



Girls in Digital Week

Empower, Inspire and Celebrate!

Activity Guidelines

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What is EU Code Week?

EU Code Week is an initiative funded by the European Union that aims to inspire learners and equip them with the digital skills necessary for future careers in technology. It aims to mainstream coding, computational thinking, and digital literacy, while bringing motivated individuals together in celebrating creativity and innovation. The goal is to make programming more visible, to show young, adults and elderly how to bring ideas to life with code, to demystify coding and digital skills and bring motivated individuals together to learn.

Every year, two weeks in October are specifically dedicated to celebrating EU Code Week. However, the initiative is much more than that, it is a year-round celebration of coding and digital skills activities. EU Code Week engages individuals of all ages, educators, and organisations to learn and teach digital skills in engaging, inclusive ways, anytime throughout the year.

EU Code Week emphasises the importance of digital literacy, promotes the use of emerging technologies like AI and robotics, encourages hands-on learning through activities such as workshops, training opportunities and meeting with others who share the same enthusiasm. It provides a welcoming space for anyone who shares a passion for coding and innovation to learn, teach, and grow.

What is Girls in Digital Week?

Girls in Digital (GiD) Week, taking place from **24–28 March 2025** under the EU Code Week banner, is not just a week-long event but a **part of a broader movement aimed at empowering girls and young Europeans, irrespective of gender, to excel in the digital world.**

The first edition of Girls in Digital Week seeks to reach an ambitious milestone, aiming to match the success of Code Week 2024. The event is designed to foster inclusivity, diversity, and gender equality, working to break down stereotypes that still surround women in STE(A)M fields. This initiative is not just for girls — it aims to promote these values across all activities, ensuring both girls and boys understand the importance of equality in digital careers.

Girls in Digital Week is a unique platform that unites existing initiatives and stakeholders across Europe, amplifying their efforts to create safe, supportive spaces for young women and their peers in tech. By championing diverse voices and perspectives, EU Code Week connects Girls in Digital initiative at the European and national levels to provide girls and their peers with the tools, skills, and confidence to thrive in digital industries. **Our mission is to ensure that every young European—girl, boy, and nonbinary individual—feels empowered to step into STE(A)M fields, break through gender barriers, and explore career paths in technology and innovation.**

This initiative harnesses the power of collaboration to equip participants with essential digital skills like coding, computational thinking, and digital literacy. By demystifying the digital world, Girls in Digital Week inspires young minds to see the endless possibilities within tech, while highlighting the role of women as innovators and leaders. Through a series of workshops, mentorship opportunities, and activities, we aim to foster creativity, drive innovation, and prepare girls to be the future trailblazers in the digital world.

At its core, Girls in Digital Week is more than just an event; it's a **call to action for both individuals and organisations to unite in the mission to create a more inclusive, diverse, and equal tech ecosystem**. Together, we will champion a brighter future where women are integral contributors to technological advancements and solutions.

Why should you join?

EU Code Week enables millions of people across Europe and beyond to learn, create, innovate and have fun with digital technologies. This grassroots initiative is driven by a passionate community of volunteers dedicated to coding and innovation, making a meaningful impact that extends beyond the official October celebration.

Anyone – schools, educators, libraries, code clubs, universities, companies, public authorities can organise an EU Code Week event(s) or activity(ies) and add it to the codeweek.eu map.

Participating in or organising an EU Code Week event is an opportunity to empower your local community with essential digital skills, foster creativity, and inspire problem-solving through technology.

About the Code4Europe Project

With 2030 rapidly approaching and the digital decade target of 20 million ICT professionals in Europe still far out of reach, now is the time to bring together all of Europe's digital skills stakeholders from Youth Education, Civil Society, Digital Industry and Government to implement innovative new approaches to the digital upskilling of young people.

Code4Europe envisions to create a hugely successful, sustainable, and scalable digital education and upskilling initiative that will empower all young Europeans to embrace digital technologies and pursue a highly rewarding career in Digital. We intend to reach this goal by reimagining and growing EU Code Week, giving it a mandate to:

- drive real change in digital education throughout Europe
- a focus on vastly increasing the number of young people who choose digital careers, and

- an emphasis on engaging the entire digital skills ecosystem in a common mission to close the digital skills gap in Europe by tackling the problem at its source.

Code4Europe will massively scale EU Code Week aiming to impact 25 million young people over the period of 2 years (01/07/2024 – 30/06/2026). We will maintain and build on the grassroots nature of the initiative, embrace and empower the existing Code Week community, and stay fully aligned with its core values. In order to implement our vision, we have created a Consortium of 45 committed and passionate organisations representing all the Digital Education & Skills Stakeholder groups needed to grow EU Code Week to unprecedented levels. Led by Junior Achievement Europe, Code4Europe will unite European Education and Digital Skills Communities within one integrated EU Code Week programme.

Introduction to GiD Week Activity Guidelines

Despite progress in recent years, women remain underrepresented in STE(A)M and digital careers across Europe. According to Eurostat (2023), only 19.4% of ICT specialists in the EU are women, and the European Commission highlights that only 34% of STEM graduates in Europe are female. The gender gap becomes even more pronounced in leadership roles, with women holding less than 20% of executive positions in tech companies. Research shows that increasing female representation in STEM and digital fields leads to significant societal and economic benefits, including increased GDP, greater innovation through diverse perspectives, and more sustainable technological solutions. For example, McKinsey (2020) reports that gender-diverse companies are 25% more likely to outperform their peers financially. Furthermore, empowering women in technology contributes to addressing global challenges, such as climate change and healthcare improvements, fostering a fairer and more inclusive society.

Moreover, fewer girls pursue studies in computer science and engineering compared to boys. A report by the European Institute for Gender Equality (EIGE) attributes this to factors like limited exposure to digital skills, societal biases, stereotypes, and a lack of visible role models in STEM. These barriers highlight the need for targeted initiatives like Girls in Digital Week, which aims to inspire and empower young girls to explore technology, coding, and digital skills. By fostering confidence, creativity, and skill development, the initiative addresses the gender gap while encouraging diverse contributions to the tech industry.

The Importance of Safe Spaces and Gender Perspective

There is a growing wave of anti-gender narratives that threaten to reverse progress made in achieving gender equality. These movements often distort the concept of "gender" to advocate for restrictive traditional roles, thereby exacerbating existing inequalities. In this context, it is crucial to reinforce efforts towards inclusive communication to protect and advance the hard-earned gains in gender equality.

The rapid digitalisation of society, coupled with advancements in technologies such as artificial intelligence (AI), has significantly transformed communication. While AI has the potential to improve efficiency and convenience, it can also replicate systemic issues like gender stereotyping, gender bias, and discrimination against women and nonbinary individuals.

For instance, virtual assistants like Alexa and Siri often feature female-coded voices and characteristics, such as being helpful and polite, and are designed to perform tasks traditionally associated with women. This reinforces unconscious biases about gender roles in society, perpetuating discriminatory behaviours and limiting how we perceive the roles of women and nonbinary individuals in professional and personal spaces.

The darker side of digitalisation also highlights persistent inequalities. Cyber violence, which affects women and nonbinary individuals disproportionately, is a growing issue. Cyberstalking, cyberbullying, and offensive

or demeaning comments create an unsafe online environment, enabling a continuum of gender-based violence from offline to online spaces. These harmful behaviours not only violate human rights but also undermine efforts toward equality by perpetuating negative stereotypes and diminishing the voices of marginalised communities.

In initiatives like Girls in Digital Week, it is essential to address these challenges by fostering safe, inclusive digital spaces and empowering all participants—regardless of their gender identity—to navigate the digital world confidently and equitably. By promoting awareness of these systemic issues, we can encourage young people to challenge stereotypes, combat bias, and embrace the diversity needed to drive innovation and equality in the tech sector.

This guideline emphasises the importance of creating safe spaces to ensure that every participant feels welcomed, respected, and valued. Safe spaces promote inclusivity by setting clear expectations for respectful communication and behaviour, supported by a co-created code of conduct. Such spaces encourage open discussions, provide role models, and highlight diverse perspectives, creating an environment where girls—and participants of all genders—can confidently engage in digital and STE(A)M activities.

Additionally, these guidelines adopt a gender-sensitive perspective, recognizing that gender disparities in STE(A)M are rooted in structural and societal factors. They aim to break stereotypes, dismantle biases, and foster an environment where everyone, regardless of gender, can thrive. Importantly, they promote positive discrimination in a mindful way—ensuring girls are given opportunities they might otherwise be excluded from—while striving for balance and inclusivity.

Not Just for Girls-Only Activities

While the Girls in Digital Week initiative focuses on empowering young girls, these **guidelines are not exclusive to girls-only activities. They are equally relevant for mixed-gender initiatives**, ensuring that non-binary individuals and boys are included in the conversation about gender equality in STE(A)M. **The aim is not to exclude any gender but to level the playing field, encouraging collaboration and understanding among all participants.** By involving boys in discussions around gender representation, **the guidelines foster allyship and support for equality**, ultimately benefiting everyone in the digital and STE(A)M fields.

The Role of Positive Discrimination

The guidelines also advocate for positive discrimination as a strategic approach to closing the gender gap. While this term may be misunderstood, it simply means taking proactive steps to ensure underrepresented groups, like girls and their nonbinary peers in STE(A)M, are given opportunities to participate and succeed. This is not about disadvantaging other groups but rather about addressing historical imbalances and

creating equitable opportunities for all. By doing so, we can build a more diverse and innovative workforce that reflects the full spectrum of talent and perspectives.

Who are these Guidelines designed for?

The following guidelines are designed for teachers, educators, and coaches to create inclusive, engaging, and impactful activities for girls and mixed-gender audiences aged 11-19 across Europe. By focusing on gender, inclusive language, visuals, and additional best practices, these activities will encourage participation and spark interest in digital fields.

How to effectively use these Guidelines?

To effectively use the Girls in Digital Week activity guidelines, it's important to approach them as a dynamic tool that can be tailored to your specific context. Begin by familiarising yourself with the key principles, including promoting inclusivity, ensuring accessibility, and fostering an encouraging environment. Apply these principles when designing digital initiatives, content, or educational resources, always considering the diverse needs and backgrounds of girls in digital spaces. Regularly assess the impact of your efforts and adapt your approach as needed. Collaborating with peers and engaging with the girls you aim to support will also help you refine and strengthen your practices, ensuring that the guidelines remain relevant and impactful.

Keywords: *Girls in Digital, gender equality, inclusivity, diversity, empowerment, digital skills, innovation.*

Disclaimer

This guide is provided in English and is intended for use in this language. Due to linguistic differences, adaptations may be necessary when applying it in other EU languages, so it should be modified to suit your specific context

Gender Inclusive Language

Gender-inclusive language plays a pivotal role in creating an environment where girls and nonbinary individuals feel empowered to explore STE(A)M and digital fields without fear of judgment or exclusion. It challenges stereotypes and eliminates unconscious biases that often deter marginalised groups from pursuing careers in these areas. Research shows that language reinforcing traditional gender norms can discourage girls and nonbinary individuals from envisioning themselves in STE(A)M. This is particularly concerning, as only 18% of ICT specialists in the EU are women (European Commission, 2020), and the

representation of nonbinary individuals is often unmeasured, further contributing to their invisibility in the sector. By fostering gender-inclusive communication, we can break down barriers and inspire diverse participation in STE(A)M fields.

The Girls in Digital Week addresses this approach by fostering safe spaces where girls and their nonbinary peers can engage with STE(A)M and digital technologies free from stereotypes or restrictive labels. By encouraging gender-sensitive or neutral and positive messaging, it aims to dismantle societal barriers and inspires confidence among girls and their peers. When STE(A)M and digital fields are presented inclusively, nonbinary individuals and girls are more likely to feel welcomed and capable of contributing to these vital areas. Using gender inclusive language ensures that every underrepresented individual sees a place for themselves in the digital future. Gender inclusive language is not just about words—it’s about building a world where all girls, boys and their nonbinary peers feel valued and encouraged to innovate.

This section aims to provide a practical and comprehensive approach to using language and communication as a means to advance gender equality effectively.

When to mention gender?

The topic of gender is inherently complex and multidimensional, as it intersects with various aspects of society, including culture, identity, and power dynamics. This complexity can often discourage individuals from engaging with inclusive practices, such as using gender-sensitive language, for fear of making mistakes or being perceived as incorrect. As a result, crucial elements like applying a gender lens in communication, representation, policymaking, and education are frequently overlooked or inadequately addressed.

This omission has significant consequences, as it perpetuates and exacerbates existing gender disparities, making it even more challenging to close the gender gap. By failing to acknowledge and integrate gender sensitivity into these areas, we miss valuable opportunities to promote equity and inclusivity. Addressing this requires a concerted effort to demystify the subject, provide accessible tools and resources, and create safe spaces for dialogue and learning. Only by actively incorporating gender considerations into all societal domains can we begin to tackle these deeply rooted imbalances effectively.

Genders-sensitive vs. gender-neutral language

“Gender-sensitive language is gender equality made manifest through language. Gender equality in language is attained when women and men – and those who do not conform to the binary gender system – are addressed through language as persons of equal value, dignity, integrity and respect. There are a number of different ways gender relationships can be expressed with accuracy, such as avoiding the use of

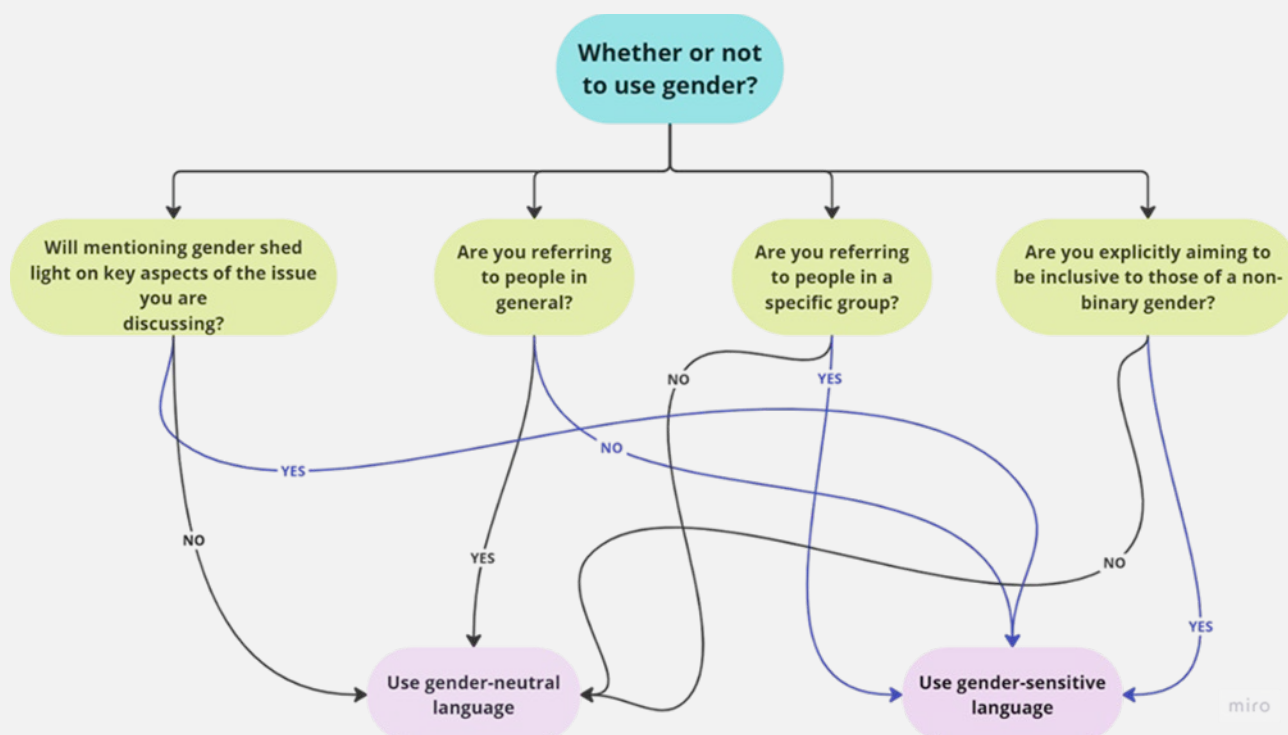
language that refers explicitly or implicitly to only one gender and ensuring, through inclusive alternatives, the use of gender-sensitive and inclusive language” (European Institute for Gender Equality EIGE).

“Gender-neutral language is a generic term covering the use of non-sexist language, inclusive language or gender-fair language. The purpose of gender-neutral language is to avoid word choices which may be interpreted as biased, discriminatory or demeaning by implying that one sex or social gender is the norm. Using gender-fair and inclusive language also helps reduce gender stereotyping, promotes social change and contributes to achieving gender equality” (Gender Neutral Language in the European Parliament, European Parliament, 2018). **Gender-neutral language is also sometimes referred to as gender-blind language.**

While gender-neutral or gender-blind language may be suitable in some contexts, it often defaults to a male perspective, obscuring important differences in the roles, situations, and needs of women/girls and men/boys. Gender-blind projects, programmes, and policies risk perpetuating the status quo by failing to address these diverse needs, hindering efforts to transform unequal gender structures. In contrast, gender-sensitive language is essential for driving meaningful change.

Using gender-sensitive language is vital in fostering inclusivity, accuracy, and respect in all contexts. During Girls in Digital Week, where the universal goal is to inspire greater participation from young people—especially girls—it is essential to ensure that all communication reflects gender sensitivity. This approach helps create an inclusive environment that encourages and empowers everyone to take part.

The diagram below, sourced from EU Code Week’s Guidelines on Diversity and Inclusion (2024), aims to simplify the decision-making process for incorporating gender-sensitive language and tone into different forms of communication. Although the overlapping and intersecting arrows may seem complex at first glance, they highlight the nuanced relationships between gender and communication.



Gender sensitivity is not a simple checklist but a thoughtful approach that demands attention to context, audience, and intent. It involves recognising when to use gender-sensitive language—such as inclusive terminology and avoiding stereotypes—and when to adopt a tone of respect, openness, and awareness of power dynamics. This nuanced approach allows communicators to create messages that promote inclusivity and foster understanding.

The diagram above serves as a practical guide for individuals and organisations striving to make their communications more inclusive. It highlights the importance of being mindful and intentional in all interactions, ensuring that diverse voices are heard and valued. By applying these principles, we can contribute to a more equitable and respectful environment for all.

Quick Guide to Gender-Sensitive Language

| AVOID | USE |
|--|--|
| Using 'his/him' pronouns when not sure about gender. Examples: <ul style="list-style-type: none"> • A programmer uses his computer. • A scientist describes his responsibilities. • A teacher takes her lunch break here. A student can ask his questions at the end of the class. | Instead use plural forms. Example: <ul style="list-style-type: none"> • Programmers use their computers. • Scientists describe their responsibilities. • Teachers take their lunches here. Use 'one' or 'who' or 'you': One can ask one's question at the end of the class. |
| Using 'man' as the neutral term. | Use gender-neutral forms instead. |

| | |
|--|---|
| <ul style="list-style-type: none"> • 'chairman' • 'policeman' or 'policewoman' • 'spokesman' • 'headmaster' or 'headmistress' • 'mankind' <p>'man-made'</p> | <ul style="list-style-type: none"> • 'chair' or 'chairperson', • 'Police officer', • 'spokesperson', • 'director' or 'principal' • 'humankind', 'humanity', 'human race' <p>'artificial', 'human-caused'</p> |
| <p>Irrelevant information about gender roles Using the 'feminine' adjectives to refer to occupations and roles in which women are increasingly participating or opting for.</p> <p>Example:</p> <ul style="list-style-type: none"> • 'Female scientists' implies that scientists are normally male. • 'Female entrepreneurship' would inaccurately indicate the presence of masculine and feminine ways of doing business. <p>'Masculine energy in tech' could unintentionally portray the presence of women in the tech industry in a negative light.</p> | <p>Use inclusive terms Avoid specifying gender when talking about occupation and roles in general discussions, use inclusive terms.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 'Scientists' • 'World of science/research' • 'Women who are entrepreneurs' • 'World of entrepreneurship' • 'Businesses led by women' • 'Collaborative energy in tech' |

During events and activities, when presenting guests, and speakers:

- Use full first and last names for both women and men and avoid titles like 'mademoiselle' (FR) or 'Mrs.' (EN) that indicate a woman's marital status.

For example:

- X Mr Paul Schmit and Mrs Marie Curie are Girls in Digital Week guest speakers.
- ✓ Paul Smith and Marie Curie are Girls in Digital Week guest speakers.

- Always use the same naming conventions for men and women.

For example:

- X Dr Schmit and Dr Mrs Curie were the first to observe this phenomenon.
- ✓ Dr Schmit and Dr Curie were the first to observe this phenomenon.

- Name all genders, ensuring inclusivity by using terms like 'students' or 'participants' instead of gender-specific language when possible.

For example:

- X Boys and girls are welcome to attend the workshop.

- ✓ All participants are welcome to attend the workshop.
- When referring to gendered terms, vary the order. This helps in subtly promoting equality by ensuring no gender is always given precedence in order.

For example:

X Only saying “Boys and girls are welcome to attend the workshop.”

Also say “Girls and boys are welcome to attend the workshop.”

Inclusive Visual Communication

The term "visual communication" refers to any graphical or design-based materials created to convey information effectively. This includes elements used in presentations, such as slides, infographics, and visuals that introduce tools or resources during activities. It also extends to social media content published before or after activities, including promotional posts, event highlights, and participant testimonials. Furthermore, visual communication plays a crucial role in reporting and evaluation processes, encompassing documents like surveys, impact assessments, and summary reports. By leveraging visually engaging materials, communicators can enhance understanding, foster engagement, and ensure the message resonates across diverse audiences. **Visual communication stems from our language, making it essential to ensure it reflects inclusivity.**

- **Colours:** Ensure inclusivity when designing visual materials, including printed items like diplomas, certificates and posters or digital content.
 - Avoid using colours that perpetuate gender stereotypes, such as pink for girls and blue for boys i.e., no pinkwashing or rainbow-washing. Instead, opt for a diverse range of colours without assigning specific colours to any gender.
 - If unsure about the colour palette, select neutral tones.
 - Choose colours that complement the context and effectively convey the intended message.
- **Gender-Sensitive Order and Language:** Maintain balance and inclusivity in the way gendered terms are presented in visual content.
 - Alternate the order of terms like "girls and boys" and "boys and girls" to avoid consistently placing one gender first.
 - Use language that promotes equality and embraces all genders, ensuring that your content feels welcoming and inclusive for everyone.
 - Use an epicene pronoun to avoid gender stereotyping.
- **Diversity in images:** Choose photos, illustrations, or graphics that reflect a wide range of diversity, including age, gender, race, ability, and background.
 - Avoid using stereotypical images; instead, feature individuals from various backgrounds actively engaged in coding and tech activities.
 - Emphasise inclusivity by showcasing diversity, allowing everyone to feel represented in your materials.
- **Representation in Tech Roles:** Strive for balanced representation of women, men, and non-binary individuals in tech-focused roles.
 - Highlight individuals as mentors, participants, and professionals to emphasise that tech and coding are inclusive fields accessible to all.
 - Reinforce the importance of diversity as a fundamental part of the tech community.
- **Cultural Sensitivity:** Be mindful of cultural differences when promoting activities.
 - Use visuals and language that respect varying gender norms, clothing, and customs across cultures.

- Ensure your content is inclusive and welcoming, reflecting and valuing diverse cultural contexts.
- **Registration Forms:** Design registration forms thoughtfully to ensure inclusivity and respect for diversity.
 - Use language and structure that accommodate diverse identities, such as offering open-ended gender fields and pronoun options.
 - Include fields for accessibility needs to ensure all participants feel welcomed and supported.

Enhancing an event registration form to adopt a gender-inclusive approach

| ORIGINAL REGISTRATION FORM | REVISED & INCLUSIVE REGISTRATION FORM |
|--|---|
| <p>Full Name: [Text box]</p> <p>Gender:</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Age: [Text box]</p> <p>Contact Email: [Text box]</p> <p>Contact Number: [Text box]</p> | <p>Full Name: [Text box]</p> <p>Pronouns (optional): [Text box]</p> <p>(e.g., she/her, he/him, they/them, or specify)</p> <p>Age Group:</p> <p><input type="radio"/> Under 13</p> <p><input type="radio"/> 13–18</p> <p><input type="radio"/> 19–24</p> <p><input type="radio"/> 25 and older</p> <p>Gender Identity:</p> <p><input type="radio"/> Woman/girl</p> <p><input type="radio"/> Man/boy</p> <p><input type="radio"/> Nonbinary</p> <p><input type="radio"/> Prefer not to say</p> <p><input type="radio"/> Other (please specify) [Text box]</p> <p>Accessibility Needs: [Text box]</p> <p>(e.g., wheelchair access, large-print materials, sign language interpreter)</p> <p>Contact Email: [Text box]</p> <p>Contact Number: [Text box]</p> |

| | |
|--|---|
| | Do you have any dietary restrictions or allergies? |
| | [Text box] |
| | Emergency Contact Information (optional): <i>(Name, relationship, and phone number)</i> |
| | [Text box] |
| | How did you hear about this activity? |
| | <input type="radio"/> Social media <input type="radio"/> School/college/university <input type="radio"/> Friend/family member <input type="radio"/> Other [Text box] |

- **Emoji Consciousness:** Use emojis thoughtfully in your communications to ensure inclusivity and cultural sensitivity.
 - Choose emojis that represent a variety of identities and avoid those that may reinforce stereotypes or assumptions.
 - This mindful selection fosters an environment where everyone feels recognised and represented, strengthening the inclusivity of your messaging.
- **Videos:** Ensure gender balance and diversity in the creative process, on-screen representation, and behaviours portrayed in the video.
 - Avoid stereotypes, provide equal screen time for everyone, and include non-binary and diverse identities.
 - Use gender-inclusive language in captions, subtitles, and voice-overs, and ensure the background music does not reinforce gender stereotypes.
- **Social Media Awareness:** Ensure your content reflects diverse gender identities, ethnic nuances, and cultural variations while promoting gender equality in every message.
 - Evaluate images, videos, and illustrations to ensure they showcase a variety of individuals in a non-stereotypical, inclusive, and respectful manner.
 - Use hashtags that are inclusive, culturally sensitive, and accessible, ensuring readability by capitalising the first letter of each word (e.g., #EqualOpportunities)
 - Make your content accessible to people of all genders and backgrounds by considering readability, language clarity, and cultural relevance.
 - Regularly review content through a sensitivity lens to identify and eliminate biases and stereotypes. Involve a diverse panel for internal reviews and encourage feedback from your audience to improve inclusivity.

Quick Guide to Inclusive Social Media Posts

| ORIGINAL POST | REVISED POST |
|---|--|
| Join us for our latest coding workshop! 🧑‍💻 Perfect for girls who love to code and boys who want to lead in tech. 💻 Let's get those future CEOs and tech geniuses started! #GirlsCode #FutureLeaders | Ready to dive into the world of coding? 🌐 Our upcoming workshop welcomes everyone to explore tech together! 🚀 Whether you're a curious beginner or a future innovator, this is your chance to shine. ✨ Let's create a space where diversity and collaboration drive success. #InclusiveCoding #TechForAll #FutureInnovators |
| Let's empower girls to break stereotypes and show that they can do tech too! 🧑‍💻 This workshop is here to help girls catch up and prove they belong in the world of coding. 💪 #GirlsInTech #BreakTheNorm | Tech is for everyone! 🌐 This workshop is designed to inspire and support girls in exploring the exciting world of coding, while creating a collaborative space for all participants to thrive. Together, let's celebrate diversity and innovation in tech! 💻 ✨ #InclusiveTech #DiversityInSTEM #GirlsInDigital |
| Girls, don't be afraid to step into STEM! 💪 It's time to show the boys that you've got what it takes to succeed in coding and tech. 🚀 #GirlsInSTEM #ProveThemWrong | STEM is a space for everyone to explore, innovate, and excel! 🌟 This workshop welcomes girls to discover their potential in coding and tech while fostering collaboration and inclusivity. Let's build a future where everyone's ideas shine. 💻 💡 #GirlsInDigital #InclusiveSTEM #DiversityInTech |

Engaging Boys in Gender Representation Discussions

In order to create a truly inclusive environment in ICT and STE(A)M, it is essential to engage all participants in the conversation, including boys. Gender representation should not only be a conversation for girls but a collective effort that involves both genders working together to break stereotypes, challenge biases, and foster a more balanced representation in these fields. By involving boys in the discussions on gender representation, we can encourage empathy, awareness, and active participation in addressing inequalities.

This section highlights the importance of facilitating a space where boys can reflect on the gender gap in ICT and STE(A)M and understand their role in advocating for gender equality. Through activities such as open debates, shared discussions, and collaborative projects, boys can develop a greater appreciation for the value of diversity in these sectors, all while gaining insight into how they can contribute positively to closing the gender gap.

- **Facilitate Joint Discussions**

- Encourage boys to participate in discussions around the underrepresentation of women in ICT and STE(A)M. Present the topic as a shared challenge that affects everyone, highlighting how greater gender balance benefits not only women but the entire industry, innovation, and society.
- Frame discussions around the concept of **allyship**, explaining how boys can be advocates for gender equality in these fields.

- **Incorporate Real-Life Examples**

- Use case studies and success stories that feature men who have supported gender equality in the workplace or in education, particularly in ICT and STE(A)M. This helps demonstrate the importance of male allyship and shows boys that their role in promoting gender equality is vital.

- **Interactive Activities and Workshops**

- Organise workshops where both boys and girls can work together to identify and break down gender stereotypes in STE(A)M. Activities can include creating gender-neutral project plans, developing inclusive designs, or brainstorming solutions for gender barriers in technology fields.
- Use role-playing or team exercises where boys are asked to consider challenges women face in these fields and come up with ways to support more inclusive practices.

- **Create Opportunities for Empathy Building**

- Organise activities that allow boys to listen to female role models and experts in ICT and STE(A)M. This could include interviews, panel discussions, or storytelling sessions. These experiences can help boys better understand the barriers women face in these industries and how they can help overcome them.
- Include activities that prompt boys to reflect on their own behaviours and language. For instance, discussions on how small actions or words can reinforce stereotypes, and how they can help change those dynamics.

- **Promote Collaborative Projects**

- Encourage mixed-gender teams where boys and girls can collaboratively work on projects related to technical topics. This can promote an environment of mutual respect and understanding, where gender inclusivity becomes part of their everyday work culture.
- Focus on how diverse teams (including all genders) are more innovative and productive, making a stronger case for inclusivity in these fields.

Creating Safe and Inclusive Spaces

Creating safe spaces is essential for fostering an inclusive and empowering environment where girls feel comfortable exploring STE(A)M and digital fields. This section aims to help organisers ensure their Girls in Digital Week activities promote respect, inclusivity, and encouragement.

- **Define a Clear Purpose and Goals**
 - Clearly articulate the purpose of the activity and how it aligns with promoting gender equality in STE(A)M and digital fields.
 - Set goals that focus on empowering participants, building confidence, and fostering interest in technology and innovation.
- **Foster an Inclusive and Welcoming Environment**
 - Use inclusive language in all communication, avoiding stereotypes and using terms that acknowledge diversity (e.g., "young learners" instead of "girls" alone, where appropriate).
 - Ensure all visuals and branding represent diversity in gender, ethnicity, ability, and cultural backgrounds.
 - Design activities that accommodate varying skill levels to encourage participation from all attendees.
- **Establish and Communicate Ground Rules**
 - Begin each session by outlining ground rules for respectful communication, collaboration, and behaviour.
 - Develop and communicate a code of conduct emphasising respect, non-discrimination, and zero tolerance for harassment. For example, in the [EU Code Week Hackathons Toolkit](#), there is already a defined Code of Conduct that all participants should follow.
 - Encourage zero tolerance for discriminatory or exclusionary remarks.
 - Empower participants to speak up if they encounter inappropriate behaviour.
- **Design Engaging and Inclusive Activities**
 - Create activities that are broad in scope to cater to a range of interests, such as creative tech design, problem-solving, or digital storytelling. Incorporate hands-on activities like coding workshops, robotics challenges, or digital design projects that appeal to diverse interests.
 - Provide resources and tools that cater to different skill levels and learning styles. Offer group activities to promote collaboration and teamwork, ensuring every participant has a voice.
 - Group participants in a way that encourages collaboration across backgrounds and abilities.
 - Include moments for reflection and discussion to encourage open sharing of ideas and questions.
- **Ensure Accessibility and Safety**
 - Select venues that are safe, well-lit, and accessible to all participants, including those with disabilities.
 - Provide clear instructions on navigating the event space and accessing resources.
 - Have a team member dedicated to ensuring the physical and emotional safety of attendees.

- For online events, have moderators to prevent disruptive or inappropriate behaviour.
- **Intersectional considerations**
 - Respect diverse cultural practices, including dietary restrictions or religious observances.
 - Offer loaner devices or on-site access to ensure that lack of equipment does not exclude anyone.
- **Collaborate with Schools, NGOs, and Communities**
 - Partner with local schools, community groups, and organisations to enhance outreach and participation.
 - Involve teachers, parents, and guardians to build a supportive network around participants.
- **Evaluate and Gather Feedback**
 - Collect feedback from participants about their experiences to identify areas for improvement.
 - Use surveys or informal discussions to understand how the space felt to attendees and whether they felt supported.

Inclusive Practices for Activities

Before organising the activity

Preparation and Planning

- **Collect Role Model Profiles**
 - Gather profiles of inspiring women in STE(A)M and ICT from local and national databases.
 - Focus on role models from the local school, community, or city where the activity will take place.
 - Highlight stories of local women who have overcome challenges and made significant contributions to the digital field.
- **Identify Supporting Institutions and Groups**
 - Research and compile a list of institutions, organisations, and groups that actively promote the empowerment of girls in ICT.
 - Include local, regional, and national initiatives that support gender equality in digital fields.
 - Identify ongoing programmes and events that could complement or be integrated with the EU Code Week activities.
- **Refer to Relevant Policies and Strategies**
 - Consult and include national and European policies, strategies, and frameworks addressing the gender gap in STE(A)M and ICT.
 - Highlight EC strategies and goals focused on increasing the number of women and girls in digital industries.
 - Review existing gender equality tools and resources available for use during events to ensure alignment with these goals.

Event Execution

- **Balance in Representation**
 - Ensure there is a balanced representation of genders in examples, case studies, and presentations to foster equality and avoid reinforcing gender stereotypes.
- **Gender-Sensitive Language in Communication**
 - Apply the guidelines for gender-sensitive language throughout all communications before, during, and after the event. This includes posts, presentations, and informational materials such as booklets to ensure inclusivity and respect for all genders.
- **Pick the Right Space and Time**
 - Confirm the availability of sufficient space (rooms, computers, chairs) for the sessions to run smoothly. Ensure transport for participants (e.g., students) is arranged before and after the activity to ensure accessibility and safety for everyone.

During the activity

Event Execution

- **Consideration of Participants**
 - Use participants' preferred pronouns and avoid assumptions.
 - Introduce all staff, educators, and facilitators with their full names and titles (Dr., Prof. etc.), while avoiding marital status references like "Mrs." to maintain professionalism and respect for personal identity.
- **Accessibility for Participants**
 - Ensure that all participants can access the materials by providing language support, subtitles for videos, and offering documents in formats that accommodate different needs (e.g., large font, screen reader-friendly formats).
- **Access to Tools, Resources, and Equipment**
 - Ensure participants have equal access to the necessary tools and resources, such as computers, tablets, or other devices during the activities. Verify that all participants can fully engage in the sessions with the available equipment.
- **Responding to Participant Questions**
 - Address any questions raised by participants regarding gender-related topics. Ensure responses are informed, respectful, and inclusive.
 - Foster a collaborative learning environment where participants and trainers work together to explore and find answers, promoting inclusivity and shared understanding.
- **Handling Gender-Sensitive Language Challenges**
 - Be proactive in identifying and addressing any issues or misunderstandings that may arise concerning gender-sensitive language. This can include providing clarity and context on why certain terms or phrases are important for inclusivity and equality.
- **Launch a Debate on Gender Representation in ICT and STE(A)M**
 - Facilitate an open discussion or debate around the lack of female and non-binary representation in ICT and STE(A)M fields. This can serve as a platform for participants to express their thoughts and engage with the topic critically, helping raise awareness and inspire action toward gender equality in the sectors.
 - Show relevant statistics, data and share facts to validate discussions.

Monitoring and Evaluation

For children and young people aged 11-19, assessing the impact of Girls in Digital Week activities requires a more tailored and engaging approach. Here's how educators, trainers, and coaches can effectively measure impact of their activities with this age group:

- **Set Age-Appropriate Goals**
 - Define specific, measurable outcomes like improved digital skills, increased confidence in tech, or interest in STE(A)M careers, keeping in mind their developmental stage.
- **Use Surveys and Questionnaires**
 - Design short, easy-to-understand surveys or questionnaires to gather feedback on how the activities affected their interest in technology and whether they feel more confident in digital spaces.
- **Incorporate Self-Reflection**
 - Encourage participants to complete simple self-assessment forms or journals before, during, and after the activity. Ask them to reflect on their skills, challenges, and goals related to the digital field.
- **Track Participation and Engagement**
 - Monitor how engaged they are during activities—such as task completion, interaction with peers, and willingness to try new tools or projects. Participation levels and enthusiasm are key indicators.
- **Use Observations and Group Discussions**
 - Observe their interactions and engagement during hands-on activities, group work, or discussions. You can also have informal group discussions to assess their comfort and excitement about digital topics.
- **Assess Skill Development**
 - Conduct simple assessments before and after the activity, such as quizzes or practical tasks, to gauge their growth in digital literacy or specific skills like coding, design, or problem-solving.
- **Follow-Up and Track Long-Term Interest**
 - After the activity, check in with participants at intervals (e.g., 3-6 months later), if possible, to see if they've pursued further learning or activities in the digital space, such as joining a coding club or taking a related course.
- **Observe Changes in Confidence and Mindset**
 - Monitor signs of increased confidence, such as students volunteering to speak, take on leadership roles, or offer solutions during activities. Also, assess whether they express interest in pursuing careers or hobbies in digital fields.
- **Use Digital Portfolios or Projects**
 - Have students document their projects or creations (e.g., apps, websites, digital designs) in a portfolio. This allows them to reflect on what they've learned while providing tangible evidence of skills development.
- **Create Fun, Engaging Assessments**

- For younger participants, integrate games, challenges, or competitions to assess skills and engagement. This will keep the process fun and interactive while also collecting data.

Developing Gender-Sensitive Policies and Procedures

EU Code Week and Girls in Digital Week present valuable opportunities to introduce gender-sensitive procedures and guidelines within your institution, school, or venue.

These guidelines can contribute to creating an environment that promotes gender equality by integrating gender-sensitive communication practices and event policies into your daily activities.

How to approach this:

- **Observe and assess:** Evaluate what worked well and what didn't—did the implemented recommendations produce the expected results?
- **Consult with participants:** Seek feedback from girls and other participants involved in the activities. Did the suggested solutions encourage their participation? What changes would they recommend and how?
- **Evaluate existing strategies:** Review any current guidelines related to gender sensitivity. Are your social media platforms and promotional materials aligned with these principles? Do the events hosted by your institution follow similar guidelines?
- **Co-design with key stakeholders:** Collaborate with students, teachers, and school administration to develop or refine guidelines that promote gender-sensitive principles in communication, events, and promotional efforts.
- **Monitor and enforce:** Designate a person or team to oversee the implementation of these actions and track any incidents related to harassment or discrimination.

Resources and Tools

Checklist of Dos and Don'ts

Do's

Preparation and Planning

1. Understand the Participants

- ☐ I design an inclusive registration form and ask them about their specific requirements or preferences, including accessibility needs wherever necessary.
- ☐ I ensure the activities cater to their interests, abilities, and needs.

2. Create an Inclusive Agenda

- ☐ I design activities that are interactive, hands-on, and inclusive of diverse skill levels and interests.
- ☐ I plan to incorporate time for discussions, team collaboration, and feedback.

3. Collaborate with Role Models and Partners

- ☐ I identify diverse role models from ICT/STE(A)M fields to inspire participants.
- ☐ I connect with local organisations, schools, and community groups to ensure broader support and representation.

4. Prepare Resources and Materials

- ☐ I make sure all necessary tools, such as laptops, internet access, and software, are available and functional.
- ☐ I prepare materials in various formats (e.g., printed, digital, large fonts) to cater to different needs.

5. Set the Tone for the Event

- ☐ I create a code of conduct with clear expectations for respectful and inclusive behaviour.
- ☐ I prepare an introduction that sets a welcoming and encouraging tone for all participants.

Promoting Inclusivity in Communication

1. Use Gender-Sensitive Language

- ☐ I ensure my communication (social media, presentations, materials) reflects inclusive and neutral language.
- ☐ I use terms like "participants" or "students" instead of assuming genders.

2. Welcome Everyone Equally

- ☐ I introduce and welcome all participants, speakers, and mentors with their full names and titles, avoiding gender-based assumptions.
- ☐ I confirm and use participants' preferred pronouns.

3. Ensure Representation in Materials

- ☐ I select visuals and examples that reflect diversity in age, gender, ethnicity, and abilities.
- ☐ I highlight a balanced mix of role models in tech roles to showcase inclusivity.

Facilitating the Activity

1. Provide a Safe and Accessible Space

- ☐ I ensure the venue has enough space, seating, and equipment for everyone.
- ☐ I co-create a safe environment by working with participants to establish rules of respect and inclusion.

2. Promote Collaboration and Participation

- ☐ I actively encourage everyone to participate, ensuring no one feels left out or overlooked.
- ☐ I lead discussions that are respectful, open, and inclusive of diverse perspectives.

3. Monitor and Address Issues

- ☐ I keep an eye out for any behaviours or language that could make participants feel uncomfortable or excluded.
- ☐ I am prepared to address and resolve any gender-related challenges or concerns that arise during the event.

Reflect and Improve

1. Gather Feedback

- ☐ I ask participants for feedback about the activities, ensuring they feel heard and valued.
- ☐ I review what worked well and identify areas for improvement based on their input.

2. Evaluate Impact

- ☐ I assess whether the event successfully encouraged girls (and other participants) to engage in ICT/STEM fields.
- ☐ I check if the gender-sensitive practices implemented made a meaningful difference.

3. Plan for Sustainability

- ☐ I document learnings and share them with colleagues to improve future activities.
- ☐ I look for ways to continue empowering participants beyond the event, such as follow-up resources or mentorship opportunities.

Don'ts

Preparation and Planning

- ☐ I avoid assuming participants' skill levels based on their gender or age.
- ☐ I refrain from selecting visuals or materials that reinforce stereotypes, such as using pink or gender-coded imagery.
- ☐ I ensure that language used in promotional and event materials is free from gender bias or assumptions.

Facilitating the Activity

- ☐ I do not prioritise boys' opinions in discussions or group activities, ensuring every participant's voice is valued equally.
- ☐ I ensure that mentors or speakers avoid perpetuating stereotypes, such as describing tech as "difficult for girls" or associating specific roles with gender.
- ☐ I avoid using humour, language, or activities that could make any participant feel excluded or uncomfortable.

Inclusivity in Communication

- ☐ I avoid consistently mentioning one gender first (e.g., “boys and girls” or “girls and boys” every time); I aim for variety and balance.
- ☐ I ensure captions, subtitles, and hashtags on social media and in event materials do not perpetuate stereotypes or biases.

Diversity in Representation

- ☐ I ensure role models and examples used during the event do not reflect narrow or stereotypical portrayals of professionals in ICT/STEM fields.
- ☐ I ensure diversity among mentors, role models, and participants, avoiding over-representation of one group.

Monitoring and Addressing Issues

- ☐ I avoid dismissing or ignoring feedback about gender-related challenges during or after the event.
- ☐ I ensure inappropriate behaviour, language, or incidents of discrimination are addressed promptly, instead of being overlooked.

Definitions to better understand...

1. **Sex:** Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male, especially on the basis of their reproductive organs and structures.
2. **Female:** Biologically based references to the sex of a woman.
3. **Woman:** Female human being; a person assigned a female sex at birth, or a person who defines herself as a woman.
4. **Male:** Biologically based references to the sex of a man.
5. **Man:** Male human being; a person assigned a male sex at birth, or a person who defines himself as a man.
6. **Nonbinary:** Relating to or being a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female.
7. **Transgender:** Of, relating to, or being a person whose gender identity differs from the sex the person was identified as having at birth. Includes transgender girls, transgender boys and non-binary people.
8. **Intersex:** Umbrella term to denote a number of different variations in a person’s bodily characteristics—chromosomal, hormonal and/or anatomical, and may be present to differing degrees— that do not match strict medical definitions of female or male.
9. **Gender:** The male sex or the female sex, especially when considered with reference to social and cultural differences rather than biological ones, or one of a range of other identities that do not correspond to established ideas of male and female.

- 10. Gender identity:** Each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.
- 11. Gender stereotyping:** Practice of ascribing to an individual woman or man specific attributes, characteristics or roles on the sole basis of her or his membership of the social group of women or men.
- 12. Gender equality:** Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
- 13. Gender inequality:** Gender inequality is the social phenomenon in which people are not treated equally on the basis of gender.
- 14. Gender balance:** Human resources and equal participation of women and men in all areas of work, projects or programmes.
- 15. Gender equity:** The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination.
- 16. Intersectionality:** Analytical tool for studying, understanding and responding to the ways in which sex and gender intersect with other personal characteristics/identities, and how these intersections contribute to unique experiences of discrimination.
- 17. Equal opportunities:** Absence of barriers to economic, political and social participation on grounds of sex and gender.
- 18. Gender mainstreaming (general):** Is defined as the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.
- 19. Diversity:** Differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people.

- 20. Sexism:** Action or attitudes that discriminate against people based solely on their gender. Sexism is linked to power in that those with power are typically treated with favour and those without power are typically discriminated against. Sexism is also related to stereotypes since discriminatory actions or attitudes are frequently based on false beliefs or generalisations about gender, and on considering gender as relevant where it is not.
- 21. Sexist language:** Language which excludes one sex or the other, or which suggests that one sex is superior to the other.
- 22. Gender-biased language:** Language that either implicitly or explicitly favours one gender over another.
- 23. Gender-inclusive language:** an approach that places both women and men at the same level and that does not convey gender stereotypes.
- 24. Unconscious bias:** Unconscious bias refers to a prejudice or stereotype an individual may hold about a particular group of people that they aren't fully aware of. It is also referred to as implicit bias. "The unconscious attitudes and stereotypes that impact our understanding, actions, and decisions in an oblivious way".
- 25. Stereotype:** A set of cognitive generalisations (e.g., beliefs, expectations) about the qualities and characteristics of the members of a group or social category. Stereotypes simplify and expedite perceptions and judgments, but they are often exaggerated, negative rather than positive, and resistant to revision even when perceivers encounter individuals with qualities that are not congruent with the stereotype.
- 26. Prejudice:** A negative attitude toward another person or group formed in advance of any experience with that person or group. Prejudices can include an affective component (e.g., nervousness, anger, contempt, pity, hatred) and a cognitive component (assumptions and beliefs about groups, including stereotypes). Prejudice is typically manifested behaviourally through discriminatory behaviour. Prejudicial attitudes tend to be resistant to change because they distort our perception of information about the target group. Prejudice based on racial grouping is **racism**; prejudice based on perceived sexual orientation is **homophobia** and **biphobia**; prejudice based on sex or gender (including transphobia) is **sexism**; prejudice based on chronological age is **ageism**; and prejudice based on disability is **ableism**.
- 27. Discrimination:** Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their race, gender, sexuality, etc.
- 28. Vulnerable groups:** Women, children and persons belonging, or perceived to belong, to groups that are in a disadvantaged position or marginalised.

- 29. Safe spaces:** A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.
- 30. Gender lens:** Takes the existing differences between women and men into account when analysing a situation or when developing specific approaches or programmes.

Getting Started

To effectively initiate discussions on gender and address stereotypes and unconscious biases, it is essential to first acknowledge their existence. Considering the sensitivity of the topic, a low-risk and engaging strategy is to gamify the discussion. This approach allows both participants and facilitators to feel at ease while maintaining focus on the importance of the subject matter. The following exercises can be used to spark discussions and recognise any disparities that participants may have encountered or are currently facing or have witnessed.

Simple Exercises To Begin With

1. **Imagine:** Inspired by CB London's "Imagine.." Campaign, this exercise invites participants to envision different roles or scenarios and then reflect on which gender they typically associate with each one.
 - A CEO
 - A firefighter
 - Someone crying in the bathroom
 - A nurse
 - Someone working in Silicon Valley
 - A parent leaving early from work to pick their kids up from school
 - etc.
2. **What comes to your mind when...:** The [European Commission's 'End Gender Stereotypes' campaign](#) aims to raise awareness about the impact of gender stereotypes in society. Through a series of visuals showcasing various aspects of life, including career choices and work-life balance, the campaign encourages viewers to reconsider their perspectives.
3. **The Tech Innovator Dilemma:** A thought-provoking exercise designed to challenge our assumptions and biases about gender roles in professional settings.
 - Scenario: Imagine a group of young tech innovators working on a groundbreaking new app to solve a common societal problem. One of the innovators, a leader in the team, announces the idea and shares their vision for the app's future. Later, a colleague asks, "Who's the lead developer on this project?"
 - When the leader is revealed to be a woman, many are surprised. Why? How often do we associate the role of a tech innovator or lead developer with a male figure?
4. **The Privileged STEM Walk:**

Activities to explore the topic in more depth

Self-Reflection Activity: "My Digital Identity"

Objective: To help participants reflect on their digital presence, how they view themselves in the digital world, and how gender may influence their experiences. This activity can be tailored to suit different age groups.

Instructions:

1. **Step 1 - Introduction:** Start by explaining that our digital identity is how we present ourselves online (social media, games, etc.) and how we engage with technology. It's a way we interact with the digital world, much like how we express ourselves in person.
2. **Step 2 - Reflection Prompts:** Ask the participants to reflect on the following questions and write down their thoughts in a journal or on a worksheet:
 - "How do you use digital tools or the internet every day?"
 - "When you think about technology, what do you imagine? Is it for everyone, or just for certain people?"
 - "How do you feel about your own digital skills? Are you confident in using technology?"
 - "Have you ever faced any challenges because of your gender (as a girl, boy, or non-binary) in the digital world? For example, have you been told that something is not for your gender?"
 - "What is one thing you would like to learn or try in the digital world that you think could help you in the future?"
 - "How do you think your friends, classmates or peers can help you achieve that?"
3. **Step 3 - Group Discussion (Optional):** After reflection, participants can share some of their thoughts with the group (if they are comfortable). Encourage a discussion around how gender may or may not influence their access to digital tools and opportunities.

Image Association Exercise: Challenging Stereotypes in Technology

Objective: To encourage participants to reflect on and challenge the stereotypes associated with digital roles and technology.

Instructions:

1. Present participants with a series of images (e.g., a person coding, a person working with robots, a software engineer at a desk, a tech entrepreneur, etc.).
2. Ask participants individually or in small groups, note who they instinctively associate with each image (e.g., "Who would you expect to see in this role?").

3. Once the group has shared their initial associations, ask them to consider whether their assumptions were based on stereotypes (e.g., Did they imagine a male or female figure in the tech roles? What does their immediate choice say about gender stereotypes in digital careers?).
4. Discuss the findings with the group and highlight how technology roles are open to all genders. Encourage participants to think beyond stereotypes and reflect on the diverse individuals who can lead and innovate in the tech field.

Example Images to Include:

- A female coding at a computer.
- A male scientist working with AI or robots.
- A group of diverse tech entrepreneurs brainstorming in a meeting.
- A non-binary person designing a digital game.

Discussion Points (optional):

- What stereotypes or assumptions did you notice in your initial thoughts?
- Why do you think certain images or roles are associated with a specific gender?
- How can we change the way we perceive people working in tech?

Girls in Digital Code of Conduct (Template)

Welcome to Girls in Digital! Together, we are creating a supportive and inclusive space where everyone can explore, learn, and grow. By being part of this initiative, you are joining a community that values respect, collaboration, and empowerment.

Our Shared Values

1. Respect Everyone

We celebrate diversity and value everyone's unique perspectives. Treat all participants, mentors, and organisers with kindness, respect, and fairness.

2. Create a Safe Space

We all learn better when we feel safe to ask questions and share ideas. Mistakes are part of the journey – embrace them as opportunities to grow!

3. Collaborate and Empower

Teamwork makes the dream work! Listen to others, encourage different perspectives, and support your peers. Together, we achieve more.

4. Stand Against Harassment

This is a zero-tolerance zone for bullying, harassment, or any behaviour that makes someone feel unwelcome. Speak up if you see or experience anything inappropriate.

5. Be Mindful with Tech

Use technology responsibly. Respect others' privacy and never share photos, videos, or information without permission.

6. Champion Gender Equality

Let's break stereotypes! We're here to show that STEM and digital fields are for everyone – regardless of gender identity, background, or ability.

Make Your Commitment

To help us all succeed, please take a moment to reflect and commit to the following:

I pledge to:

- ☐ Treat everyone with respect and kindness.
- ☐ Speak up against stereotypes and biases.
- ☐ Collaborate and support others in their learning.
- ☐ Create a safe space for everyone to thrive.
- ☐ Be responsible and ethical with my words and actions, both online and offline.

(Contd.)

Interactive Agreement

Let's make it official! Fill in the blanks below to personalise your commitment:

"I, [Your Name], commit to making Girls in Digital a safe, supportive, and empowering space for everyone. I understand that my actions contribute to the success of this initiative, and I promise to uphold this Code of Conduct."

Signature:

Date:

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