



The EUGAIN Policy Recommendations: Strategic Dissemination Across the Media Jungle

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Chapter 15

The EUGAIN Policy Recommendations: Strategic Dissemination Across the Media Jungle



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15.1 Introduction: Why Policy Recommendations Matter

Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances. Equality is a founding value of the European Union, anchored in the European Treaties.¹ We also have a gender equality strategy in place.² Unfortunately, equity is not anchored in EU legislation in the same way—yet. While there are guidelines for the use of gender-inclusive language,³ we found ample evidence in our network

¹ <https://www.europarl.europa.eu/factsheets/en/sheet/59/equality-between-men-and-women>.

² https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en.

³ <https://ecas.org/publication/gender-inclusive-language-guidelines/>.

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that implementing such guidelines is not necessarily common practice and that more guidance is needed for how to put policies into place on a more local level.

Policy influence matters for supporting both equality and equity. It plays a crucial role in shaping the societal, economic, and environmental landscapes that affect the well-being and prosperity of populations. Policies, which are formal and informal rules or guidelines that govern behavior, are instrumental in directing the allocation of resources, guiding economic growth, and addressing social issues. The ability to influence policy ensures that diverse stakeholder perspectives are considered, potentially leading to more equitable and effective outcomes. This introduction explores the importance of policy influence through several key lenses: public health, environmental sustainability, economic development, and social equity. We then describe how our chapter provides the facts and numbers as well as guidelines for implementing effective policies for gender balance.

Firstly, policy influence is vital in public health, which is highly relevant for all gender equity work since most medical studies were carried out with male participants and hence do not hold validity for application to women's bodies. Policymakers determine funding allocations for healthcare services, regulations on pharmaceuticals, and public health initiatives. Influencing these policies can lead to improved health outcomes, more efficient healthcare systems, and enhanced disease prevention measures.

Secondly, environmental sustainability is deeply affected by policy decisions, and caring for the land is traditionally an occupation that is more ascribed to women, which reflects in their engagement in projects from preschool to higher education all the way through their careers. Policies related to energy production, land use, and pollution control can have long-lasting impacts on the environment. Effective policy influence can drive the adoption of sustainable practices, promote conservation efforts, and mitigate the effects of climate change.

Thirdly, economic development is shaped by policies that influence trade, taxation, and innovation. Policymakers who are well-informed and receptive to expert input can create environments that foster economic growth, reduce poverty, and improve living standards. For example, policies that support small businesses and entrepreneurship can stimulate job creation and economic diversification. Economic development is strongly linked to equity, and we wish to highlight feminist entrepreneurship: Entrepreneurial feminists as "change agents who seek to improve women's quality of life and well-being through innovative services, products and processes" [1].

Lastly, social equity and justice are profoundly impacted by policy decisions. Influencing policies related to education, housing, and civil rights can address systemic inequalities and promote inclusive growth. Grassroots movements and advocacy groups play a crucial role in bringing attention to marginalized communities and influencing policies that seek to rectify disparities. One aspect that is present very strongly here is equity. In the case of EUGAIN, we specifically look at gender equity.

In summary, policy influence is a critical mechanism for driving societal progress and addressing complex challenges. It enables stakeholders to contribute to the

decision-making processes that shape the policies governing their lives, ensuring that these policies are responsive to the needs of the population and conducive to sustainable development. Understanding the mechanisms of policy influence and actively engaging in the policy-making process are essential for fostering a more just, healthy, and prosperous society.

This chapter is relevant for all 6 personas in this book representing our audience:

- Kim/Kimmy/Kymi, the university professor—“Give me visuals and stories”, to help them convince university to install policies;
- Brandy/Bazyli/Bo, the industry manager—“With speed to excellence”, to support them establish company policies;
- Nicky/Nicole/Nicolas, the activist—“Same value deserves the same rights”, to advocate in public;
- Alex/Andrea/Anh, the school principal—“I raise the future generations”, to lay out school policies and voice their concerns in the school district;
- Des/Deniz/Derya, student about to graduate—“Life is an adventure”, to advocate for more support from the university; and
- Jem/James/Jamila, school teacher—“Science rocks”, to request help for offering more science projects for underrepresented minorities.

In Sec. 15.2, we give an overview of the recommendations, and in Sec. 15.3, we share possible dissemination methods through real examples. In Sec. 15.4 we describe our dissemination efforts with posters, brochures, social media and videos. In Sec. 15.5, we describe for four of the personas how they can exemplarily use the contents of this chapter, and Sec. 15.6 concludes the chapter.

15.2 The EUGAIN Policy Recommendations

One of the aims of EUGAIN was to propose a set of policy recommendations directed to policymakers, at national and European level. In this context, we provided concise and practical measures that policymakers can adopt to support gender equity in Informatics.

Before defining the policy recommendations, we had first to identify the target audiences that would be interested by these recommendations. We have identified four key audiences: Schools, Universities, Public Administration and Private Sector. Then, we have followed a focus group methodology with twenty experts from twelve European countries, having different expertise and working either in an university, a private company or in a public administration/government.

For each of the target audiences, described in the following sub-sections, we have first defined our vision (i.e. the changes that we are looking for) and our mission (i.e. the main goals that need to be reached). Then, we have analyzed the current reality to identify the gaps, barriers and challenges. After, researching the current state of practice and investigating pathways to improve both education and career paths in

a number of scientific studies, we have defined the set of policy recommendations. With this section, we hope to inspire policy makers at all levels, from preschool instructor to minister of education, to take action and support more gender equity in Informatics.

15.2.1 Schools: High Level Policy for Stakeholders

15.2.1.1 Vision

Our vision is to establish Informatics as a fundamental and distinct subject within compulsory education across the European Union. We aspire to cultivate a generation of citizens proficient not only in the use of digital technologies but also in their creation and critical evaluation. We envisage a future where students are equipped to navigate, understand, and shape the digital society, free from prejudices and stereotypes that often infiltrate digital tools and systems. In this digitally empowered society, Informatics education is recognized as an autonomous scientific discipline, offering unique perspectives on both natural and artificial phenomena and fostering critical thinking, collaboration, and social responsibility (Fig. 15.1).

15.2.1.2 Mission

Our mission is to integrate Informatics into the school curriculum as an independent subject, emphasizing its scientific and creative aspects beyond mere technological usage. We are committed to developing comprehensive educational resources and gender-responsive pedagogical approaches, ensuring inclusivity and diversity in the classroom. Through these efforts, we aim to provide optimal educational experiences that promote gender equality and equity and prepare all students, especially women but also other minorities, for a future in Informatics. We strive to create a supportive network of students, educators, and community members, all working together to break down barriers and pave the way for inclusive and equitable participation in the field of Informatics.

15.2.1.3 Current Reality

For schools, we have identified the following challenges:

Persistent Gender Disparities

- Despite ongoing efforts, significant progress in reducing gender disparities in Informatics has been limited [2, 6, 7].



Fig. 15.1 Illustration of school environment

- The European Commission's report [4] emphasizes the need for early engagement of girls in Informatics to combat stereotypes and increase interest.

Identified Main Causes

- EUGAIN's investigation highlights four key areas: access, stereotypes, confidence, and sense of belonging (see Fig. 15.2).

Access

- Girls often lack exposure to Informatics, with limited access to technology and related extracurricular activities [5, 9, 13]
- Increasing access to early educational programs in Informatics has shown positive impacts on girls' interest in the field.

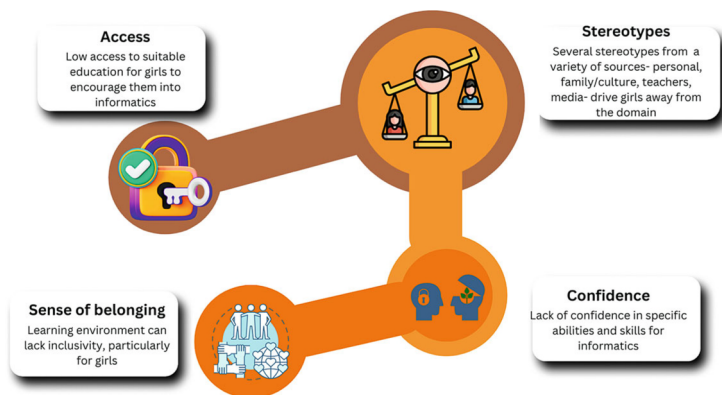


Fig. 15.2 Main causes of persistent gender disparities

Stereotypes

- Informatics is often perceived as difficult or suitable only for “geeks/nerds”, influenced by personal, familial, or educational misconceptions [2, 10]
- Promoting relatable women role models is crucial to inspire and encourage girls in this field.

Confidence

- Societal messages and the lack of women role models in Informatics contribute to a lack of confidence among girls regarding their potential in this field [2, 5]
- Creating an inclusive and empowering environment is essential to boost girls’ confidence in pursuing Informatics.

Sense of Belonging

- Non-inclusive learning environments contribute to girls feeling isolated and incompetent in Informatics [8, 11]
- Diverse learning experiences and increased representation of women can impact girls’ sense of belonging in the field.

See Fig. 15.3 for a visual representation of the ‘Towards a Better Future’ concept, which summarizes key challenges and solutions for gender balance in school education.



Fig. 15.3 Towards a Better Future: School-level solutions for gender balance through educational reforms

15.2.1.4 Recommendations

For the schools, we have identified four target audiences: ministries of education, regional school administrations, school principals and teachers. Therefore, we have defined the recommendations according to these audiences.

For Ministries of Education

- **Legislation reform for inclusive informatics education acknowledge informatics as a fundamental subject and encourage:** An inclusive approach from the early stages.
- **Nation-wide informatics curriculum:** Establish curricular guidelines for Informatics, balancing technical and social components.
- **Allocate resources for teacher education:** Ensure teachers are well-prepared to teach Informatics in a motivational and inclusive manner.
- **National media campaign:** Promote Informatics in the national media to raise awareness and attract the younger generation to Science, Technology, Engineering, and Mathematics (STEM) activities.

For Regional School Administrations

- **Appoint a top-level official for informatics education:** Oversee the implementation of Informatics as a new subject.
- **Foster public-private partnerships:** Collaborate with regional enterprises for enriching educational experiences.
- **Professional development for teachers:** Provide training for teachers to enhance their confidence and effectiveness.
- **Support Extracurricular Informatics Activities:** Organize workshops, summer schools, and tech camps to engage students.

For School Principals

- **Training Teachers in Inclusivity:** Focus on workshops that create a supportive learning environment and address unconscious biases.
- **Awareness Campaign:** Educate parents on the importance of Informatics and inspire girls through role models.
- **Promote an Inclusive Classroom Culture:** Ensure a positive environment that values diversity and mutual respect
- **Provide a Real-Life Perspective:** Work with local tech companies and nonprofits to provide real world experiences in Informatics.

For Teachers

- **Advocate Early Informatics Exposure:** Introduce Informatics principles early and make them engaging.
- **Inspire with Role Models:** Use personal experiences and stories to motivate students and break stereotypes.
- **Emphasize Social Impact through Projects:** Engage students in interdisciplinary projects that address real world problems.
- **Foster a Gender-Inclusive Environment:** Create a respectful and inclusive atmosphere in the classroom.

15.2.2 Universities: High Level Policy for Stakeholders

15.2.2.1 Vision

Our vision is to transform universities into spaces that actively challenge the reluctance and embarrassment surrounding discussions of inclusiveness and equal opportunities. By breaking down these stereotypes and cultural barriers, universities can foster open dialogue and train individuals to become champions of inclusion and equity, upholding the principles that form the foundation of modern democratic societies. Universities have a crucial role in empowering diverse talent and driving the agenda for gender balance and inclusivity. By celebrating diversity as a catalyst for innovation and societal well-being, universities will contribute to a more just and equitable world. We envision a future where universities not only acknowledge gender diversity but celebrate it, breaking down barriers within academia and beyond (Fig. 15.4).

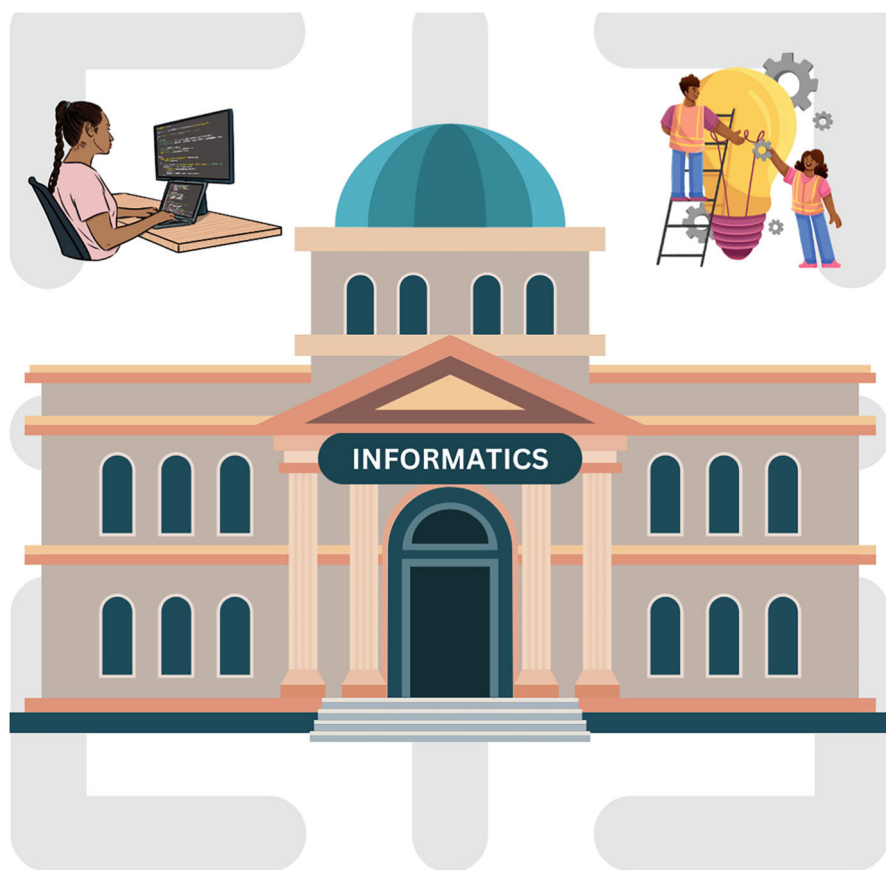


Fig. 15.4 Illustration of university environment

15.2.2.2 Mission

Our mission is to support universities in delivering actions that aim to recruit and retain women and promote gender balance in Informatics. Universities should become dynamic environments for gender inclusiveness and diversity, encouraging the collaborative creation of educational and scientific settings that value and disseminate gender-related knowledge. We are committed to supporting both rectors and faculty to empower equal opportunities for their students and employees and ensure gender balance across all levels. The success of gender-inclusive practices will encourage the development of a more diverse community where women may thrive and contribute to scientific advancement that adequately represents the world in all its diversity.

15.2.2.3 Current Reality

For universities, we have identified the following challenges:

Women Under-Representation in Informatics

- **Workforce Representation:** Women held only 15.9% of Informatics roles in the EU in 2021, down from 17.2% in 2020 [41].
- **Academic Pipeline:** Similar underrepresentation is evident in academia, with women less present in Informatics.

Persistent Gaps in Academic Career

- Women are under-represented in Europe at the highest level of academia—with minor improvements between 2015 and 2018 (from 24.1% to 26.2%) in all fields [14].
- **Research Roles:** Women constitute 39.7% of researchers in higher education worldwide [40].
- European level data shows that in 2018, women represented more than 40% of academic staff, but women only occupied about 25% of the equivalent full professorship positions.
- Women also remain underrepresented in Europe among the heads of higher education institutions (23.6% in 2019), and as board members (31.1%) and leaders (24.5%) [40].

Academic Leadership Positions

- **Global Disparity:** Gender parity in university leadership is low globally, with only 15% of rectors being women in Europe [12].
- While women are better represented among full professor positions in the Humanities (35% in 2018), there is a minimal presence of women in the field of Engineering & Technology (17.9% in 2018) for the same positions [42].

Contributing Factors

- **Barriers:** The gender pay gap, stereotypes, biases, and inflexible conditions are some of the barriers faced by women [15, 40].
- **Academic Atmosphere:** Challenges include lower social capital, unwelcoming environments, and discrimination [12].



Fig. 15.5 Towards a Better Future: University-level initiatives for promoting gender diversity

See Fig. 15.5 for a visual representation of the 'Towards a Better Future' concept, which highlights initiatives for promoting gender diversity in universities.

15.2.2.4 Recommendations

For the universities, we have identified the following target audiences: rectors, department heads and university professors. Therefore, we have defined the recommendations according to these audiences.

For Rectors and Department Heads

- **Inclusive recruitment process:** Collaborate with diverse channels to ensure job adverts reach a broad audience. Utilize inclusive language and highlight supportive policies to attract diverse candidates.
- **Equal opportunities in evaluation and promotion:** Form gender-balanced evaluation committees and conduct unconscious bias training. Define clear, inclusive evaluation criteria that account for diverse career paths.
- **Systemic actions to retain women:** Create an inclusive environment through anti-bias training and debates. Offer mentorship and promote visibility for women, alongside introducing family-friendly practices [15].
- **Promotion to tenure and management:** Encourage women's development and awareness of gender issues with a supportive environment and gender equity plans. Fund initiatives for promoting gender balance.

For University Professors

- **Diversification in course syllabus:** Include diverse authors and gender-related materials in the syllabus. Use inclusive language in course communications.
- **Fair division of tasks and responsibilities:** Ensure equitable task assignment in team activities and manage workload fairly in individual settings to prevent gender bias.

- **Gender requirements in evaluation criteria:** Integrate gender considerations into evaluation criteria, encouraging students to reflect on gender impacts in their work.
- **Projects on gender balance:** Propose projects focusing on gender balance and issues to enhance awareness and develop skills considering gender impacts.

15.2.3 Public Administrations: High Level Policy for Stakeholders

15.2.3.1 Vision

Our vision is to establish a transformative and equitable work environment within the public administration sector, particularly in Informatics roles. We aim to create a policy framework that not only addresses gender disparities, but also fosters long-term, sustainable gender-balance. The main pillar of this vision is the promotion of women based on merit (measured in a fair way, which is a challenge in itself), ensuring equal representation in Informatics and leadership roles in public administration. We are committed to driving societal change towards a more gender-balanced Informatics workforce, aligning with broader goals of sustainable development and inclusive governance (Fig. 15.6).

15.2.3.2 Mission

Our mission is to develop and implement comprehensive policies and legislation that support and enforce gender equity, known as policy leadership. We aim to set an exemplary standard for gender balance in government roles, serving as role models in administration to inspire societal change. Through education and awareness, we will launch public awareness campaigns and educational programs to challenge biases and highlight the importance of gender equity in the workforce. We intend to form partnerships with educational institutions to foster an interest in computer science among students, thereby creating a talent pipeline for public administration's Informatics roles. Furthermore, we commit to accountability through monitoring by establishing a system to track and evaluate the progress and effectiveness of our gender equity initiatives. This commitment to transparency and continuous improvement is crucial for assessing and refining our governmental strategies towards achieving our mission.

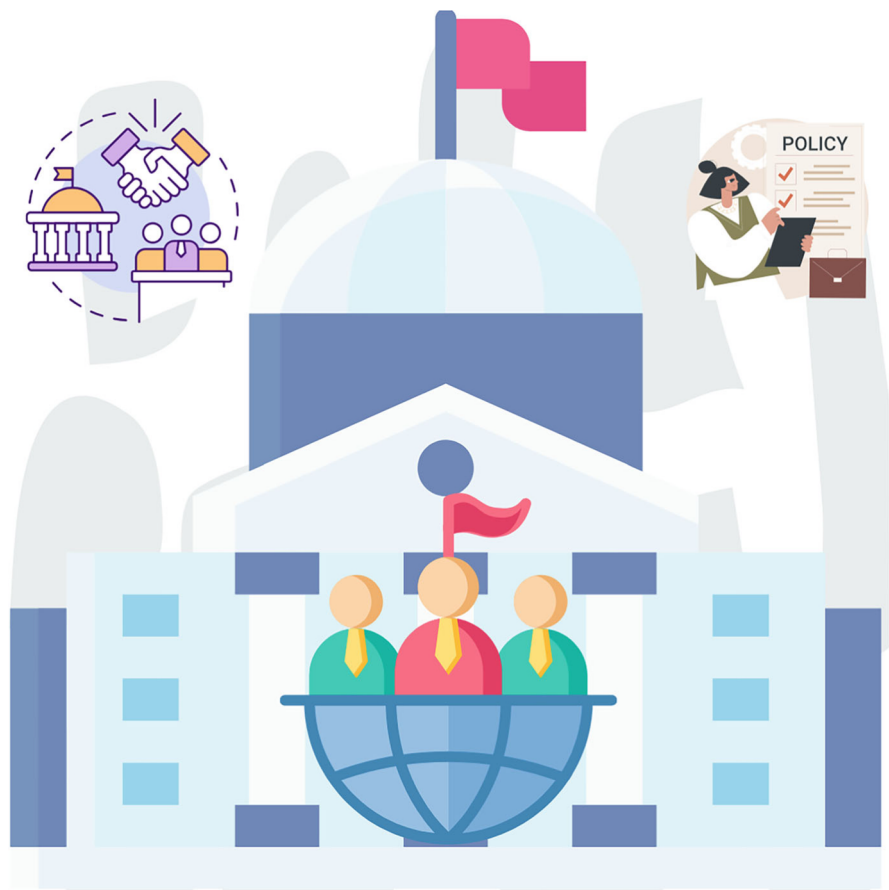


Fig. 15.6 Illustration of public administration

15.2.3.3 Current Reality

For public administrations, we have identified the following challenges:

Lack of Diversity in Informatics

- There is a significant digital divide influenced by factors like race, gender, age, economic status, education level, household type, and geography, moderated by digital literacy support [21]. Due to digital divide women are excluded from actively participating in current life.
- Informatics remains a highly gendered area, contributing to social inequality [16].

- Digitalization impacts the efficiency and effectiveness of women in Informatics [20].

Under-Representation in Leadership

- Women are under-represented in decision-making and leadership roles in Informatics or high-tech companies [17].

Structural Barriers

- Women face barriers such as inadequate public policies, gender discrimination by employers, and insufficient technical skills training [19].
- No equal opportunities in case of parenthood [43].

Gender Employment-Gap

- Gender inequality in public sector employment, including remuneration and gender discrimination [18].

Limited Budget for Gender Balance Initiatives

- Challenges in implementing effective measures due to restricted budget allocations for promoting gender balance in Informatics.

See Fig. 15.7 for a visual representation of the 'Towards a Better Future' concept, which outlines strategies for advancing gender equity in the public sector.



Fig. 15.7 Towards a Better Future: Public sector strategies for advancing gender equity

15.2.3.4 Recommendations

For Legislation and Policy Changes

- Identify gaps in legislation to support a gender-balanced ecosystem in Informatics.
- Mainstream initiatives in legislation and policy affecting women and gender equity.
- Implement gender-based instruments in Human Resources policies for equal opportunities.
- Elaborate social standardized supportive system for parental care policy.
- Strengthen the Gender Impact Assessment with effective instruments.
- Launch National and European-Wide awareness campaigns for dispelling stereotypes and promoting inclusivity.

For Skill Development and Empowerment

- Equip girls and women for the transition from Informatics learning to earning.
- Raise competencies by boosting skills, particularly in Informatics, through training programs and professional development.
- Emphasize continuous up-skilling in rapidly changing technologies, especially in underrepresented roles.

For Financial Support and Monitoring

- Ensure a gender-balanced state budget to support initiatives for gender equity in Informatics.
- Regularly monitor and evaluate gender balance improvements, through intelligent solutions.
- Guarantee targeted funds and grants to support women-led tech projects, encouraging women initiatives in the tech sector.

For Public-Private Partnerships and Programs

- Develop specialized programs for advancing women's engagement in innovation and technology through public-private partnerships.
- Establish platforms and initiatives that connect women and girls with inspiring role models and mentors in the tech industry.

For Promoting Inclusion and Career Paths

- Implement representatives to refine gender imbalance in leadership and decision-making roles.
- Promote gender-balanced Informatics workforce in the job market.
- Conduct anti-bias training for decision-makers to reduce gender biases and stereotypes.
- Improve communication policies and tools for inclusion and career paths of women in Informatics.
- Overcome institutional cultural barriers hindering the inclusion and advancement of women.

15.2.4 Private Sector: High Level Policy for Stakeholders

15.2.4.1 Vision

Our vision is to achieve a transformative shift towards a balanced Informatics workforce in the private sector. Our vision is to create a work environment that excels in competitiveness and efficiency, while also fostering creativity, well-being, and flexibility. We aim to establish a landscape where diversity in Informatics is not just welcomed but celebrated, leading to a more holistic and inclusive industrial practice in the field (Fig. 15.8).

15.2.4.2 Mission

Our mission revolves around two fundamental pillars: (1) Promotion of Inclusion and Career Paths, and (2) Improving the Work Environment. First of all, we are committed to elevating the visibility of role models in Informatics, celebrating the achievements of women in the field. Our goal is to cultivate a supportive, creative and welcoming work environment that attracts and retains diverse talent. Besides, we strive to implement educational initiatives that address and reduce gender bias, focusing on societal and institutional patriarchy and psychological biases affecting gender perceptions. Additionally, we are dedicated to supporting family-friendly practices, including flexible home office and remote work options, and accommodating primary childcare responsibilities. Through these efforts, we aim to support gender equity, reduce biases, and create a work environment that truly embodies inclusivity and diversity in the private sector of Informatics.



Fig. 15.8 Illustration of private sector

15.2.4.3 Current Reality

For the private sector, we have identified the following challenges:

General Overview

- **Gap in Industry:** Despite progress in women's rights and workplace equity, the ICT industry still faces a significant gap in actual gender equity.
- **Unbalanced context:** The ICT workforce is not representative of our general population, and a more diverse workforce can help overcome the shortage of qualified ICT people.

Challenges for Women in ICT

- Barriers to equity: Women are a minority in the ICT industry and face challenges like inequality of opportunities and discrimination. These issues impact both product development and women's professional aspirations in ICT [22, 29, 34].

Efforts for Gender Balance

- Road to success: Various initiatives have been undertaken across different fields to balance gender representation in ICT. However, progress remains slow [30].

The Gender Equity Paradox

- Relevance for changes: ICT industry faces a gender imbalance even in countries known for gender equity.
- Engine of change: Persisting gender stereotypes and norms are identified as major contributing factors [25].

Drop-Out Rates and Job Satisfaction

- Losses in talent: High drop-out rates among women in ICT, with 50% leaving the industry within 12 years, despite high job satisfaction rates [29].

Identifying and Addressing Barriers

- Getting to know the challenges: Recognition of barriers women face in ICT and the absence of specific best practices to eliminate these barriers [33].
- Desire for new solutions: Need for well-founded and effective proposals to address these challenges.

Impact on the ICT Industry

- Importance of women in ICT: The lack of women and the challenges they face in ICT have significant negative impacts on the industry.

See Fig. 15.9 for a visual representation of the 'Towards a Better Future' concept, which emphasizes actions for gender balance and inclusion in the private sector.



Fig. 15.9 Towards a Better Future: Private sector actions for gender balance and inclusion

15.2.4.4 Recommendations

For Promoting Inclusion and Career Paths

- **Role models**

- **Definition of role models:** Start with the basic understanding. A role model, as defined by the Cambridge Dictionary, is “an individual admired for their behavior, which others aspire to emulate.”
- **Importance of ethical leaders:** Emphasize the value of leadership. “It’s crucial to have leaders, particularly ethical ones”, as highlighted by [26]. They significantly influence both self-perception and how others view us.
- **Role of adult role models across lifespan:** Discuss lifelong impact and mentorship. Adult role models play a pivotal role throughout life, including post- retirement. As [36] notes, “fulfillment is attainable at any age, allowing role models to impart wisdom continually”.
- **Celebrating women contributions:** Highlight the need for recognizing achievements. Acknowledging women contributions is vital, especially considering [27] findings that men employees often receive more recognition. Celebrating women as role models is a step towards empowerment.
- **Digital storytelling as a tool:** Suggest practical methods. Digital storytelling is an effective method to honor role models. This can include general infographics about women contributions in a company or individual stories, either as anonymized personas or identified individuals.
- **Example of role model promotion:** Provide a concrete example. Consider, for instance, a ‘Role Model Flyer’ for a working group leader in EUGAIN (see [EUGAIN Template Role Model Celebration](#)). This flyer could highlight both career achievements and personal strengths, serving as an inspiration to others. For instance, consider a ‘Role Model Flyer’ for a working group member in EUGAIN, Prof. Jane Hillston. Figure 15.10 illustrates such a flyer, showcasing both her career achievements and personal strengths, serving as an inspiration to others.

Fig. 15.10 An example of role model flyer

EUGAIN

**ROLE MODELS:
ROCK STARS OF EUGAIN**

JANE HILLSTON

WG5 MEMBER

- Brings decades of experience working for more diversity in Informatics

RESEARCHER

- Pioneer in the area of quantitative formal methods to analyse resource use in dynamic systems

APPLICATIONS

- The methodologies that she has developed have been applied in a broad range of domains

PRIZE-WINNING

- Recipient of numerous prizes for research and one of few women elected to the Royal Society

LEADER

- Has held a number of substantial leadership roles in The University of Edinburgh, nationally and internationally

MOTHER

- Balanced career with family life and raising two daughters

Together we can change the world!
For more tips: <https://eugain.eu/>

- **Job ads**

- **Framing position descriptions:** Emphasize inclusive language. We recommend carefully framing and phrasing position descriptions to appeal to women applicants. Highlighting a collaborative and supportive work environment is key in conveying a welcoming atmosphere.
- **Utilization of gender-inclusive tools:** Introduce practical tools. To assist in this endeavor, for example the GenderMag project offers tools designed

to ensure language inclusivity, helping to avoid stereotypes in user-facing software and other communications.

- **Explicit Welcome to Women Applicants:** State a direct invitation. Including a simple statement like “we strongly welcome women applicants” can be impactful. This explicit encouragement is particularly meaningful in fields where women are underrepresented.
- **Importance of Acknowledgment:** Highlight the significance of recognition. Although it might seem trivial to some, acknowledging the underrepresentation of women in certain fields can make a substantial difference to potential women candidates, offering them the encouragement needed to apply.
- **Explicit targets**
 - Apply explicit targets as a temporary measure in areas like upper management to correct gender imbalances.
 - Carefully communicate the purpose of explicit targets to avoid negative perceptions like imposter syndrome.
- **Maturity Models.**
 - Use maturity models to show clear levels of gender equity achievements and goals.

For Improving the Working Environment

- **Self Development**
 - Courses for women to expand skills and networks.
 - Special emphasis on early skill acquisition.
 - Education on societal and institutional patriarchy and psychological biases affecting gender views [24, 35].
- **Mentoring**
 - Implement active mentoring across all career stages, focusing on women-to-women empowerment and advice [31].
 - Acknowledge different career development phases and provide appropriate support [32].
 - Incorporate failure as a part of personal development and learning [23].
- **Family Support**
 - Support flexible work arrangements, including home office and remote work for family care.
 - Adapt work schedules to accommodate primary childcare responsibilities.
 - Create tools that encourage family management by men.

- **Engagement and Collaboration**

- Encourage collaborative teams and informal mentoring.
- Promote collaboration as a leadership style and create awareness on agency [28].

15.3 Creating Impact

From the very beginning, it was important to ensure that the project had a measurable impact. To quote the original purpose, among other outcomes, EUGAIN aimed to provide the academic community, policymakers, industry and other stakeholders with recommendations and guidelines to address the following key challenges:

- How to have more girls choosing Informatics as their higher education studies and profession;
- How to retain girl and women students and assure they finish their studies and start successful careers in the field;
- How to encourage more women Ph.D. and postdoctoral researchers to remain in the academic career and apply for professorships in Informatics departments;
- How to support and inspire young women in their careers and help them to overcome the main hurdles that prevent women to reach senior positions.

The previous section summarises the policy recommendations EUGAIN provided to policymakers at the national and European levels. These are concise and practical measures that can be adopted to support gender equity in Informatics. The main findings are summarised in the booklet called [EUGAIN Deliverable 7: Policy recommendation document](#) to reach all the target groups. As a result of the dissemination of the EUGAIN network, plenty of stakeholders from all over Europe have been informed and supported on the road to gender equality and equity in Informatics. However, mainly at the national level much remained to be achieved. To further support the dissemination, a Policy Influence Plan was created (for more details see Chap. 16 ‘Policy-making as an extension of disseminating research results: The Policy Influence Plan Canvas’). At the final EUGAIN event in Lisbon in April 2024, participants created plans to share the results in their environment. A few months later they were asked about their achievements. Apart from that, EUGAIN participants were asked in a questionnaire about the impact they have created in their near and far environment. All the inputs are summarised in the sections below. These real examples aim to serve as motivation and a crutch for everyone who feels there is room for improvement in one’s workplace/company/university/school/country/elsewhere. It is important to stress that the list below is not exhaustive, since the EUGAIN network may have taken or plans to take further activities.

15.3.1 Examples from School

- Anita, a Researcher from Lithuania translated the dedicated policy recommendations and shared them with schools to be distributed to parents through the school's digital diaries.
- Birgy, a Senior Scientist from Estonia contacted an NGO of Informatics teachers to organise a panel and a workshop at their Summer School, therefore promoting the materials.
- The Italian EUGAIN members planned to organise and run a project within the National Operational Project's (PON) framework by involving school networks. It would focus on gender equity, therefore the topic would become part of the Three-Year Plan of the Educational Offer (PTOF—Piano Triennale dell'Offerta Formativa) of each school.
- Eylem, an English Teacher from Turkey presented Deliverable 7 to the Department of Computer Engineering at Yeditepe University. She got positive feedback, and a team was formed to work on including activities in the classroom that would motivate university students. An Erasmus + Project on the subject is also planned.
- Simona, a Professor as a member of the Department of Computer Science at Babes Bolyai University of Cluj-Napoca, Romania has regular annual meetings with teaching staff from highschool at regional level. She presented the booklet "From School to University" (Deliverable 4) to Informatics teachers. As some of them were not even aware of some of the issues, they were pleased to have access to resources and had asked Simona for advice in designing future activities for girls in Informatics.

15.3.2 Examples from University

- Birgit, an Associate Professor from Sweden presented Deliverable 7 to the leadership group of her department at Chalmers Technical University. She got positive feedback and was requested by a few colleagues to help them with individual follow-up actions.
- Several researchers and professors from the EUGAIN network have printed out the EUGAIN posters to hang in their Departments, in the STEAM Center and around the Institute. Thus, they are continuously visible.
- Anita, a Researcher from Lithuania wrote a newsletter about the final EUGAIN event and about the results of the project (linked the website and deliverables). It was shared with the Head of Marketing and Communication at Vilnius University. After sending out the newsletter, she received positive feedback and interest from colleagues and students.
- Sonay, a Research Assistant from Turkey applied and was awarded for the poster session of womENCourage 2024 Responsible Computing for Gender Equality,

ACM Celebration of Women in Computing to share the messages with hundreds of people.

- Olexandra, a Professor from Ukraine planned to organise a Career Lunch with students at her faculty based on the guidelines [Booklet Career Planning and Mentoring](#) prepared by EUGAIN Working Group 3.
- Gosia, an Assistant Professor from Poland had started to build a network supporting women at her faculty. She asked for the support of some colleagues to discuss and plan the actions and organised a meeting with the target group.
- Birgy, a Senior Scientist from Estonia initiated a team group discussion at her university for the Women-Leaders group and the IT School Board about the topics: “Is the situation similar in your field? What does the uni do visibly to include more women?”
- Antinisca (Associate Professor), Serena (Ph.D. Student) and Daniel (Ph.D. Student) from Italy planned to organise a one-credit course that can be run by each degree course management committee interested in the topic. During the course, the bachelor students would attend (1) a webinar (2 hours) presenting the EUGAIN results and explaining the importance of paying attention to gender equity issues so that students prepare and deliver; (2) a 4-hour online webinar for school teachers recognized for them as professional development; and (3) a short (max 2 min.) dissemination video on gender equity for social network channels.
- Ignatiuc, a Lecturer from the Republic of Moldova analysed the possibility of organising the Girls’ Student Senate within the ASEM Information Technologies Faculty with the Dean of the Faculty of Information Technologies. They had discussed the possibility of organising a roundtable on gender equality opportunities in IT and STEM.
- Simona and Lenuta, Professors from Romania organised an event for representatives from Romanian Universities in the field of Computer Science. The objectives of the online meeting, which took place on March 17, 2021, were the following: (1) to present the EUGAIN COST Action and the opportunities within the project (STSM, conferences, training schools); (2) to build a network of connected women in Informatics; (3) to discuss possible collaborations; (4) to present initiatives that exist in different cities.

15.3.3 Examples from Public Administration

- Anita, a Researcher from Lithuania translated the recommendations and the dedicated booklet and shared them with their national education agency.
- Salome, Head of Division from Georgia shared the recommendations and other results with the administration of the educational institutions at all levels of education in her country. On behalf of the Ministry, they could translate and distribute all of the materials developed under Deliverable 7.

- Birgy, a Senior Scientist from Estonia contacted the AI group of the Ministry of Education about initiating a discussion on what dedicated topics and materials raised by EUGAIN to include in the developments.
- Eliot, a Professor Assistant from Kosovo presented the links to Deliverable 7 (policy recommendation, booklets, posters) to the Advisor to the Minister. They had shown interest and welcomed that Kosovo was presented as a case study in one of the booklets.
- Eylem, an English Teacher from Turkey presented Deliverable 7 to the administration of k-12 school, 'Istek Vakfi Okulları. She got positive feedback, and a team was formed to work on including recommendations in the classroom activities which would motivate k-12 students.

15.3.4 Examples from the Private Sector

- Patricio, a Director from Italy planned to organise an ECM course focused on gender equality issues for the Professional Association of Information Engineers.
- Fanni, a Consultant from Hungary contacted the Association of Hungarian Women in Science for a joint brainstorming about disseminating the EUGAIN results.
- Antinisca (Associate Professor) and Enrico (Full Professor) from Italy sent several emails summarising the project outcomes and pointing to online access to Policy Recommendations, Booklets, Posters, and Videos.
- Bara, an Associate Professor and Vice Dean from the Czech Republic presented the EUGAIN results at the 20th European Informatics Leaders Summit (ECSS) 2024.
- Fanni, a Consultant from Hungary shared Deliverable 7 with HUN-REN Hungarian Research Network and asked to hang out some posters and send out a newsletter about the EUGAIN results. She got positive feedback and planned to reach out to the relevant universities.
- Tiziana (Chairwoman), Enrico (Full Professor) and Vittoria (Full Professor) from Italy presented EUGAIN at the annual assembly of GII, GRIN, CINI and Laboratorio Informatica e Scuola.
- Laura (Professor) and Tiziana (Chairwoman) from Italy planned to make private companies involved in PNRR and Repubblica Digitale aware of EUGAIN booklets and policy recommendations. By doing so, they translated the documents into Italian, identified the contacts and reached them via email.

15.3.5 Examples of Cross-Cutting Activities

- Reyyan Ayfer, Letizia Jaccheri, Bara Buhnova, and Valentina Lenarduzzi organised an EUGAIN webinar on International Women's Day 2021.

- Since EUGAIN was launched, it has represented itself at the yearly womENcourage conference. In 2021, there was an EUGAIN roundtable “Path Towards PhD and Successful Academic Career”.
- In 2021 and 2022, EUGAIN co-organised, with Informatics Europe, the WIRE-EUGAIN Workshop as part of the annual European Computer Science Summit (ECSS). The Women in Informatics Research and Education (WIRE) workshop had a different focus every year. In 2021 it spotlighted the theme “Sustainability in Gender Balance in Computer Science”, with several sessions covering different aspects of engagement, retention, and progression of women students and academics in computer science and related disciplines. In 2022 it was about “Workforce for the Digital Transformation—Attracting and Retaining Female Students from Bachelor and Master to PhD”, with several sessions covering different aspects of engagement, retention, and progression of women in computer science and related disciplines.
- EUGAIN was one of the eight European-funded projects that participated in the ACT TOGETHER Workshop, organised by the H2020 project RESET. The Workshop was part of the 4th Summit on Gender Equality in Computing—GEC 2022.
- Sonay, a Research Assistant from Turkey presented EUGAIN at the Management Committee meeting of BEiNG-WISE COST Action (Behavioral Next Generation in Wireless Networks for Cyber Security). She got positive feedback, and the printed and displayed posters and brochures kept the participants’ attention.

15.4 Dissemination Across Media Channels

EUGAIN employed a comprehensive approach to disseminate its policy recommendations through various media channels. The creation process for posters, brochures, and social media content involved extensive collaboration among EUGAIN members, ensuring that the materials accurately reflected the network’s collective expertise. Stakeholder feedback was instrumental in refining the content and design to effectively address the needs and interests of target audiences.

Design considerations across all media channels focused on visual appeal, clarity of message, and accessibility [37]. For posters and brochures, emphasis was placed on creating eye-catching visuals with concise, impactful text. Social media content was tailored to each platform’s unique features and audience preferences [38], leveraging multimedia elements to enhance engagement.

The collaborative process involved iterative rounds of review and revision [39], incorporating insights from diverse perspectives within the EUGAIN network. This approach ensured that the dissemination materials were not only informative but also culturally sensitive and inclusive, aligning with EUGAIN’s core mission of promoting gender balance in Informatics.

15.4.1 Posters

Posters serve as a visually striking medium for conveying EUGAIN's key messages quickly and effectively. They play a crucial role in capturing attention at events and in public spaces, making complex policy recommendations more accessible to a broader audience. The eight posters included in this book cover a range of suggestions from different levels which are school level, university level, public administration level and private sector level, each designed to highlight different aspects of EUGAIN's policy recommendations. Some of *these posters are visually represented in Figs. 15.11 and 15.12.*

Example At the ACM WomenEncourage conference, EUGAIN displayed a series of posters highlighting specific policy recommendations for universities. One poster focused on “Inclusive Recruitment Processes,” featuring eye-catching graphics and concise bullet points outlining key strategies. This poster garnered significant attention, prompting discussions among conference attendees about implementing these practices in their institutions.

For the full set of EUGAIN posters, [click here](#).

15.4.2 Brochures

Brochures are an essential tool for disseminating EUGAIN's policy recommendations, providing detailed information in a concise and accessible format.

The brochures included in this book cover a wide range of recommendations tailored for different stakeholders, including schools, universities, public administration, and the private sector. Specifically, at the school level, there are four distinct brochures designed to address the needs of different audiences: teachers, principals, regional school administrations, and ministries of education. Each brochure is crafted to highlight specific strategies and actions that can be taken at various levels to support gender balance in Informatics. For instance, the school-level brochures provide actionable recommendations for teachers to foster a gender-inclusive learning environment, for principals to promote an inclusive classroom culture, for regional school administrations to support extracurricular Informatics activities, and for ministries of education to implement legislation reforms for inclusive Informatics education. These brochures aim to create an inclusive and supportive educational framework that encourages all students, especially girls, to pursue Informatics. The university-level brochure offers guidance for rectors and department heads on promoting gender equity in academic settings, while the public administration brochure addresses policy changes and initiatives to enhance gender balance in governmental roles. The private sector brochure emphasizes the importance of creating a balanced workforce, offering practical steps for industries and NGOs to foster an inclusive and supportive work environment.



Fig. 15.11 Example posters from EUGAIN



Fig. 15.12 Example posters from EUGAIN

Figure 15.13 visually represents some of the brochures' key recommendations. These brochures will be distributed at key events and through various digital channels to maximize their reach and impact. By providing detailed and actionable recommendations, the brochures aim to drive meaningful change and support the implementation of EUGAIN's policy recommendations across different sectors.

For the full set of EUGAIN brochures, [click here](#).

15.4.3 Social Media

The objective of leveraging social media platforms is to amplify EUGAIN's policy recommendations and engage with a broad and diverse audience. Through platforms like, LinkedIn, Facebook, and Instagram, EUGAIN can disseminate its policy recommendations swiftly and effectively, ensuring they reach the right stakeholders and spark meaningful discussions. The dynamic nature of social media allows for real-time updates, professional networking, and visually appealing content, making it an indispensable component of EUGAIN's communication strategy. By harnessing the power of these platforms, EUGAIN not only broadens its visibility but also fosters a deeper connection and engagement with its audience, driving home the importance and impact of its initiatives.

Disseminating EUGAIN's materials through social media is advantageous because it ensures that the messages reach a broad and diverse audience across genders [3]. This balanced reach enhances the potential impact of EUGAIN's policy recommendations, promoting gender balance in informatics and related fields. Furthermore, users in Europe, who spend over 1.5 hours daily on social media platforms [3], present a valuable opportunity for high engagement with EUGAIN's content, making social media an indispensable tool for effective dissemination.

By leveraging these platforms, EUGAIN can ensure that its policy recommendations are not only widely disseminated but also actively engaged with by both men and women, supporting the organization's goals of promoting gender equity in the field of informatics.

15.4.3.1 Key Uses of Social Media

The Internet is used for various purposes including seeking information, staying in touch with friends and family, staying updated with news, and consuming video content. According to [3], 38.3% of internet users engage in education and study-related purposes, highlighting the significance of the internet for learning. Additionally, 47.6% of users use the internet for researching how to do things, which often involves finding educational content.

In terms of social media, the report indicates that 47.1% of users stay in touch with friends and family, 36.2% use it to stay updated with news, and 34.2% use it to seek information. Additionally, 30.3% of social media users engage in educational



COST ACTION CA19122
European Network For Gender Balance in Informatics

This visual is based upon work from COST Action EUGAIN, CA19122, supported by COST (European Cooperation in Science and Technology).

COST (European Cooperation in Science and Technology) is a funding agency for research and innovation networks. Our Actions help connect research initiatives across Europe and enable scientists to grow their ideas by sharing them with their peers. This boosts their research, career and innovation.

PRIVATE SECTOR: INDUSTRIES & NGOS POLICY

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Towards a balanced computing workforce to create a work environment that is not only competitive and efficient but also creative, nurturing, and flexible.

Let's build together inclusive workspace.

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For more information
eugain.eu

Empower Women in Informatics
Support, Strengthen and Promote



Effective Instruments to Improve the Working Environment

- **Self-development**
Provide courses to let women uplevel their skills as well as expand their networks.
- **Mentoring**
Active mentoring across all career stages, if possible woman-to-woman, and face-to-face.
- **Family Support**
Important meetings happen between 9am and 4pm, and partial home office is a possibility.
- **Engagement & Collaboration**
Encourage working groups (e.g., in 'female-strong' teams) to collaborate beyond the usual work.


FOR INDUSTRY & NGOS

Support, Strengthen, and Promote Gender Balance!

Engage, Recognize, and Encourage Empowerment!



For more information
eugain.eu

Effective Instruments to Promote Inclusion and Career Paths

- **Role Models**
Celebrate the female contributors for their successes.
Digital storytelling can communicate as much as awards.
- **Job Ads**
Frame and phrase position descriptions so they are attractive to women - welcome them.
- **Quotas**
For limited period of time until the percentage sustains itself, as the system needs correction, e.g. in upper management.
- **Maturity Models**
Follow the maturity model EUGAIN designed specifically for that in your business models.

Fig. 15.13 Example brochure from EUGAIN

activities [3]. This blend of personal, informational, and educational use makes social media a powerful tool for disseminating EUGAIN's policy recommendations effectively.

15.4.3.2 Trends and Engagement

Engagement rates on social media are influenced by the quality and relevance of content. Effective posts that resonate with the audience can drive higher engagement and interaction, essential for spreading EUGAIN's messages and recommendations [3].

15.4.3.3 Social Media Networks

The posters were/will also be shared on social media platforms, including X, LinkedIn, Facebook, and Instagram. Each platform has a tailored strategy to maximize engagement:

- **X(Twitter):** Quick updates and highlights of the posters, encouraging retweets and discussions. According to [3], X's fast-paced environment and real-time nature make it an ideal platform for sparking immediate conversations and spreading information rapidly. By leveraging hashtags and engaging with trending topics, EUGAIN can significantly increase its visibility and reach a diverse audience quickly.

To follow our X account, [click here](#).

- **LinkedIn:** Professional insights and in-depth discussions on the themes of the posters. LinkedIn's focus on professional networking makes it particularly effective for reaching academics, industry leaders, and policymakers who are likely to be interested in EUGAIN's policy recommendations. The platform's high engagement rates for professional content, as highlighted in [3], ensure that in-depth discussions and detailed posts about EUGAIN's initiatives receive substantial attention and interaction.

To follow our LinkedIn account, [click here](#).

- **Facebook:** Broad reach posts with engaging visuals and interactive content. According to [3], Facebook's extensive user base and diverse demographics make it an excellent platform for raising awareness and encouraging widespread engagement. The platform's features, such as groups, events, and pages, allow EUGAIN to create communities around its initiatives, facilitating deeper engagement and interaction with the content.

To follow our Facebook account, [click here](#).

- **Instagram:** Visually appealing posts and stories to reach a younger, visually-driven audience. Use of hashtags and collaborations with influencers to increase visibility. According to [3], Instagram's high engagement rates, particularly among younger demographics, make it a vital platform for spreading EUGAIN's

messages. Stories and reels, which offer quick, engaging snippets of content, are especially effective in maintaining viewer interest and encouraging shares and interactions.

15.4.3.4 Video Platforms

Grouping and Descriptions Videos on the YouTube channel are grouped based on themes such as policy recommendations, success stories, and educational content. Each video has an engaging description tailored to the target audience, making it easier for viewers to find relevant content and understand its significance (See Table 15.1).

Metrics and Impact YouTube remains a critical platform for reaching a broad audience. According to [3], YouTube is the second most visited platform after Google, with over 34.3 billion visits and 1.94 billion unique visitors monthly. Users spend an average of 21 minutes and 32 seconds per visit, indicating a high level of engagement. Metrics to track include the number of views, watch time, likes, shares, and subscriber growth. Successful videos will be highlighted, showcasing their impact on the audience. By leveraging these metrics, EUGAIN can gauge the effectiveness of its video content and continuously improve its strategy to maximize reach and engagement.

15.4.3.5 Social Media Plan

Strategy A social media plan involves a comprehensive strategy for each platform, focusing on maximizing engagement and reach. Specific goals and metrics have to be set for each platform to measure success. It may make sense to focus on a few social media channels and do those well as opposed to creating too many accounts and channels that then do not get used much over time and feel like a burden. We suggest to focus on a favorite two or maximum of three to keep the momentum going.

Create and Involve a Team It can be tough to do this alone—therefore, to keep engagement and momentum going, gather a team of like-minded individuals to share the responsibility and to support each other in content creation and posting. Social media posts have a short lifetime. Hence, regularity in posting and having a team behind to support will help ensure that regular updates, e.g. on a project, actually take place and the channels stay lively. If dissemination of policy recommendations is a goal, posts have to contribute regularly to a conversation in a given online space.

Create Sample Posts and Metrics Creating sample posts for each platform helps your team follow along with a certain envisioned style for the channel and with aligned content creation. In addition, it might be useful to have projected

Table 15.1 Overview of the most important EUGAIN videos

Content and link	Description	Video usage
About EUGAIN	Video presentation of the EUGAIN COST Action project, following the 1st Workshop held in Madrid in October 2021	For everyone. Regardless of your background, having a look at this video helps to frame the structure and aims of EUGAIN
Policy recommendations 1st Annual EUGAIN Workshop at ECSS 2021	Recorded material (video) from the EUGAIN Annual Workshop held on October 27, 2021 in Madrid Spain. Mina Stareva (EC) opened the conference, then we introduced the Working Groups, and there were panel discussions about Diversity and Sustainability in Computer Science. The panel discussions were mainly about successful mentoring programs and best practices	Kim, the university professor. Searching for best practices in mentoring Kim was inspired by SIGPLAN (Special Interest Group on Programming Languages), BWIT (Bangladesh Women in Technology), and the Dutch National Initiative. Kim, the university professor discusses a potential mentoring program with colleagues and brings the idea to the Dean with the support of the Department
Policy EUGAIN member country videos, MC opening, and panel 8th March 2022	These videos were recorded during the Management Committee meeting of March 2022. The purpose of this playlist is to give an overview of the initiatives about gender balance in Informatics in different countries for the benefit of the stakeholders in the given countries and of the International researchers who wish to compare the different initiatives. Stakeholders include schools, universities, ITC industry, and society	Alex, the school principal. Looking for international best practices and current realities, Alex, the school principal collects the most relevant ideas from the EUGAIN member country videos. Since Alex wants to support their students in succeeding, brings the shortlist of best practices to the next board meeting for collecting colleagues' feedback
Education Informatics Europe "Gender Equality in Informatics" webinar series	Launched in June 2022, this Gender Equality in Informatics webinar series aimed to contribute to sharing best practices as well as relevant research about gender equality and diversity in computer science. The series is a way to strengthen both the understanding as well as the action perspective of this topic. EUGAIN, in collaboration with Informatics Europe, organised this webinar series, with a total of 11 webinars, between June 2022 and July 2023	Brandy, the industry manager. Being "overwhelmed" with the request of gender equity in his department, Brandy looks for some quickly adaptable but effective actions. Having a look at the webinar series, Brandy, the industry manager not only understands the challenges of gender inclusion but gets useful ideas and best practices. Taking them into the next board meeting, Brandy starts a workshop with the other managers by using the World Cafe Method to discuss the shortlisted six best practices chosen by Brandy from the webinars

Education EUGAIN Webinars	<p>The webinars focus on Academia while introducing exchange (e.g. Scientific Mission, STSM) and other (e.g. Conference Grants) opportunities. Apart from that, Professor Laura Kovacs (ERC grantee three times) gives an inspirational talk about her research and researcher life</p>	<p>Des, a student about to graduate. Looking for opportunities for mobility grants to go abroad, Des found the EUGAIN webinars about several possibilities in Academia. Besides, Des, a graduating student can also collect information about the benefits and challenges of being a researcher</p>
Success stories Why Choose IT?—EUGAIN Young Researchers	<p>Motivational and inspirational reels of EUGAIN Young Researchers about why they chose this profession</p>	<p>Jamila, the school teacher. Looking at the videos in this chapter, Jamila the high school teacher takes the reels to their next class with the graduating students. After having seen all the short videos, Jamila created small groups from the class and let them discuss what was the most motivational for them in choosing IT as a profession, but also listing its disadvantages. The activity seems to be effective in supporting the student's career search</p>

engagement metrics. For example, “We aim for a 5% engagement rate on X and a 10% click-through rate on the YouTube videos.”

Tracking and Analysis Tools and analysis methods are useful to track and evaluate the effectiveness of social media performance, including platform-specific insights like Google Analytics. Reviewing metrics periodically can help adjust strategies and improve engagement over time.

15.5 How You Can Do This

Here are concrete suggestions for the target audience on what they could do (referring to personas) with the policy recommendations or the social media dissemination.

Kymi, the university professor. Kymi is delighted that EUGAIN provides a large set of brochures and visuals—that’s exactly what they need. The new semester is about to start, orientation week is next week, and she wants to make sure that all women students feel especially welcome, since the computer science program is currently at only 15% women students. Kymi downloads and prints out the posters from the EUGAIN website in A3 and hangs twenty copies on the various walls of her department, the entrance to the floor, as well as in the rooms where the computer science students will have their orientation days.

Bazyli, the industry manager. Bazyli wants to show upper management how important it is to showcase their successful women employees as role models and positive examples for both good content work and for their dedication to team spirit and inclusion. They decide to use the role model template from [EUGAIN Deliverable 7](#) (p. 36) to create a few posters with the consent of some of the women employees who have been at the company for a while to give more visibility to their successes and to celebrate them for their contributions.

Nicky, the activist. Nicky knows that same value deserves the same rights and is super excited to see a large set of recommendations compiled in [EUGAIN Deliverable 7](#). They decide to print it and deliver copies to the city representative for gender equity as well as the mayor and encourages them to take those recommendations into account when deciding on how to plan for and distribute the city budget for the following year.

Anh, the school principal. Anh sees it as her mission to raise the future generations, and hence wishes to create a school environment where all students feel empowered and supported. Knowing that there are still a lot of societal stereotypes about what are suitable jobs for women versus uncommon jobs, she decides to find pictures of successful women scientists across history and have the end of school year talent show around the theme of “Women in Science”. Kids choose to perform little theater scenes, sing songs, write and recite poems, or show a dance to let some historical scenes of women in science come to life.

There is a million ways of how to make use of the material in this chapter as well as in this entire book, and we hope these initial examples give you some motivation to pick up whatever material or thought inspires you most and do something with it.

15.6 What’s Next?

In this chapter, we introduced the EUGAIN policy recommendations. Shortly after publishing those, we realized that we needed to educate our fellow project members as well as other stakeholders, like our personas, about how to influence policy making. For that, we point you to the following chapter, which introduces a Policy Influence Plan to map out strategies and timelines.

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