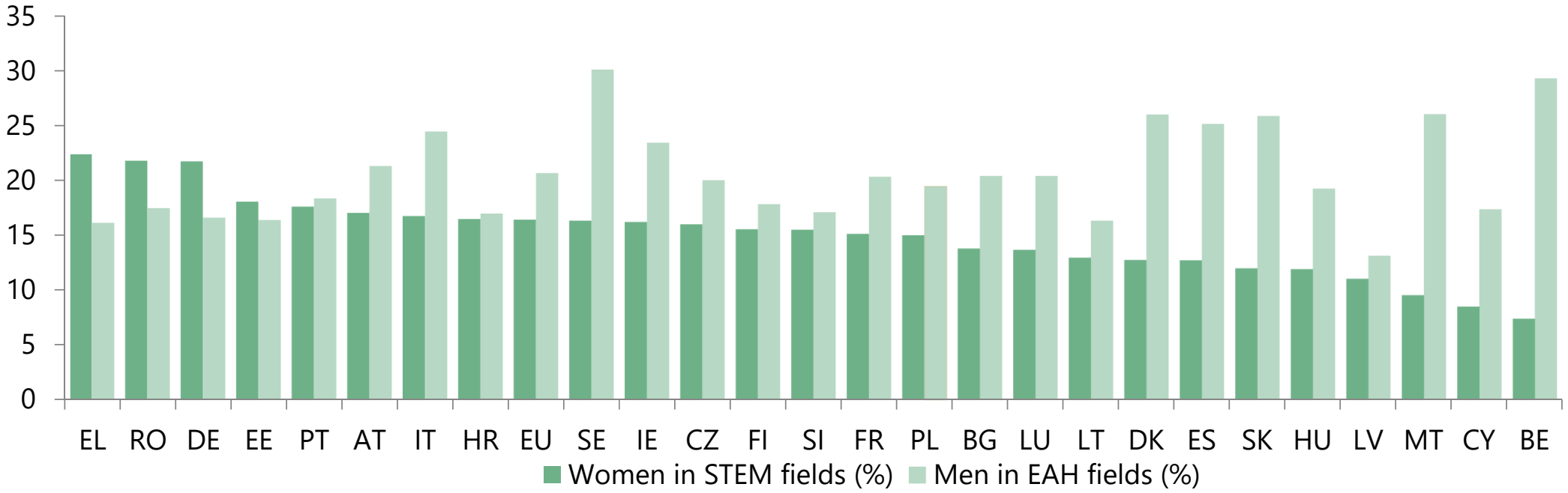
Female tertiary students



4 out of 10

Male tertiary students

Segregation in tertiary education

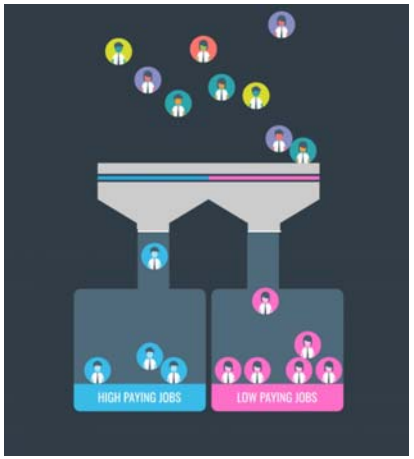


Demands for education

- Demand for STEM professionals and associate professionals is expected to **grow by around 8% by 2025**, (Cedefop)
- **Demands for caring are also increasing** in the context of aging societies

Consequences of segregation in education

Consequences of segregation in education



- Future gender gaps in the labour market
- Gender gap in the involvement in the digital transition
- Women and girls' social engagement
- Young women at higher risk of being victims of online harassment
- Economic growth

ICT sector

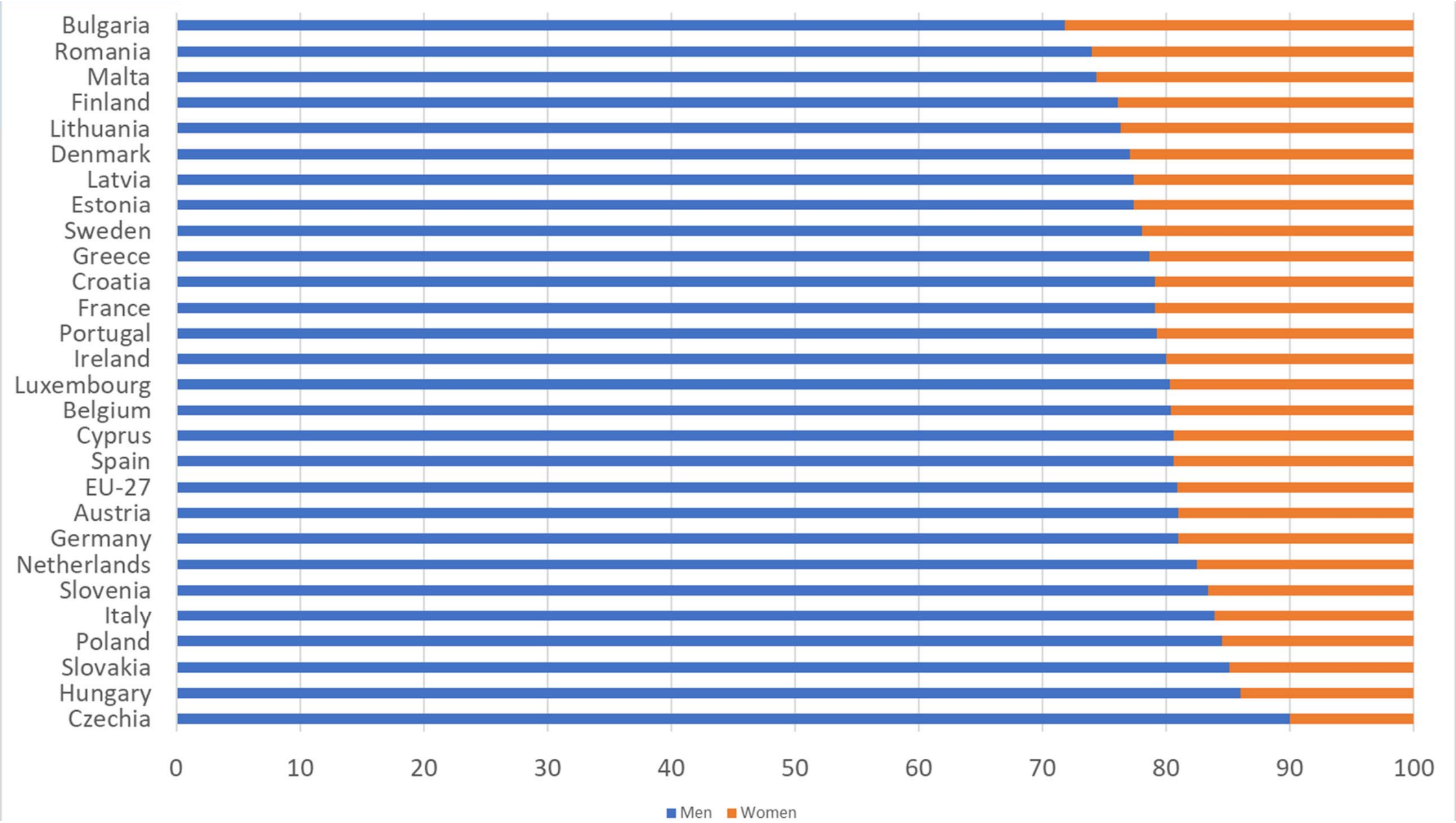
- Employment growth 8 times higher than average
- Shortages of ICT specialists

BUT

- Very few girls aspire to become ICT professionals
- ICT education does not lead to ICT jobs for women
- Share of women ICT specialists is vey low

8 out of 10

Employed ICT specialists are men


Bulgaria
Romania
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Lithuania
Denmark
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Estonia
Sweden
Greece
Croatia
France
Portugal
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Belgium
Cyprus
Spain
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70
80
90
100
Men
Women


Gender pay gap:
How much less do women earn than men?
Difference between average gross hourly earnings of male and female employees as % of male gross earnings, 2020
LUXEMBOURG 0.7
ROMANIA 2.4
SLOVENIA 3.1
ITALY 4.2
POLAND 4.5
BELGIUM 5.3
CYPRUS 9.0
SPAIN 9.4
MALTA 10.0
SWEDEN 11.2
CROATIA 11.2
PORTUGAL 11.4
BULGARIA 12.7
ICELAND 13.0
LITHUANIA 13.0
EU 13.0
NORWAY 13.4
DENMARK 13.9
NETHERLANDS 14.2
SLOVAKIA 15.8
FRANCE 15.8
CZECHIA 16.4
FINLAND 16.7
HUNGARY 17.2
GERMANY 18.3
SWITZERLAND 18.4
AUSTRIA 18.9
ESTONIA 21.1
LATVIA 22.3
Iceland, Norway, Switzerland: non-EU countries
For all countries except Czechia and Iceland: data for enterprises employing 10 or more employees. Czechia and Iceland: data for enterprises employing 1 or more employees.
Ireland, Greece: data not available
#InternationalWomensDay
ec.europa.eu/eurostat

Involvement in the digital transformation

Without women actively engaged in shaping digital technologies:

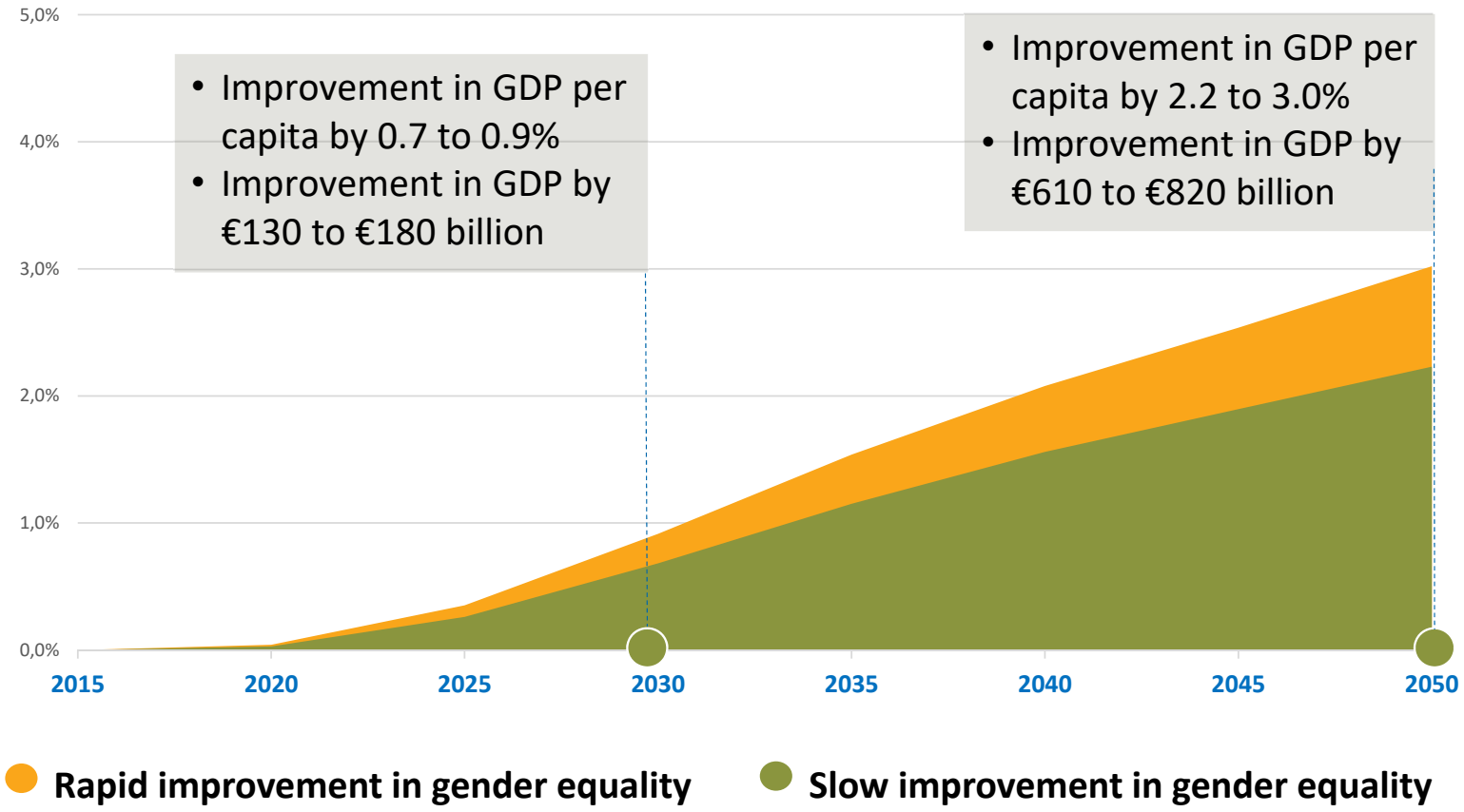
- Future digital products and services will hold biases, reinforcing gender stereotypes and amplifying gender inequalities
- Future lines of work will remain closed to women
- The AI sector will be at high-security risk

Online harassment

More young women (9%) than young men (6%) report being a victim of **online harassment**

51% women and 42% of young men hesitate to engage in social media debates due to **fear of experiencing abuse**

Effect of narrowing the STEM gender gap on GDP



How to support and motivate women to enter the IT fields to use their potential?

- Measures that tackle gender gaps in education and training, which are also based on the continuation of gender stereotypes
- Positive examples for girls and young women, role models and support to overcome stereotypes
- Curriculum-renewal processes highlighting digital skills
- Sustainable and continuous professional development of digital competence for teachers and educators
- EU and national level monitoring of digital skills among girls and boys

Concluding remarks

Concluding remarks

Closing the gender gaps in digital skills and in self-confidence and motivation:

- increases the competitiveness and reduces socioeconomic inequalities.
- is imperative for ensuring quality and relevance of education outcomes for economic growth and social well-being,

It should be set as a **target and a prerequisite to inclusive societies**.

Thank you

Connect with us!

irene.rioboo@eige.europa.eu

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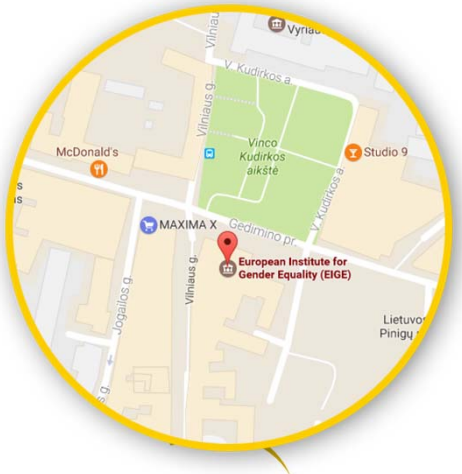

come in for a chat!

**Gedimino pr. 16,
LT-01103 Vilnius,
Lithuania**

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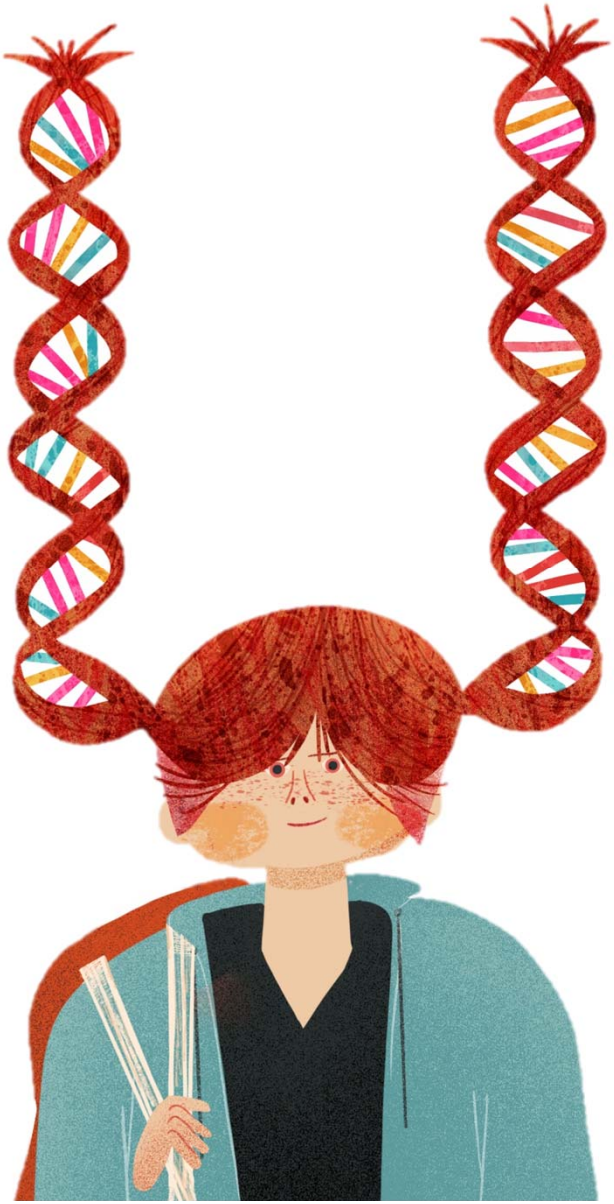

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