

GM4WOMEN2028

EDUCATION BRIEFING NOTE 2023

2023 Pankhurst-Fawcett GM Scorecard Education Indicators:

- Percentage of 1st year engineering and technology undergraduates at a GM university that are women – regional data not available, 20.4% nationally (HESA, 2021/22)
- **4% of under-19yr old apprentices in ‘Construction and the Built Environment’ in GM are women (DoE, 2022)**

Apprenticeships subject choices:

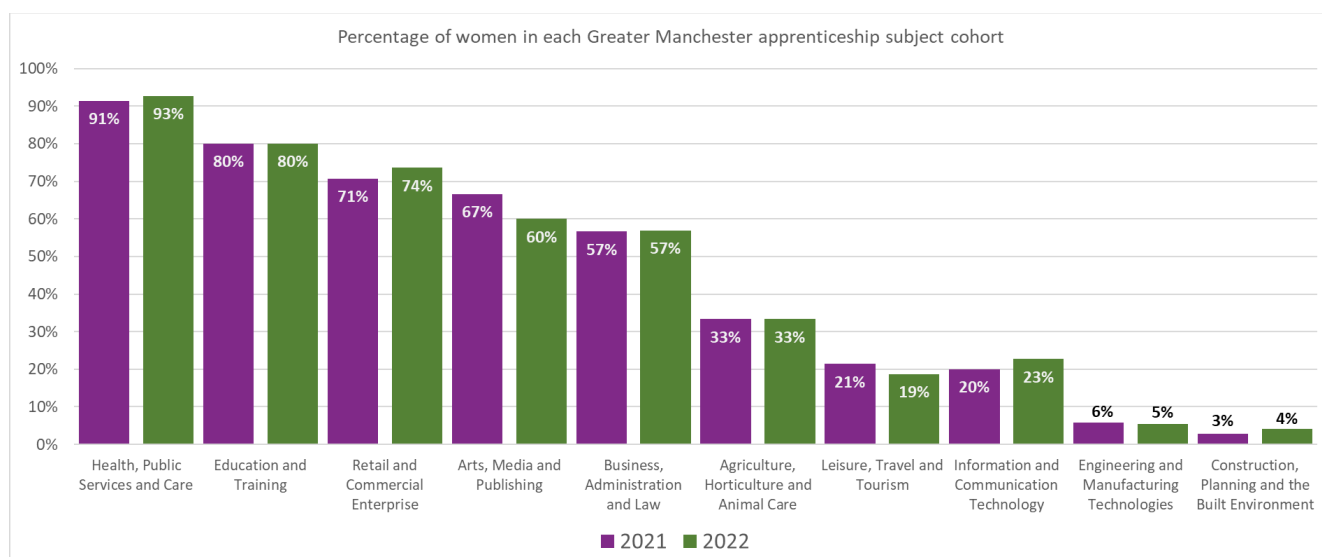


Chart 4: Distribution of apprenticeship subject choices amongst under-19 year olds in Greater Manchester, by recorded sex (2021 and 2022)

Chart 4 shows how although the percentage of women undertaking apprenticeships in ‘Construction, Planning and the Built Environment’ has shown positive movement, this is still one of the least chosen subject areas by women in the region. very different profiles for men and women’s apprentice subject choices.

Young female needs and interests:



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STEM (science, technology, engineering, mathematics)

Barriers / Difficulties:

- Male-dominant area.
- Lack of communication about the female role.
- Differences in pay regarding gender in STEM (11% less on average for women)
- No welcoming space for females.

Opportunities

- Women-only management companies.
- Encourage more female teachers in the area, heads of facilities, and role models for students.
- Putting women in more authoritative roles.
- Better government legislation about equal pay for women in the field.
- Groups in school to feel welcome, like afterschool activities or support groups.

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School uniforms - Opportunities to express myself

Barriers / Difficulties:

- Costly uniforms add unnecessary financial burdens on struggling families.
- Limits individuality make us look like "the same."
- Uniforms could decrease confidence since some are designed for something other than specific needs or moving freely.
- Restricts students from carrying strict dress codes, such as no bows on socks, jewellery or make-up.

Opportunities

- Included students and co-designed uniforms together based on needs and likes.
- Allow accessories that embrace individual expression.
- Less expensive uniforms.

Safety

Open spaces

Barriers / Difficulties:

- Sense of feeling uncomfortable and fear outside because of what strangers say and do (They shout at me, they can threaten me, kidnapping)
- Men make us feel uncomfortable.
- Daytime feel safer than night because of the following:
 - depending on the location, night-time becomes dangerous
 - feeling scared on edge and in dark areas
 - during the day, space areas get busier than at night, making us feel "safer."

Opportunities

- More education about how to behave in open spaces and respect women.
- Better punishment for people who commit crimes in open spaces.
- Better surveillance systems in parks and streets, like cameras, police and lights.
- Safe areas where we, as girls, can express ourselves.



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Culture

Cultural encourage

Barriers / Difficulties:

- Language barriers between people from different cultures that migrate to the UK affect communication, life opportunities and a sense of belonging.
- Lack of understanding of specific features from different cultures that live together leads to misconceptions and bias (food, beliefs, politics, clothes, religion, art).

Opportunities

- Public spaces like museums celebrate differences and create more open areas where cultures can dialogue through food, clothes, and modern arts) encourage different languages at school from a young age.
- Learning more about multiculturalism around you, like special days and events to embrace school multicultural features)
- The more diverse food menu at school.

Active life

Welcome to be active

Barriers / Difficulties:

- Lack of interest, motivation and time.
- Feeling embarrassed about what people would think or say.
- Lack of facilities and spaces nearby to practice.

Opportunities

- Recognising our likes that may differ from the offer we receive or what we can access, What we like: Hockey, swimming, running, football, badminton, gymnastics.
- Making "girls only" gyms or exercise spaces and activities.
- More diverse and accessible facilities to practice.
- More awareness about the benefits of active life on mental and physical health for girls.
- How can sports and physical activities be seen and practised as hobbies for girls?

The participants agree that the lack of a gender-sensitive approach affects the level of motivation and engagement in females across the topics discussed. Although the participants recognise improvement in some areas, stereotypes, male-domain presence, and unsafety are critical triggers that stop girls from participating in STEM, cultural, and sporty activities.

One of the most common themes mentioned about opportunities is education as a potential agent of change towards welcoming spaces and activities for girls. Moreover, their reflections express their interest in decision-making spaces where they can share their likes, needs and life experiences.

Key Asks from the GM4Women Education Group



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1. Ensuring the investment (by schools, colleges, and any GM wide learning provider) in careers' training dispels myths equating career sectors to gender stereotypes. Monitored by survey to be conducted by GM4Women Education Group to schools in the first instance.

2. Industries in GM to encourage the visibility of women in all their diversity in historically male sectors. Invite organisations to sign up to an annual GM4Women pledge and evidence active commitment to improving diversity in their field to be publicised on our webpage and social media.

3. For HE providers in the region to share data for the purposes of setting gender equality targets

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