



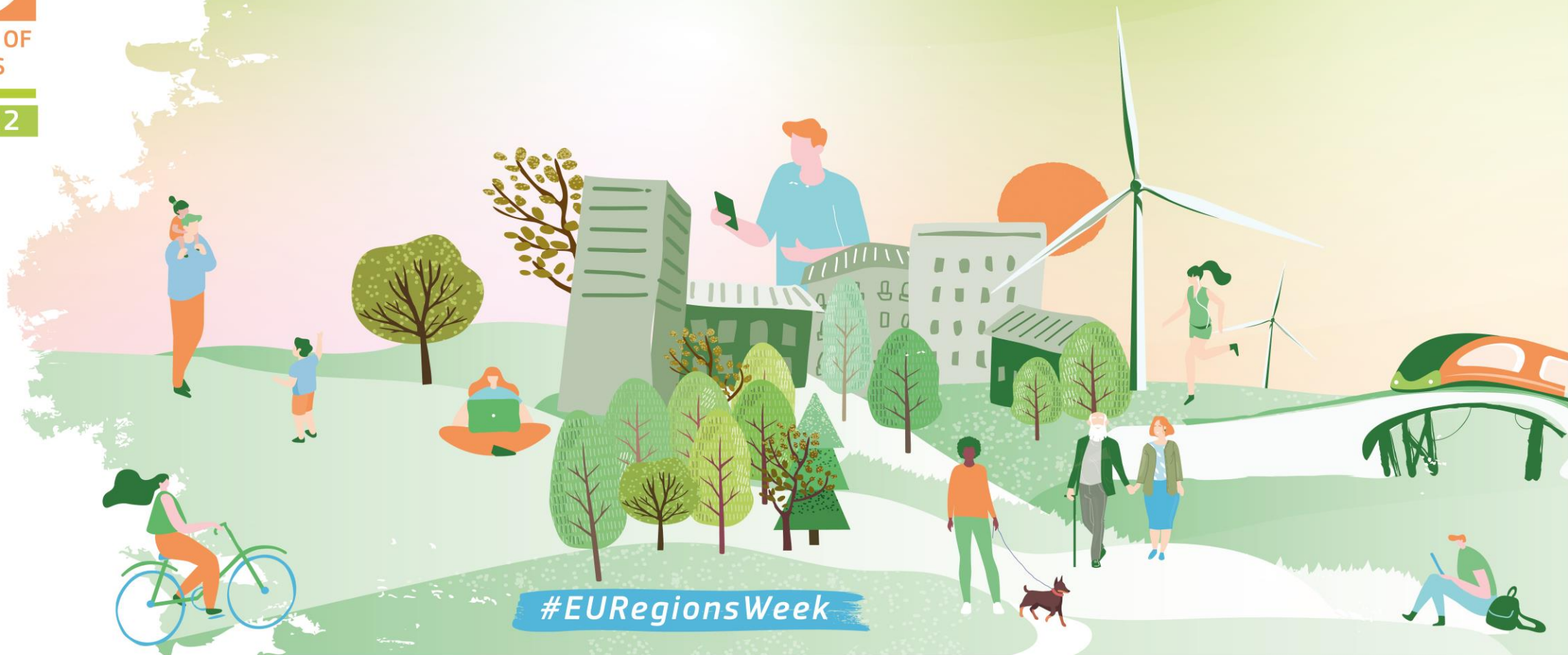
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REGIONS & CITIES

2003 - 2022

# The Skills Agenda promotes gender balance in view of a just twin transition in Europe

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New Challenges for Europe's Cohesion





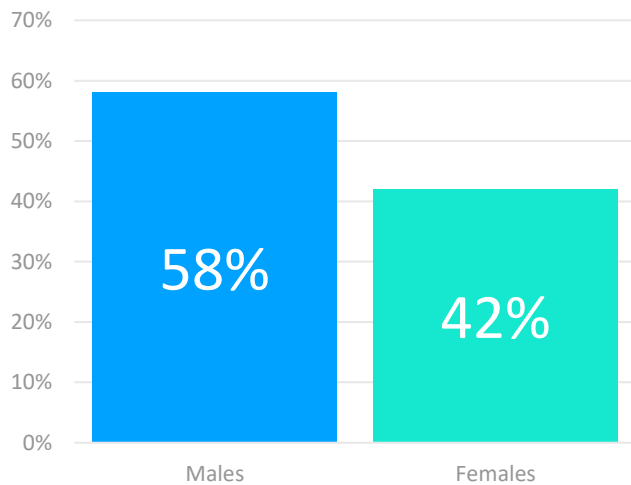
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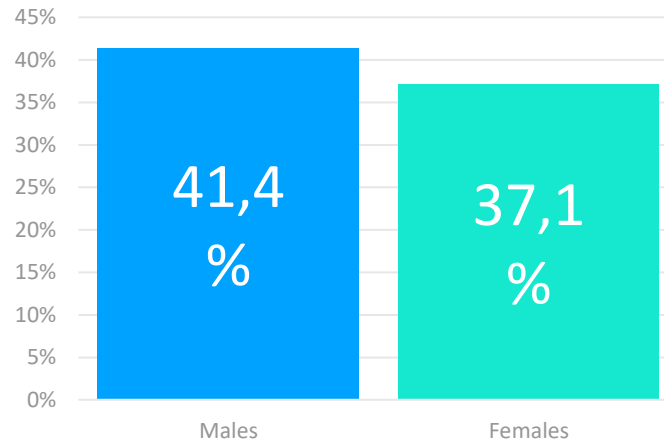
## Women are increasingly well qualified but...

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Europe's Cohesion

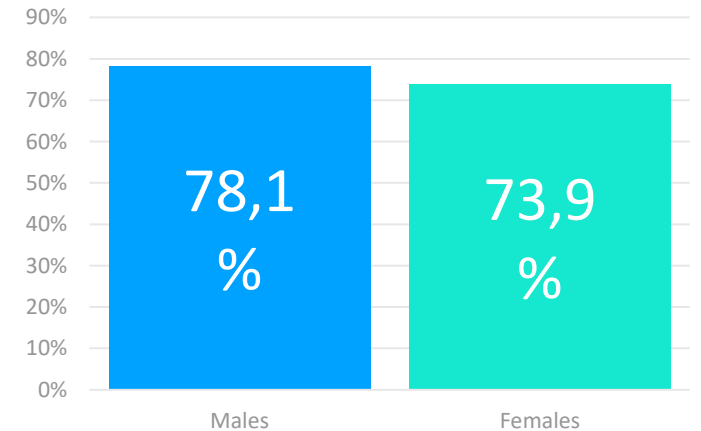
Enrolment rate\*



Paid work-based learning experience\*\*



Employment rate of recent VET graduates\*\*



*The gender gap also impacts boys (higher share of early school leavers, underrepresented in tertiary education) which might have broader societal influence (reproduction patterns, depopulating regions)*

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Not a female/male-issue!

\* ISCED 3, 2020, UOE

\*\* ISCED 3-4 2021 LFS





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## In almost all countries there is a gender divide with respect to digital and ,green' skills

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The overall performance of girls and boys in science at age 15 is similar, yet

- only 11% of ICT graduates on upper-secondary level at EU level are girls
- only one in five employees in the ICT sector is female, and among STEM graduates, it is only one in three
- 29% of women (versus 33% of men) have “above basic digital skills”

There is no difference between girls' and boys' awareness of environmental issues on average across EU countries,

girls were 7 % more likely than boys to report that they cared about the environment

Only 32% were girls of those enrolled in ,Environment'\* and 4 % in ,Electricity and energy'\*\* in VET

**Beyond creating labour and skills imbalances, the low level of gender diversity in the 'green and digital' sector is considered to affect innovation and has a negative impact on the way digital solutions are devised and deployed**





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## European Skills Agenda promotes gender equality

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### Pact for Skills

Gender equality is a principle of the Charter for the Pacts (Microelectronics, Digital, Creative and Cultural Industry, Proximity and Social Economy)

### Council Recommendation on Vocational Education and Training National Implementation Plans:

Included in the national **strategy** for education and training (e.g. EE, FI, BE, FR, IT) – often as part of a more broad strategy on equality;

focus on specific **target groups** (migrant women, NEETs);

**guidance** (EE); **monitoring** (Belgium-FI); **mobility** pilot project for women (DE), targeted action on **digital skills** (BE-fr) and STEM (BE-FI)

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\*2020 \*\* 2019



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New Challenges for  
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## How to ensure a fair twin transition for women?

- Increase the attractiveness of STEM programmes for girls (digital and green) and female teachers
- EQF level 5 programmes
- Focus on target groups in vulnerable situation (NEETs, girls and women with migrant/Roma background)
- Devise actions with local partners
- Improve working conditions for women



Gender equality should be the driving force for fair and sustainable competitiveness

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