

Effective Strategies for Encouraging Girls in Computing: learning from existing initiatives

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From School to University Working Group (WG1)

Existing Initiatives Subgroup



EUGAIN

Existing Initiatives

Existing initiatives subgroup which is inside working group 1: from School to University has a role to investigate whether and how existing initiatives are successful in encouraging girls to choose Informatics in their higher education.



The Meet-Up

Czechitas (Czech
Republic)

Girls4STEM (Spain)

she.codes@KITxTUM
(Germany)

Habitat Derneği
(Turkey)

Engenheiras Por Um
Dia (Portugal)

Women In
Tech.Brussels
(Belgium)

GirlTHing Tuzla
(Bosnia and
Herzegovina)

Aj ty v IT (Slovakia)

The Meet- Up

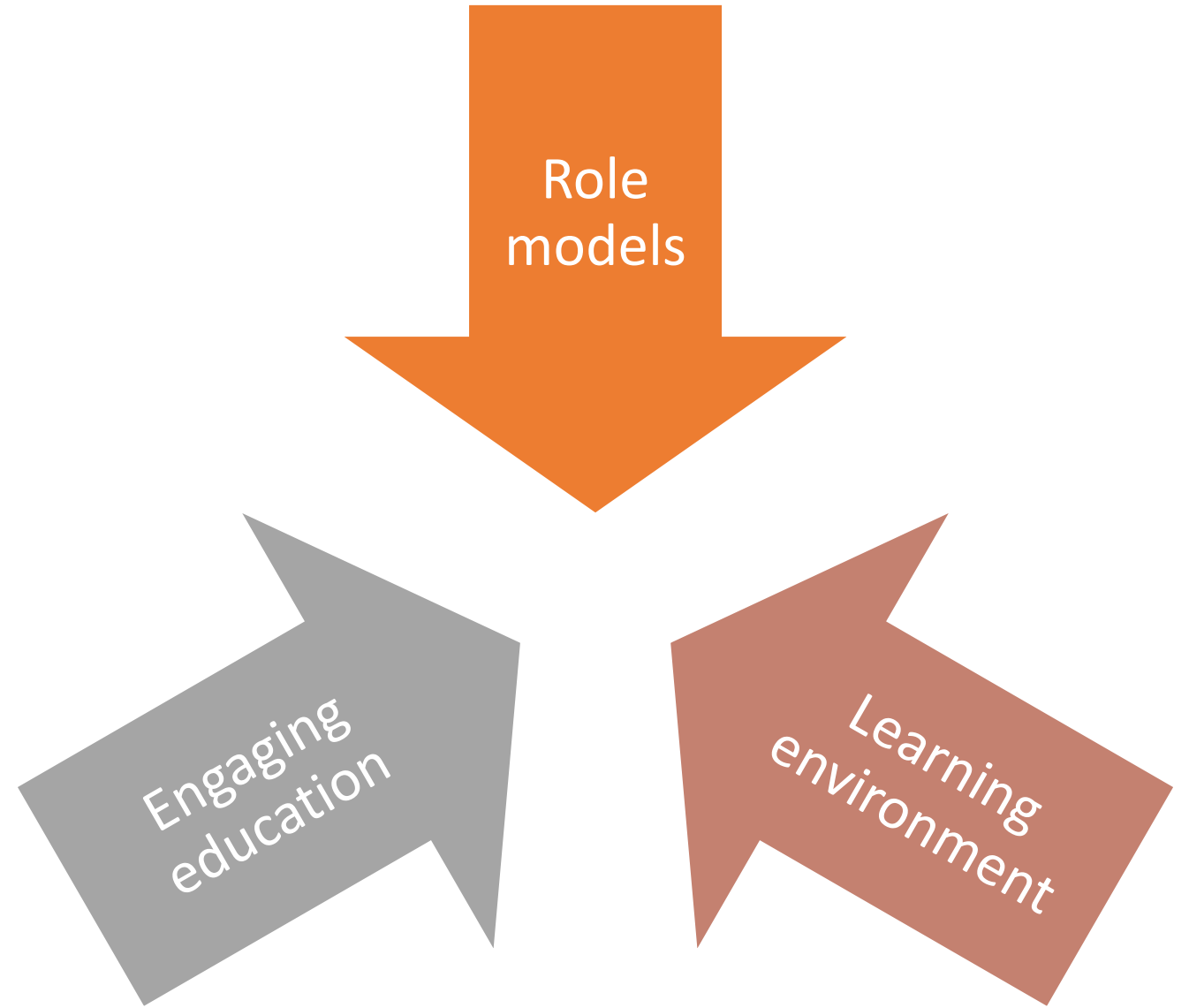
Motivation to start the initiatives

Their initiative's work

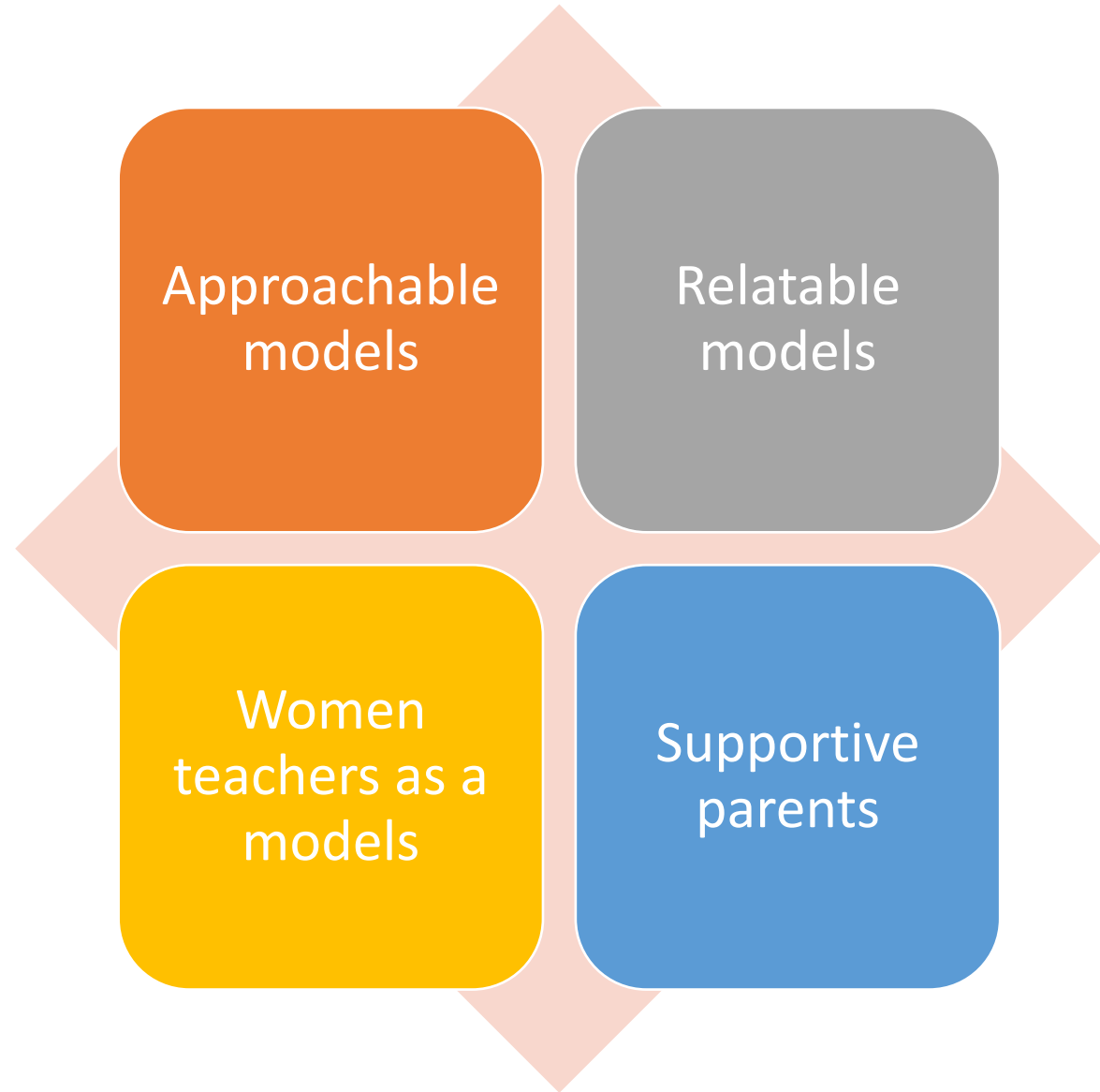
The barriers and effective strategies they feel as an initiative

The landscape of their country.

The Meet- Up

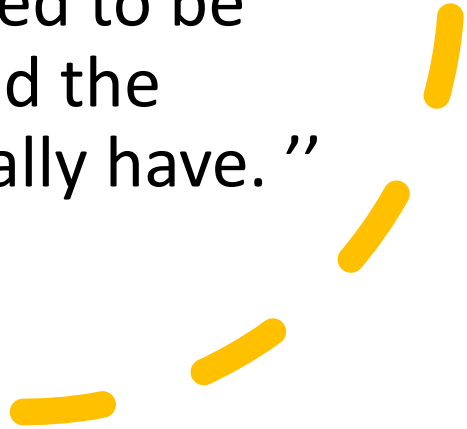


Results- Role Model

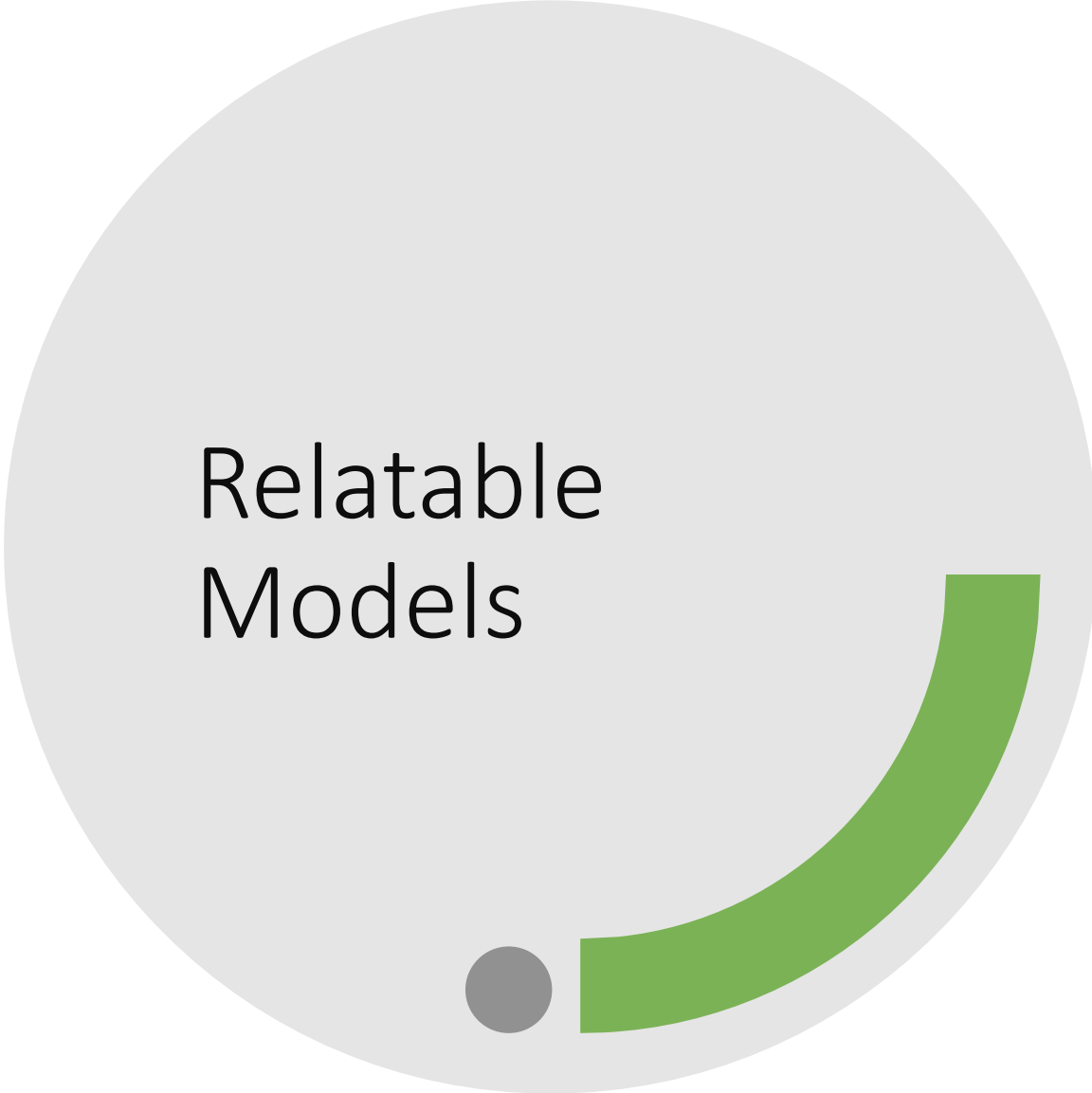


Approachable Models

“A role model should be someone approachable in their close environment like University students, not any famous “far away” personalities. For example, include first-year University female students and let them share their personal experiences which will improve the younger girls confidence. Also share moments when they struggled to be real and show that they understand the thoughts the younger girls eventually have.”



“The closer the role models are to the girls the higher the impact would be. If the Teachers that are younger, or with cool t-shirt. girls come. If they observe the teacher is geeky with glasses they don’t approach.”



Relatable Models


Women Teachers as Models

“School teachers could be relatable role models especially for girls from under-privileged backgrounds. However, there are only a few female teachers at school (especially for STEM subjects). Main touchpoints are schools to reach the girls from all educational backgrounds. ”



Supportive Parents

“Gender role beliefs need to change, including aspects like what kind of career paths are appropriate for girls. Parents are extremely influential for the future jobs of their girls. Girls tend to reflect on their parents’ (!!) thoughts and thinking. Work and address the collaboration with moms and dads. ”



Results-Learning Environment



SENSE OF BELONGING



CONFIDENCE

Sense of Belonging

“Girls are ashamed of asking questions in mixed classrooms. They feel more confident in girls-only spaces. It is necessary especially in the age group from 11-14. Extra-dimensions in the mixed classrooms makes girls to hold and observe to understand. They observe this new dimension stronger, if they feel they do not understand this they go inside of them and think and analyse. and they could wait for and allow boys to be louder and speak up. And they also should be in groups. They are more social and they are better in groups.”



Confidence

“Girls feel comfortable with instructors like them. Age range is important. Because it influences confidence. Expectation management is suitable way to communicate about expectations and it reduces the pressure about “learning and knowing everything” before they even started a course. Instructors should meet the girls at their own level and encourage them to learn. ”



Results- Engaging Education



Project based



Multidisciplinary



Hands-on activities



Project Based

”Project based activities make girls see what they achieve and make them understand better. It also help them with confidence”



Multidisciplinary



” We need to present IT as a part of daily life. So multidisciplinary projects make them see IT as a part of life.”



- Hands-on Activities

“Hands-on activities are great because they can see the results. And make them feel to be successful on the project.”



Questions?
