“Global Engineer Girls” Program

KSA - Feb 2026

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 Kingdom of Saudi Arabia. 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 were conducted in KSA.

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	19-23	Female	University Students & Fresh Graduates	Participated in the GEG Program

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

Gaining Context



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From Desert to Smart City



Saudi Arabia is undergoing a profound transformation under Vision 2030, a national initiative aimed at reducing dependence on oil and building a diversified, sustainable economy.

Central to this transformation are ambitious mega-projects reshaping the Kingdom's urban and economic landscape. Developments such as NEOM, The Line, Qiddiya, The Red Sea Project, the Riyadh Metro, King Salman International Airport, and Diriyah Gate emphasize innovation, tourism, culture, and entertainment, positioning the country as a major hub for business, logistics, and international tourism.

At the same time, Saudi Arabia is making significant investments in technology and artificial intelligence, aiming to capture a substantial share of global AI activity by 2030, supported by collaborations with leading international tech companies.

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Breaking the Cocoon



Social reforms have advanced significantly as well. The role of women in Saudi Arabia has undergone remarkable change—from strict restrictions such as being prohibited from driving, requiring male guardian approval and accompaniment to travel, limited career and educational opportunities, and largely being excluded from public social life, to gaining greater freedom to drive and travel independently, along with legal autonomy in most civil matters.

Women's participation in the workforce has more than doubled— from 17% in 2016 to around 36% by 2024—accompanied by expanded legal rights and leadership opportunities. Educational attainment has also increased, with women now comprising over half of university graduates, especially in STEM fields. Socially, women have gained wider access to public events and mixed-gender venues, marking a rapid transformation in Saudi Arabia's social and economic landscape.

These initiatives reflect the country's ongoing efforts to modernize its economy and society while preserving its deep cultural and religious heritage.

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Agenda

01 Being a Woman & Gender Roles

02 Education & Vocational Perceptions

03 Saudi Women's Insights into Engineering

04 Meeting the Global Engineer Girls

05 Evaluating the Impact of Global Engineer Girls

06 Summary Points

07 Conclusion & Recommendations



01

Being A Woman & Gender Roles



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A Woman's Journey



"Generally speaking, I love being a woman, because I like going to the salon and doing my hair. I love the skincare. If I am stressed, or I felt like so tired from studying, I go immediately to skincare or haircare to make me feel better. I can't put myself in male's shoes; what do they do when they get upset? What's the thing that they turn to?" (Electrical & Communication Engineering, 23, Fresh Grad)



Proud / Empowered



Independent



Useful / of Value / Needed

Historically, women's roles were largely confined to marriage and childcare. However, in recent years, there has been a significant and accelerating shift, with more women entering the workforce while simultaneously managing family responsibilities. This evolution has fostered a strong sense of accomplishment among women, reinforcing their perception of being essential contributors to both their families and broader society. As women increasingly step into professional and leadership roles, societal attitudes are evolving to not only support but also actively seek out their perspectives—recognizing the unique value they bring to the workplace and to community development.

"I wouldn't rush on building a family; I want to make an impact at work first. Yet, starting a family in one of my goals." (Electrical Engineering, 19, 2nd Year)

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Man VS Woman!



Men are often seen as physically capable and athletic, with interests in sports and automobiles, and are viewed as direct, lighthearted, and fun, yet cautious in decision-making. Women, by contrast, are considered diligent, detail-oriented, and perfectionist, showing dedication, perseverance, organization, and often achieving higher academic performance.

Societal attitudes toward women are becoming more progressive, recognizing gender equality and women's abilities, though traditional views persist. According to the research participants, some men still see women as less suited for physically demanding roles, favoring them in managerial or indoor positions. The women interpret this as care rather than offense, reflecting the blend of evolving roles and cultural norms. Despite these limitations, they remain determined to pursue their passions, ready to overcome challenges in work or education to succeed.

"Males responsibilities are more related to cars maintenance, workers follow-up, and do more communication related to home renovation & fixing issues, but I do all those things. I feel proud, all the time, as I feel I depend on myself, and I do not need anybody. People tell me you can have the driver do it, but I tell them I will do it." (Industrial & Systems Engineering, 23, Fresh Grad)

"There are a lot of people still thinking of the gender stereotypes, but now we have more open-minded people that see the capabilities of women and they are even proud of their success " (Electrical & Communication Engineering, 21, 4th Grade)

"There was a lot of opposers for women working & it wasn't easy to go against the stereotypes. They did not expect that a woman can do the job" (Industrial & Systems Engineering, 23, Fresh Grad)

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Social Expectations Are Now Women's Own Expectations!



Women are expected to be empowered, well-educated, and make a positive impact on society by pursuing education, upholding strong values, and aiming for influential roles. A solid education helps them succeed and inspire future generations.

They should excel professionally, delivering high-quality results and making a strong impression, while also creating nurturing, stable, and resilient homes that support their families.

Although encouraged to work in many fields, physically demanding jobs like plumbing or outdoor labor are less expected for by the society. Success is measured by individual ability, with women often valued for their organization, multitasking, and attention to detail, especially in managerial roles.

"No one will tell me don't do it or let me in the house to work, it is just not appropriate for a women to go in a stranger's house" (Industrial & Systems Engineering, 23, Fresh Grad)

"The person characteristics determine whether they will be good at a certain job or not, along with his/her passion for it" (Electrical & Communication Engineering, 21, 4th Grade)

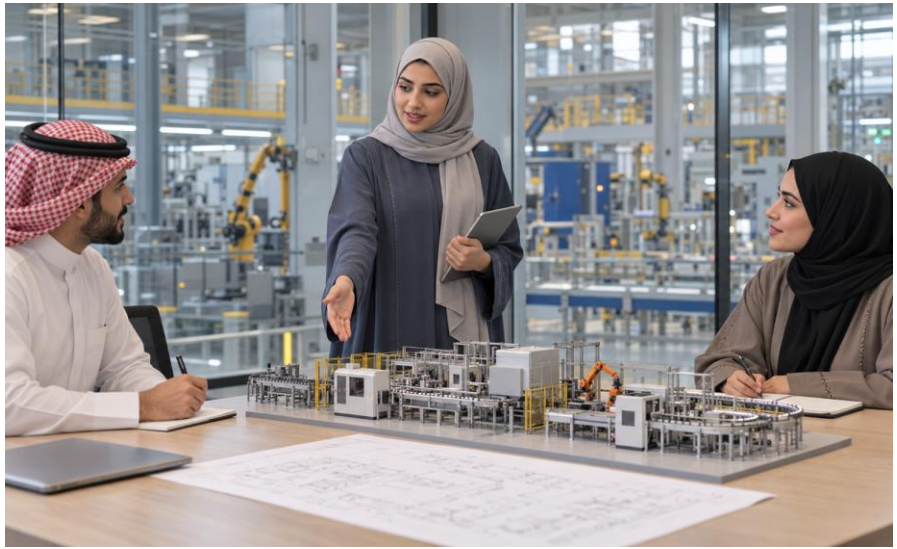
"Women are expected to work in managerial fields, while men are expected to work on the field or in a factory. It doesn't mean that I can not do it or work in those areas, but it is not that common" (Resp 6, 21, 4th Year)

"Everything inside the house is the woman's responsibility, while everything outside the house is the man's responsibility - response to society expectations" (Industrial & Systems Engineering, 23, Fresh Grad)

"It depends now on each family. Chores are being done in agreement among the family and both the man & the woman work" (Electrical & Communication Engineering, 21, 4th Grade)

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Breaking Barriers



Young women aspire to acquire greater knowledge to better understand the world around them, enabling their active participation in community discussions. They also seek to become well-rounded individuals who can serve as positive role models for their children, demonstrating that knowledge and education are fundamental keys to success.

They aim to secure respectable employment where they can apply their acquired knowledge and skills while advancing to higher positions. To achieve this, they are proactively equipping themselves with as much education and expertise as possible, ensuring that their voices are heard and respected in the workplace, thereby enabling them to make a meaningful impact and attain leadership roles.

"When I first applied to industrial engineering, I've been told it's a male job, but now this has changed. It became something normal for women to apply" (Engineering Department, 21, Senior)

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"If the world did not have the female touch, there would be no organization, no beauty.. It would be messy. Women can definitely do better, it terms of design & presentation" (Electrical & Communication Engineering, 23, Fresh Grad)

"People living in a world made by men will be selfish & self-centered. I think it would look like the stone age a bit. It will not be as comprehensive with no detail, no creativity, no organization. I would just run, I wouldn't stay there" (Electrical Engineering, 19, 2nd Year)

"Within a family, a father works & is the only source of income, whole the woman takes care of the house & its related chores so the man can be efficient in his work. But now, it is different, both genders are working & both take care of the children" (Industrial & Systems Engineering, 23, Fresh Grad)

"I would't like a world without women. The woman has a crucial role on the artistic side & creativity. I don't like anything in a world made by men. I would feel homesick" (Specialized Systems Engineering, 21, 4th Grade)

"I feel this world (man-made) would only have morning times, no nights!" (Industrial & Systems Engineering, 23, Fresh Grad)

"I believe the women should work and have her own money, and she & the man should help each other out financially and along with other home responsibilities" (Electrical & Communication Engineering, 21, 4th Grade)

02

Education & Vocational Perceptions



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Strong Independent Women



The women interviewed consistently demonstrate strong will, intellectual depth, and unwavering commitment to self-improvement. They are focused, driven, and aspire to achieve ambitious professional goals.

They were raised in families that advocated for gender equality, discouraged strict gender segregation, and demonstrated open-minded attitudes with a strong emphasis on the value of education. The majority expressed a desire to raise their future children in alignment with the principles instilled by their mothers. However, one participant noted a key distinction in her approach—she intends to delay starting a family in order to establish her professional career first.

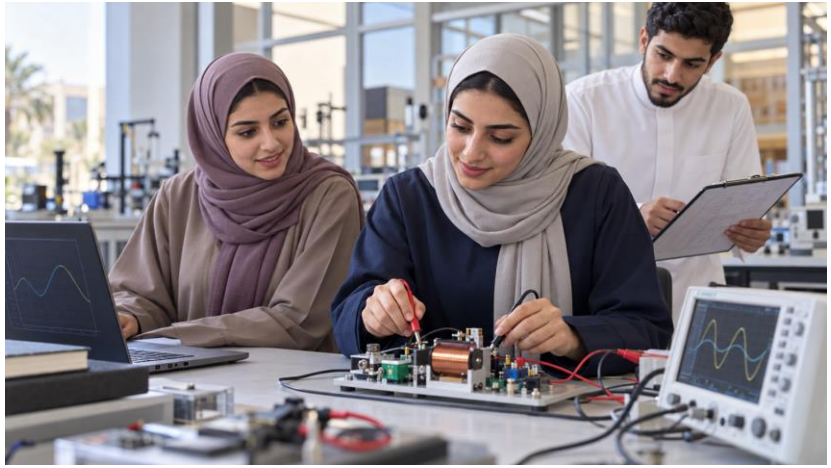
"My character is focused on time management and also very committed. I try to gain as many skills or as much knowledge as possible in any place I enter" (Engineering Department, 21, Senior)

"My mother always repeated that freedom will drive you to achieve your dreams; use your freedom for a future you want to have." (Electrical Engineering, 21, 4th Year)

"My mother is my role model. I would do everything exactly the same, but I wouldn't listen to everyone, especially the negative feedback" (Industrial & Systems Engineering, 23, Fresh Grad)

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Unlocking Full Potential



The participants express a strong interest in STEM subjects, with most favoring mathematics and others drawn to chemistry, supply chain management, planning, and logistics. Across disciplines, they value courses that connect theory to real-world applications, allowing them to design and create practical solutions. Driven by clear career ambitions, they focus on achieving high academic performance, therefore joined engineering clubs, and often held leadership roles. Internships play a key role in their development, providing hands-on experience, workplace exposure, and professional confidence, particularly in mixed-gender environments unfamiliar to students from female-only universities.

Beyond academics, these women prioritize self-development through English and graphic design courses, and enjoy activities like reading, crafts, drawing, swimming, archery, and online gaming. Self-care is also important, with attention to skin and hair maintenance. Their goals include graduating with a well-rounded engineering foundation, leaving a positive impact, and making their families proud. Many plan to pursue master's degrees in engineering or management to enhance their qualifications and aim for leadership or high-ranking positions, including in government roles.

"My favorite subject is electromagnetics; it is one of the hardest subjects, but it is just so interesting to understand how electronics works with magnetics" (Electrical & Communication Engineering, 21, 4th Grade)

"During my internship, I felt like a real engineer. I got to apply what I've learned in university. I think going through it helped me increase my confidence as I felt I have done everything; Finally, I feel like what I did was worth it, all the sleepless nights, the effort, the studying, it wasn't for nothing after all." (Electrical & Communication Engineering, 23, Fresh Grad)

"My goal is to always be prepared and mentally ready to perform my job in the highest possible way. Education should not only help me in technicality, but also socially." (Electrical Engineering, 21, 4th Year)

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"I gave up on a dream for a better dream" (Electrical Engineering, 19, 2nd Year)

"I enjoyed Architectural engineering as I got to create and do a lot of research" (Electrical & electronics Engineering, 22, Fresh Grad)

"Besides my internship, I like reading, doing puzzles & swimming" (Specialized Systems Engineering, 21, 4th Grade)

"I am into sports; I was in the university national team in archery. Unfortunately, I couldn't find anything outside of university to continue doing archery as a sport, thus I turn to basketball or badminton. I also like acting" (Electrical Engineering, 21, 4th Year)

"I was the vice president in the engineering club so I had to have good communication skills. It is different when you speak to a male. I get to practice that" (Electrical Engineering, 19, 2nd Year)

"I am more focused on education. I have limited relationships, yet I get very well connected with well-rounded people sharing similar interests; manly self-development or engineering related." (Engineering Department, 21, Senior)

"I'd like to be part of an educational institution some day" (Electrical Engineering, 21, 4th Year)

"I want to make my mum proud" (Electrical & Communication Engineering, 21, 4th Grade)

"One of my goals is to start a family" (Electrical Engineering, 19, 2nd Year)

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From Knowledge to Influence



Education, for these women, is far more than simply attending classes or earning a degree—it is a transformative force that shapes who they are and what they aspire to achieve. It serves as a catalyst for empowerment, opening doors to opportunities, distinguishing levels of competence and excellence, and setting benchmarks of achievement in professional and personal life. Education not only builds a strong foundation for well-rounded, knowledgeable future generations, but also fuels their drive to graduate, secure meaningful employment, and ultimately make a lasting impact.

They view education as a source of meaning and purpose, enabling them to engage in deep, meaningful discussions on topics they care about and giving them the confidence to express their voices within their communities. It broadens their thinking patterns, teaching them to approach life from diverse perspectives, while cultivating logical and analytical skills that prepare them to anticipate and overcome challenges.

Ultimately, education equips these women to not only succeed professionally but also to contribute thoughtfully to society, embodying the values of knowledge, confidence, and purpose that will inspire future generations.

"My mum was always telling me that education is the most important thing. I wanted to make her proud. My mum had her bachelors & wanted to pursue Masters but couldn't and she wishes that for me, to get my Masters Degree." (Electrical & Communication Engineering, 21, 4th Grade)

"I use studying to hide away from the world stress. Whenever I feel stressed, I fade away in books" (Industrial & Systems Engineering, 23, Fresh Grad)

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"Education is what makes us human; it is the best thing in the world. It builds civilizations and guides future generations—even within the family, as we raise our children" (Electrical Engineering, 19, 2nd Year)

"I want to be a professor one day, thus a masters / PhD will definitely help achieve this goal" (Electrical Engineering, 19, 2nd Year)

"Education & knowledge elevate the level even more." (Specialized Systems Engineering, 21, 4th Grade)

"Education is a foundation for self-development. Helps me know my rights & duties. I see education is important for communication & connections, where I can understand myself and others" (Specialized Systems Engineering, 21, 4th Grade)

"Education will change your life, yet without experience in the field it becomes void" (Electrical Engineering, 21, 4th Year)

"Education & knowledge are powerful defence & shield. When I talk to people, I feel confident" (Engineering Department, 21, Senior)

"Education from school is raw; it will not benefit much in the practical life. You are the one that should shape it with other acquired skills to give it meaning and practicability" (Electrical Engineering, 19, 2nd Year)

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Love at First Sight



Most of these women were drawn to engineering because it combines mathematics, sciences, administration, design, and creativity in one field. They explored different engineering concentrations to find those that matched their passions, skills, potential for excellence, and career opportunities.

Many sought specializations focused on innovation, technological development, and continuous advancement, which are especially appealing in today's rapidly evolving job market. Some aimed to blend business with engineering, choosing fields like industrial engineering or planning to pair an engineering degree with an MBA to expand career paths and strengthen business acumen.

Ultimately, they chose engineering for its academic and career potential, as well as the chance to connect with like-minded individuals, move beyond theory, and engage in hands-on creation, innovation, and problem-solving.

"What is the field that will distinguish me from others; I mean anyone can enrol in business, but when I learn something hard while being still young is better. I get the harder foundation or technically detailed foundation then the general things like business" (Electrical & Communication Engineering, 21, 4th Grade)

"I thought of what I wanted to be. What am I good at. The answer was Physics & Math, thus searched for majors that included or were based on these subjects and I ended up being passionate about engineering" (Electrical & Communication Engineering, 23, Fresh Grad)

"I wanted to broaden my horizon; I need to take various courses to help me widen my knowledge in different sciences & gives me different points of view when making decisions. It will help me build a solid background and will make me feel strong" (Engineering Department, 21, Senior)

"At first, I wanted mechanics, but my mum was against it and had a conversation with me, after which I was convinced that electronics is more broad & I can build on it based on the trends & technology at the time of graduation"
(Electrical Engineering, 19, 2nd Year)

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Preparing for Real-World Impact



The women interviewed emphasized the importance of family input when choosing their engineering concentrations. Parents often engaged in thoughtful discussions, evaluating which fields best matched their daughters' skills, interests, and career prospects. Many participants also sought advice from older women, both graduates and non-graduates, to understand expectations and challenges, while thoroughly researching course requirements and content to make informed decisions.

Although most did not have a specific job title or career path in mind, they were determined to secure strong positions and excel in their fields, aiming to stand out and make a meaningful impact. Their focus was on choosing a concentration that would highlight their strengths and open opportunities for success, relying on personal capability and ambition.

At the same time, these women recognized that university coursework alone is not enough. To bridge the gap between theory and practice, they actively pursued extra training, external courses, and self-development opportunities. They believe that practical experience and continuous learning are essential to fully prepare for real-world challenges in the engineering profession.

"I don't have a dream job, but I want to fly away in what I study & excel" (Electrical & Communication Engineering, 23, Fresh Grad)

"Only my grandpa was an engineer. My mum & dad are in the medical field. My dad asked me if I was sure I didn't want to pursue medicine like them, and I was like never, I want engineering" (Electrical Engineering, 19, 2nd Year)

"My uncles as they have experience in engineering, my parents, and I asked my friends who are majoring in industrial & electrical" (Electrical & Communication Engineering, 21, 4th Grade)

"What is the field that will distinguish me from others; I mean anyone can enrol in business, but when I learn something hard while being still young is better. I get the harder foundation or technically detailed foundation then the general things like business" (Electrical & Communication Engineering, 21, 4th Grade)

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Inside Her Mind





The Emotional Support Needed



How to fulfil the dream through their choices



What is expected from women



What will help to be impactful & influential



What will give them an edge after graduation



Will studying engineering be entertaining

"A woman must choose what she wants. She must have a choice in what she prefers. If she wants to be in the field, she has the right to be in the field" (Electrical & Communication Engineering, 21, 4th Grade)

"The stereotype affects the decision-making process of a woman. If her parents do not accept that their daughter to be in engineer, others should succeed in order to help change everyone's mindset and give a chance to all women" (Electrical & Communication Engineering, 21, 4th Grade)

"I need to see role models in my occupational future to help me with my future. I take them as friends as well, not only colleagues or mentors" (Electrical & Communication Engineering, 21, 4th Grade)

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Breaking Stereotypes in Engineering



The number of males in engineering remains higher than females, as the degree was only recently offered to women and still has limited spaces. While many in the country continue to believe certain jobs suit one gender over another, most interviewed women emphasized that job suitability depends on character, passion, skill, education, and integrity, rather than gender. They believe a woman's role is crucial in breaking stereotypes and paving the way for future generations of women in engineering.

Taking on engineering roles as women has become much easier than in previous years. In the past, many men doubted women's capabilities and restricted them from certain jobs due to their nature. Today, after proving themselves effective and efficient, women are receiving greater opportunities, support, and respect, with increasing encouragement to join the workforce.

Women are now recognized for bringing a different perspective and creative touch to the workplace, with greater attention to detail and unique problem-solving approaches. Their contributions are helping reshape perceptions and reinforce the value of diversity in engineering fields.

"I have a huge role in my society. The woman's role in general is developing and advancing, and becoming essential within the community" (Specialized Systems Engineering, 21, 4th Grade)

"One sees more acceptance of women holding positions. They trust that she can do the job & finish her work. There war lack of trust & lack of support" (Electrical & Communication Engineering, 23, Fresh Grad)

"Being a woman in the engineering field is not easy, the field is mostly men, so I am proud of being a woman in that field, and I want to be a reason for increasing and normalizing having female engineers." (Electrical & Communication Engineering, 21, 4th Grade)

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"I believe women should work and have her own money, and she & the man should help each other out financially and along with other home responsibilities" (Electrical & Communication Engineering, 21, 4th Grade)

"The thing is that women do not have the opportunity to be part of the field; it is not that they are not interested. So, more seats should be open for women." (Electrical & Communication Engineering, 21, 4th Grade)

"5 years ago, a women in engineer was not common, now it is more acceptable & common. There are a lot of opposers & it wasn't easy to go against all the stereotypes, but the first women engineer proved them wrong. It makes me very proud, and that there is a chance for me " (Industrial & Systems Engineering, 23, Fresh Grad)

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Overcoming Barriers



Although these challenges did not directly apply to the women interviewed, some concerns were raised regarding the broader barriers women may face when pursuing engineering. These include persistent family stereotypes suggesting that women should not work in engineering fields or in mixed-gender environments.Additional challenges relate to the social dynamics between genders. Many students, having come from single-gender educational backgrounds, experience discomfort or hesitation in mixed settings. Some female participants noted that communication styles tend to shift in the presence of men, describing interactions among women as more intimate and relaxed.



Some males don't want to deal with female engineer



Communication between mixed genders



Living outside of Riyadh to get a spot in engineering field



Limited seats for females



Limited number of professors



Not all concentrations were available

"When I see male professors, I get choked; I forget that there are males living with us. It is just a comfort issue" (Electrical Engineering, 19, 2nd Year)

"Male professors are shy to speak in front of 40 females, but by time it will get better" (Electrical Engineering, 19, 2nd Year)

"No one listens when women talk, I feel that my role is to fight that. I am proud of being a women and an engineer woman and I want to make other females excited about engineering" (Electrical & Communication Engineering, 21, 4th Grade)

"The number of seats available for women is very limited which makes it harder to get in, and less women available for a career in engineering. I believe it will be better as it is still new and there is limited female professors to teach" (Industrial & Systems Engineering, 23, Fresh Grad)

03

Current Studies & Expectations On Undergraduate Education

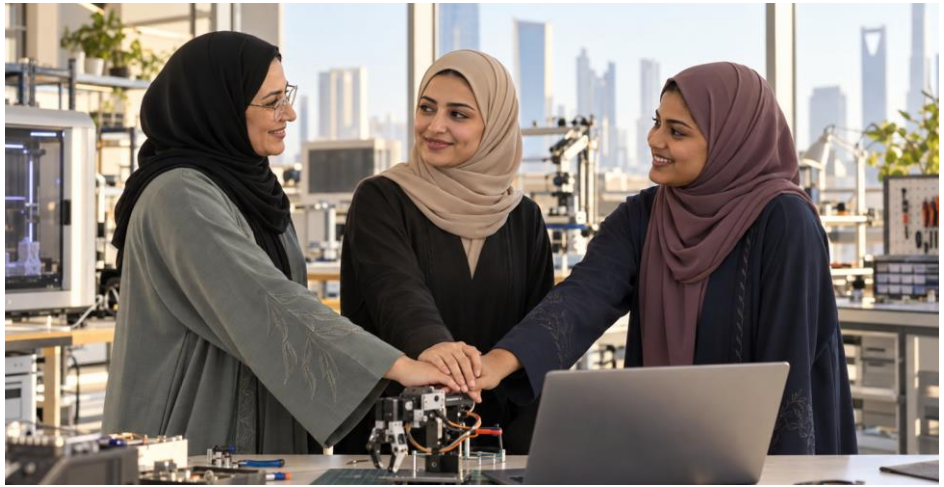


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Support.. Strength.. Success



The women acknowledged strong government support, yet stressed the need for better alignment between universities and the labor market. They recommended partnerships with key employers, access to well-equipped labs and technical tools, and internship programs to bridge theory with hands-on experience. Expanding financial support for study abroad and offering graduate-level courses would enhance international exposure and ongoing professional development. Mentorship programs were also seen as vital to help new students navigate university life and academic expectations.

They emphasized that familial and community support remains critical for women to excel in engineering. While most families encourage women to pursue the field, not all do, making emotional encouragement essential for balancing professional and family responsibilities. Societal attitudes must continue to evolve, celebrating women's ambitions and creating an environment that allows them to thrive and reach their full potential.

Finally, the women highlighted the importance of accessible job opportunities, visibility in the workplace, and a culture of consistent feedback, recognition, and appreciation. Constructive guidance and positive reinforcement were seen as key motivators, helping women grow, feel valued, and make meaningful contributions in their fields.

"There is currently no labs found for studying renewable energy. Alos, I am interested in space, but there was no aerospace engineer for females, they will still open next year. My loss for not being able to apply for it although I really wanted it" (Electrical & Communication Engineering, 21, 4th Grade)

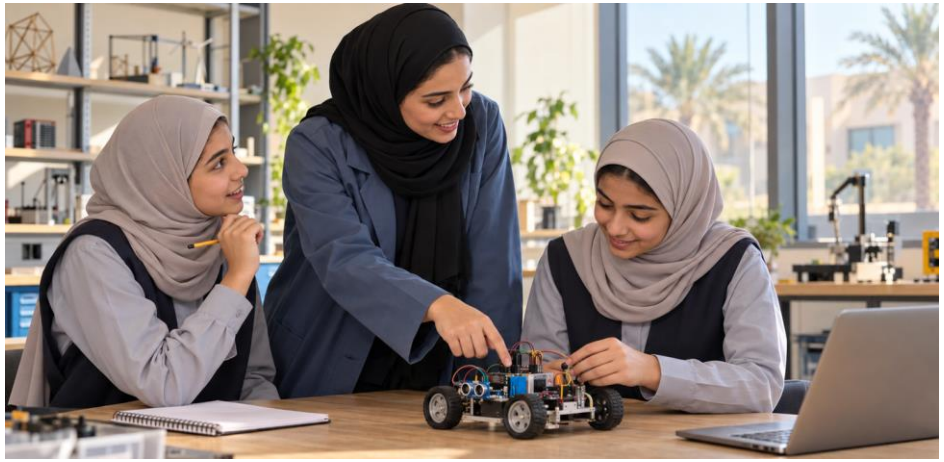
"I wish the government can help with financing international courses & training programs" (Engineering Department, 21, Senior)

"The support in resources, financials, skills, academics, places to work/study for the women to be able to do what is requested from the programs" (Electrical Engineering, 21, 4th Year)

"It's mutual benefit, I can benefit & get the fieldwork experience from working or interning at a reputable company while the company gets to know more calibers for its future hiring before actually hiring them" (Electrical Engineering, 21, 4th Year)

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Inspiring the Next Generation



The women's primary recommendation was for engineering graduates and students to actively engage with high school girls, sharing their personal journeys, challenges, and success stories. By showcasing how barriers can be overcome and how engineering is increasingly accessible to women, they can inspire and motivate younger females to pursue STEM fields. Broader awareness sessions about STEM opportunities and the support systems available for women would further encourage prospective students.

To meet the growing interest of women in engineering, universities should expand engineering faculties, offer a wider range of concentrations, and increase female enrollment capacity. Simultaneously, workplaces should actively promote hiring women through targeted recruitment campaigns, ensuring that more female engineers have access to professional opportunities.

Additionally, marketing campaigns highlighting women's achievements in engineering and STEM can help shift societal perceptions, attract more female students, and reinforce that women can thrive and lead in technical and innovative fields.

"If I want to pursue a career in engineering, I want to hear success stories from older women who already passed through studying engineering and can reflect how it is like to work in the field" (Electrical & Communication Engineering, 23, Fresh Grad)

"There should be videos done per concentration for what these women should expect from the undergraduate study major" (Specialized Systems Engineering, 21, 4th Grade)

"The idea of limited seats is not a bad idea as it sets a kind of challenge that women have to work towards" (Industrial & Systems Engineering, 23, Fresh Grad)

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Pioneers of Progress and Innovation



The field of engineering is continually evolving, with new majors and specializations emerging. While not all programs are yet accessible to women, opportunities are steadily expanding, especially in public universities where more programs are opening up to female students. This gradual progress reflects a positive shift toward greater inclusivity in engineering education.

In the workplace, women have historically faced significant challenges, such as having their ideas overlooked or being underestimated. However, these barriers are diminishing as women increasingly earn recognition as valuable contributors. Though some female students initially felt uncertain about their acceptance in engineering roles, conversations with experienced peers and mentors reassured them. The successes of pioneering women engineers have established a strong foundation, proving that women perform equally well alongside men.

Engineering has equipped these women with a unique perspective, fostering critical thinking and practical problem-solving skills. Beyond academics, the field has given them a sense of belonging and a platform to pursue their passions. They believe their growing presence in engineering will make a meaningful mark on Saudi Arabia's history, highlighting the vital role women play in shaping the future of the industry.

"More universities are opening seats for females in different engineering concentrations" (Industrial & Systems Engineering, 23, Fresh Grad)

"It is not fair that I have to work on proving myself in the workplace. If I got to this position through my hard work, then I shouldn't fight for my right to have a say in the workplace" (Electrical & Communication Engineering, 21, 4th Grade)

"The first engineering graduates had a rough start. Men used to talk to these women in a contempt tone, and they weren't taking them seriously. But due to these women seriousness, hard work & dedication, they were able to prove themselves. They changed the role of the women and changed the way men deal or see women in the field. They made is much easier to the women after" (Electrical & Communication Engineering, 21, 4th Grade)

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"A lot of concentrations are arising with minimal differences, to avoid confusion these concentrations should be combined" (Engineering Department, 21, Senior)

"People started to trust my ideas due to my background and way of thinking" (Engineering Department, 21, Senior)

"I told everyone that I will study industrial & you are going to see that I am up for it. You are going to see something different when I graduate. It wasn't that common, but now, it is getting more common & more women are applying for industrial engineering. So, thank God, the view towards this major changed" (Engineering Department, 21, Senior)

"Whenever I hear engineering, I feel I am strong, I belong, I succeeded, I passed through it. I just relate as it is my place" (Industrial & Systems Engineering, 23, Fresh Grad)

"I was told that although it depends on the work environment, but new graduates should not have any concern as there is no difference professionally between men & women, and I find that very true, it doesn't matter, I should do my best, be honest and be as professional as I can be. (Engineering Department, 21, Senior)

"No engineering representative came to my highschool to talk about what engineering is, i want to do that to help more girls know more about engineering" (Electrical & Communication Engineering, 21, 4th Grade)

"We are making change. Men should be supportive; the whole country should be supportive" (Electrical & Communication Engineering, 21, 4th Grade)

04

Meeting the Global Engineer Girls Program



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GEG: An Aspiration Hub for A Greater Impact

Beyond the key terms mentioned by respondents, several participants expressed an understanding that the Global Engineer Girls (GEG) initiative aims to connect aspiring women engineers from around the world through workshops and seminars designed to foster development and create meaningful impact. They emphasized that one of the most powerful aspects of the program is the opportunity to engage with like-minded women and benefit from shared experiences and perspectives.

GEG is perceived as a career-focused initiative that also offers soft skills training—such as public speaking & time management—which participants found essential for personal and professional growth.



Importance of women and support to women



Guidance



Development & enhancement of female skills



Knowledge & Education



Connection & Building Relationship

"When I hear GEG, I feel proud. I found my people who look like me not only locally, but around the world" Industrial & Systems Engineering, 23, Fresh Grad

"All the engineers I met were very similar to me, and we shared similar passions" (Specialized Systems Engineering, 21, 4th Grade)

"I heard about it from a colleague 1 year older than I am; she told me that I will find a lot of support, an annual gathering that will be different giving me an international exposure & more connection. That is exactly what it means; support & more connection" (Electrical Engineering, 21, 4th Year)

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How It All Began...

The early applicants of the Global Engineer Girls (GEG) program first learned about the initiative through emails sent by their universities. Many were immediately drawn to it—some because they were already seeking opportunities for self-development, while others were intrigued by the concept of further personal and professional growth for women.

Newer applicants learned about GEG primarily through word of mouth and success stories from earlier participants, giving them a clearer understanding of its benefits.

Initially, the details of the program were unclear; one participant even assumed it was a job interview opportunity in Turkey. However, their interest was strong enough that they decided to proceed with the application.

Following the initial application, the women attended interviews where they gained a clearer understanding of GEG, its objectives, and what the program entailed.

The women described feeling a mix of excitement, awe, nervousness, and pride upon being selected as some of the first participants.

While some informed their families from the beginning, others chose to share the news only after receiving the acceptance email. In all cases, families were highly supportive of the initiative and encouraged their daughters to move forward with the program.

"I saw the poster, It was very professional with spot-on colors, which attracted me to open up the poster. It's name was also very catchy. I pressed on the barcode, went to the website but couldn't find the registration link, so I emailed them; there was a bug, but now it is working again" (Electrical Engineering, 19, 2nd Year)

"The interview was more casual; I felt relaxed and in a more of a discussion than interview process" (Engineering Department, 21, Senior)

"I knew older females participated in the program and I asked them about it. They gave me very positive feedback to the extent that I went to the university and asked them where to apply. I waited til it was time to apply (Electrical & Communication Engineering, 21, 4th Grade)

"The email was sent by Valentina, I guess. It was all about females, and supporting female engineers. I was already interested in engineering, so making it about females caught my attention" (Electrical & Communication Engineering, 23, Fresh Grad)

"It wasn't clear what it was. I searched about it after I got an email about the interview, but still it wasn't as clear as when they explained during the interview" (Industrial & Systems Engineering, 23, Fresh Grad)

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The GEG Spark



The appeal of the email was not solely in its content; rather, it aligned with what many of these women were already actively seeking—training courses, development programs, or internships to support their personal and professional growth. Although participants in the early stages acknowledged that the email was somewhat vague and lacked clear details, they were drawn to key terms such as “engineering,” “women,” and “self-development,” which resonated deeply with their aspirations and motivated them to apply.

The program was effectively and rapidly promoted by earlier participants, who played a key role in spreading awareness. The most compelling aspects that attracted new applicants were the comprehensive support offered to prepare women for life as engineers beyond university, the opportunity to participate in global gatherings, the international exposure, and the emphasis on soft skills training. These features positioned the program as both empowering and highly relevant to their professional development.

“Before I applied, I told my parents; they aren’t engineers, thus I explained what the program is about and I guess they were very proud that I was so excited to participate in the GEG program”(Electrical & Communication Engineering, 21, 4th Grade)

I asked before I joined and I was told there will be a lot of support to women in the field of engineering & a lot of gathering local & global which will widen my experience. All feedback received was super positive. (Electrical Engineering, 21, 4th Year)

I was attracted to the fact that there were engineer women offering a program to support and develop other engineer women. The fellowship that I felt grabbed my attention. (Specialized Systems Engineering, 21, 4th Grade)

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The GEG Experience



The most memorable experience shared by all the women interviewed was their participation in the annual GEG gathering held in Turkey. They highly valued the opportunity to travel independently, engage with peers from diverse nationalities who shared similar interests, and broaden their horizons through insightful discussions, lectures, and networking sessions.

The second most impactful offering, as highlighted by participants, was the series of training courses & workshops. These sessions focused on developing soft skills, technological competencies, and general engineering-related topics—areas the women identified as crucial to enhancing their capabilities and advancing their professional growth.

The mentoring initiative was highly valued by participants who joined, as mentors offered accessible, supportive, and practical guidance. Their real-world insights helped mentees better understand the engineering field and navigate academic and career paths with greater confidence.

"When I saw all the engineers from all over the world, I realized that we are not a lot & I felt excited and different. It is important to connect globally to broaden the evolvement. It is important to see the involvement of other countries to better understand your major & how to improve" (Electrical & Communication Engineering, 23, Fresh Grad)

"The GEG opportunity is beyond imagination. The idea of getting to know engineer girls globally has a lot of merits. You get to discuss with them their experiences, how is engineering like in their country, explore their cultures & even languages" (Electrical & Communication Engineering, 21, 4th Grade)

"I enjoyed the journey with every session, the variety of lecturers, their professionalism & experience. It was an amazing experience" (Electrical Engineering, 21, 4th Year)

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GEG Expectation VS Reality



All the women interviewed shared that their actual experience in the program far exceeded what they had been told or initially expected. Nearly every aspect surpassed their expectations—including the global exposure, the meaningful connections formed both locally and internationally, the vibrant atmosphere of the annual gathering, the structured and supportive mentorship program, the dynamic group chats connecting women engineers around the world, and the comprehensive training courses & workshops. Overall, they described the entire experience as incredibly worthwhile, offering far greater benefits than they had imagined.

Most of the respondents expressed deep gratitude for the opportunity to be part of the program, emphasizing how meaningful and impactful the experience was for their personal and professional development.

"I gained the benefit of the professionals & I got what I expected, whether practicality & theoretically" (Engineering Department, 21, Senior)

"What really exceeded my expectation was the trip to Istanbul. I could see the high effort that was exerted, very well organization, good scheduling & beneficial gatherings." (Electrical & Communication Engineering, 23, Fresh Grad)

"I would say it was better than my expectation. They told me (asking about the program) about the gathering in Istanbul & the local gatherings, but no one mentioned the courses, the mentorship & the weekly meetings" (Electrical & Communication Engineering, 21, 4th Grade)

"The global gathering was one of the best experiences I had. The travel exposure, the boat trip, the communication with other engineers, the high profiles invited, the support I received getting around. I also lost some items, and they helped with my room change, They were always there" (Industrial & Systems Engineering, 23, Fresh Grad)

"The training courses exceeded my expectations, it was broad in various domains not only engineering, such as technology, soft skills, personal skills" (Specialized Systems Engineering, 21, 4th Grade)

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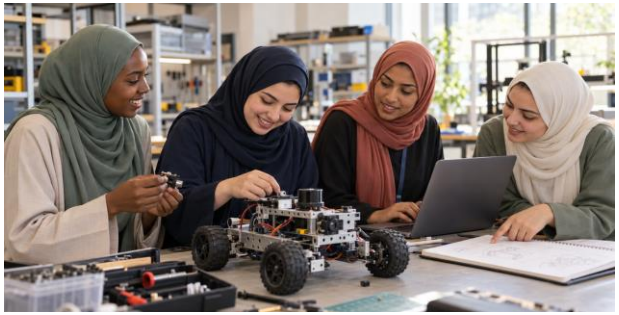
Feelings towards GEG: Sisterhood, Connection & Teamwork

Six women expressed sisterhood and collaboration, explaining how GEG enabled them to realize four key outcomes—each captured in the essence of picture 14, specialization, diversity, not being alone & solidarity.

GEG fostered teamwork by emphasizing specialization, where each member's unique strengths complemented others, leading to stronger ideas and diverse perspectives. This collaboration energized participants, helped build a vibrant network, and connected like-minded women engineers working toward common goals.

Diversity was a key element, bringing together women from varied cultural and professional backgrounds. This encouraged fresh perspectives, challenged assumptions, and expanded personal and professional horizons while boosting confidence and communication skills.

Most importantly, participants realized they are part of a global sisterhood—not alone in their journey. GEG created a strong sense of solidarity, forming a supportive community united by passion and commitment to empower women in STEM, inspiring members to grow, lead, and serve as role models for future generations.



"The blending of diversity increases development & communication skills, which reflects on being confident. GEG increased my self-confidence when it put me in these situations among many women of different backgrounds & nationalities" (Electrical & electronics Engineering, 22, Fresh Grad)

"It feels like someone is with you; working together to achieve the unexpected & to be different. This encourages you and gives you a responsibility to be a better version of yourself, to be a role model to others" (Specialized Systems Engineering, 21, 4th Grade)

GEG helped me to love what I do through placing me in teams to work together & involving me with others that showed me and gave me the opportunity to work with other strong women" (Electrical & Communication Engineering, 23, Fresh Grad)

"The idea of starting the institution makes me proud. I am proud that someone wanted to share their experience through the organization for the better good. It is such a simple act" (Electrical Engineering, 19, 2nd Year)

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Feelings towards GEG: Support & Empowerment

Support and empowerment were key themes expressed by four women through different picture choices highlighting how GEG impacted them on multiple levels.

GEG fostered a strong "I can do it" mindset, inspiring women to break stereotypes and pursue their true ambitions in engineering. Success stories and role models reinforced that women can overcome barriers, while teamwork made the journey easier and more fulfilling.

The program emphasized personal growth and self-care, helping women build confidence gradually through learning and reflection. This steady development strengthened their belief in themselves and their abilities.

By offering a cross-cultural platform, GEG empowered women to connect meaningfully, communicate confidently, and broaden their perspectives. Combined with technical and soft skills training, participants gained a unique edge, feeling prepared to excel and stand out professionally.



"Why should I burden myself with doing everything alone? Through teamwork, I get support from others" (Specialized Systems Engineering, 21, 4th Grade)

"I aspire to be who I want to be, not what others want me to be. GEG helped supporting that there are a lot of achievements for women in the field & that there no no barriers for us" (Electrical & Communication Engineering, 23, Fresh Grad)

"GEG helped me develop myself in communication skills & other technical skills" (Electrical & electronics Engineering, 22, Fresh Grad)

"It is me who is living, what is my purpose, thus I feel more confident to feel that I am needed" (Electrical Engineering, 19, 2nd Year)

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Feelings towards GEG: Development & Creating Interest



Through various picture choices, women expressed how GEG was eye-opening for their development—helping them grow not only technically, but also in character and soft skills. The experience and training courses enabled them to excel, flourish, and become better versions of themselves.

Participants shared that the soft skills courses helped them understand themselves and others more deeply, enhancing their interpersonal awareness and communication abilities. Meanwhile, the technical and technology courses made them feel more knowledgeable, capable, and accomplished—boosting their confidence in their engineering competencies.

Several women also noted that development was a central aim of GEG. The program team carefully curated the course topics to help women in engineering bloom, thrive, and create meaningful impact in their fields.

"It's a path that leads me to knowledge, light & education. Path to learn more, to excel and be better at my career. GEG offered courses to know more about myself & my career development leading to that path" (Electrical & Communication Engineering, 21, 4th Grade)

"I feel like a hero when I succeed, more when the work is on myself. I have accomplished that through GEG training courses" (Electrical & electronics Engineering, 22, Fresh Grad)

"GEG enhanced my smartness through its workshops & training courses" (Electrical Engineering, 21, 4th Year)

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Feelings towards GEG: Joy & Enjoyment



Being part of GEG brings women a sense of joy and fulfillment. This feeling often arises after completing a major assignment or experiencing personal growth and character development through the program's training, mentorship or any other program offered. Many women expressed a sense of peace and calm after achieving something significant, feeling that they had accomplished something truly meaningful.

Enjoyment also stemmed from the diversity within GEG—meeting women from different backgrounds and cultures added richness and excitement to the experience.

Lastly, participants highlighted that the continuity of the program made them feel safe and energized. Knowing that women are consistently supported throughout their journey gave them reassurance and motivation.

"The annual gathering felt like a red carpet moment. We met with KSA ambassador in Turkey. This feeling made me confident, and sure of what I am doing. GEG helped me to see that I am on the right track" (Electrical & Communication Engineering, 23, Fresh Grad)

"GEG helps me re-energize. It keeps life interesting. It is just it it being there, steady, knowing that I can rely on the program" (Electrical & Communication Engineering, 21, 4th Grade)

05

Evaluation of The Global Engineer Girls Program



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GEG: Empowering Women!



All the women interviewed agreed that the core purpose of the organization is to support and empower women in the engineering field, helping them excel in their future careers. Some participants emphasized that a key objective is to foster global connections among women engineers, while others highlighted the organization's role in developing personal and professional skills to enable women to contribute meaningfully to their country. Overall, the initiative is seen as a platform for empowering women and raising awareness about the vital role they play as engineers in national development.

The most memorable and appreciated programs mentioned by participants were the annual gathering, mentorship, training courses, networking opportunities, and internships.

"The program is very beneficial; but why do these people work in that institution? Why do they text me when I am not online for the course? I always ask myself these questions. They want to support women!" (Electrical & Communication Engineering, 21, 4th Grade)

"The aim of the organization is to provide engineer women with broader education to widen their knowledge in all fields, in addition to introduce them to the occupational market" (Specialized Systems Engineering, 21, 4th Grade)

"It is a program offered to engineer women to enable them to work everywhere through trainings" (Industrial & Systems Engineering, 23, Fresh Grad)

"The concept is to guide engineer women towards their professional life" (Engineering Department, 21, Senior)

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Mentorship: Building Confidence, Skills, and Direction



The mentorship program was one of the most valued components, providing personalized guidance, emotional support, and professional development. Mentors were praised for being accessible, experienced, and supportive, helping participants think analytically, solve problems, improve CVs, and understand the importance of internships—bridging academic learning with real-world application.

Women who had not yet started mentorship expected field-related guidance, motivation, soft skills development, and real-life insights to clarify their career paths. Many participants expressed a desire to "pay it forward" by mentoring future students, driven by empathy, knowledge-sharing, and social responsibility.

Key suggestions to enhance the program included more frequent mentor-mentee check-ins, adding discussions on workplace ethics, and providing a clearer structure for new participants.

"The mentor understands much more than me, thus she was able to guide me. There is a weekly meeting and she always checks with me & answers all my questions. The main support was during the graduation project" (Electrical & electronics Engineering, 22, Fresh Grad)

"At the beginning, my mentor introduced herself and started to get to know me, after which she understood where I was at and started to guide me. I have wonderings about the power & energy fields, and she talked through all the challenges in work that I might face & how to overcome them" (Electrical & Communication Engineering, 23, Fresh Grad)

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"A mentor can be global. That gives me an international built-up very " (Electrical & Communication Engineering, 21, 4th Grade)

"I do not know how to teach, I think I don't have that quality to be a mentor" (Engineering Department, 21, Senior)

"I am expecting that my mentor will reflect her fieldwork experience to me, help me overcome any challenges, and help me develop myself" (Specialized Systems Engineering, 21, 4th Grade)

"I aspire to be a mentor; to share my experience & guide others how to be in that place. I was there, so I know how it feels" (Industrial & Systems Engineering, 23, Fresh Grad)

"Mentors help with the CVs, too, I heard. I haven't started yet" (Electrical Engineering, 19, 2nd Year)

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From Classroom to Career: A Journey of Growth



The training program was one of the most valued components of GEG, equipping women with both technical knowledge and soft skills essential for professional growth. Courses in time management, financial literacy, big data, sustainability, project management, and professional communication stood out as highly beneficial. Participants praised the program for bridging theory and practice, offering content well-aligned with industry needs and preparing them for real-world internships and careers.

Active engagement and interactivity enhanced the learning experience, with participants appreciating cameras on, follow-ups, and recognition from organizers. Recorded sessions provided flexibility, allowing women to revisit content, balance family responsibilities, and reinforce learning during internships or future work. Lecturers were highly praised for professionalism, diverse expertise, and delivering impactful sessions that broadened participants' perspectives.

To enhance the program, participants suggested more interactive communication, better timing—especially around family commitments and Ramadan—and advanced courses (Part 2) to deepen subject knowledge. They highlighted the importance of continuous, market-aligned training to stay ahead of evolving industry demands and to further empower women in engineering.

"I really benefited from it; the courses, they help with what is needed in the field, like how to use Canva and how to communicate in the office" Electrical & Communication Engineering, 21, 4th Grade

"Every lecture had a different professor. All were very interesting & beneficial" (Engineering Department, 21, Senior)

"The best thing is that these courses are recorded, so even if I wasn't able to attend, I'd be able to still watch it & get benefited from it" (Electrical & Communication Engineering, 21, 4th Grade)

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"Valentina sends messages to the group, but no one is active." Electrical & Communication Engineering, 21, 4th Grade

"Advance courses will help me be more pioneer than others." (Engineering Department, 21, Senior)

"I worry when Ramadan comes that the courses that take place at 8pm will contradict with Taraweeh Prayers" (Electrical & Communication Engineering, 21, 4th Grade)

"Part 2 for the courses should be more detailed & has more concentration to it. They also need to widen the courses spectrum." (Electrical & Communication Engineering, 23, Fresh Grad)

"Time management & financial literacy were one of my top training sessions I attended" Specialized Systems Engineering, 21, 4th Grade

"They need to make webinars for more technical topics, like mechanical & electrical engineering, linking it to real life examples" (Electrical & Communication Engineering, 23, Fresh Grad)

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"In the summer, I go for internships, as it will develop me" (Specialized Systems Engineering, 21, 4th Grade)

"I wish I had found an internship in Riyadh, but no opportunities were offered" (Industrial & Systems Engineering, 23, Fresh Grad)

"During my internship, I experienced high standards of ethics. Everyone was very helpful; no one has said anything that bothered me. You just see how professional it gets in the workplace." (Electrical & Communication Engineering, 23, Fresh Grad)

"I think they should advertise more about the internship opportunities. I had no idea they offer that" (Specialized Systems Engineering, 21, 4th Grade)

"My internship helped me understand more practically what I have been learning theoretically" (Electrical & electronics Engineering, 22, Fresh Grad)

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Unlocking Hidden GEG Programs



Many women initially underestimated the value of GEG's networking events until experiencing them firsthand. These gatherings revealed a shared passion among diverse participants, broadening perspectives and boosting confidence in initiating new connections. As a result, there is strong demand for more networking opportunities, including enhanced chat features to sustain dialogue.

Regarding employment, most participants were unaware that GEG might support job opportunities but showed keen interest once informed, seeing this as a crucial bridge from education to career.

While training courses were highly praised, most women did not know certificates were awarded, although they prioritized practical skills over formal recognition. Some recognized certificates could demonstrate advanced competency useful for academic or professional purposes.

Scholarships were generally unfamiliar or considered more relevant for those studying abroad, with few participants having applied for or benefited from them locally.

A deeply valued aspect across the program was the strong sense of sisterhood—a supportive community where women uplift and encourage each other, fostering trust, shared ambition, and a collective commitment to succeed and make a lasting impact in their careers and communities.

"Gathering GEG KSA students besides the annual gathering in Istanbul to make them communicate more with each other, building more connection & maybe teamwork building as well" (Electrical & Communication Engineering, 23, Fresh Grad)

"Internships, sisterhood & networking sound the most interesting services" (Electrical & Communication Engineering, 21, 4th Grade)

"A certification means advancement" (Specialized Systems Engineering, 21, 4th Grade)

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"Academic support & internships are more needed than scholarships" (Electrical & Communication Engineering, 23, Fresh Grad)

"More networking events, not only in Istanbul, but maybe another country; so females have more opportunities to participate" (Electrical & Communication Engineering, 21, 4th Grade)

"Education is not only about certificates, it is about gaining information to know more. The information and the confidence you get through the courses is everything. I need to know and I must succeed." (Electrical & Communication Engineering, 21, 4th Grade) 5

"Through sisterhood you get to connect to different cultures" (Specialized Systems Engineering, 21, 4th Grade)z

"Haven't heard before that GEG offers employment opportunity" Industrial & Systems Engineering, 23, Fresh Grad

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Where GEG Shines



Welcoming



Consideration



Care, Attentiveness & Responsiveness



Following-up



Making a difference / Their Aim



The Gathering



Same Passion



Supporting Women



Benefit / Beneficial



Being Different/ Different Point of View

Beyond the positive keywords associated with it, the program is highly regarded, with its impact both clearly seen and deeply felt. The gathering in Turkey stands out as the program's highlight—an unexpected, transformative experience that left a lasting impression on participants.

"The program is amazing. They should expand more around the world" (Electrical & Communication Engineering, 23, Fresh Grad)

"I like that it is different. The program has a different point of view. It makes me different. It is a great opportunity" (Electrical Engineering, 21, 4th Year)

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From Inspiration to Influence: The Power of GEG



The global exposure and networking opportunities stood out as transformative experiences. The international gatherings, diverse speakers, and training courses broadened participants' perspectives by immersing them in different cultures and mindsets. This helped them build valuable local and global connections, boosting their confidence, especially in engaging in technical discussions as new graduates.

Soft skills development was another crucial benefit emphasized by many. The program significantly enhanced participants' leadership, communication, and organizational abilities, aiding in the formation of a strong professional identity and better preparation for the workplace. Additionally, the program contributed to professional character building by offering practical guidance on time management, strategic planning, and effective communication, all essential for career growth and readiness.

Beyond skills and knowledge, participants deeply valued the sense of community and support cultivated by GEG. Knowing they were part of a supportive network reassured many women that they are not alone on their engineering journey. This shared solidarity fostered a collective belief that success in engineering is achievable together, reinforcing motivation and commitment to their professional paths.

"I would have had a limited knowledge & wouldn't have exposure to computer science. I wouldn't have been special or different than other girls" (Engineering Department, 21, Senior)

"My point of view has changed. It is not only about education, there are other things that can help me grow & increase my connections" (Specialized Systems Engineering, 21, 4th Grade)

"It made me proud of myself. I met important people, and engineers from other worlds. It definitely increased my knowledge" (Electrical & Communication Engineering, 23, Fresh Grad)

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"The main impact is that GEG help open up more opportunities than normally I wouldn't have gone through, such as skill enhancement & networking" (Electrical Engineering, 19, 2nd Year)

"Same I benefited, I want also to benefit. I would not keep this education to myself" (Specialized Systems Engineering, 21, 4th Grade)

"It made me more interested in all types of engineering, not only electrical engineering. It is very beneficial to get to know all the roles of all kinds of engineers" (Electrical & Communication Engineering, 23, Fresh Grad)

"The communication is the most important and we engage in global communication, which is highly beneficial; it makes me go out of my comfort zone to talk to different people" (Industrial & Systems Engineering, 23, Fresh Grad)

"The experience allowed me to be more confident" (Industrial & Systems Engineering, 23, Fresh Grad)

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Gaps Beneath the Glow



Participants suggested several key enhancements to amplify GEG's impact. A major focus was on increasing practical training opportunities through hands-on experiences, real-world case studies, and contributions to large-scale engineering projects via internships or competitions. These initiatives would bridge theory and practice, equipping women with the applied skills needed for professional success.

They also highlighted the need to broaden participant engagement, reaching more women both locally and globally to elevate female visibility in engineering. Strengthening communication and sisterhood was emphasized, with proposals for global chat groups, local meetups, and continuous interaction to maintain the bonds formed through GEG.

Additionally, participants recommended career support networks and purposeful networking as crucial next steps. Mentorship and peer groups could guide women through job-related challenges and skills development, while engaging in CSR initiatives or national and international engineering competitions would provide meaningful connections and opportunities to make a positive societal impact.

"I needed to see more practical training, more internships to be offered" (Industrial & Systems Engineering, 23, Fresh Grad)

"I wish we had more projects discussions and case studies about technical aspects for the current projects like NEOM or the Kuwait airport" (Electrical & Communication Engineering, 23, Fresh Grad)

"With any job related problem, I would contact someone for guidance & skills enhancement; soft & technical" (Industrial & Systems Engineering, 23, Fresh Grad)

"Why don't they organize competitions for women to excel more; not only locally, but globally as well. It will enhance the skills of women" (Electrical Engineering, 21, 4th Year)

06

Evaluating The Impact Of Global Engineer Girls On Social Life



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Transforming Women's Social Lives



The program played a significant role in fostering meaningful connections among women—both locally and globally. Within the same university, it helped participants connect with peers they may not have known before. On a broader scale, it created opportunities for women from different countries who share the same passion for engineering to form lasting relationships. Several participants shared that the friendships they built through the program are still going strong to this day.

Additionally, the program helped break down barriers of shyness and encouraged participants to be more open, confident, and willing to engage with others. This sense of familiarity and belonging was particularly important in providing the emotional support they needed—support that many described as essential to their personal and professional growth.

"The trip in Turkey was the highlight. I met people, and I am still in contact with them & we became friends" (Industrial & Systems Engineering, 23, Fresh Grad)

"I dealt with different nationalities, different mindsets, different languages" (Engineering Department, 21, Senior)

"The gathering helped that we knew each other face-to-face" (Electrical & Communication Engineering, 21, 4th Grade)

"I engaged with more students and helped me see other people's goals & aims" (Specialized Systems Engineering, 21, 4th Grade)

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GEG Buzz: Empowering Voices Amplified



All the women interviewed stated that they would strongly encourage other women to apply for the GEG program, as it gives participants a distinct advantage. They highlighted the program's international exposure, opportunities to connect with global professionals who share similar passions, and its emphasis on developing soft skills essential for success in the professional world.

Several participants also suggested that GEG prepare a comprehensive presentation outlining the program's goals, benefits, and offerings. They proposed that current or past participants could act as ambassadors, delivering this presentation to other women in the engineering field. They recommended including key elements such as international collaboration, the mentorship program, and the ongoing support that helps women grow and strengthen their professional and technical background.

"I encouraged girls to apply as they will get in contact with more professionals; as a student, the experience you gain from dealing with older expertise up to 15 years of knowledge in field, it will broaden your horizon and gives you advantage over others" (Engineering Department, 21, Senior)

"I encourage the women to participate due to the courses. They are very beneficial, in addition you get introduced to other people. My advice is to always develop oneself" (Specialized Systems Engineering, 21, 4th Grade)

"It is important to help other females in this field. We have a lot of questions and it helped that someone with the answers helped and supported me" (Electrical & Communication Engineering, 23, Fresh Grad)

07

Conclusion & Recommendations



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Added Value Experience



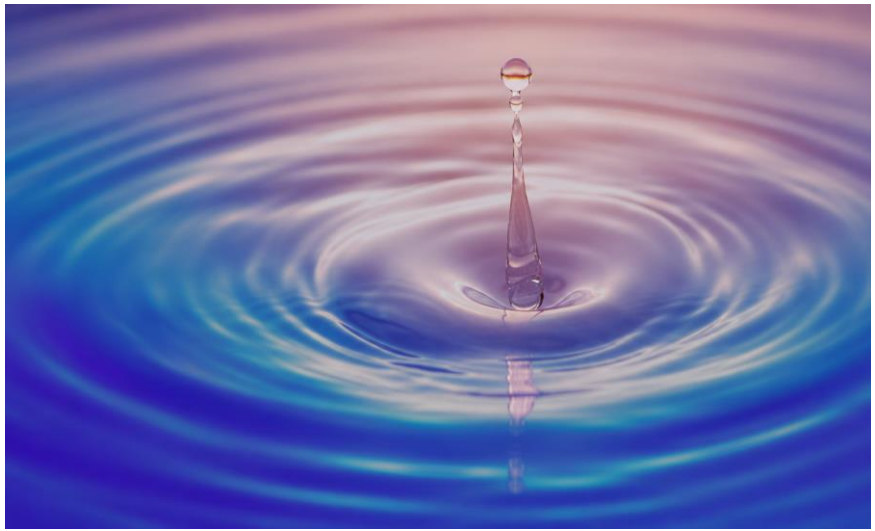
Global Engineer Girls became a pivotal experience, transforming not only these women's educational and career perspectives but also their character and self-perception. The program cultivated self-confidence, intellectual curiosity, open-mindedness, and unleashed their potential. Participants developed strong interpersonal and professional skills, forged enduring connections, and gained hands-on experiences that would have been difficult to access otherwise.

The program also fostered a sense of community among aspiring female engineers, showing them they are not alone and motivating them to pursue their dreams.

Many expressed that without GEG, they would have missed a valuable opportunity that set them apart from others and gave them an edge in the workplace. For these women, the program has left a lasting impact on both their personal growth and career trajectory.

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Making GEG More Impactful



Most of the women interviewed suggested the following improvements:

- Organize more events, especially local ones, to strengthen relationships and provide greater exposure to personal and professional development.
- Add a chat feature and allow more active communication within groups and training courses.
- Offer advanced training courses (Part 2) to explore subjects in greater depth.
- Include more hands-on projects to connect theoretical knowledge with real-life experiences.
- Provide greater exposure to career opportunities and professional pathways.

06

Appendix



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The World from a Man VS Woman Perspective

A World Built by Men



The imagined world was described as grey and monotone—dull, rigidly structured, and repetitive, with houses appearing as if they were copy-pasted. Walking through such a world evokes a sense of harshness: it feels emotionally detached, overly serious, chaotic, and unsafe. It was perceived as unwelcoming, with no inclusive spaces for children or families. One woman stated she would not venture into such a world, while another said she would want to run away from it.

While men might feel more comfortable in this environment, women expressed that they would likely feel afraid, depressed, and out of place.

Only one respondent believed it would make no difference whether the world was built entirely by men or entirely by women; in her view, the outcome would be the same. However, she—and others—emphasized that a world built collaboratively by both men and women would be far more balanced and comfortable for everyone.

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The World from a Man VS Woman Perspective

A World Built by Women



All of the women interviewed—except one—envisioned that a world designed by women would be more vibrant and colorful, built around functionality with great attention to detail. They described features such as trees, flowers, playgrounds, and various community facilities that would make the environment lively and enjoyable. Women were characterized as perfectionists, often revisiting decisions to ensure every aspect is considered, particularly safety. As a result, such a world might take longer to build, but it would be comprehensive, inclusive, and thoughtfully designed.

The women anticipated a world with more creative yet organized and aesthetically pleasing architecture. Streets built by women, they said, would be filled with people, laughter, and high energy—spaces where women feel comfortable, safe, and connected. The environment would be entertaining, socially engaging, and expressive, with residents known for their fashion sense and style. While some acknowledged that judgment might still exist, most expressed that they would feel proud to walk through a world created by women.

"Women think about everything. They think 10 times about every tiny detail. Women are perfectionists; it is going to take a bit longer to built, but it will be perfect" (Electrical & Communication Engineering, 21, 4th Grade)

"We will see a lot of creativity, a lot of thought in very detail placed, very colorful, multi-purposed functions servicing all kinds of people in any stage of life. I would feel very proud, happy and joy that someone understood all my needs and built it in the world." (Electrical Engineering, 21, 4th Year)

"I feel safe in that world (made by women). Even the bumps on the street will be safer. Women will think about safety & beauty." (Electrical & Communication Engineering, 21, 4th Grade)

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GEG Expectation VS Reality

Expectations

Participants anticipated a program focused primarily on lectures and theoretical coursework

Participants anticipated standard support and guidance typically offered to women in similar programs.

Reality

Instead, they discovered a strong emphasis on practical, hands-on activities that provided real-world experience and interactive learning

The level of support and guidance exceeded expectations—through active chat groups, inspiring success stories, real-life experience sharing, and insightful lectures that created a strong sense of community and empowerment.



"I gained the benefit of the professionals & I got what I expected, whether practicality & theoretically" (Engineering Department, 21, Senior)

"I would say it was better than my expectation. They told me (asking about the program) about the gathering in Istanbul & the local gatherings, but no one mentioned the courses, the mentorship & the weekly meetings" (Electrical & Communication Engineering, 21, 4th Grade)

"The training courses exceeded my expectations, it was broad in various domains not only engineering, such as technology, soft skills, personal skills" (Specialized Systems Engineering, 21, 4th Grade)

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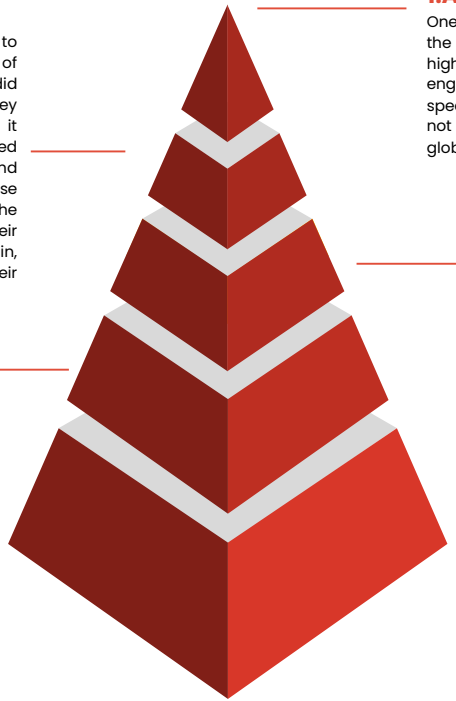
GEG Top Of Mind Services Offered

1.Annual Gathering

One of the most frequently mentioned and highly valued components of the program was the international gathering, which stood out as a major highlight. The opportunity to travel independently, connect with women engineers from around the world, and attend sessions led by top-tier guest speakers left a lasting impression on the participants. This experience was not only memorable but also deeply impactful in terms of personal growth, global exposure, and inspiration.

2.Mentorship

Not all participants had the opportunity to experience the mentorship component of the program; however, those who did expressed deep gratitude for it. They found it personally enriching, as it provided valuable guidance, addressed many of their individual concerns, and offered meaningful support. For those who have not yet participated in the mentorship program, they shared their excitement and eagerness to begin, having heard positive feedback from their peers about its impact.



3.Training Courses

Participants spoke at length about the training courses, highlighting the numerous benefits they gained from them. There was strong interest and several requests for additional sessions in the future. Overall, the courses were especially impactful in enhancing participants' social and interpersonal skills, which they considered essential for both professional and personal development.

4.Networking

While not extensively discussed on its own, networking naturally took place alongside the other services offered by the program. Its impact was notable in how it helped participants build meaningful connections and significantly boosted their self-confidence.

5.Internships

Only one or 2 respondents knew about the internships.

"Sisterhood with different background and cultures is really eye-opening & beneficial" (Specialized Systems Engineering, 21, 4th Grade)

"The annual meet-up; one of the best things that they offer. I haven't experienced anything else so far" (Electrical Engineering, 19, 2nd Year)

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Feelings about GEG (VISUAL ELICITATION TECHNIQUE)

Picture Number	Number of Mentions	Feeling
 14	6	**Teamwork/Sisterhood/Connectedness** => higher responsibility towards self & others (i.e. spreading awareness about girls in engineering) and achievement
 23	4	**Support to reaching your goal/purpose** => GEG builds confidence/ the "i can do it" mentality through mentorship, connection & display of real success stories
 13	3	**=>Keeping life interesting through setting goal** **=>A break or reenergizing to continue working towards your goals** **=>interest in different cultures & appreciation of own culture**

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Feelings about GEG Cont'd
(VISUAL ELICITATION TECHNIQUE)

Picture Number	Number of Mentions	Feeling
 4	2	**Woman empowerment & differentiation** through setting a platform cross-cultural connection/communication & exposure; developing communication skills, confidence & openness
 6	2	**Eye-opening**
 18	2	**Development through research & learning (i.e.** from workshops & training courses etc)
 32	2	**Support** through building skill by skill (i.e. technical/scientific like computer & engineering but also tools like goal setting, time management) "Excitement to see what's next!"

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Feelings about GEG Cont'd
(VISUAL ELICITATION TECHNIQUE)

Picture Number	Number of Mentions	Feeling
 1	1	=>Re-energizing to continue working towards your goals
 2	1	=>Joyful or reenergizing to continue working towards your goals
 3	1	Woman empowerment & differentiation through setting a platform cross-cultural connection/communication & exposure; developing communication skills, confidence & openness
 5	1	Accomplishment of self-development (a hero)

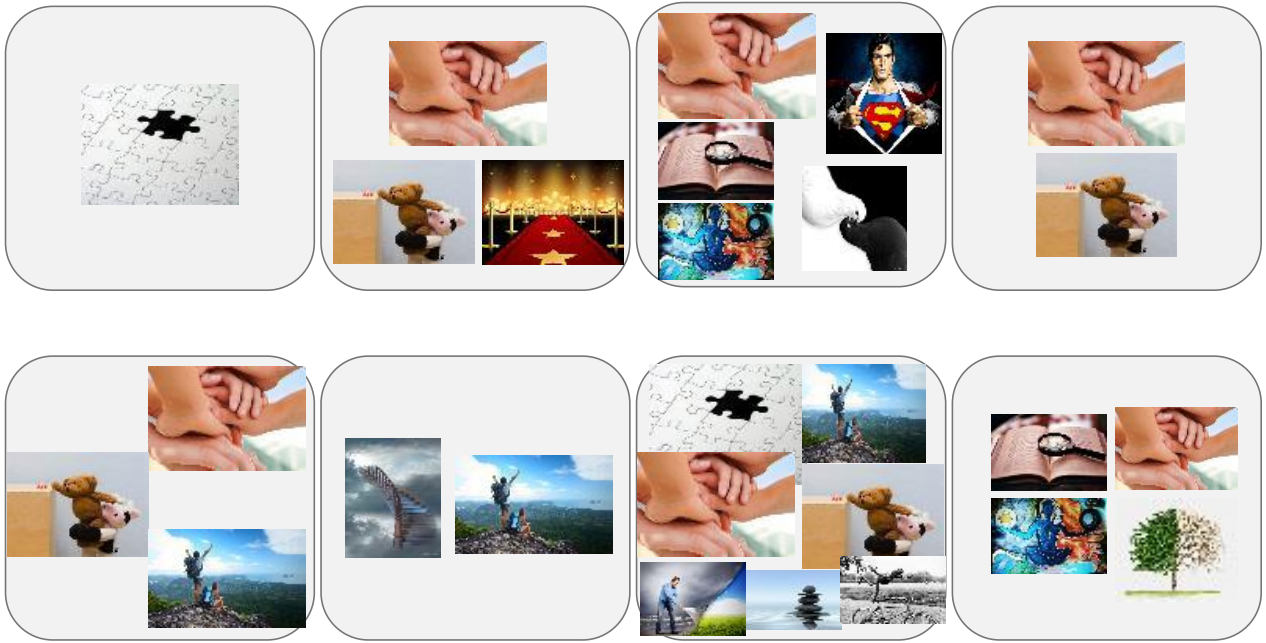
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Feelings about GEG Cont'd
(VISUAL ELICITATION TECHNIQUE)

Picture Number	Number of Mentions	Feeling
 7	1	The program will help participants to bloom, blooming through the soft skills courses
 11	1	Technical & soft skills development through workshops & training courses etc
 25	1	Time management helps you with more opportunities, more achievement, more tasks. GEG is an opportunity where you learn about all that. It develops you in all areas
 34	1	The annual gathering → it was like a red carpet; we met the SA ambassador in Turkey → feeling confident & on the right track through reinforcing the love of engineering while meeting like-minded people

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Feeling about GEG by Respondent



06

Summary Points



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Being a Woman & Gender Roles Summary

Who Are They?

- Ambitious, self-driven, and committed to continuous learning.
- Raised in open-minded, education-focused families.
- Value time management, skill-building, and positive role models (often mothers).

Academic Life & Preparation

- Strong interest in STEM, especially engineering-related subjects.
- Engage in clubs, leadership roles, and real-world internships to gain confidence and workplace readiness.

Beyond the Classroom

- Pursue personal development (languages, design), sports (archery, swimming), crafts, and self-care.
- Maintain a balance between household roles and individual passions.

Aspirations & Goals

- Desire impactful careers and higher education (e.g., master's degrees).
- Aim to make families proud, particularly mothers.
- Seek leadership roles and societal contribution, some balancing with future family goals.

Perceptions & Gender Views

- Proud to be women—feel empowered, valuable, and essential.
- Acknowledge persistent stereotypes but view protectionist attitudes as culturally rooted.
- Believe both men and women bring unique and complementary strengths to society.

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Being a Woman & Gender Roles Summary Cont'd

Views on Gender & Society

- Traditional roles are shifting: women now work and share family responsibilities.
- Women seen as detail-oriented, patient, and perfectionists; men perceived as more physically active and direct.

Imagining a Single Gender Built World

- Women envision colorful, safe, organized, inclusive spaces with thoughtful design.
- A male-only world perceived as dull, rigid, and emotionally detached.

Family & Societal Expectations

- Families support both genders equally; expect children to contribute meaningfully to society.
- Society expects women to manage homes and succeed professionally

Workplace & Occupational Outlook

- Some professions remain socially restricted (e.g., plumbing, field labor), but women pursue roles based on passion and skill.
- Managerial and leadership roles seen as well-suited to women due to multitasking and organization.

Self-Expectations

- Strive for knowledge, societal participation, and leadership.
- Seek employment that utilizes skills and enables upward mobility.
  "There was a lot of opposers for women working & it wasn't easy to go against the stereotypes. They did not expect that a woman can do the job"

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Education & Vocational Perceptions Summary

What Education Means to Women

- Seen as a right, a source of pride, empowerment, and self-development.
- Shapes their personality, communication, critical thinking, and resilience.
- Education is not enough alone; hands-on experience and self-driven learning are vital.

Why Engineering?

- Combines creativity, logic, and technical skills (math, physics, design).
- Offers future career potential, innovation, and problem-solving.
- Some aim to blend engineering with business (e.g., pursuing MBAs).
- Chosen with family input, mentor advice, and strategic thinking.

Being a Woman in Engineering

- Increasing acceptance, though women still face limited seats and stereotypes.
- Participants feel proud to challenge norms and pave the way for others.
- Women bring creativity, attention to detail, and a unique perspective to the workplace.

Education & Vocational Perceptions Summary Cont'd

Challenges Faced

- Limited seats in engineering programs for women.
- Few female professors and discomfort with male faculty.
- Social hesitation in mixed-gender environments due to single-gender schooling.
- Family stereotypes persist but are gradually shifting.

Their Goals & Aspirations

- To graduate, get meaningful jobs, and eventually impact society.
- Aspire to leadership roles and continued education (Master's/PhD).
- Want to normalize female presence in engineering and be role models for future generations.

"Being a woman in engineering is not easy—but I am proud to be one, and I want to be a reason more women enter this field."

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Saudi Women's Insights into Engineering Summary

Evolving Field & Female Presence

- Engineering is rapidly diversifying, with more concentrations opening to women.
- Early female engineers faced skepticism; today, women are more recognized and respected in the field.
- Women value equal treatment: "Hard work should earn a voice, not a fight for it."

Support Needed for Success

- **Government:** More financial support, international training access.
- **Universities:** More labs, mentorship, alignment with market needs.
- **Families & Community:** Emotional encouragement, societal mindset shift.
- **Companies:** Internship pathways, feedback culture, inclusive hiring.

Attracting More Women to Engineering

- Share real success stories with schoolgirls.
- Increase seats & concentrations in universities.
- Launch awareness campaigns targeting families to dismantle stereotypes.
- Provide practical exposure (e.g., videos per major, hands-on projects).

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Saudi Women's Insights into Engineering Summary Cont'd

Engineering's Impact on Women

- Built critical thinking, confidence, and resilience.
- Provided a strong sense of **belonging** and **empowerment**.
- Changed how others view them: "People trust my thinking now."

Work Environment

- Concerns about gender bias are fading as women prove themselves.
- Older female engineers paved the way by excelling under pressure.
- Participants now feel equally capable: "Professionalism, not gender, defines performance."

"We are making change. Men and the whole country should support us."

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Meeting the Global Engineer Girls Summary

What is GEG?
An international initiative connecting aspiring women engineers via workshops, mentorship, and gatherings to foster professional growth and global sisterhood.

Key Highlights:

- **Empowerment:** Supports women in engineering with soft skills (e.g., communication, time management).
- **Community:** Builds lasting connections among like-minded women globally.
- **Exposure:** Annual gatherings (e.g., Turkey) offer cultural exchange & networking.
- **Mentorship:** Access to inspiring female mentors enhances confidence & career clarity.

Motivations for Joining:

- Word-of-mouth & university outreach.
- Desire for self-development, global exposure, and community support.
- A women empowered initiative

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Meeting the Global Engineer Girls Summary Cont'd

Expectation vs. Reality:

- Expected: Basic training and theoretical lectures.
- Reality: Far richer – hands-on learning, mentorship, international travel, and holistic support.

Most Valued Elements:

- **Annual Gatherings:** Cultural exchange, meeting role models, and feeling represented.
- **Soft Skills Training:** Boosted confidence and practical life skills.
- **Teamwork & Diversity:** Collaboration across cultures strengthened global perspectives.
- **Emotional Impact:** Increased self-belief, pride, and motivation to uplift others.

Participant Voices (Themes):

- "Sisterhood & support"
- "Pride in being an engineer"
- "Confidence through mentorship & exposure"
- "Learning to lead, connect, and grow"

Meeting the Global Engineer Girls Summary Cont'd

GEG – How It Made Participants Feel

- Sisterhood & Teamwork: GEG fostered a deep sense of connection, solidarity, and shared purpose among women engineers. Working in teams enabled specialization, co-creation, and growth through collaboration. Diversity enhanced confidence, communication, and global awareness.
- Empowerment & Confidence: Participants felt empowered to be their true selves and break stereotypes. GEG encouraged self-belief, purpose, and continuous growth. Support from peers and mentors helped many feel seen, needed, and inspired to lead.
- Personal & Professional Development: GEG boosted both technical and soft skills (e.g., communication, time management). It helped participants discover new interests, grow in character, and gain clarity about their career paths.
- Joy, Pride & Belonging: Completing challenges and engaging with a global network brought pride and joy. The annual gathering was especially memorable—boosting self-assurance and reinforcing a sense of purpose. GEG made participants feel energized, supported, and on the right track.

"It made me confident. I felt I was on the right path."
"GEG gave me a support system. I'm not alone."
"It helped me grow, connect, and believe in myself."

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Evaluating The Impact of Global Engineer Girls Summary

Core Mission:
Empower and support women in engineering through global connection, skill development, and exposure.

Top Services Valued by Participants:

- **Annual Gathering (e.g., Istanbul):** Eye-opening, empowering, and inspirational.
- **Training Courses:** Practical, soft and technical skill-building (e.g., time management, financial literacy).
- **Mentorship:** Personalized support and guidance; boosts confidence and career clarity.
- **Networking:** Natural outcome of events; boosts communication and collaboration.
- **Sisterhood:** Trusted peer relationships and emotional support.

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Evaluating The Impact of Global Engineer Girls Summary Cont'd

Impact on Participants:

- **Professional Growth:** Enhanced soft skills, career direction, and readiness.
- **Confidence & Communication:** Improved public speaking, global interaction.
- **Sense of Belonging:** Strong community ties and support networks.
- **Social Life:** Cross-cultural friendships, global exposure, and teamwork.

Suggestions for Improvement:

- Expand mentorship & internship communication
- Offer **advanced courses** and more **technical topics**
- Schedule flexibility (esp. during Ramadan)
- Increase **hands-on learning** (case studies, competitions)
- Enhance **interactive elements** in training sessions
- Promote employment and internship opportunities more clearly

Evaluating The Impact of Global Engineer Girls Summary Cont'd

What Participants Say about GEG:

"It makes me proud and confident."
"GEG helped me discover what I'm capable of."
"I want to mentor others just like I was supported."

Promotion & Sustainability Ideas:

- Alumni ambassadors to spread awareness
- Presentations in universities to recruit new participants
- Structured career support and follow-up
- Create local & global chat groups for continued engagement

Bottom Line:
GEG is a transformative initiative that empowers, educates, and connects future female engineers—participants recommend it wholeheartedly.

THANK YOU!

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