“Global Engineer Girls” Program

North Macedonia - July 2025

Social Impact Research



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Qualitative Project Design

The main purpose of the research is to understand the social impact of the Global Engineer Girls (GEG) project on different stakeholders of the program. This report contains the findings on North Macedonia Program. Obtained insights will be used for PR purposes and also for developing future strategies of GEG program.

Within the scope of qualitative research, a total of 8 Online In-Depth Interviews with GEG scholars were conducted in North Macedonia.

Sample Definition:

18-24 years old female University Student in Engineering Faculties Who has been a Global Engineer Girl program Scholar in the last 2 years

Online Indepth Interviews #	Age	Gender	Profile	Criteria
8	18-24 (Balanced)	Female	University Student*	Global Engineer Girl Program Scholar

Total of 8 Online Indepth Interviews

**Computer engineering, Mechanical and Computer Engineering, Environmental Engineering, Structural Engineering, Economic Engineering, and Engineering Management.*

Gaining Context



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Rooted in Tradition, Reaching for Tomorrow



The people of North Macedonia take great pride in their local heritage, maintaining strong connections to the country's culturally diverse regions. Known for their warmth, generosity, and hospitality, Macedonians place great importance on community and family.

Traditional homes often feature central courtyards shared by extended family members, reflecting the enduring value of close family ties. While patriarchal norms continue to shape everyday life, particularly in rural areas, urban centers are gradually shifting toward more modern and egalitarian values.

Education is widely respected, yet economic uncertainty and high youth unemployment continue to shape the aspirations and opportunities of young people. Gender roles remain well-defined in many areas, though institutions and civil society are increasingly working on challenging stereotypes and expanding opportunities, especially for young women in male-dominated professions.

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Agenda

01 Being a Woman & Gender Roles

02 Education & Vocational Perceptions

03 Current Studies & Expectations On Undergraduate Education

04 Meeting the Global Engineer Girls

05 Evaluation Of The Global Engineer Girls

06 Evaluating The Impact Of Global Engineer Girls On Social Life

07 Conclusions & Recommendations



01

Being A Woman & Gender Roles



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Society's High Expectations of Women

Women balance growing expectations to excel in both career and family life. Society expects women to excel in both professional and domestic spheres. This dual role creates significant challenges influenced by deep-rooted cultural norms. Traditional gender roles and stereotypes shape women's experiences. Women often carry the primary responsibility for home and family, while men focus on career leadership and financial provision. These expectations remain especially persistent among older generations, reinforcing unequal opportunities and limiting women's full participation in professional fields. Despite these challenges, progress toward gender equality is clearly underway. Women break stereotypes by entering traditionally male-dominated fields and sharing domestic responsibilities more equally with men. Educational institutions and changing family dynamics support this shift. Ongoing societal efforts remain essential to fully achieve gender equality and allow individuals to define their roles by choice rather than tradition.



"There are still stereotypes about women's and men's roles, especially among older generations. They believe that men should do the hard work, while women should stay at home and cook." –Faculty of Computer Science and Engineering, 24, 4th year

""I think that nowadays the stereotype of male and female roles is slowly disappearing, and I really like that because there should be gender equality. However, I know that stereotypes about 'women's work' versus 'men's work' still exist, especially among the older generations." – Faculty of Civil Engineering, 22, 3rd year

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What Society Still Tells Women



Most of the female students who participate in the research encounter the idea of ‘men’s work’ and ‘women’s work.’ Some faced it directly when applying to male-dominated fields like engineering and fell into doubt. Others heard so-called ‘caring’ comments from their families like ‘It’s better to choose something easier' which implies that certain jobs aren’t for women.

Many students experience gender-based expectations at early ages: girls are raised to be caregiving and responsible, and boys to be strong and independent. These patterns become especially visible later in life, particularly when women become mothers and take on most of the childcare and household responsibilities.

That said, gender stereotypes stay common in society, especially among older generations. Attitudes like “women should take care of children” or “men should provide more” still influence how roles are seen.

“There are definitely prejudices about household roles. Women are often expected to handle most of the home and childcare, while men usually have fewer responsibilities and more free time. Because women take on more tasks, their free time is much more limited.”
-Faculty of Civil Engineering, 24, graduated

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Family Support against Societal Stereotypes



Family support is crucial for young women's self-confidence. Many participants note that their generation starts to break away from these stereotypes. Younger generations increasingly believe in shared household responsibilities.

At the same time, students remain aware that gender stereotypes still influence their subconscious which leads to self-doubt, low self-confidence, and a sense of uncertainty. Some students say that because of these social expectations, young women may question their dreams, hesitate to pursue certain careers, or even give up on goals they once believed in. That is why support - especially from family - is crucial, particularly for students.

"Prejudices definitely have an impact. They can lead to feelings of insecurity, lower self-confidence, and sometimes even stop girls from choosing the profession they truly want. They might feel they're not good enough, especially if it's seen as a "male" profession. Often, instead of following their passion, they choose something where they feel more comfortable." - Faculty of Computer Science and Engineering, 23, 4th year

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What Did They Say?

"There are times when you keep facing the same problems, and as a woman, I start doubting myself - am I doing this right? Am I even fit for this job? No matter how strong you are professionally, it still affects you mentally." - Faculty of Technical Sciences, 23, 4th year

"Yes, many times I have encountered the division between male and female jobs. For example, that a man cannot work in a beauty salon, or that a woman cannot work as a construction engineer the way a man can." - Faculty of Civil Engineering,22, 3rd year

"Often, in construction where I have been, like at Limak, I have seen women engineers and construction managers. But when they were building blocks C and D, we went on a side visit right to the construction site, and I didn't see a single woman there - only men working. Maybe it looks like a man's job, but that doesn't mean a woman can't do it and succeed." - Faculty of Electrical Engineering and Information Technologies, 23, 4 year.

"Once, while soldering wires for a small robot, we did a poor job. The assistant said it was because we're girls - not due to lack of guidance, but just our gender. When I asked why, he said boys grow up playing with tools, and girls with dolls. This upset me." - Faculty of Computer Science and Engineering, 23, 4th year

A couple of years ago, when I decided to go to university, I heard comments like "Wow, that's a man's profession, it's harder." But they weren't negative or saying, "What are you doing in a man's field?" - they were more like, "Good for you!" - Faculty of Civil Engineering, 22, 3rd year

I think here it can influence them to change their minds or feel discouraged from enrolling in that faculty. They might think, "I'm a woman, so maybe I should choose something different." - Faculty of Civil Engineering,22, 3rd year

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Who Guides Students' Paths?



Most young women say that they haven't faced direct pressure from their families or universities when choosing what to study. They note that universities generally do not give guidance or limits on what to study based on gender. Compared to the past, they feel more free to follow their interests and often mention strong support from parents and friends. Few hear comments like, "That's not for girls."

Still, some subtle expectations remain. One student shares that her mother wanted her to become a doctor - a "safe" and traditional choice for women. Even though she liked the idea, she didn't feel it was right for her. In the end, she followed her passion for math and physics and chose a technical field (Faculty of Civil Engineering, 22, 3rd year).

These stories are rare, but they show that quiet gender messages still exist. Many students believe that their generation is more open and supportive. That's why family support matters so much. It gives students the confidence to trust their choices, even when stereotypes try to hold them back.

Social media also gives people freedom to express themselves, but it rarely challenges gender stereotypes in a meaningful way.

"I usually receive such comments from my family because they care about me. For example, when they say things like "how will you manage in a factory," it's because they're worried it might be too hard for me." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

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At Home, Roles Still Matter



"I usually receive such comments from my family because they care about me. For example, when they say things like "how will you manage in a factory," it's because they're worried it might be too hard for me." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

Most students describe traditional roles at home, where mothers usually handle cooking and childcare, and fathers take care of outdoor chores and repairs. They do not always see this division as unfair, but rather as a practical way their families organize tasks. Girls often learn household duties from their mothers, while boys follow their fathers' example. Despite this, many students hope for more equal sharing of responsibilities in their own future families.

Many students admire their mothers as strong role models who balance family and work. While they want to follow a similar path, they also hope for more shared responsibilities at home and a bit more freedom to do things their own way. For most, the goal is not to be the same - but to build on their mother's example and shape a life that fits them.

- ✓ "I would do the same as my mother, but I would like to share the responsibilities equally with the person I live with. I don't want it to be "you do this, I do that," but rather for us to do all the tasks together." - ***Faculty of Civil Engineering, 22, 3rd year***
- ✓ *"From what I see at home, I can imagine myself like my mother in the future because she has created a great balance between the household duties expected."****Faculty of Computer Science and Engineering, 23, 4th year***
- ✓ *of a woman and her professional life." -*

02

Education & Vocational Perceptions



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Education as a Path to Independence and Possibility



Education signifies personal growth, opportunities, and career paths. It shapes identity, character, and worldview. For many, education forms basis for work, travel, and acceptance - both self and social – and serves as a foundation for professional and personal freedom.

Students describe education as a journey of patience, discipline, and ambition, often seen as the key to success. It gives them confidence, a sense of self-worth, and social recognition. Formal education also connects to financial independence, access to better jobs, and the ability to make a meaningful contribution to society.

✓ *"I've always been very disciplined in that regard. Even as a child, I made sure to complete my responsibilities on time. I believe that education and one's profession are key factors in a person's development—not just professionally, but also personally."* - ***Faculty of Civil Engineering,22, 3rd year***

✓ *"I believe education is important because, with a good education, I can find a good job and work on meaningful projects. It's not just about earning a good salary - it's also about forming new friendships with people who have been educated in a similar way, so you can grow and complement each other."* - ***Faculty of Computer Science and Engineering, 23, 4th year***

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Rooted in Learning, Reaching for the World



Beyond job prospects, education brings a sense of pride, belonging, and connection - to peers, mentors, and the broader world. Despite criticisms of the system in North Macedonia, students remain hopeful, expressing strong motivation to continue learning and embrace opportunities like scholarships, internships, and global programs.

For many, education is not just a diploma - it is a mindset, a tool for transformation, and a symbol of future potential.

- ✓ *"I believe education is a path to success. It's not that you can't achieve something without it, but with higher education, you can gain a higher status in society and feel better about yourself. You develop a stronger sense of self-worth and confidence, and you become part of a circle of people who are also well-educated - colleagues, friends, and connections." -* ***Faculty of Civil Engineering, 22, 3rd year***
- ✓ *"For me, education is very important. It was essential for me to earn a degree so I could feel confident that I possess the qualities that will be needed in my future career. I also believe that everyone should pursue education, because it still influences how society perceives you." -* ***Faculty of Computer Science and Engineering, 23, 4th year***

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Dreams and Perspectives on Education I



"Right now, my goal is to keep learning while also experiencing what it's like to be independent - both financially and professionally. I want to understand what it means to lead something. My aim is to find a job where I'll have authority and the power to create and run a program." - Faculty of Technical Sciences, 23, 4th year

Education means different things to everyone, but one thing is clear—it shapes dreams and futures. For many students, education is the key to better opportunities, higher salaries, and meaningful projects. Some dream of studying abroad, seeking bigger and more creative challenges; others aim to build their careers closer to home but with the same passion and dedication.

The path is never straightforward. Some change their direction along the way - like switching from architecture to construction—but often these detours lead to discovering new passions and strengths. Support from family and personal interest are powerful motivators that keep students pushing forward despite of obstacles.

When it comes to gender differences, most believe that educational goals depend more on the individual than on gender. Both male and female students have diverse ambitions, from simply finishing their studies to excelling and learning deeply.

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Dreams and Perspectives on Education II



Dreams vary widely - some want to work on large international projects, others hope to specialize in restoration or robotics. Many see education as a lifelong journey, with continuous learning and growth as an essential goal. The drive behind these ambitions often stems from a desire to break out of comfort zones, gain independence, and build confidence and authority in their fields.

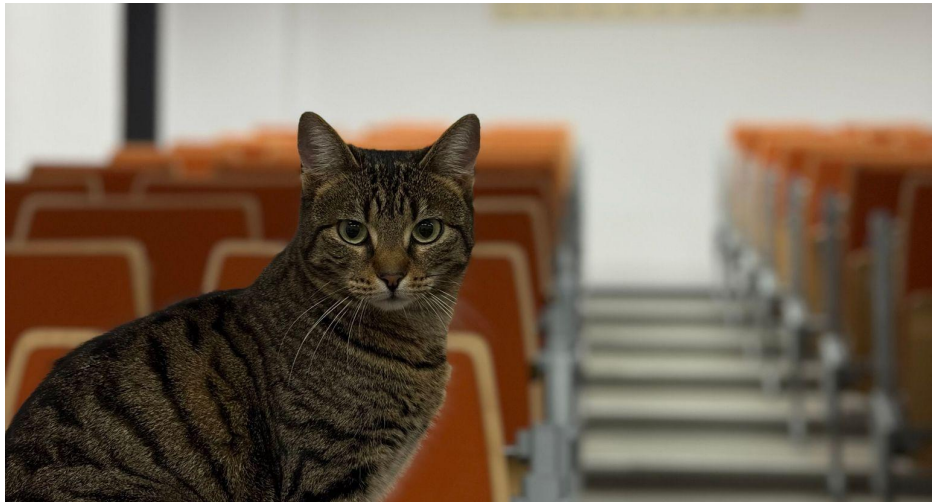
While some students have let go of earlier dreams - such as becoming a doctor, pursuing photography, or specializing in detecting Alzheimer's disease or in biomedical electronics - often due to practical reasons like time or financial limitations, education connects them to their hopes for the future, opening doors to new experiences and professional satisfaction.

✓ *"I had the chance to work as a demonstrator at our faculty, assisting the assistants. I really enjoyed working with the students and sharing knowledge. I especially liked the moment when I explained something for the first time, and they understood me - that motivated me to continue in academia." - Faculty of Computer Science and Engineering, 23, 4th year*

✓ *"When I was little, I wanted to be a doctor, but I gave up after going on practice because I realized it wasn't the right job for me. The interaction between the patient and doctor didn't feel good to me." - Faculty of Civil Engineering, 22, 3rd year*

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Choosing a ‘Right’ Field of Study



Students often start their academic journey driven by a mix of early interest and strong belief. Some recall discovering programming in primary school or being inspired by a sibling’s path. For others, the decision comes unexpectedly - turning away from medicine at the last moment or shifting from uncertainty toward something that feels intellectually challenging.

What students take into account varies: some prioritize the potential for employment and impact; while others feel drawn to the uniqueness of the field. When they realize they are among the few - sometimes being the first from their town or gender group, many express pride in being “the first,” - interpreting that choice as a quiet act of leadership and defiance of norms. Several speak about wanting to work in areas where they can "make change” especially when choosing environmental or construction engineering, where societal impact is visible. In the end, most students describe their current field as something that "feels right." Some do not feel comfortable with their choice at the beginning, but their sense of belonging grows as they engage with real-world tasks, projects, and internships.

“Yes, looking at it from today’s perspective, if I could go back, I would still choose the same field."- Faculty of Electrical Engineering and Information Technologies, 23, 4th year

“My sister studies computer science and watching what she does got me interested. I’ve always liked math, so this felt like the right path.” - Faculty of Computer Science and Engineering, 23, 4th year

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Influence and Support From Close Circle in Choosing the Right Field



"I have a cousin who is two years older than me and studies civil engineering. He guided me and helped me decide to enroll in civil engineering. His influence was positive, and he promised to support me throughout my studies."- Faculty of Civil Engineering, 24, graduated

Students face various influences when choosing their study path. They receive strong support from their families, especially from their parents, who - even when they see the chosen faculties as difficult - still encouraged and supported their decisions. Others find encouragement from relatives, such as siblings or cousins studying similar fields, which further strengthens their confidence and motivation. Feelings of doubt and confusion commonly appear during enrollment or early study phases.

Many students mention initial fear of challenging subjects or adapting to new learning environments. They overcome these challenges through persistence, discipline, and especially through open communication and encouragement from their families. Reactions from peers and others vary. Some face skepticism or surprise, particularly when their chosen field is uncommon in their community or for their gender. Yet, most report positive or neutral responses.

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Real World's Dynamics vs. Personal Ambitions in Building Profession or Career



When students talk about choosing their study, their thoughts often go straight to the future - to jobs, stability, and a clear path forward. They do not pick just out of passion; they think about how to find work, fit in, and make their skills matter in the real world. It's a practical mindset, shaped by the reality they see around them.

For many, the decision - making process does not defined by gender. Most students say that men and women follow the same thing: what they enjoy and where they see themselves. Still, a few voices hint at deeper patterns - one student says that men might chase financial security, while women quietly weigh how a career fits with dreams of family and time at home. Those ideas do not dominate, but they remain, part of the landscape students navigate as they shape their futures.

"In general, I think all students are focused on building a good career, except maybe for those who are already working in the field. I don't think there's a difference between men and women - I've never heard a male student say that he sees his goals any differently." - Faculty of Computer Science and Engineering, 23, 4th year

✓ *"I think that women tend to look for jobs that allow them more free time so they can give enough attention to their family and home, while men are generally more focused on profit." - Faculty of Civil Engineering, 22, 3rd year*

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Role Model Women in Technical Fields



"I had an experience with a female engineer who was extremely ambitious, always completed her work on time, and had a strong sense of authority compared to others. I can even say she was more dominant than some of the men. So, I would highlight her as a role model." - Faculty of Civil Engineering,22, 3rd year

Many female students entering technical fields speak of both pride and challenge. They are aware of the gender bias that still shapes these professions, but they also show strong motivation and resilience - often drawing inspiration from women who thrive in engineering, architecture, safety, or IT.

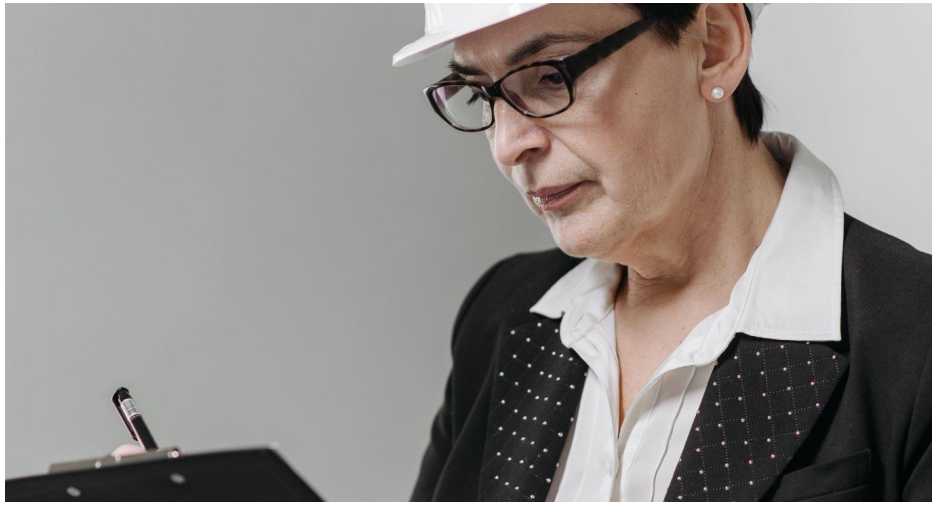
The beginning often tough. Several students say that face underestimation, especially in male-dominated environments. Still, they meet women who stand out - ambitious, organized, and even more capable than some male colleagues. These role models give them hope and motivation: "If she can do it, I can too."

Some female students believe that physical jobs may suit men more, but many point out that success depends more on mindset, effort, and support. The role of partners also comes up - several say a supportive partner is key to balancing work and personal life, and ultimately to thriving professionally.

✓ *"It's motivating and encouraging - if she can do it, so can I. Despite everything, you can achieve what you want in life. I also think it boosts confidence; seeing a successful woman makes you look up to her as an idol." -Faculty of Civil Engineering,22, 3rd year*

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Women in Top Roles are Getting Visible – Yet Slowly



"In professions like education - such as teachers, professors, and doctors - women receive more support. There is less support in fields like engineering, architecture, civil engineering, and mechanical engineering, because many of the people working in those areas are men." - Faculty of Technical Sciences, 23, 4th year

Fields like education, human resources, marketing or medicine are seen as more welcoming to women, while engineering, construction, and IT is not so. Entering these spaces sometimes face stereotypes or limited opportunities early on, especially in their first jobs. Many shared that the positions most often offered to women in the business world aren't the lead roles but support ones - secretary, preschool teacher, professor, personal assistant. That said, in the real business world, women may still not be found relevant to leadership roles. Few students say that they've seen women in top roles. Even fewer believe that they're truly part of decision-making processes. Yet, common belief is that things are shifting in changing world- slowly, but visibly. In seminars, internships, and rare but powerful examples, they're starting to see that women can lead - and when given the chance, they often do it differently, and exceptionally well.

More and more, female students believe that success in technical fields is not about being male or female, but about being prepared, determined, and willing to grow.

"I would highlight Ebru or the founder of GEG — she holds the highest position at Limak. Of course, it also depends on the sector, because each profession carries its own weight. Regardless of whether you're male or female, if you can handle the pressure, the workload, and the responsibility, then I don't think you'll face significant discrimination based on gender. I believe that if someone is truly dedicated to their work, gender cannot stand in the way." Faculty of Civil Engineering, 22, 3rd year

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Ideal Profession and Work Life Through Women's Lens



When young women think about the ideal job, they do not start with the title. They think about how the job fits into their lives. They want flexible hours - not to work less, but to save energy for their kids, families, and themselves. They want a chance to grow, to lead, and to be truly respected. They imagine work that does not wear them out, with fair pay, room for creativity and empathy, and a supportive, kind workplace. No overtime that steals their time.

The ideal profession for women would be similar to roles like psychologist, programmer, marketing manager, engineer, or government leader - jobs where effort is valued and personal life is respected. They don't ask for easier - but fairer.

"There should be flexible working hours to accommodate responsibilities at home and with children. And women should get the same pay as men." - Faculty of Civil Engineering, 24, graduated

✓ *"I believe that profession would be psychology. I think it's an ideal career for women. One of the main qualities expected of psychologists is strong empathy, which women naturally have. Along with that, communication skills and the ability to listen carefully are key qualities that I believe women possess." - Faculty of Computer Science and Engineering, 23, 4th year*

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Approaches to Engineering



"We had a team made up entirely of men, and I know they were supposed to tell me where to register, but no one invited me. They had already made their plans and only told me at the end if I wanted to join. I wasn't really included." - Faculty of Computer Science and Engineering, 23, 4th year

Many female engineering students view women's role in the profession as significant, yet accompanied by challenges. It is believed that women are underrepresented in engineering and often face stereotypes that question their abilities or leadership skills. Those who want to pursue this career may encounter doubts from male colleagues especially in practical or fieldwork settings, and as a result, feel that they need to constantly prove their competence.

Due to the societal prejudices such that men are better leaders or more successful in technical fields, female students feel additional pressure on proving that they can lead and be competent. For them, success depends largely on personal effort, dedication, resilience, determination, clear goals, and support from professors and peers.

Regarding the social and academic environment, few examples were mentioned on insufficient inclusion in group activities, which may damage their self-confidence.

✓ *"We know there are many men in this field, so women need to be ready to speak up and share their views. It's not just about women being more persistent - men also need to drop their biases, respect all opinions, and offer equal support."- Faculty of Civil Engineering, 22, 3rd year*

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Women in Engineering



“I believe we’ll have more and more women becoming leaders in this field. However, for that to happen, the stereotypes that appear early on need to be broken down. I think it will be a slow process because these stereotypes have existed for a long time and can’t be eliminated quickly. It’s difficult, but I believe that over time, it will be possible.” - Faculty of Electrical Engineering and Information Technologies, 23, 4 year.

Female engineering students believe that women are fully capable and have an important place in all areas of engineering. Seeing successful women leaders in the field gives them confidence and inspires them to follow similar paths. Yet, challenges remain especially in physically demanding roles like construction, where men still make up the majority.

Another issue is the lack of early exposure and clear information about engineering careers for girls. Without this guidance, many young women do not consider or fully understand the opportunities available. Programs that encourage women in tech and stronger university support can help break down these walls.

Despite these challenges, the number of women in engineering is steadily growing. Families and communities are starting to support equal chances for women, but more work is needed to help women succeed and become leaders in engineering.

“Honestly, I think we are on a good path because in construction there are more girls compared to boys, so I wouldn’t change anything for now. But maybe there could be more encouragement from their families, social circles, and better promotion from the universities.” - Faculty of Civil Engineering,22, 3rd year

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A World Created by Male Engineers



A world created by male engineers feels rigid and cold. Order and discipline are everywhere, but warmth and creativity are missing. Chaos is growing in administration, with stress and conflicts rising. People are acting like machines - focused only on work, without emotion or empathy. This world is lacking the softness and color that women bring. Their empathy and creativity are missing, making the place lonely and harsh. Without women, the environment loses balance and humanity. This shows why women are essential - not only for building, but for bringing life and care to engineering.

"The male-dominated world would likely be stricter, more orderly and disciplined, but not a very cheerful environment. - Faculty of Civil Engineering, 22, 3rd year.

"There is simply a lack of empathy that women would usually show. I think people would be colder and less willing to help" - Faculty of Computer Science and Engineering, 22, 4th year

"I imagine the atmosphere would be monotonous, lacking emotion. The colors would be grey and blue - monotone, in one word. People would seem cold, and the environment would be driven purely by logic, with no space for emotional intelligence." - Faculty of Civil Engineering, 22, 3rd year.

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A World Created by Female Engineers



A world created by female engineers feels vibrant, warm, and emotionally intelligent. The environment is filled with greenery, pastel colors, sunlight, and clean air, offering a sense of comfort, balance, and beauty. Buildings are designed with natural materials and sustainability in mind, reflecting care not only for people but also for the planet. In this world, people are collaborating with empathy, solving problems calmly, and supporting one another without competition. Communication is open, emotions are freely expressed, and the atmosphere feels inclusive and creative.

Women are not just building physical spaces - they shape harmonious and human - centered environments, where joy, connection, and well-being thrive alongside innovation.

"The atmosphere would be more harmonious - I imagine more interaction and a warmer work environment. What first caught my attention was the interaction among the women. There might also be a greater focus on creativity in construction solutions." - Faculty of Civil Engineering, 22, 3rd year.

✓ *"In a woman's world, it's like they have eco-friendly buildings - everything is made from natural materials, there are more trees and greenery, and renewable energy is used." - Faculty of Computer Science and Engineering, 22, 4th year*

03

Current Studies & Expections On Undergraduate Education



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Scholarships and Support Along the Way



Most female students are well-informed about the academic and financial support available during their studies. Many have received state-funded scholarships from the Ministry of Education and Science, often hearing about them as early as high school. These scholarships play an important role in easing financial pressure and encouraging students to stay focused on their goals.

A few students also mention scholarships offered by companies such as OKTA, Alkaloid, and EVN - initiatives that support those studying in STEM fields.

A highlight in many interviews is the Global Engineer Girls (GEG) program. For many, it stands out not only because of the scholarship but the broader support it offered - namely mentorship, workshops, networking, and the chance to connect with successful women in engineering.

Erasmus+ is mentioned mainly for master's and exchange programs. While some apply, others held back - often needing more confidence or support to go abroad alone.

"I only applied for the scholarship from the Ministry of Education, and I received it. Later, in my third year, a GEG scholarship came up - I don't remember which semester - but I applied for that one too and got it."- Faculty of Electrical Engineering & Information Technologies, 23, 4th year.

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Beyond Financial Aid: Building Futures with Internships



Many female students find engineering attractive but believe it could become even more appealing with greater support and real-world exposure. They often feel that formal education lacks internship, and programs like Global Engineer Girls (GEG) help fill that gap through internships, mentorship, and strong peer networks.

Emotional encouragement and professional guidance are found to be as important as financial support. GEG stands out for offering both, helping them build confidence and connect with inspiring role models.

In general, students see programs and scholarships not just as financial help, but as tools that open doors to knowledge, experience, and career opportunities.

To attract more young women, students suggest better promotion of engineering in high schools, especially through stories from current students and professionals. They believe this kind of outreach can challenge stereotypes and help girls see their future in engineering more clearly.

"Faculties should be able to present their study programs in high schools and encourage students to enroll in them." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

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What Did They Say?

"I got a state scholarship from the Ministry of Education for high grades, a GEG scholarship and now I also received an Erasmus scholarship for my master's. I applied because I knew there were scholarships for studies and projects." - Electrical Engineering and Information Technologies, 23, 4th year

"I personally, received a scholarship supported by the Chinese Embassy. It had clear benefits. We were informed by email from the faculty administration. t was given to students who met the grade requirement and covered the semester fee as a financial grant." - Faculty of Computer Science and Engineering, 23, 4 year.

"I gained a lot of motivation, learned many new things, and experienced the real working world, especially through Global Engineer Girls. I will always remember that time as one of the most important periods of my life. Besides the scholarship, which was financial support, we had personal mentors who supported us, shared their challenges, and helped us solve problems. We still keep in touch and held meetings where we discussed our goals and what's best for us professionally and mentally. They were also ready to help us with any university-related issues. Overall, we had a great deal of support."- Faculty of Technical Sciences 23, 4th year

"Scholarships are for all students, not separated by gender, which I think is fair. At our faculty, we only have financial support scholarships." - Faculty of Civil Engineering, 22, 3rd year.

"I changed faculties because I received a scholarship, so now I'm a scholarship recipient at my current faculty. I also received a scholarship from GEG, but for me, the scholarship itself was less important - what mattered more was the experience."- Faculty of Civil Engineering, 22, 3rd year

04

Meeting The Global Engineer Girls Program



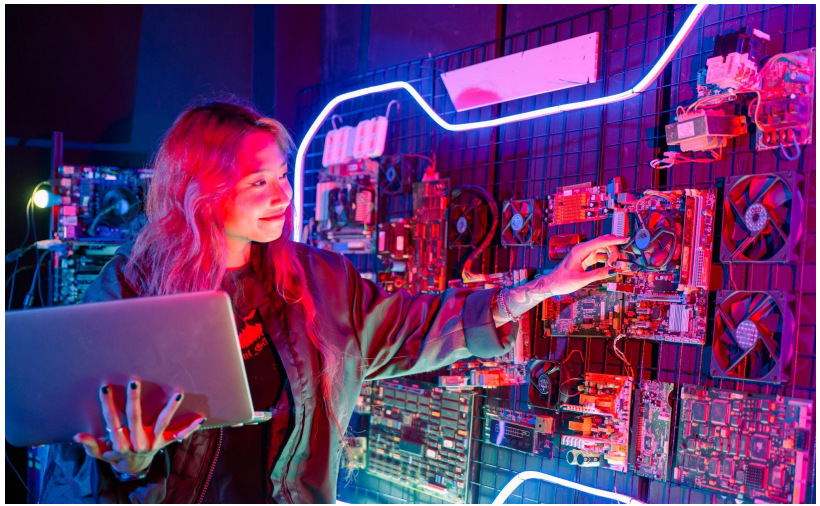
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GEG: More Than a Program



Global Engineer Girls (GEG) offers crucial support for female students in male-dominated engineering fields. Many students first join the program without knowing exactly what to expect - motivated simply by the eligibility criteria and a sense that it might offer something valuable. Over time, GEG has proven to be more than an ordinary program. For those studying civil, mechanical, or electrical engineering, where internships can be difficult to secure, GEG opened doors to practical experiences that felt otherwise out of reach.

GEG stands out for offering mentorship, meaningful internships, and connections with successful women in engineering. Alongside financial support, this mix of academic, professional, and emotional guidance helped students build confidence, better understand career paths, and feel a strong sense of community. Many described the program as a true “sisterhood,” providing the support often missing from formal education.

✓ *"I can say that the program fulfills its main purpose, which is to provide support to female students enrolled in this field. It offers many opportunities, such as mentorship and volunteer activities, which truly help support women in this sector.” - Faculty of Computer Science and Engineering, 23, 4th year*

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Discovering GEG: How It All Began



✓ *"I heard about it at the faculty - representatives from GEG came and shared information about the program, mentioning that they provide support and free courses. That's when I first applied. I was really happy to see that something like this exists for girls." - Faculty of Computer Science and Engineering, 23, 4th year*

Many students first heard about the Global Engineer Girls (GEG) program through their faculties, emails, or colleagues. In some cases, faculties supported the process by promoting the program or providing necessary documentation, though some students applied independently.

Family reactions were positive and supportive. Parents viewed the program as a significant opportunity - especially due to the chance for internships at companies like Limak, which they saw as a potential pathway to future employment. For many students, having access to structured, career-relevant experience early in their studies was seen as a major success.

Students joined GEG for different reasons - some out of curiosity, others in search of internships or mentorship. Most said the program exceeded their expectations. It helped them grow both professionally and personally through a mix of mentoring, training, and practical experience, while also offering exposure to new skills and lasting connections.

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What Did They Say?

"GEG is a program that supports all girls studying at so-called "male" faculties or in traditionally male professions, offering them both support and additional non-formal education. It brings up positive emotions in me, and I feel proud of those who have chosen these professions." – Faculty of Civil Engineering, 24, graduated

"The mentorship was my biggest motivation, along with the trainings that provided important knowledge in the field. For example, I improved my skills through trainings on soft skills and digital skills.- Faculty of Computer Science and Engineering, 23, 4th year

"In my opinion, it is an initiative that plays a key role in the community - not only supporting successful women engineers but also fostering interaction among all girls and female students. We have one word for GEG: sisterhood. To me, it represents an initiative that is crucial for the advancement and development of women engineers." - Faculty of Civil Engineering, 23, 3rd year

"My parents were very happy - they thought I would get an internship and good working conditions through what Limak offers. If there was a need for that position or if you were close to finishing your studies, they could even offer you a job in your field. They saw it as a great achievement to get an internship at Limak.." - Faculty of Civil Engineering, 22, 3rd

"I thought the program was nothing special - that they were just giving scholarships and didn't really care. But it turned out to be more than that. Thanks to them, we went on a trip, and I met many other girls who were similar to me in both education and character. I also made new friends.- Faculty of Electrical Engineering and Information Technologies, 23,4th year

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Why Students Recommend GEG



GEG is strongly recommended to other female engineering students, GEG scholars encourage other female students to apply and take full advantage of the opportunities. They praise the program's dedication, especially compared to typical local internships. International exposure and additional benefits, like language learning, are also valued.

Overall, students rate GEG very positively, seeing it as an important step for professional and personal development.

- ✓ *"You get the chance to do an internship, which is very different from the theory we learn at university. Being surrounded by motivated and knowledgeable people helps you learn a lot and understand what real work looks like. You see the variety of roles you can have, whether working in an office or out in the field. The program also offers opportunities to connect with successful professionals through summits and events. I would definitely tell others to apply -there's nothing to lose and only valuable experience to gain." - Faculty of Civil Engineering, 22, 3rd year*

- ✓ *"Yes, absolutely, they should join because finishing faculty opens several doors, but not enough to reach your full potential. Programs like this, especially with international companies, are crucial for all girls to attend. Having international experience greatly improves your CV and helps advance your career in every possible way - both professionally and personally." - Faculty of Civil Engineering, 22, 3rd year*

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How GEG Makes Students Feel – I Visual Elicitation Technique



When asked to choose an image from a set of visuals that reflects what Global Engineering Girls means to them, many young women choose hands stacked together. For them, it symbolizes something they've learned at the first place: nothing in engineering can be done alone. Their journey - from entering male-dominated classrooms to joining real projects on the field - has always relied on collaboration, mutual motivation, and being part of a team. One student remembers how others believed in her before she believed in herself. It's not just about learning engineering - it's about learning to trust, support, and grow with others.

** Participants choose an image from a set of visuals provided by FutureBright which reflect their feelings best towards the GEG program.*

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How GEG Makes Students Feel – II
Visual Elicitation Technique



Some gravitate toward the image of a bright doorway, which implies a turning point. For students unsure of their path, GEG feels like stepping into a new world - a world of possibilities, support, and self-confidence. This image also represents transformation: the shift from doubt to clarity, from isolation to opportunity. One student calls it a “positive change,” another sees it as “a door to the professional world.”

- *Particioants choose an image from a set of visuals provided by FutureBright which reflect their feelings best towards the GEG program.*

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What Did They Say?

"Image 6 represents an opening of perspectives - like I was in a dark place, but not really in a bad way. It's more that a brighter environment opened up for me. I see a positive change in the picture - a shift in how a person sees the world." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

"I would choose the sixth image. To me, it shows that sometimes what we've received through GEG is even better than what we imagined - like opening a new door and making the most of the opportunity." - Faculty of Civil Engineering, 22, 3rd year

"Image 14 reminds me of teamwork - that we did things together and supported each other. It reflects a sense of safety and support. I would describe it in detail as hands placed one over another, symbolizing "I'm here for you," support for everyone, and the message that if someone needs help, I'll be there." - Faculty of Computer Science and Engineering, 23, 4th year

"I would describe this picture by saying that we'll get to collaborate, learn new things, and gain experience together - it will feel different because we'll be doing it as a team." - Faculty of Technical Sciences, 23, 4th year

"I would describe image 6 with one word - change. What came before, the expectations and stereotypes, are now being replaced with support for the GEG students. Through this program, all the girls feel more confident and gain a new perspective on things." - Faculty of Computer Science and Engineering, 23, 4th year

05

Evaluation Of The Global Engineer Girls Program



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Strengths of the Program



Most students described the internship experience as one of the most valuable aspects of the program. It gave them a chance to apply their knowledge in real work settings, interact with experienced professionals, and feel more confident about their career paths. Many also appreciated the mentorship support, particularly when mentors were accessible and engaged. The opportunity to travel abroad, especially to Istanbul, and to connect with girls from other countries in the program (like Turkey, Saudi Arabia, and Kosovo) left a strong impression. Last year's soft skills trainings were considered interactive and practical, helping students develop teamwork, communication, and professional skills. Students also valued the sense of community, new friendships, and long-term support provided even after graduation.

- ✓ *"It was my first time leaving the country, fully funded. The workshops and all the girls I met were wonderful—everyone was easy to talk to." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year*

- ✓ *"During the internship, I felt like I was living my dream—I got to talk to experienced professionals who really listened to me. I felt valued." - Faculty of Technical Sciences, 23, 4th year*

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Improvement Areas



While students appreciated many aspects of the program, they also identified several areas where improvements could enhance the overall experience. Activities this year were perceived as less organized and engaging than the previous cycle. The newer soft skills trainings were often described as too theoretical, presentation-based, and harder to follow - especially when delivered by foreign trainers with strong accents. Students wanted more interactive, hands-on sessions and better alignment with their fields of study. Some also shared that mentors were too busy or unavailable, and suggested involving younger or less senior professionals as mentors. A few internships lacked of structure - leaving students without real tasks. Others expressed disappointment that there was limited interaction with students from other countries and suggested creating more opportunities for international collaboration. Overall, students asked for more in-person events, better coordination, more frequent but relaxed meetings, and activities tailored to their interests and academic backgrounds.

✓ *"This year the trainings were mostly theory. There wasn't much communication or teamwork—it was just lectures without real relevance to our field." - Faculty of Computer Science and Engineering, 23, 4th year*

✓ *"This year's soft skills sessions were difficult to follow. The Turkish speakers had heavy accents and there was less interaction compared to last year." - Faculty of Civil Engineering, 22, 3rd year*

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The Core of GEG



Students see Global Engineer Girls (GEG) as a program with a clear mission: to support and empower young women in engineering and other male-dominated fields. While some noted that gender disparities may be more prominent in countries like Türkiye or Saudi Arabia, most agreed that mentorship and support are valuable regardless of local context. They believe the program is driven by genuine motives - especially from female leaders who want to help others avoid the same challenges they once faced.

Many entered the program with low expectations, assuming it would be passive or symbolic. Instead, they found it to be engaging and meaningful. GEG offered a mix of mentorship, practical training, soft skills development, internships, and exposure to real professional networks. Students valued the chance to connect with mentors, gain confidence, and participate in events that expanded their outlook. For many, it was not just a program - it became a turning point in how they view themselves and their future careers.

✓ *"It offers programs for girls who are enrolled in faculties considered to be male-dominated professions. These programs provide support to encourage them in their careers and help them develop skills that will be useful in the future. We had various trainings, trips, internships, and also made valuable contacts with mentors who guided us through the entire one-year process while we were actively involved in the organization." - Faculty of Civil Engineering, 23, graduated*

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What Did They Say?

“The main goal is to encourage women to enter engineering, construction, and other traditionally male-dominated fields. However, I believe that here we don’t face that issue as much - women are already present in these professions. It’s more of a challenge in countries like Saudi Arabia or Turkey." - Faculty of Civil Engineering, 22, 3rd year

"I believe that the organization and initiative last year, during my first year of participation, were better. This year, I’m not sure if the staff or supervisors changed, but I feel it’s not as good. We had more events last year and were invited to more summits and annual meetings. This year, none of that was organized; we were only invited to meet the Minister of Energy and Mining, which is the only event I can highlight.“ - Faculty of Civil Engineering, 22, 3rd year

"The first thing I would highlight is that the GEG program offers a wide range of opportunities. First, the practical work, which is very hard to find nowadays, especially since many internships don’t provide the kind of experience students need. Second, the mentorship - each mentor is truly dedicated to supporting the students. I would also mention the volunteering activities and the way the program encourages connection and socializing among students."- Faculty of Computer Science and Engineering, 23, 4th year

"I also had the opportunity to hear some speeches by the manager of this program. I believe her experiences in engineering and the challenges she faced are the reason she doesn’t want other women to go through the same difficulties."- Faculty of Technical Sciences, 23, 4th year

"I think the initiator herself, Ebru Ozlemir, if I remember correctly, who is a woman engineer, either in construction or architecture, was probably motivated by the desire to support other women in engineering - and she said this herself.“ - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

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Mentors Matter



Mentorship within the GEG program evoked strong emotional responses, especially among students mentored by female engineers. These mentoring relationships - regardless of the mentor's gender - were often described as motivating, inspiring, and empowering, with mentors seen as role models who showed that success in engineering is achievable and rewarding. Students expressed feelings of pride, excitement, and gratitude, particularly when mentors made time despite their demanding schedules. Furthermore, mentors often extended their support beyond guidance by providing paid internships, sharing employment opportunities, reviewing curricula vitae, and offering continuous career advice. Even though most students had male mentors, many reported positive and respectful experiences, highlighting professional support and a genuine interest in their development. Some said their mentors challenged them to explore unfamiliar areas, which expanded their interests and confidence. However, a few students noted less positive experiences - some mentors failed to initiate contact or showed little engagement, which limited the impact of the mentorship.

✓ *"My mentor offered to send my CV to the company where she worked and arranged a paid internship for me. She also supported me throughout, including with university matters. Whenever I had any doubts, she helped me." - Faculty of Civil Engineering, 24, graduated*

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Future Mentorship



There is a strong enthusiasm among mentees to assume mentorship roles themselves, motivated by a desire to reciprocate the encouragement and guidance they have received. It is suggested that future mentorship initiatives could be improved through more frequent interactions and expanded support, including enhanced networking and opportunities for personal growth.

Overall, mentorship is regarded as an indispensable component that not only facilitates academic success but also fosters resilience and the development of a professional identity among students.

- ✓ *"I would like to be a mentor because in a student's professional life, nothing is more important than having a good mentor. If a mentor can recognize a mentee's insecurities in the early stages of her career, they can greatly help her progress in the profession. - Faculty of Civil Engineering, 22, 3rd year*

- ✓ *"If I become a mentor, I would encourage female students to step out of their comfort zones and explore more opportunities. I believe that what my mentor offers now is enough, and I would offer the same support. - Faculty of Computer Science and Engineering, 23, 4th year*

- ✓ *"I think I would do the same as my mentor. I always felt free to share my thoughts, and I was never made to feel like I was wrong. She made me feel comfortable to be open about everything." - Faculty of Technical Sciences, 23, 4th year*

- ✓ *"If I learn everything I need and gain enough knowledge to share with someone younger, then I would like to do it. I would also share the things our mentors taught us from their own experience." - Faculty of Civil Engineering, 22, 3rd year*

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What Did They Say?

“At first, I was very demotivated. I felt unsure and didn’t believe I was capable of this profession. However, the mentors changed that - they helped me become more confident, and I really appreciate it. I have gained a lot from them, and with some mentors, I’ve even developed a friendly relationship." - Faculty of Civil Engineering, 22, 3rd year

“Thanks to her, I took part in an interesting volunteer activity with a volunteer from the U.S. who was in Kichevo. We had engaging activities, and she gave me helpful advice on how to manage my time and not to stress about things like the program coming to an end." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

“I was at Limak, and my mentor was an engineer who worked there. I am very satisfied; my mentor was great. We shared contact details, and I know that even now, if I wrote to him, he would respond, even though he is not in Macedonia. The knowledge he gave me has been very useful. He connected me with many people here and offered me a few days at another internship on his initiative so I could get to know the project better. He was very open with me and explained everything. Whatever I asked, he answered.” - Faculty of Civil Engineering, 22, 3rd year

“It helped me a lot that my mentor had graduated from the same faculty as I did. She gave me many tips on how to study, which professors to choose for electives, and career advice - especially that networking is very important and that I should try to make as many friends as possible at the end of every event."- Faculty of Computer Science and Engineering 23, 4th year

"My mentor gave me a lot of guidance on time management because after I started working, I became very busy. It was difficult to continue my studies and manage stress, and she helped me learn how to manage my time better." - Faculty of Technical Sciences, 23, 4th year

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Internship Experience



The internship component of the Global Engineer Girls program is consistently described as one of the most impactful aspects of students' participation. It allows them to apply theoretical knowledge in real-world engineering environments, gain practical skills, and better understand their future profession. For many, this experience served as a turning point - either affirming their chosen career path or opening up new directions within their field. Students especially value internships that are well-structured, include concrete tasks, and offer strong mentorship. These elements help bridge the gap between academic learning and workplace realities.

However, several students noted that some internships lacked clear structure or engagement, which limited their learning outcomes.

To maximize the impact, it is recommended that partner companies provide defined training plans, hands-on assignments, and dedicated mentor support. Overall, internships remain a vital and motivating part of the program, equipping students with experience and confidence as they prepare for their future careers.

✓ *"I can highlight my internship experience during the period right before the opening of Diamond Mall, which was extremely dynamic because everyone was highly engaged in the final preparations. It felt like the entire construction site came together as one to complete the project. I really liked that. I can also highlight listening to the stories of all the women engineers - that stood out to me as well." - Faculty of Civil Engineering, 23, 3rd, year*

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Networking Events with Successful Women



Events and webinars where students have the opportunity to hear from successful women in engineering and other technical fields play a significant role in their professional development and motivation. Students appreciate the experiences and advice shared by these women leaders, who are approachable and friendly, creating a positive and encouraging atmosphere. Such meetings help students gain a clearer vision of the path to success, break stereotypes about women in technical professions, and inspire their ambitions.

However, some students noted that speeches by professionals outside their field were less interesting, highlighting the importance of selecting relevant speakers who align with students' academic and professional interests. Overall, these events are a valuable part of the educational process, aiding in building networks and role models, which are crucial for future career growth and personal development.

✓ *"Yes, I felt good, and it inspired me to talk to everyone. I always find someone who can introduce me to others so I can connect with them. It's important for the future because if you ever need someone, people are always there. Often there are events where older people don't really pay attention to us young people." - Faculty of Computer Science and Engineering, 23, 4th year*

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What Did They Say?

"GEG helped me the most with finding my internship, because I wouldn't have been able to register for my thesis without securing one." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

"I personally didn't meet the girls face to face because I honestly wasn't at that networking event to see them in person or get to know them. But during the online workshops, we all communicated, though without cameras." - Faculty Civil Engineering 24, Graduated

"I can highlight the last webinar we had, as well as an event in Skopje with women who were leaders in various engineering fields. They were very approachable, friendly, and left a strong impression on me as role models I can look up to." - Faculty of Computer Science and Engineering, 23, 4th year

"I found it interesting to hear about other people's lives - how they reached where they are, what we need to do, and what we need to know when we have the goal to be successful. The speeches from people in other professions were less interesting to me, perhaps for professional reasons." - Faculty of Technical Sciences, 23, 4th year

"The internship was different from what I expected because they were in the final stages with Daimont here in Skopje, and there wasn't much to see compared to the previous year. Maybe I was just a bit disappointed. I felt unproductive because he was busy, and since they were in the final phase, there wasn't much work to give me to do."- Faculty of Civil Engineering, 22, 3rd year

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Certified Programs: What Students Experienced



Students' experiences with the certificated programs were mixed. Many found them useful, especially when it came to learning digital tools, soft skills, and project planning. Some appreciated the interactive approach - group work, role play, and creative tasks helped them stay engaged. A few trainers stood out for their supportive attitude and willingness to answer questions even outside the formal sessions. These positive moments made the training feel more personal and relevant, especially when students could apply the skills in practice or include them in a CV.

However, not all experiences were positive. Several students shared that the online format reduced their concentration and made it harder to stay motivated. For some, the sessions felt too long, lecture-based, and lacking interaction. A few mentioned that the trainers didn't speak English well, which created additional barriers in understanding. Others simply didn't find the content interesting or relevant to their field, and in those cases, the impact on their studies or career planning was minimal.

Regardless of having mixed impressions, many walked away with something - e.g. a new tool, a useful contact, or a small confidence boost, "It wasn't always perfect, but some parts helped me see my potential a little clearer."

✓ *"My mentor offered to send my CV to the company where she worked and arranged a paid internship for me. She also supported me throughout, including with university matters. Whenever I had any doubts, she helped me." - Faculty of Civil Engineering, 24, graduated*

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What Did They Say?

“We had two trainings, I believe they were called Solveo. One focused on digital skills and the other on soft skills. The trainings were interesting, though I found them demanding since they lasted almost half a day - about 4 to 5 hours." - Faculty of Civil Engineering, 24, graduated

"I think these trainings will help me a lot because they changed the way I see some things. They helped me gain more confidence when speaking in front of a group, and as I mentioned, they also helped me manage my time better and give equal attention to everything." - Faculty of Computer Science and Engineering, 23, 4th year

"Honestly, I don’t think these trainings will be useful in the future. I just found the platform we used interesting and fun, but none of it would really help because it wasn’t related to engineering.“ - Faculty of Civil Engineering, , 22, 3rd year

"Honestly, not much - because I already knew AutoCAD, and Revit is still not included in our educational programs; I think it’s more for postgraduate studies. Even though it’s not part of our current education, it will definitely have an impact in the future."- Faculty of Civil Engineering, 22, 3rd year

“The trainings were very interesting, but the only problem was that they were online. After spending some time with online learning, we realized it’s not as effective as in-person sessions. That’s why I think these trainings should be held face-to-face, with interaction among participants, because concentration levels are lower online."- Faculty of Technical Sciences, 23, 4th year

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Imagining a World Without GEG



For many students, GEG is more than just a learning opportunity - it's something they rely on for support, direction, and confidence. When imagining its sudden disappearance, most spoke of a deep emotional void. Some compared it to losing a job or a friend. Without GEG, young women might miss out on crucial support - mentorship, motivation, and the belief that they belong in engineering.

A few students felt less personally affected, especially those no longer actively involved, but even they recognized the value GEG holds for others. What stands out most is the shared sense that GEG makes a difference - not just in careers, but in confidence, connection, and the courage to move forward.

✓ *"I would feel sad because I'd be losing connections and valuable experiences. It would feel empty—like losing a friend." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year*

✓ *"I don't know if I would still feel as enthusiastic about my profession as I do now. It would feel empty—like a loss. Maybe even like losing a career or being fired from a job." - Faculty of Civil Engineering, 22, 3rd year*

✓ *"I can say that I wouldn't be too affected, even if that sounds a bit negative. If the program disappeared and it impacted the other girls, I would feel sad. But for me, it wouldn't make much of a difference because I've already fulfilled my responsibilities within the organization." – Faculty of Civil Engineering, 24, graduated*

06

Evaluating The Impact Of Global Engineer Girls On Social Life



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Subtle but Lasting: GEG's Everyday Impact



For many students, joining the GEG program marked more than just a step in their academic path - it quietly reshaped their everyday lives. Some formed friendships that lasted well beyond the program, finding a sense of belonging among peers with shared goals. Others spoke of gaining confidence through learning new languages, especially Turkish and Macedonian, which allowed them to express their ideas and communicate more freely. Soft skills sessions, unexpected group projects, and simply being around new people helped boost their confidence in ways that extended far beyond the classroom.

But not everyone felt this shift. For a few students, particularly those who joined only online or didn't engage deeply, their daily lives remained much the same. Still, even for them, the door to new opportunities was left slightly open - if not walked through just yet. In the end, while the program's personal impact varied, it often planted seeds of change, connection, and curiosity.

"We worked on an international project and gained a lot of international experience. Part of my decision to enroll at Balkan University, which is Turkish, was influenced by GEG, since it is a Turkish company. I wanted to be in such an environment to maximize my potential and improve my language skills. It definitely had a positive impact on my social life." - Faculty of Civil Engineering, 22, 3rd year

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Broader Horizons Through the Program



The program encouraged many students to explore beyond their core field, sparking new interests in technology, design, marketing and communication tools. Mentors played a key role in motivating curiosity and helping students discover useful digital platforms.

Some students became more confident and open in social settings, learning to collaborate and communicate more effectively. Others were inspired to set higher career goals after seeing successful role models.

While not all participants experienced major changes, especially in peer collaboration, most agreed that the program broadened their perspective on what's possible - both professionally and personally.

✓ *"Right now, my profession is strictly in civil engineering. However, this program taught me that even though that's my field, I should also explore other professions. It changed my mindset—I realized that my work is connected to everything around me, not just my specific role." - Faculty of Civil Engineering, 22, 3rd year*
✓

"Some new perspectives opened up for me, even in marketing, thanks to the programs we heard about during the workshops."- Faculty of Civil Engineering, 24, graduated

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What Did They Say?

“You simply set higher goals. We all aim to have a job after finishing our education, but then when you attend these events, you meet so many successful women and start thinking that you can do more than just have a job - you can even be in a higher position."- Faculty of Civil Engineering, 23, 3rd year

"I don’t think it influenced my life much outside of university. Maybe it just made me more open to opportunities, activities, and initiatives that come up. For example, at our faculty, we often receive emails - I learned not to ignore them but to check if there’s something interesting, I can participate in." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

"For example, my mentor gave me access to other programs for girls in engineering. I started thinking about and participating in other programs."- Faculty of Computer Science and Engineering, , 23, 4th year

“ I still have friends I met there, and that means a lot to me. I also want to keep learning other languages. I believe Macedonian is very important for me - I want to be able to have conversations, share ideas, and express all my thoughts. I also want to stay in touch with all my friends."- Faculty of Technical Sciences, 23, 4th year

“ If a new or similar program appeared now, I would apply because I know I would definitely gain something and have nothing to lose - only to gain."- Faculty of Civil Engineering, 23, 3rd year

07

Conclusions & Recommendations



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Global Engineer Girls Is A Life-Changing Experience



For most students, Global Engineer Girls has been a turning point - shaping not only how they see their careers, but also how they see themselves. The program helped them grow more confidence, curiousity, and opened gate to new opportunities. Many developed soft skills, made lasting friendships, and gained practical experiences that would have been hard to access otherwise.

Before joining, students often focused narrowly on studies or job prospects. After joining the GEG, they began thinking more broadly - about leadership, communication, and their role in a wider professional network. They felt more connected to other young women in engineering and more motivated to take initiative.

If they had never participated in the program, many said they would feel less prepared, less supported, and less confident. For them, GEG made a lasting difference in both their personal and professional journeys.

"Most likely, I wouldn't have known that something like this exists. I probably would have been more closed off and ignored opportunities." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

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Making GEG More Impactful
The Path Forward- I



Students appreciate the program but suggest improvements to make it more engaging, relevant to their fields, and better connected with real-world experiences.

Key suggestions include:

- More in-person and informal events (team-building, relaxed meetups, trips)
- Shorter but more frequent meetings, especially outside exam periods
- Field-specific technical trainings, not just soft skills
- Collaboration with university professors for more practical learning
- Greater exposure of successful engineers and companies
- Improved mentorship access - shared mentor-student groups suggested
- Building better communication and engagement opportunities among students

"Maybe more social gatherings and free activities, like hanging out doing something fun—for example, watching a movie together." - Faculty of Electrical Engineering and Information Technologies, 23, 4th year

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Making GEG More Impactful: The Path Forward- II



"The scholarship could be larger, but it still depends on the program's resources. It would be good to have more courses—not just the ones already offered—but also collaborations with university professors." - Faculty of Computer Science and Engineering, 23, 4th year

- Optional or localized volunteer tasks (not all areas have access)
- More selective recruitment based on motivation, not just grades
- Stricter selecting criteria for mentor roles.
- Stronger marketing and visibility (especially on social media)
- Continuous program modules with modern, relevant topics (like AI tools, real case studies)
- Slightly increasing in scholarship support, if possible

✓ *"Greater selectivity in choosing students and greater selectivity in choosing mentors. Maybe I would also create a group with all the mentors and all the students, so they have the opportunity to hear from each other. For example, I had excellent mentors, and I would like other students to have the chance to get advice from them because that is a way to succeed." - Faculty of Civil Engineering, 23, 3rd year*

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What Did They Say?

“It helped me feel more comfortable communicating with people I don’t know and presenting in front of a group. As I mentioned, the internship will help me in the future when I start working, because I’ll already have an idea of what to expect. It also influenced how I view education and engineering in general, and how to navigate my path moving forward."- Faculty of Civil Engineering, 23, 3rd year

"GEG opened many doors for me, and I made valuable contacts. I also had the chance to present myself to people who could help me in the future. From that perspective, I definitely have opportunities. I’m just waiting to finish university and see what’s next.“ - Faculty of Civil Engineering, 23, 3rd year

"There should be more in-person meetings to encourage socializing, training, and other relaxed activities. Sometimes it’s exam season, and it’s harder for students to take in new information on top of that. For example, training not related to their field. That’s why I think the program should be a bit more relaxed, with shorter but more frequent meetings." - Faculty of Technical Sciences, 23, 4th year 23, 4th year

"I think they should organize trips to project sites. I know there is currently a project with the Barcelona stadium, and students from future generations should have the opportunity to visit. We were told that since we older generations participated in the annual meeting, we cannot participate again this year. Therefore, the opportunity should be given to younger students to see how things are managed on-site.“ - Faculty of Civil Engineering, 23, 3rd year

"Maybe there should be closer cooperation with the faculties, offering helpful courses and extra support to master study materials. Also, there should be more activities encouraging girls to communicate and better interaction among program members through informal meetings and social gatherings.“ - Faculty of Civil Engineering, 24, graduated

THANK YOU!

Limak

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