Global Engineer Girls TÜRKİYE

SOCIAL IMPACT REPORT

Research conducted in Türkiye - February 2026



Limak

GLOBAL ENGINEER GIRLS Türkiye

TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI

01

PROJECT DESIGN QUALITATIVE RESEARCH



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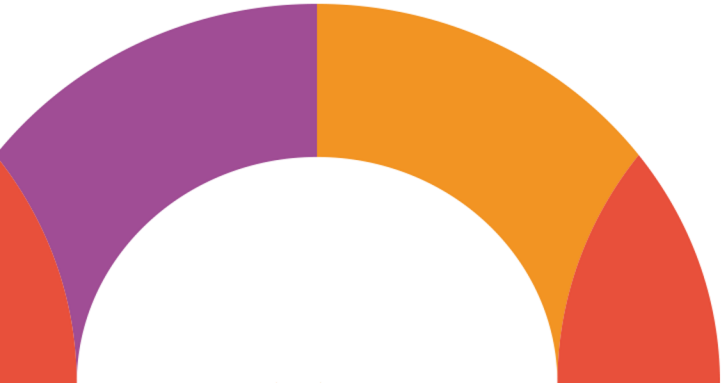
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The main purpose of the research is to understand the social impact of the GEG Türkiye initiative on its different stakeholders. The insights obtained will be used for public relations work and for developing the initiative's strategies for the coming period.

Project overview



Target Audience - Summary Table

Online IDI#	Profile	Position in the GEG Türkiye Initiative
6	High School Student	Prospective
4	University Student	Prospective
4	University Student	Scholar
4	Intern/ Employee	Alumna
3	Employee	Mentor
3	Employee	Coach
10	Employee	Stakeholder
Total of 34 Online In-Depth Interviews		

Methodology and Sample



The Social Impact Survey was conducted among engineering faculty students and alumnae who received scholarships within the GEG Türkiye initiative; it measured the impact and added value created by perceptions of the initiative, experiences, and the knowledge gained throughout the process.

The survey used a list, shared by Limak, of participants who had given consent under KVKK (Türkiye's personal data protection law).



Each survey link was personal and could be completed only once.
Participants completed the forms they received by email without the support of an interviewer.
Reporting is anonymous.
Questionnaire length: 12 minutes



- Aged 20-35
- Female



- The results in this report relate to **fieldwork carried out between 12 August and 10 December 2025** .

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Student Profile

Interviews were conducted with a total of 79 students from the list.

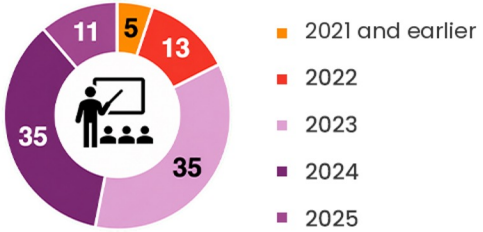
Most participants are studying at state universities, and are predominantly in their third and fourth years.



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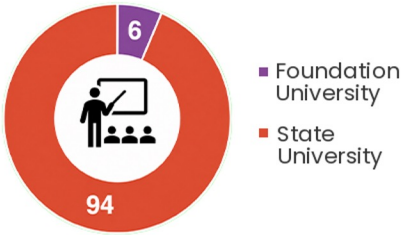
Student Profile

Year Joined (%)



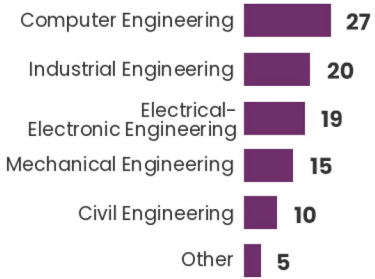
Base: (n=79)

University (%)



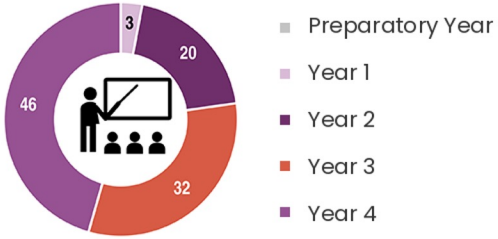
Base: (n=79)

Field of Study (%)



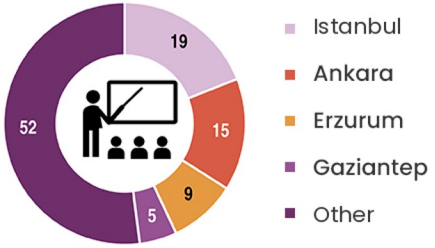
Base: (n=79)

Year of Study (%)



Base: (n=79)

City of Study (%)



Base: (n=79)

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Alumnae Profile

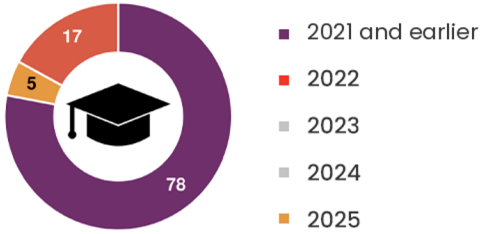
Interviews were conducted with a total of 41 alumnae from the list.

Most participants graduated from state universities and are actively working full time.



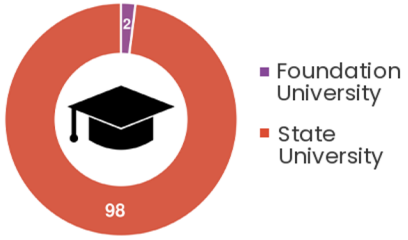
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Year Joined (%)



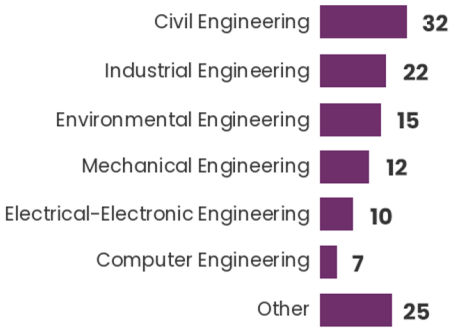
Base: (n=41)

University (%)



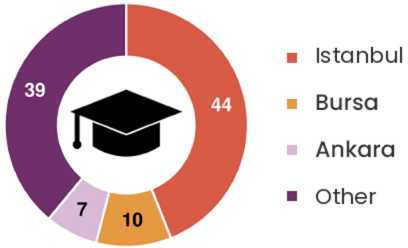
Base: (n=41)

Field of Study (%)



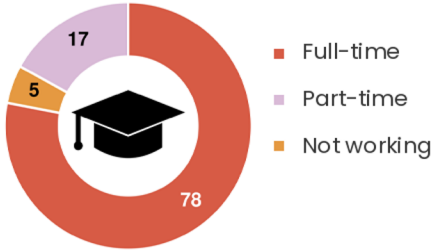
Base: (n=41)

City of Residence (%)



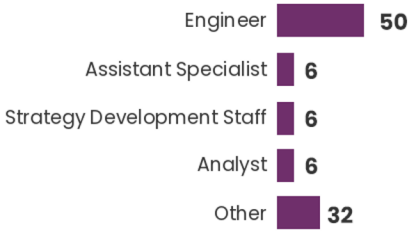
Base: (n=41)

Employment Status (%)



Base: (n=41)

Role at Work (%)



Base: (full-time employees n=35)

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Agenda

01 Being a Woman & Gender Roles

02 Education & Perceptions

03 Evaluation of the “GEG Türkiye” Initiative

04 Overview of the Benefits of the “GEG Türkiye” Initiative and Expectations

05 Conclusions & Recommendations



02

EDUCATION & PROFESSIONAL PERCEPTIONS



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Education

The Main Path to Becoming an Independent and Strong Individual



For women, education is seen as the most important route not only to acquiring knowledge but also to gaining social legitimacy. Even before high school, **families frequently repeat messages to girls such as "succeed so that you can stand on your own two feet", "if you want respect, you must have a profession" and "if you have no golden bracelet, you will be left with nothing".** Education is seen **as the only legitimate door to independence and freedom;** on the other hand, **the fact that this is the only door heightens the anxiety that "if I get it wrong, I will be lost".** For them, succeeding in education is not only a matter of personal satisfaction but also a way of **sending their family and society the message "I can do it too"**. Success earned at school therefore represents far more than ordinary academic progress: it is a quiet but powerful victory over social pressure.

Boys are not pressed in the same way, because society already grants them **an innate value and a space for acceptance**. While boys are often raised with the reassurance that "they will find a way somehow", **girls' only options are either to prove themselves through academic success or to gain social approval** through marriage.

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Subject Choice: The First Crossroads



"When I got into electrical engineering, my father said, 'Are you sure? I heard from my friend's son that it is very, very hard. If you want, retake the exam next year and put down medicine.' I said no, I will carry on from here. I understood from the very first moment the perception that she is a woman, she cannot do it, the field is too hard, she cannot do it. My family also offered consolations like, you will struggle, do not get upset, do not cry later. But I wanted it myself, I put it down myself. I am my own victim. I think that when we as women meet such a negative reaction, we become even more determined."

(Stakeholder, Siemens)

The choice of subject track made in high school is one of the critical turning points in young women's future professional paths. This choice is often shaped less by personal interests and dreams than by **teachers' guidance or advice to pursue a "guaranteed profession"**.

Many young women describe the rupture this process leaves with the words "**I did not go into the field I really loved because they told me it led nowhere**". This steering creates **disappointment at an early age and a sense of "a choice that was taken from me"**.

When there is no turning back, this educational path also lays the ground for a more resilient stance in later years. The feeling of having been misdirected, **combined with the thought "since I chose this path, I must make the most of it", turns into strong determination**. An emotional duality that swings between regret and resilience **shapes the motivation of female engineering students through a dynamic that is both challenging and nourishing**.

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The Motivations Behind Choosing Engineering



The paths of women who choose engineering differ considerably from one another.

- **The Idealists** appear to have aimed to become engineers from their high school years and to have made the field part of their identity. For them, engineering is a concrete expression of their ideals and a conscious choice from the very beginning. The most dominant feeling they experience on reaching success is the pride of "I made my dream come true".
- **The Accepters** actually wanted to pursue other fields but settled on engineering because of their exam scores or family guidance. This process, which begins with disappointment, can over time turn into a sense of "unexpected satisfaction" as they adapt and embrace the profession. Their story reflects a complex experience in which initial reluctance and later acceptance are intertwined.
- **The Security Seekers** chose engineering mainly in search of "a secure future". For them, engineering is the result of pragmatic expectations such as a high salary and job security. In this group, commitment to the profession is less emotional than in the others; however, the security it provides strengthens their motivation on a different footing.

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Being a Minority in the Classroom and on Site



"Just as it is the female bird that makes the nest, an entirely different space can also become far more beautiful with the presence of a woman. Even if it is a workplace, there should be women there."
(Aged 28, Civil Engineer, Alumna Scholar)

The fact that women are still few in number in engineering faculties is one of the realities young women feel most keenly in their education and working lives.

Even in high school this picture is etched into students' minds**, and the question "there are very few girls there, will we struggle?"** emerges as a source of anxiety. Once they enter university, this anxiety turns into concrete experience. In laboratories, on construction sites or in male-dominated classrooms, women **remain a minority that is constantly "in view"**. Under this scrutiny, they feel compelled to work harder and provide more proof so as not to be branded "unsuccessful because she is a woman".

In group assignments or **site internships, women are often expected to be more organised and more detail-oriented**; **men doing the rough construction work and women completing the fine finishing is seen as a natural division of roles**. Naturally, female students develop a greater sense of responsibility.

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They Said “You Are a Woman, You Can’t”: I Said “I Can”



Being a minority, once success is achieved, **produces a much stronger sense of pride and belonging**. The thought “no room was made for me here from the start, but I took my place through my own effort” is one of the most important sources feeding young women’s motivation. This feeling takes on meaning **both as a personal success story and as resistance to gender stereotypes**. Women believe they are fighting this struggle not only for themselves but also **for the other young women who will come after them**. This picture shows that women’s minority status in engineering creates a space that constantly tests them but also strengthens them.

While being a minority creates the anxiety of “**being seen as lacking at every moment**”, it also produces a unique satisfaction through the thought “**when I succeed, it will belong to me alone**”. In other words, **the presence of women in engineering is not only a technical path but also an experience in which visibility, resilience and existence are constantly redefined.**

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From Hiring to Holding On: Glass Ceilings



The difficulties women face in engineering and in the business world are seen as the result of entrenched institutional barriers rather than individual failures. Although these barriers are invisible, they permeate every step women take and shape their professional paths. One of the most common barriers is **the "suitable candidate" cliché in recruitment**. Female engineers frequently encounter the phrase "this position is better suited to men" in their applications, or prejudices expressed in subtler ways.

In environments that require physical strength, such as construction sites and factories, the presence of women is still seen as an "exception", which **places women at a disadvantage from the outset**. A job description that is ordinary for a male candidate can be labelled "unsuitable" for a female candidate. This **causes women to be eliminated at the door from the very start**, while deepening their anxiety that "perhaps this field does not belong to me?".

Promotion processes are built behind a similar invisible wall. Even when women perform well in their jobs, they are tested with questions such as "can she lead, can she take tough decisions?". **Determination that is considered natural in men is still perceived as "too assertive" or "too harsh" in women**.

The glass ceiling is more than a metaphor: it is a reality in which women, as they climb the career ladder, constantly feel they are hitting their heads and being pushed back. This feeds **the feeling that "even if I succeed, there is an invisible limit"**; it pushes some **to work even harder and leads others to stay away from leadership**.

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On the Career Ladder: The Right to Lead Rather Than Be Led



Another expectation is **visibility and leadership opportunities**. Young women want to be present in engineering **not only as "employees"** but also **in decision-making positions**. For them, the ideal profession must offer not only **inclusion in the system but also the ability to change and steer it**. This expectation is fed by the need to make up for years of being kept in the background in male-dominated fields. **Women want leadership opportunities to be opened to them as well, and want engineering to be redefined as a field in which everyone, not only men, can have a say**.

When all these elements come together, the dream of an ideal profession produces a contradictory feeling in young women. On one side there is **hope, the desire to reach a respected and equal position through their own effort**; on the other there is **anxiety, the concern over whether the current system can truly make room for these expectations**. For this reason, **the definition of the ideal profession becomes not only an individual career goal but also a symbol of women's search for justice**. In this way, the engineering profession comes to mean, in women's eyes, both a safe harbour and a field to be won through struggle.

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On the Career Ladder: The Right to Lead Rather Than Be Led



Institutional barriers are reproduced not only in recruitment and promotion but also in everyday work culture. Women **being interrupted in meetings, having their ideas claimed by others, being excluded from site duties or being expected only to "take on organising and follow-up tasks"** shows how routine and ordinary these barriers have become. This creates an invisible but constant fatigue in women and leads them to act within the dilemma of "I must always be visible, but I must not attract too much attention".

Women respond to these obstacles in different ways. **Some work harder to break these barriers and focus on creating more visible success stories. Some show quiet resistance by focusing solely on the goal without entering into argument. Others feel a collective responsibility, saying "even if it is only through my own effort, I must leave a trace of women here"**. In every case, institutional barriers lead women to wage not only a technical struggle in working life but also a psychological one.

Looking at the overall picture, the greatest problem facing female engineers is not individual inadequacy but the fact that **institutional structures are still built on male norms**. As long as institutions do not question these norms in many areas, from recruitment criteria to performance appraisals, **women's potential cannot be fully realised**. However, increasing the number of role models, making success stories visible and redesigning institutional processes in light of their gender effects are seen as the most critical steps that will help women overcome these walls.

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Same Weight, Different Faces: Dynamics on Site and in the Office



The experiences female engineers face both on site and in the office are considered to stem from the gaps between institutions' equality policies on paper and everyday practice. **In both settings, women are expected to show not only technical competence but also patience, resilience and a constant performance of "suitability".**

The simultaneous demand for flawless technical skill and a compliant, conflict-free profile, the denial to women of the flexibilities granted to male employees, and the different labelling of the same behaviours create a shared tension.

It is stated that this atmosphere **gives rise to a work culture based on constantly proving legitimacy and belonging** and that **motivation shifts towards proving one's presence rather than towards success**. In this way, for women, engineering becomes an arena of struggle in which they negotiate with institutional culture both on site and in the office.

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The Hardness of Concrete, the Twists of the Glass Labyrinth: Diverging Obstacles



In site work, female engineers are considered to experience **a loss of safety, privacy and belonging** owing to physical arrangements designed around a male norm (separate toilets and changing areas, hygiene and safety equipment, canteen layout), and these shortcomings are considered to create invisible costs for productivity and time management. It is also observed that in recruitment and promotion processes they encounter more openly **statements that appear protective but are in fact exclusionary**, such as “can you handle this job?” and “do you have plans for marriage or children?”.

In the office environment, it is emphasised that barriers operate in indirect and wearing ways, following the logic of a “glass labyrinth”; **on the career ladder, paths appear open but behind the scenes become winding and labour-intensive**.

It is considered that, while these divergences **test female engineers** through concrete and spatial obstacles on site and invisible and structural barriers in the office, the common denominator is contradictory expectations and the attrition these expectations cause.

03

EVALUATION OF GEG TÜRKİYE



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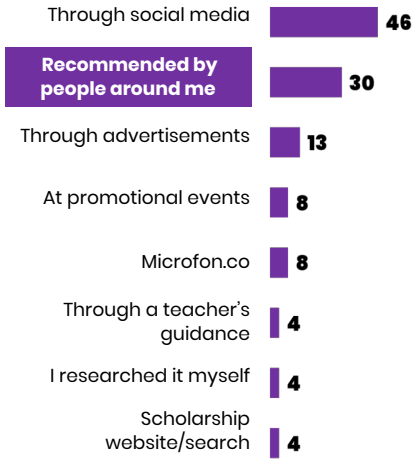
First Contact, First Excitement

First contact with the initiative begins with students hearing about it through different channels. **Social media** stands out as the strongest channel for awareness of the initiative. While students mostly learn about the initiative **through recommendations from people around them**, among alumnae **guidance from schools** is more decisive. Whatever the source, the shared perception of this first contact is the idea that it is **"a valuable opportunity that must be seized."**



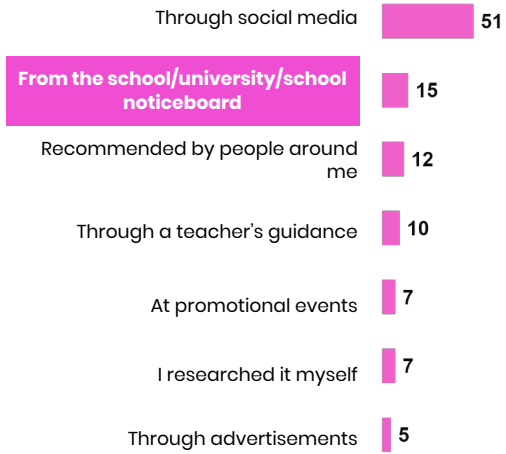
A1. How did you hear about the GEG Türkiye initiative?

Students (%)



Base: (Students n=79)

Alumnae (%)



Base: (Alumnae n=41)

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The First Incentive: The Scholarship Opportunity

At first, the initiative takes shape in young women's eyes **mostly as a scholarship opportunity**. When they enter the application process, their main expectation is to ease the burden of their education through financial support. **However, as the process unfolds, opportunities such as training, the Istanbul gatherings, role model events and mentoring support reveal a world that goes far beyond the scholarship**.

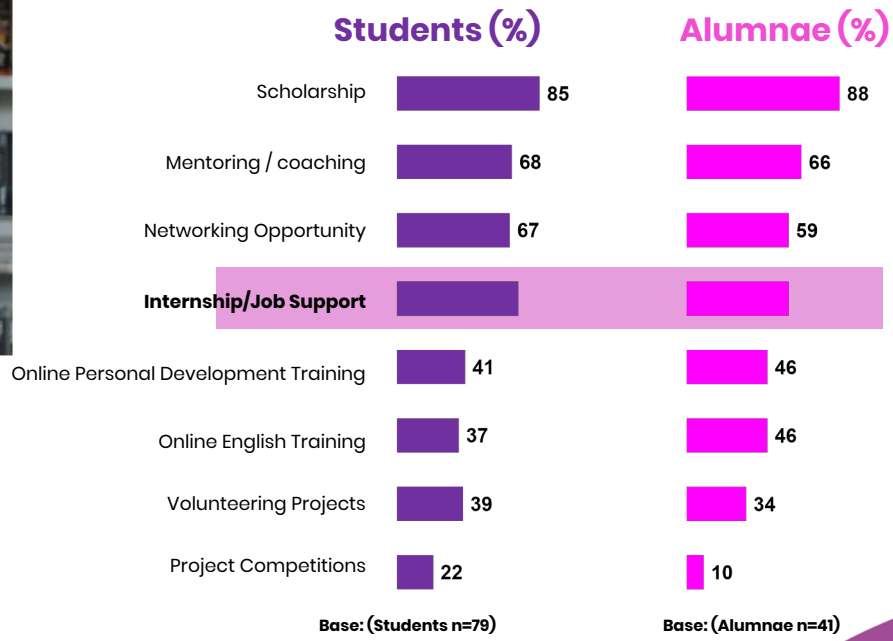


At first I applied because of financial concerns. But then I learned about the mentoring support. My mentor at the time was an academic at İTÜ. While it would have been impossible under normal circumstances for me to get an appointment, meet and talk with that woman, thanks to the initiative I went to the İTÜ campus for the first time in my life. I went into her office. We spoke many times with that lecturer, both by phone and face to face. Now I am proud to be a mentor myself."

(Aged 31, Electrical Engineer, Alumna Scholar / Mentor)

A2. Which support modules encouraged you to apply to the initiative?

Support modules that encouraged them:



Finding More Than Expected

Once they became part of the initiative, both students and alumnae turned mainly to core support such as **the scholarship and mentoring**. Although **internship opportunities** are a strong motivation for students, take-up remains limited. **In project competitions, however,** students take a very active part.

The feeling at this point is the realisation that they are individuals who are "**not only supported but also valued**". This awareness lays the ground for them to form an emotional bond with the initiative and to feel a sense of belonging. A path entered at first only in the expectation of a scholarship turns over time into **the experience of being part of a community**.

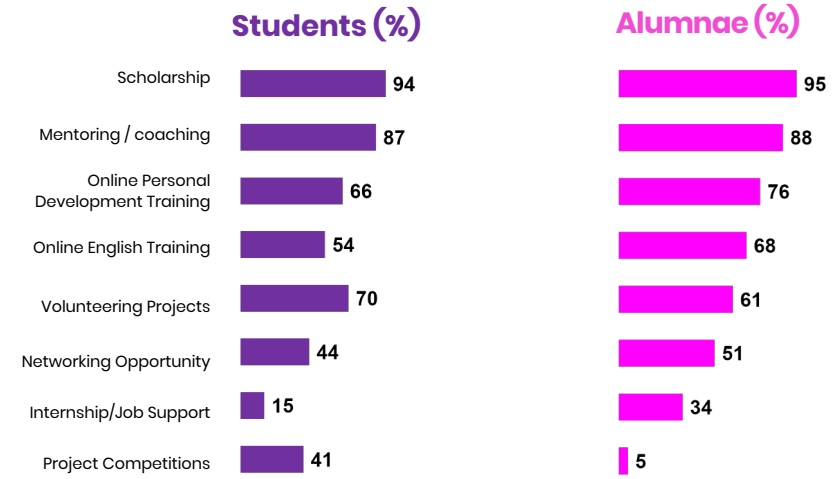


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(Aged 31, Electrical Engineer, Alumna Scholar / Mentor)

A3. Which support modules have you benefited from so far during the initiative?

Support modules used:



**Sorted by alumnae responses.*

Base: (Students n=79)

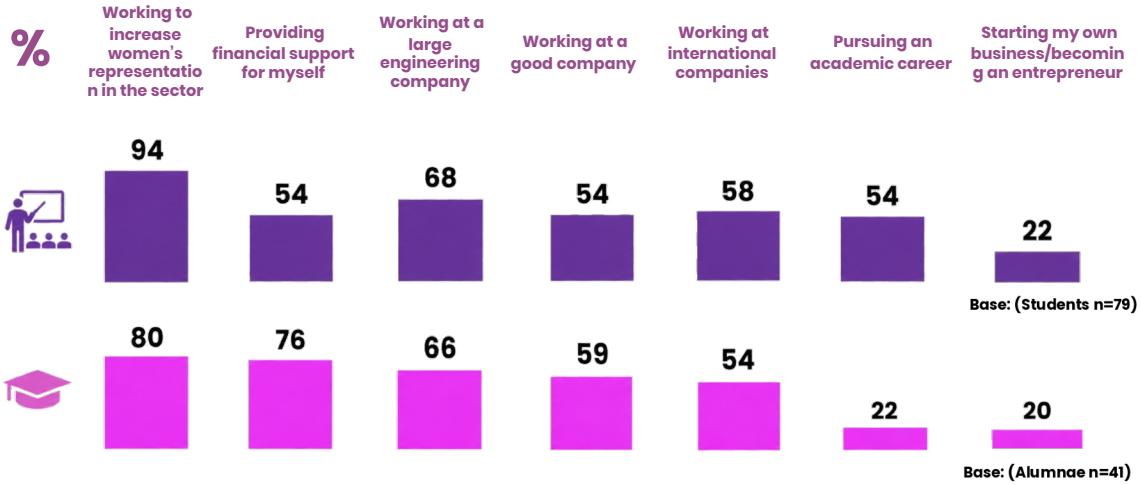
Base: (Alumnae n=41)

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Motivations for Joining the Initiative

*Working to **increase women's representation in the sector** is the strongest source of motivation for both students and alumnae. Participation in the initiative among students **is shaped by the wish to access academic opportunities**, while among alumnae, owing to growing work and life responsibilities, **the need for financial support** comes to the fore.*



A5. What encouraged you to join this initiative?

**Sorted by alumnae responses.*

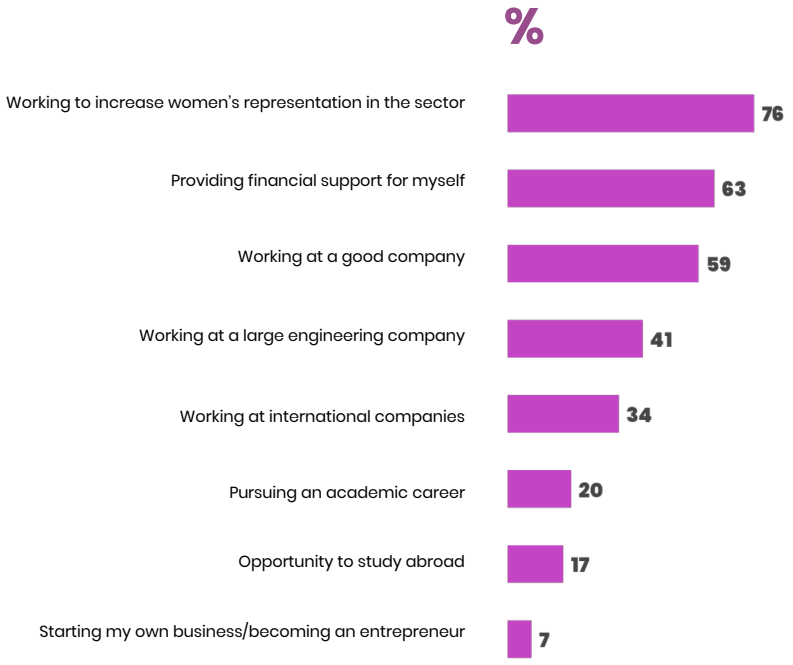


**Sorted by alumnae responses.*

A5a. After the initiative, in which direction did your career goals develop? In other words, which of them did you achieve?

Alumnae's Post-Initiative Career Path

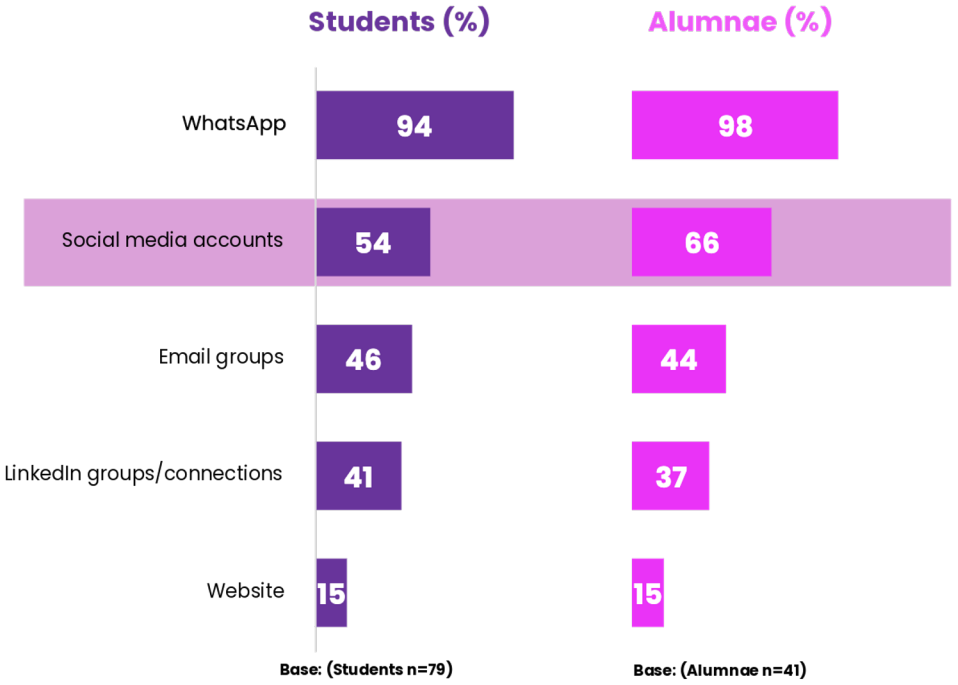
*The alumnae's career path is shaped **primarily around the goals of strengthening women's representation in the sector and working at good companies**; **financial support** stands out as a complementary gain that supports this process.*



Base: (Alumnae n=41)

Communication Channels

*Both students and alumnae follow the initiative's activities and announcements mainly through **WhatsApp**. **Social media accounts** stand out as a source of information used more often by alumnae than by students.*



Q5. Through which communication channels do you receive information about the activities and announcements of the GEG Türkiye initiative?

**Sorted by alumnae responses.*

Mentoring: Beyond Knowledge, a Fellow Traveller



"I am mentoring now as well, I have a student. She even studies at my university, but I am the one running after her to meet. I think there is a very big lack of follow-up on that. A serious arrangement and follow-up should be introduced for this. Evidently the student does not want mentoring, or is not keen enough. Perhaps she is taking the place of someone else who does not have these opportunities. There is no need to force a person. I called once or twice and so far we have met only once. I told her I often go to Gaziantep too. Since my family lives there, I said we could also meet face to face. I gave her all my details so she could call whenever she wanted, but she does not reach out to me at all. In short, she does not want to reach out, and she is taking others' places."

(Aged 31, Electrical Engineer, Alumna Scholar / Mentor)

For mentors, GEG Türkiye is not only a space for guiding young women but also an experience in which **the gaps of their own youth are made up for**. The phrase "***We did not have such opportunities in our day***", often voiced in the interviews, clearly shows their emotional bond with the programme. As mentors offer young women today the support they could not receive in the past, **this process, in which they are in fact also repairing their own stories, creates a kind of emotional healing**.

In their relationship with mentees, the core motivation has become not only transferring technical knowledge **but also giving inspiration and courage**. Many mentors say they feel admiration as they watch their mentees' bold steps and, saying "***I could not have done these things at that age***", that they **draw strength from the students**. This turns the programme, for mentors, **into a space of two-way learning and empowerment**.

At the same time, some mentors said that **they felt disappointed when communication broke down in their pairings**. The thought "***I am ready, but my mentee is not engaging enough***" creates not only an operational problem but also a sense of emotional shortfall. For mentors, therefore, GEG Türkiye is **a sensitive process that is both a source of pride and satisfaction and one in which emotional ruptures can occur depending on the quality of the bond**.

Coaching:
The Final Guide in Education



Coaches approach the process, compared with mentors, **with a more analytical eye**. For them, the greatest satisfaction **comes from seeing mentees progress step by step towards the goals set**. The analogy often used in the interviews is **that of a coach looking at the scoreboard after a match**: the student's concrete achievements create a sense of pride and satisfaction in the coach.

In coaches' eyes, GEG Türkiye is a space not only for individual development but also for systematic progress. **Students recognising their strengths early, clarifying their goals and progressing in small steps are, for coaches, the most critical outcomes of the programme**. This approach makes it easier for students to gain confidence and enables them to look to the future more clearly.

However, there are some challenges coaches also want to highlight. **In particular, students' heavy academic schedules and fluctuations in motivation make it difficult to stay committed to goals**.

In this situation, coaches feel the need to increase patience and flexibility, and also call for **"more systematic follow-up mechanisms"**. **For coaches, therefore, GEG Türkiye is a process of professional satisfaction that also brings a need for new tools and methods.**



For institutional representatives, GEG Türkiye initially takes on meaning as a social responsibility project that produces social benefit. The main feeling when they first hear about it is **the pride of contributing to equality of opportunity and the satisfaction of opening doors of opportunity for young women**. As the process unfolds, however, it becomes clearer that this support is not only a social benefit but also an investment that increases the sector's competitiveness. Stakeholders observe that scholars graduating with strengthened technical and social skills make a direct contribution to the sector. In their eyes, GEG Türkiye is **a tool for "expanding the talent pool": an increase in the number of female engineers enriches diversity in engineering and institutional performance. This awareness is leading the programme to gain increasing strategic value.**

Another point that stands out in stakeholders' assessments is GEG Türkiye's critical role in terms of corporate competitiveness. **The presence of women in engineering increases not only equality of opportunity but also workforce diversity and problem-solving capacity**. In their view, engineering develops the more it is open to different perspectives, while the absence of women causes the sector to shrink. This perspective strengthens the programme's strategic value. **Stakeholders emphasise that GEG Türkiye expands the sector's talent pool, raises institutions' brand value and builds public trust. In their eyes, therefore, GEG Türkiye is not a social responsibility project but the key to corporate sustainability and competitiveness.**



"As a mentor, we treat students equally. Whatever someone is missing, we teach it very well. Our aim is for everyone to become a very, very good engineer, because we must work with the best engineers in future. We want them to keep developing themselves. We call this an innovative approach. Our first aim is to train the engineer who understands very, very well what the customer wants and finds the best solution accordingly. Because not everyone graduates from university on the same terms. Every school's approach is also very different. Our aim is to teach the best subject to engineers who will take the right approach to the programs we use and the products we make. Because among us there are engineers who know a great deal, and over the last ten-odd years we have started to share this know-how very well. Our first aim is for engineers to train one another. Everyone is equal. The aim here is to train the best engineers, the most innovative, who use technology best."

(Stakeholder, Siemens)

From the stakeholders' perspective, the sustainability of the mentor–student relationship **is seen as one of the initiative's most strategic components**.

Stakeholders believe that this interaction serves not only individual benefit but also **institutional culture change**, and that **it is a critical tool that increases women's professional retention**. In this respect, mentor–student interaction gains importance **as an output of institutional policy supporting gender equality**.

Stakeholders see the coaching service as an element that strengthens the programme's credibility and sustainability. GEG Türkiye's matching and follow-up support reinforces the perception that a volunteer-based structure is managed professionally, and creates satisfaction.

By **helping young aspiring female engineers gain self-confidence** and **come into contact with expert advisers,** the coaching service increases the programme's social impact; stakeholders also regard it as **a practice that makes social benefit tangible and supports the vision of inclusion**.

04

“GEG TÜRKİYE” INITIATIVE: OVERVIEW OF BENEFITS AND EXPECTATIONS



Limak

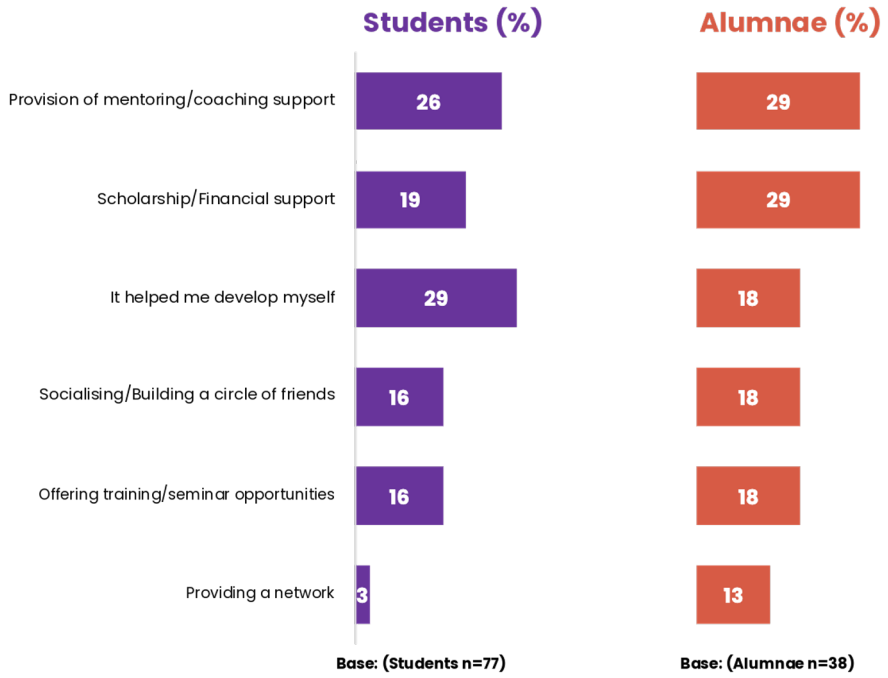
GLOBAL ENGINEER GIRLS Türkiye

TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI

GLOBAL ENGINEER GIRLS Türkiye

Reasons for Overall Satisfaction

*For students and alumnae, **mentoring and coaching support** stands out as the most fundamental factor in satisfaction with the initiative. While alumnae express their satisfaction mainly through **the scholarship opportunities**, students' satisfaction is fed by the way the initiative **supports personal development and** gives direction to their futures.*



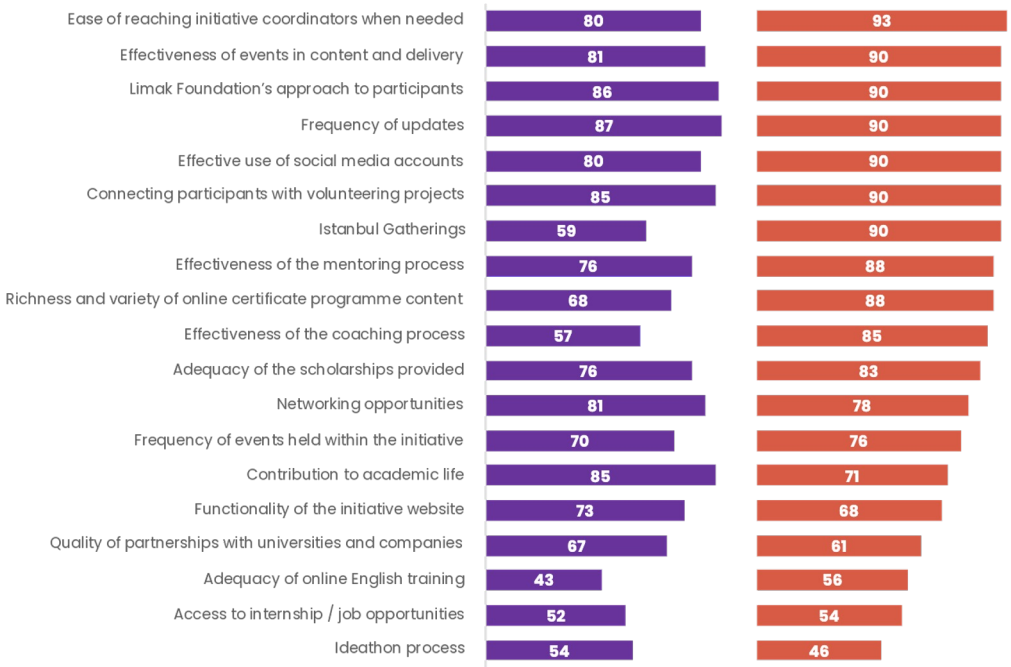
Q1a. You rated your satisfaction as 4 or 5 points. Could you please share the details of your satisfaction with us?

**Sorted by alumnae responses.*
Base: Those who said very satisfied + satisfied

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Initiative Overall Assessment

For alumnae, ***being able to reach the initiative's coordinators easily whenever they need to*** *stands out as the strongest source of satisfaction. Students, meanwhile, are satisfied with* ***the regular and frequent flow of information and the foundation's supportive and attentive approach****. Practices that relate directly to working and career life,* ***such as the Istanbul gatherings, the effectiveness of the coaching process and online certificate content****, create a higher level of satisfaction among alumnae than among students.*



Q2. Could you rate your satisfaction with each of the following aspects of the GEG Türkiye initiative on a scale of 5 to 1?

**Sorted by alumnae responses.*
Assessments shown are for T2B (5+4).

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Initiative Overall Assessment

*Students and alumnae **find the GEG Türkiye initiative trustworthy and are proud to be part of it**. Although satisfaction is strong in both groups, **taking their needs and feedback into account more visibly** stands out as an area for the initiative's development.*

	Students (%)		Alumnae (%)	
	TopBox	Top2Box	TopBox	Top2Box
It is a trustworthy initiative	75	100	76	100
I am proud to be part of this initiative	78	99	73	100
It contributes to increasing women's employment in engineering	82	97	71	100
It is a community whose network I will be glad to be part of after graduating	76	97	68	98
It has a strong reputation	66	96	66	95
It values ethics and acts accordingly	67	96	68	93
It offers participants transparent communication and management	61	89	63	93
It is an initiative I have embraced/feel I belong to	68	95	68	90
It has a well-established structure	66	95	68	90
It plays a unifying role in the sector	62	94	63	90
It takes participants' needs, suggestions and feedback into account	51	87	59	90

** Sorted by T2B.*

Base: (Students n=79)

Base: (Alumnae n=41)

Q3. Could you assess Limak Foundation's GEG Türkiye initiative against the criteria you see on screen?

TopBox: Strongly agree
Top2Box: Strongly agree+agree

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Initiative Gains and Future Impact

*While the initiative makes **a strong contribution to inspiring students and raising their awareness**, **the acquisition of extracurricular skills** is an area open to development for both groups.*

	Students (%)		Alumnae (%)	
	TopBox	Top2Box	TopBox	Top2Box
I would like to remain in the GEG Türkiye initiative network in the years ahead	75	100	68	98
The initiative made me more aware of gender equality	78	99	71	95
The people I have met through the initiative inspire me	82	97	56	95
I think the experiences the initiative provides will make/have made an important contribution to my CV	76	97	54	93
The initiative process has enabled/is enabling me to gain extracurricular skills (leadership, communication, etc.)	66	96	49	85

** Sorted by T2B.*

Base: (Students n=79)

Base: (Alumnae n=41)

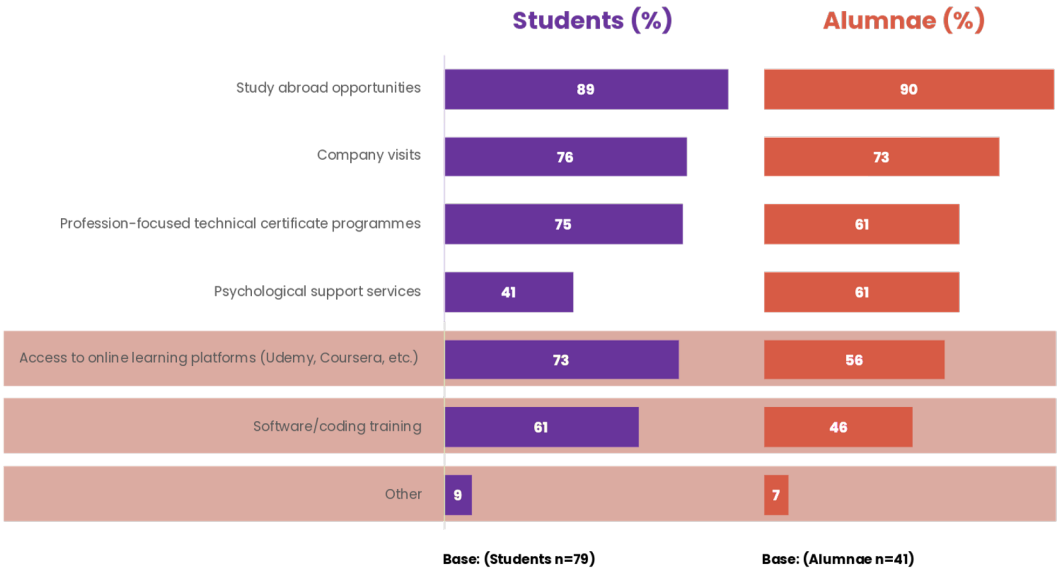
Q4. Below you will see some statements designed to learn your views on the GEG Türkiye initiative.

TopBox: Strongly agree
Top2Box: Strongly agree+agree

GLOBAL ENGINEER GIRLS Türkiye

Expectations of the Initiative

Among both students and alumnae, ***study abroad opportunities*** *create the highest expectation.* ***Students show greater interest in psychological support, online learning platforms*** *and* ***obtaining profession-focused technical certificates****. The initiative shows that, during the student years, needs supporting both academic and technical development and emotional resilience are more pronounced and more of a priority.*



Q4a. What other opportunities would you like to see added to the initiative's modules?

**Sorted by alumnae responses.*

GLOBAL ENGINEER GIRLS Türkiye

Suggestions for Areas of Development

Among students and alumnae, ***the expectation of training suited to their departments*** *comes to the fore. Alumnae prioritise* ***face-to-face gatherings*** *more than students do.*
For alumnae*, the opportunity to find a job in the post-graduation* ***period is more important****.*

	Students (%)	Alumnae (%)
Professional/technical training by department	23	20
More face-to-face gatherings and events	10	18
Internship/additional internship opportunities	9	10
There should be opportunities and events to help with finding a job	**-**	**10**
Study abroad programme	13	10
More training/Certified training	13	8
Training focused on psychological development	4	8
Holding the Istanbul gatherings more frequently and regularly	3	8

Base: (Students n=79) **Base: (Alumnae n=41)**

Q4x. If you have any suggestions for the development of the GEG Türkiye programme, could you write them down?

**Sorted by alumnae responses.*

EVALUATION OF THE SCHOLARSHIP OPPORTUNITY



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TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI



"There was such a difference between the GEG Türkiye I applied to for a scholarship of about 200 TL at the time and the GEG Türkiye I found once I was inside it. Once I was inside the initiative, that scholarship I had applied for no longer mattered at all."

(Aged 32, Environmental Engineer, Alumna Scholar / Mentor)

It is particularly emphasised that the scholarship opportunity is not only financial support but also **an equal starting opportunity** and, for students, **a fundamental element that creates a sense of confidence, motivation and value**. This support is said to ease the cost of study, allowing bolder steps on the path to engineering, and to help students develop a more stable outlook on the future.

It is particularly underlined that students freed from financial worries **focus more clearly on professional development and learning**, so that guidance produces more concrete and visible results. The scholarship is regarded as a strategic support that increases the efficiency of the mentoring process and strengthens the relationship.

Among stakeholders, it is strongly expressed that the scholarship opportunity creates tangible value in terms of social responsibility and equality of opportunity. It is emphasised that, thanks to the scholarship, the initiative's institutional identity has been strengthened, its social impact has become visible, and it is positioned as a long-term strategic investment in the employment of female engineers.

EVALUATION OF MENTORING & COACHING SUPPORT



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TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI



"I wish I had had the opportunity earlier, and that from my first year at university there had been someone I could consult about such things, who could guide me, whom I could ask when something was on my mind. Unfortunately for me it came a little late. Someone who has walked the paths you walk, who has had your worries. Who has got through your difficult times. Who has entered working life. Who has reached a certain point. Who has gone through certain difficulties. They can pass their experience directly on to you, they have their own network. They can help with an internship. They can help with a job. They can be a reference. As long as it is used properly, I think it is something very valuable."

(Aged 31, Electrical Engineer, Alumna Scholar / Mentor)

The mentoring and coaching process is seen by students as one of the initiative's **most attractive and transformative elements**. Students usually came across this opportunity through promotions of the initiative, presentations at the Istanbul gatherings or what scholars in higher years shared. When they first hear of it, students feel **excitement, confidence** and **the sense that "I will not walk alone"**; for some students, however, this is also accompanied by **the anxiety "Will I get the right mentor too?"**.

Students' expectations do not focus only on sharing technical knowledge. **With their mentors' support, scholars expect to make better progress in their courses, pick up tips about site work, receive guidance on the difference between site and office work, and gain access to a professional network**. More importantly, **being able to reach a living success story when they feel unsuccessful also gives them morale and motivation**. It is said that **talking to a female engineer who has had similar experiences and says "I went through the same processes too" is healing.**

The expectation of coaches is different: rather than academic or technical matters, they are expected to **provide guidance on personal development, clarifying goals and measurable steps of progress**. The experience largely met these expectations. One-to-one sessions with coaches **helped students understand themselves more clearly, recognise their strengths and progress step by step**. The **structured feedback** coaches gave them created **a sense of confidence and clarity in students**.



"As far as I know, they matched people within the same professional groups as much as possible. The student I was matched with was a very apt and very sensible match. Because she is a civil engineer too. So we are lucky. We can speak the same language. She has said so many times as well. In that respect we are satisfied."

(Civil Engineer, Mentor)

For mentors and coaches, guiding students is seen **not only as an individual contribution but also as a responsibility to pass on their own professional experience to the future**.

Mentors, while answering young women's questions, **both reinterpret their own experiences and feel the motivation to strengthen the presence of women in engineering**. In this context, mentor–student interaction is regarded as a two-way learning process.

Coaching support helps young women **bring out their professional and personal potential, gain self-confidence and clarify their goals**. This process enables participants to learn not only through information and guidance **but also to hear their own inner voice, recognise their limiting beliefs and take concrete steps;** in this way it supports **the gain of self-confidence and role models**, one of the programme's core aims.

The coaching experience is also transformative for the coaches involved; while guiding young aspiring engineers, it lays the ground for them to develop their own communication, leadership and empathy skills. In this way, rather than one-way mentoring, the programme creates a sustainable space for development in which both sides are strengthened, and builds an ecosystem that reinforces women's presence in engineering.

EVALUATION OF THE SOLIDARITY AND BELONGING SPACE



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TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI



"I felt supported by such an initiative. If you are going to make your way as an engineer, look, this is how we support you. We have training, resources and opportunities we can offer as an extra competence for a woman engineer, such as the leadership in engineering certificate programme. We took the training there, but I say, will we really see such a thing, is this real? With some training being thought through in every respect, I sometimes say the promises were true. At that point, all the training I received was very visionary."

(Aged 28, Civil Engineer, Alumna Scholar)

For students, the **space for solidarity** the initiative offers is seen **as one of the most important elements reducing the sense of loneliness on the path to engineering**.

For female high school students, it creates the awareness that "**There are others who think like me**"; for prospective scholars, it raises hope that they will find companions on the road in future.

For current scholars, this space **provides the opportunity to build a collective bond by sharing their experiences**.

Emotionally, trust, morale and belonging come to the fore; functionally, shared learning, knowledge sharing and building social capital.



For mentors and coaches, **the culture of solidarity** adds **trust and warmth** to the relationship they build with students.

They find it **inspiring to observe not only students' individual development but also the ways in which they support one another**.

This creates **a motivation that also feeds their own guidance processes**.



"Very impressive. Because within the GEG Türkiye initiative students are taken from 81 provinces, and not all of these students have equal opportunities. But such good training is given here that they try to bring them all to almost the same level. On this journey of transformation, the girls become companions in fate to one another and form a heartfelt bond."

(Stakeholder, Women in Technology Association)

For stakeholders, **the culture of belonging and solidarity is considered among the elements that determine the initiative's long-term social impact**.

Stakeholders believe that, thanks to this culture, female engineers build **lasting bonds not only within the initiative but also in their professional lives**.

In this way, they believe, the sustainability of the women-in-engineering ecosystem is strengthened.

EVALUATION OF INTERNSHIP AND EMPLOYMENT OPPORTUNITIES



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TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI



"I think they should not forget this place as they go global. Because I see it and I am happy too. Spain has joined, there is work in different countries. It is very nice, wonderful. But will a Turkish student be able to do an internship in Spain too? Besides an internship, will she be able to find a job? Will we be able to go there too? Will they come here? Will their programme have opportunities like the ones here?

(Aged 28, Civil Engineer, Alumna Scholar)

For students, internship and employment opportunities offer **the chance to experience how theoretical knowledge from engineering education can be applied in the field**.

For high school students, this opportunity creates the chance to imagine their future professional path more concretely; for prospective scholars, it provides the courage that comes from stepping into a "real work environment".

For scholars, the internship is a critical step in the transition to working life and is regarded **as an element that strengthens their CVs and expands their professional networks**.

Emotionally, belonging, proving oneself and motivation come to the fore; functionally, work experience, gaining professional skills and the likelihood of employment.

Having the opportunity provided within an initiative, rather than searching alone, is found **empowering and encouraging towards the profession**.



"Naturally they are confused. Now, for a start, civil engineering is an interesting field. There are many different disciplines within it. There is structures, there are building materials. There is geotechnics. There is water. There is transport. There is construction methods. Just think how many different fields there are under construction. They cannot really work out which one to go for. Without much experience, and only with courses, a person may not be able to make the right decision. There is also no time in which everything can be taught. In four years, which of them can be taught well enough? Some foundation is gained at school, and specialisation is acquired. Finding an internship can also turn into requests that come to me. What they apply for themselves may not be exactly what they want; I see that they struggle. Will they go on into the private sector or academia? They struggle there too. Some very much want academia.
Their grades may not be good enough. This is exactly what we are here for."

(Civil Engineer, Mentor)

For mentors and coaches, students' internship experiences **make it possible to observe the concrete outcomes of the guidance given**.

It is thought that students **mature faster through the experience they gain in the work environment and build their professional identities more clearly**.

In addition, offering this opportunity through the initiative is found **positive in terms of students gaining the chance to work at trustworthy and appropriate places**.



"It is especially important that girls are given internship opportunities. In the internship they will have the chance to show themselves, and then job opportunities will arise. These matter because, in a system built on choosing in favour of men, girls can only come to the fore in ways like this. If she is successful anyway, she will get somewhere because she deserves it, not because she is a woman. In this sense I am in favour of positive discrimination. Let us be the light, and after that, if she is successful, she will carry on anyway."

(Stakeholder, Elekon)

For stakeholders, internship and employment opportunities are regarded as **a tool that increases the visibility of female engineers in the sector and makes gender equality tangible**.

Stakeholders believe that these opportunities **will increase female engineers' employment rates and strengthen their institutional reputation in the long term**.

The area in which stakeholders play the most active role in the initiative is **acting as intermediaries for internship opportunities and forming a supportive step on the path to employment**. For this reason, this is the benefit with which they feel the strongest emotional bond.

EVALUATION OF MEETING PIONEERING NAMES IN STEM



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TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI



For students, meeting pioneering names in STEM is described as **an inspiring and eye-opening experience**.

For high school students, these meetings are imagined as events that will create **a powerful symbol that success is possible**; for prospective scholars, they mean **an opportunity to clarify their goals and connect with role models**.

For scholars, these encounters are both a source of motivation and enable them **to build their career goals more ambitiously**.

On the emotional level, **admiration, hope and motivation come to the fore;** on the functional level, **building networks, career vision and finding direction**.



"The gathering event is a huge opportunity for the students. You get the chance to meet leading names one to one. You come into direct contact with a person you would normally never be able to meet or talk to. There you hear such things from pioneering names that you really say, well, I have not done anything. Because girls like me are not on equal terms with children from economically wealthy families. As a student I used to think, I wonder, if I had money too, would I have been like that. When you come back from the Istanbul gathering, you get into feelings like I should do a bit more, what I am doing now is not enough, and that is very good, even if it is only once a year. Does testing yourself, questioning yourself, provide motivation? It provides serious motivation."

(Aged 31, Electrical Engineer, Alumna Scholar / Mentor)

For mentors and coaches, students' meetings with pioneering names offer an inspiring complement to the mentor–student relationship.

They are pleased that, alongside their own guidance, students are enriched by different perspectives, and they observe that **these experiences increase young women's self-confidence**.

Like the scholars, they too would like to come together with other mentors and coaches at these gatherings, **both to socialise and to broaden the sources of development opportunities**.

05

CONCLUSIONS & RECOMMENDATIONS



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TÜRKİYE CUMHURİYETİ AİLE VE SOSYAL HİZMETLER BAKANLIĞI

GLOBAL ENGINEER GIRLS Türkiye

Overview

Common ground:

Role models as a source of trust and inspiration

GEG Türkiye creating not only a scholarship but an ecosystem of belonging and solidarity

Differing perspectives:

High school students: Pressure of being steered and anxiety about making the wrong choice

Mentors: Approaching the process from an emotional and inspiring perspective

Coaches: Achieving progress through measurable goals

Stakeholders: Regarding the programme as a strategic investment

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Recommendations & Areas for Development

Strengthening Contact at an Early Age	• More active promotion in high schools • Meetings with role models at an earlier age • Proper guidance support before university
Increasing the Visibility of Opportunities	• More effective promotion of language support and certificate programmes • Encouraging use of mentor/coach support
Strengthening Internships and Employment	• Expanding places in line with the increase in scholar numbers • Making international internship and job networks systematic
Improving Matching and Follow-up Systems	• Considering goal and personality fit in mentee matching • Developing digital tools to monitor student motivation • Actively involving mentors/coaches in the process through thorough briefing and spaces for socialising
Sustainability and Impact Measurement	• Reporting the programme's outputs regularly with qualitative and quantitative data • Sharing transparently with internal and external stakeholders
Expanding International and Institutional Networks	• Promoting GEG Türkiye in different geographies • Developing student exchange/internship opportunities among the countries where GEG is active • Increasing cross-sector collaboration at international level
Increasing the Visibility of Female Engineers	• Sharing the stories of successful alumnae scholars • Campaigns that strengthen the feeling "someone like me did it, so I can do it too"

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Recommendations

Students

- Structured, certified development modules should be added for extracurricular skills (leadership, communication, problem solving).
- Coaching and guidance content supporting psychological resilience should be strengthened during the student years.
- Internships and site experience should be extended so that students can make contact with the business world from an early stage.
- The mentoring process should be deepened to provide career direction and networking beyond academic support.
- Role model meetings should be made more systematic and sustainable so that their inspirational effect lasts.

Alumnae

- Career support for the post-graduation period, including job finding, references and company matching, should be increased.
- Face-to-face gatherings and professional networking spaces for alumnae should be organised more frequently and thematically.
- On the alumnae side, mentoring should be restructured to include a career counselling dimension.
- Alumnae should be encouraged to contribute actively to the initiative as mentors, speakers or role models.
- International internship and experience opportunities for alumnae should be placed in a clearer and more accessible framework.

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THANK YOU

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