Investing in the Next Generation

Inspiring girls aged 11-14 to become more confident in maths and take the subject from GCSE to A-level and beyond, debunking the myth that ‘maths is for boys’
Aim: Leading more girls into maths related sectors such as finance, investment and STEM

• Maths4Girls introduces girls to a variety of female role models who will broaden their horizons, build their confidence to excel in maths and provide relevant skills for when they leave education

• Maths4Girls aims to remove the fear factor and give students the opportunity to ask role models meaningful questions and gain an insight into their working life and receive advice on the qualifications, career paths and the skills that are needed to be successful in today’s economy.

“Women are inhibited against learning maths... women wrongly think they can’t do maths, this holds them back in every area, especially in any sort of business.

When I started work, 80% of occupational psychologists were men; today, it’s the reverse. We managed this by saying we are not going to teach maths, we are going to teach statistics.”

Sir Cary Cooper, CBE Occupational Psychologist
President of the CIPD
The impact a role model’s time will have

- With parental income still the biggest indicator of how well young people will do at school and how much they will earn later in life, good career guidance is vital for all children and young people. Research shows that following four encounters with business leaders or professionals, the likelihood of pupils being NEET (not in education, employment or training) are reduced by 86%.

- Results from surveys in May 2019 show that 85% of teachers think that F4S student-employer encounters help students to better understand routes to different careers and 81% of teachers felt that our events helped students to connect what they are learning with the world of work.

- 85% of students said they’d like to have more employer encounters in the classroom.
Together we will make a difference

"The event helped me to see the many different options that I had before me and allowed me to see new things that I could do or new paths I could take when I leave school."

Mia, 15 years old
Educators can see the value in interactions between students and role models in schools

"My own experience of working in eight different London schools and being Head of two girls’ schools over a 13-year period leads me to believe that girls can and should have more positive attitudes towards maths in single gender schools or single gender classes within mixed schools. This is because, particularly where girls are taught separately by women, research tells us they are more likely to be influenced by female role models; to take risks; to learn from mistakes and not to mind seeming to be clever."

Anne Hudson - Former Head of 2 girls’ schools
Maths4Girls Encounter: Role model engagement (30mins)

Please report to school office on arrival. Photo ID may be required, so please bring one with you.

After an introduction (5mins) from teacher, who will facilitate the whole event and may play this video. Role models will each speak for 10mins about their amazing career journey and how maths played a part at work or home. There may be up to three role models. Here are examples of speeches or click image

Rebecca Chandler
Investment Banker
UBS

Shelley Doorey-Williams
Head of Wealth Planning UK

Jia Shao
Director
UBS

Georgia Pooley
Specialist for Entrepreneurs
Maths4Girls Encounter: Q&A session (10mins)

Students may ask questions on your roles/ career path/ choices or education. Please select girls to ask the first two questions to encourage a more broad participation if in mixed groups. We’ve provided educators with the examples below, if required, to start a lively Q&A:

• What was your experience of maths in school? Did you ever doubt your maths ability?
• Has being a woman in your ‘industry’ been an advantage or disadvantage?
• Why is your company’s work important? How does maths help (if at all)?
• Did you go to university? Get an apprenticeship? What is the difference?
  • (Depending on age of students, they may not have an understanding of university)
• Did you always know what you wanted to be when you grew up?
• Why do you think that there is a gender gap in maths at A Level?
Guidance

Keep encounters positive and inspirational

- **Do not** share statistics that will cause girls to feel different from other girls
- **Do not** discuss anxiety around maths
- **Do** show some maths you do at work (simplified) to take away the ‘fear factor’
- **Do** encourage Growth/ Mastery Mindset (advocated by [Carol Dweck](https://www.caroldweck.com))
  - I CAN, I WILL instead of I’LL TRY
- **Do** make it relevant for their age
- Victoria Alonso - The 1st woman to head VFX at Marvel Studios: responsible for VFX from Iron Man to Black Panther
- **Ambition video** by Maths Anxiety Trust
Available resources

- Skills Builder
- AMSP
- Maths Anxiety Trust
  - How students felt about maths
  - Maths is relevant in everyday life
- Downloadable posters of iconic women
- Work finder
- Growth mindset
- Interactive and printable resources
- Interviews: Women in mathematics
THANK YOU

Sign up as a role model [here](#)