CodeWeek
Build your digital future

Discover Digital Programme

Toolkit

Co-funded by the European Union

Table of Contents

Discover Digital Programme Toolkit 3

Introduction 3

How to use the Discover Digital Programme Toolkit 4

Essential Preparation for STEM Engagement Activities 5

Digital Outreach and Communication 6

STEM On Tour 7

STEM In 8

Evaluation and Feedback 9

Register of Processing Activities 10

STEM On Tour – Roles and Responsibilities 11

STEM On Tour – Implementation Timeline 12

STEM In – Roles and Responsibilities 14

STEM In – Implementation Timeline 15

Evaluation & Feedback – Scoreboard 17

Digital Outreach and Communication – Schedule 19

Questionnaire Examples 21

HEI Presentation Guide and Presentation Template 29

Discover Digital Programme Toolkit

Introduction

The Discover Digital Programme supports higher education institutions (HEIs) with an ICT/STEM focus in engaging secondary school students with the objective of raising students' awareness and increasing their interest in pursuing advanced digital/STEM degrees, exploring education pathways and possible career opportunities, and strengthening pathways from school to higher education. The programme is positioned within the Code4Europe project and EU Code Week, aligning with the ambition to expand digital skills engagement across Europe and contribute to addressing the ICT skills gap.

The Discover Digital Programme provides a toolkit that structures engagement into two complementary frameworks, namely *STEM On Tour and STEM In*, that together broaden access, deepen awareness, and support informed decision-making among prospective students. The programme recognises that young people benefit from both early exposure to STEM in their own learning environments and from opportunities to experience first-hand the atmosphere, expectations, and possibilities that higher education can offer. *STEM On Tour* is designed to bring higher education directly into schools and community settings. This approach is particularly effective for reaching students who may not yet see themselves as future STEM learners, including those from underrepresented or disadvantaged background, or who may face barriers to accessing traditional outreach events. At the same time, STEM On Tour strengthens relationships between HEIs and schools. *STEM In* focuses on creating structured opportunities for secondary school students to visit a higher education institution to experience first-hand both the academic and social environment, and to raise awareness about the opportunities that higher education and digital/STEM degrees can offer. These initiatives include Open Days, campus visits, themed workshops, laboratory demonstrations, and interactive events designed to enable the exploration of different STEM study pathways.

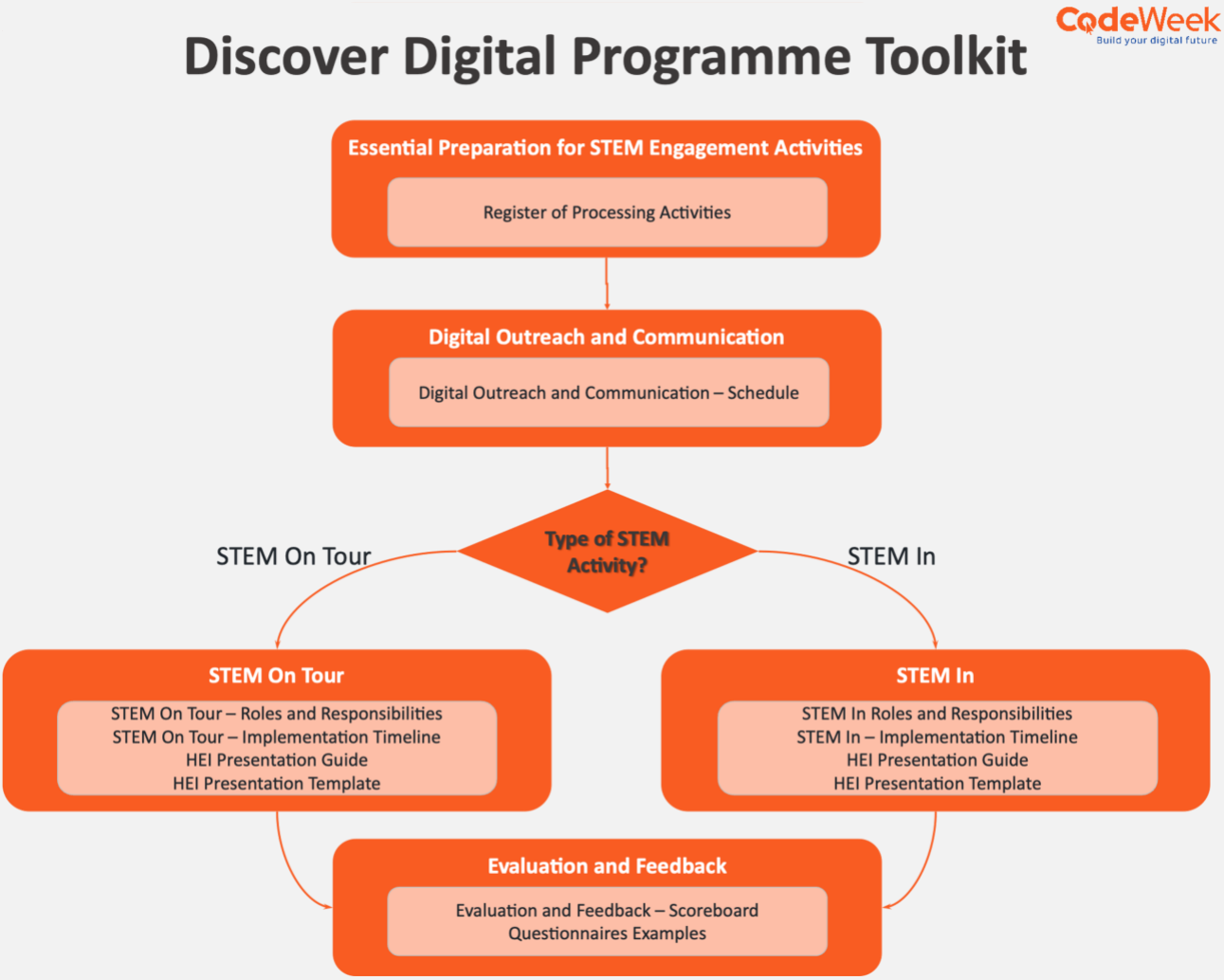
The Discover Digital Programme toolkit provides a transferable, inclusive, and scalable approach that can be adopted across higher education institutions and countries.

Co-funded by the European Union

How to use the Discover Digital Programme Toolkit

The Discover Digital Programme toolkit provides a comprehensive set of initiatives that HEIs can adapt to their own contexts. The toolkit is organised as a flexible, non-prescriptive set of steps and formats. HEIs may implement either framework independently, i.e., STEM On Tour (visits from a HEI to secondary schools) or STEM In (visits of secondary school students to an HEI), or combine them both for greater impact. HEIs are encouraged to adapt, prioritise, and combine activities according to their local context, resources, and national education systems.

The following figure presents a roadmap that illustrates the structure and flow of the toolkit and its associated one-pagers, serving as a quick-reference guide. Each element in the roadmap corresponds to a specific heading within the document, presenting a high-level overview of the sequence and interconnections between the one-pagers and reflecting the overall logic and progression of the toolkit. The one-pagers mirror the core stages of the toolkit and function as a practical checklist to support efficient navigation and structured implementation.



Essential Preparation for STEM Engagement Activities

Purpose

- A reliable list of school decision-makers is essential for planning and delivering Discover Digital Programme (DDP) initiatives for secondary schools.
- Steps and timelines are indicative and should be adapted to national calendars and local school systems.

Contact list creation and maintenance

- Start from an authoritative national source (e.g., Department of Education registry) to build a baseline list of recognised schools.
- Extract role-based contacts from school websites/public directories into a structured dataset (spreadsheet/CRM), targeting principal, guidance/career counsellor, STEM/ICT teacher, parent bodies (where relevant).
- If direct emails are missing, use the general school address and address the message to the intended role in the subject line.
- Maintain the dataset internally with an owner and update cadence.
- Scale via a structured volunteer activity (students supporting communications/outreach/data stewardship).
- Use aggregators/portals where they exist to accelerate outreach.
- If professional social media is used, do so cautiously and record the source for traceability.

Mailing workflow options

- Without a CRM, run a controlled internal workflow (Word templates + Excel lists + Outlook distribution).
- If campaign platforms are used, treat them as external processing and align GDPR accordingly (legal basis, processor terms, opt-out, retention, access control).
- Consult the section named ***Register of Processing Activities*** for detailed information about managing personal data.

Data Governance and Ethical Compliance (minimum checklist)

- Ensure all data collection activities comply with GDPR, national legislation, and institutional data protection and ethical requirements, including the preparation of consent forms and adherence to applicable ethical approval procedures. For participants below the applicable age threshold, obtain verified parental or legal guardian consent prior to data collection.
- Limit data collection to what is strictly necessary, define clear purposes for its use, and ensure participants and parents are informed in clear and accessible language about data use and retention.
- Manage tools and data collection locally, in alignment with GDPR, national legislation, and institutional policies; templates are indicative and must be adapted proportionately.
- The HEI acts as data controller for legitimate educational outreach activities.
- Include a disclaimer covering the use of public-source contact information, and provide mechanisms for correction, removal, and the exercise of data subject rights (e.g., withdrawal of consent).
- Maintain Article 30 records of processing activities in accordance with GDPR, including data categories, purpose of processing, legal basis, recipients, retention period, access controls, and security measures.

Consult the following sections of this document for further details

- *Register of Processing Activities*

Co-funded by the European Union

Digital Outreach and Communication

Purpose

- Use digital communication to raise awareness and curiosity and support participation in STEM activities.
- Combine digital channels with supporting materials to reach schools, students, and families effectively.
- Integrate communication planning into the overall event preparation, not as a last-minute announcement.

HEI Website: Central Information Hub

- Provide a dedicated event web page as the main source of information for all stakeholders.
- Present main information clearly, including event purpose, type of activities, schedule, and practical details.
- Ensure content is accessible and structured to support easy navigation across devices.

Direct Digital Outreach to Schools and Educators

- Implement a communication campaign including invitation, reminder, and confirmation stages.
- Use email communication to inform schools about the event and provide key event details.
- Support dissemination within schools by providing ready-to-use information for school channels.
- Enable schools to share information with teachers, students, and families.

Student-Focused Social Media Engagement

- Deliver student-oriented dissemination content using appropriate formats and tone.
- Prioritise short-form, visual content to increase visibility and engagement.
- Emphasise hands-on STEM activities to enhance student interest and participation.

Digital Channels and Tools

- Use digital platforms to share event information and updates.
- Use QR codes and digital links to connect communication materials to online content.
- Use available institutional and school-based digital channels to reach student audiences effectively.

Institutional Networks and Partnerships

- Share information through institutional website, newsletters, and external channels.
- Use existing networks to extend the reach of communication activities.
- Collaborate with partner organisations, relevant networks and STEM communities to increase the visibility of the outreach activities and support dissemination of information.

Communication Effectiveness and Engagement Monitoring

- Position communication as an integral part of the event preparation, not as a standalone or late-stage activity.
- Consult the section named ***Digital Outreach and Communication – Schedule*** for details on the timeline, practical actions, and relevant channels and tools.
- Track engagement with digital communication activities where feasible.
- Identify which channels and messages reach target audiences.
- Use observations to inform future communication planning and improvement.

Consult the following sections of this document for further details

- *Digital Outreach and Communication – Schedule*

Co-funded by the European Union

STEM On Tour

Purpose

- Bring Higher Education (HE) into schools/community settings to make STEM pathways visible, accessible, and engaging.
- Support early guidance and confidence by meeting students in their own environment.

School visits: outreach to schools

- Contact the designated school persons identified earlier (principal/teacher/ counsellor/parent representative).
- Introduce the HEI and visit purpose; propose a set of dates.
- Confirm student numbers, year group/class profile, thematic focus, and any curricular link.

School visits: logistics (confirm early)

- Confirm date, arrival time, duration.
- Confirm group size, AV needs (projector/audio/internet), and accessibility requirements.
- Clarify the visit structure to reduce uncertainty for both parties.

Hand-outs and materials

- Prepare: presentation deck, brochures/flyers/programme guides, QR codes to admissions/programmes/scholarships/student life/projects.
- Prepare consent forms (media/feedback) where required, aligned with national rules and GDPR.
- Prepare feedback forms (digital or paper).
- Keep multiple template decks and select/customise based on time, grade, and school profile.
- Consult the section named ***HEI Presentation Guide and Presentation Template*** for detailed information on how to structure the HEI presentation.

Key roles in the HEI team on tour

- School Partnerships Lead: calendar, logistics, comms/content, main contact, alignment with objectives.
- Faculty/staff/alumni/student ambassadors: delivery, demos, authentic perspectives, Q&A.
- Consult the section named ***STEM On Tour – Roles and Responsibilities*** for details on key roles.

Implementation timeline (indicative)

- 4–6 weeks: confirm facilities/constraints; recruit team; start comms/promotion.
- 2–3 weeks: confirm participants/focus; test materials; brief + rehearsal; align logistics; register activity on EU Code Week website.
- 1 week: finalise materials/QR/consents; pack equipment; run-through.
- Event day: icebreaker; accessible language; interactive elements + Q&A; collect feedback.
- Consult the section named ***STEM On Tour – Implementation Timeline*** for implementation details.

Other STEM On Tour formats

- Interactive sessions and participation in external STEM-related events.
- College fairs where students explore pathways and options.

Consult the following sections of this document for further details

- STEM On Tour – Roles and Responsibilities
- *STEM On Tour – Implementation Timeline*
- *HEI Presentation Guide and Presentation Template*

STEM In

Purpose

- Bring secondary students onto the HEI campus to experience college life through Open Days, campus visits, themed workshops, and events.
- Enable direct contact with learners, alumni, lecturers, facilities, and study pathways.

Planning and coordination

- Define the format of the event (Open Day, campus visit, themed workshop day) and a clear programme flow.
- Coordinate early with internal services (security, room booking, lab managers, student services) to secure spaces, safety, and capacity control.
- Define registration and rotation logic (group sizes per session, staffing constraints).

Campus logistics (confirm details)

- Confirm date/duration, arrival/departure times, meeting point and check-in, circulation plan/wayfinding.
- Confirm group size/supervision, accessibility needs, AV/lab requirements.
- Align safety rules and capacity limits for specialised spaces.

Hand-outs, materials, and digital resources

- Provide a mobile-friendly Open Days/STEM In web area with speaker profiles and contact points.
- Provide workshop guidelines and tailored slides (digital first).
- Provide printed/digital guides, brochures, flyers, interactive maps, QR codes to admissions/courses/newsletters/scholarships/support.
- Prepare consent forms (media), lab safety guidance, and feedback forms (digital or paper).
- If possible, support neurodivergent visitors (simplified/sensory maps, step-by-step guidance, quiet room).
- Consult the section named ***HEI Presentation Guide and Presentation Template*** for detailed information on how to structure the HEI presentation.

Key roles in the STEM In team

- STEM Events Coordinator: overall delivery, logistics, internal liaison, main contact.
- Faculty/technical staff/alumni/students: content, demos, workshops, role-model perspectives.
- Welcome team: check-in, materials, first-line guidance.
- Guides: navigation and timing.
- Lab/workshop stewards: safety and capacity.
- Inclusion support: alternative routes, sensory-friendly guidance, one-to-one support.
- Operations: signage, equipment, room turnover.
- Outreach/admissions support: next steps, scholarships, student services.
- Consult the section named ***STEM In – Roles and Responsibilities*** for details on key roles.

Implementation timeline (indicative)

- 4–6 weeks: bookings + lab scheduling; recruit team; invite schools; define registration.
- 2–3 weeks: finalise programme; test content/equipment; brief roles; align requirements; register activity on EU Code Week website.
- 1 week: final materials/QR/consents/safety; full dry run; equipment checks.
- Event day: welcome + orientation; safety/wayfinding; tours/labs/workshops; wrap-up + feedback.
- Consult the section named ***STEM In – Implementation Timeline*** for implementation details.

Consult the following sections of this document for further details

- *STEM In – Roles and Responsibilities*
- *STEM In – Implementation Timeline*
- *HEI Presentation Guide and Presentation Template*

Evaluation and Feedback

Purpose

- Proposes an approach to understand and assess the effectiveness of STEM engagement activities aimed at secondary school students.
- Establish systematic evidence collection to support reporting and comparison across activities (e.g., across formats, audiences, or delivery contexts).

Evaluation Framework and Data Collection

- Collect baseline (pre-event) and post-event data to assess participation, engagement, and perceived value, and use findings to inform refinement of activity design and delivery.
- Gather pre-event data on student demographics, educational context, prior exposure to STEM, and interests.
- Capture post-event feedback on engagement, motivation, and overall experience (e.g., clarity, relevance, and perceived usefulness of activities).
- Consider selecting or adapting suitable questions from the proposed questionnaire templates to support consistency and minimise respondent burden. Consult the section named ***Questionnaire Examples*** for sample templates.

Stakeholder Feedback and Engagement Quality

- Assess educational relevance, delivery effectiveness, and identify aspects of facilitation, communication, and inclusivity requiring adjustment (e.g., pacing, accessibility of materials).
- Collect input from teachers and school representatives to complement student feedback.
- Use repeated feedback to detect patterns and inform future planning and delivery.

Data Governance and Ethical Compliance

- Ensure all data collection activities comply with GDPR, national legislation, and institutional data protection and ethical requirements, including the preparation of consent forms and adherence to applicable ethical approval procedures. For participants below the applicable age threshold, obtain verified parental or legal guardian consent prior to data collection.
- Limit data collection to what is strictly necessary, define clear purposes for its use (e.g., evaluation and improvement of STEM engagement initiatives), and ensure participants and parents are informed in clear and accessible language about data use and retention.
- Maintain secure storage, controlled access, and appropriate data retention practices, ensuring that data are retained only for a limited period (e.g., anonymised data stored within institutional systems).
- Ensure voluntary participation, apply appropriate consent procedures, and report data in anonymised and aggregated form.

Impact Assessment and Follow-up Indicators

- Define a set of indicators (impact scoreboard) to assess the effectiveness of the STEM initiatives, including student engagement, awareness of STEM pathways, and confidence (e.g., expressed interest in STEM subjects).
- Analyse results to identify self-reported changes associated with participation and use evidence to support ongoing evaluation and programme refinement.
- Consider follow-up indicators, where applicable, such as continued engagement with related activities or use of information resources.
- Consult the section named ***Evaluation & Feedback – Scoreboard*** for details on assessment metrics.

Consult the following sections of this document for further details

- *Evaluation & Feedback – Scoreboard*
- *Questionnaire Examples.*

Co-funded by the European Union

Register of Processing Activities

Information collected	Processed Item
Data categories	Name Surname Role (principal, counsellor, parent representative) School email School address Source (e.g., Ministry of Education directory, school website, TYhub.ie) Last update Updated by
Purpose of processing	To inform schools about STEM events, workshops, and opportunities for senior cycle students.
Legal basis	Article 6(1)(e) or 6(1)(f) Regulation (EU) 2016/679 of the European Parliament and of the Council: public interest in education / legitimate interest in outreach.
Retention period	Typically, 12–24 months, with annual review. Expected time to removal from the list in case of opt-out.
Access controls	Only designated HEI staff + authorised student volunteers (if you choose to involve them).
Opt-out mechanism	"Click on the 'Unsubscribe' button to be removed from our mailing list." "Reply 'unsubscribe' to this message to be removed from our mailing list."
Data processing and security measures	Software used for data management Password protected spreadsheet or CRM-protected spreadsheet or CRM Restricted access No sharing with third parties

STEM On Tour – Roles and Responsibilities

Role	Primary Focus	Core Responsibilities	Interaction with Schools
Schools Partnerships Lead	Organisation, coordination, and relationship management	Oversees visit calendar; manages logistics, communication, and content; ensures alignment with objectives and school requirements	Acts as main point of contact; ensures smooth planning and delivery
Faculty, Staff, Alumni & Students	Educational content, inspiration, and subject expertise	Deliver workshops, presentations, demonstrations; engage directly with students	Interact during the visit through teaching, mentoring, and hands-on activities-on activities

STEM On Tour – Implementation Timeline

Timing	Organisational Phase	Key Activities
T-6 to T-4 Weeks	Early Planning	Book rooms or confirm school facilities (classroom, gym, theatre hall) Check institutional constraints for laptops, monitors, AV tools Recruit staff, speakers, alumni, and student ambassadors Allow extra time for alumni responses; aim to confirm participants by T-2 weeks Ensure diversity of voices (technician, librarian, counsellor) Begin communication and promotion to families and teachers
T-3 to T-2 Weeks	Content and Coordination	Finalise participant list Prepare slide decks, videos, demonstrations, workshop materials Test all technical setups Brief all presenters; ensure alignment with the overall narrative Organise a rehearsal for all speakers Maintain clear communication with the school to confirm logistics Register/upload event information on EU CodeWeek website (https://codeweek.eu)
T-1 Week	Final Preparation	Finalise brochures, flyers, QR codes, and marketing materials Prepare consent forms for photography/media Conduct a full run through of the visit-through of the visit Pack kits, devices, chargers, and workshop materials Prepare awards, certificates, and participation stickers
Event Day	Ice Breaker	Open with light, inclusive icebreakers (e.g., “Guess the Pathway”) Optional reflective prompt on early perceptions of Emoji check-in via survey app to gauge group mood-in via survey app to gauge group mood
	Formal HEI Presentation	Set expectations and outline the session flow Maintain an open, approachable tone Use clear, accessible language for students unfamiliar with HE pathways Encourage interaction throughout
	Q&A Session	Dedicate up to one third of the time to questions Include current students where possible for authentic insights Address concerns from both students and parents with clarity and reassurance
	Interactive Components	Deliver short workshops, coding challenges, engineering tasks, or demos Use pre-arranged teams to ensure inclusivity

Co-funded by the European Union

		Provide certificates or stickers to reinforce participation and engagement
	Wrap-Up	Invite feedback via QR code; provide printed forms if needed Conclude in a welcoming space (canteen, lounge, commons) Distribute brochures, programme guides, and highlight upcoming events Encourage future campus visits (Open Days, Discovery Days) Allow informal one-to-one conversations with students who prefer private questions-to-one conversations with students who prefer private questions
T+1 to T+3 Days	Immediate Follow-Up-Up	Send thank-you email to school contacts Share digital materials (slides, links, resources) Acknowledge student participation and highlight standout moments
T+1 Week	Internal Debrief	Review feedback and survey results Assess logistics, content flow, and team performance Identify improvements for future visits
T+2 to T+3 Weeks	Sustained Engagement	Share upcoming HEI events with the school Invite teachers to join newsletters, blogs, or dedicated events Maintain contact for future visits or collaborative activities

STEM In – Roles and Responsibilities

Role	Primary Focus	Core Responsibilities	Interaction with Schools
STEM Events Coordinator	Overall planning, coordination, and visitor management	Oversees event delivery Manages logistics Liaises with internal departments Ensures coherence, safety, and a welcoming environment	Acts as main contact for visiting schools Aligns expectations Coordinates schedules and requirements
Faculty, Technical Staff, Alumni and Students	Academic delivery and authentic STEM engagement	Deliver presentations, demonstrations, and workshops Provide diverse perspectives on STEM pathways and campus life	Engage directly with students through teaching moments, Q&A, and hands-on activities-on activities
Front-of-House and Welcome Team	First impressions and visitor orientation	Manage check-in; distribute materials-in; distribute materials Direct visitors to starting points	Provide reassurance, clarity, and a smooth arrival experience
Wayfinding and Campus Guides	Navigation and movement across campus	Guide visitors between buildings and outdoor areas Maintain timing and flow	Ensure groups stay on schedule and reach all planned sessions
Laboratory and Workshop Stewards	Safety and operational support in specialised spaces	Monitor safety protocols Manage room capacity Assist technical staff during demos and hands-on tasks-on tasks	Support safe participation during lab based or workshop activities-based or workshop activities
Accessibility and Inclusion Support	Inclusive access and visitor wellbeing	Provide alternative routes, sensory friendly maps, quiet spaces, and one-to-one assistance-friendly maps, quiet spaces, and one-to-one assistance	Ensure all students, including neurodivergent visitors, can fully participate
Logistics and Operations Assistants	Smooth event flow and technical readiness	Manage room turnover, equipment setup, signage, and coordination with campus services	Support teachers and school groups by maintaining an organised environment
Engagement and Outreach Officers	Clear communication of pathways and opportunities	Provide information on admissions, supports, scholarships, and progression routes	Offer guidance to students and families on next steps and future engagement

STEM In – Implementation Timeline

Timing	Organisational Phase	Key Activities
T-6 to T-4 Weeks	Early Planning	Room bookings and laboratory scheduling Coordination with campus services Advance notice for STEM spaces with safety or timetable constraints Recruitment of staff and student ambassadors Confirmation of availability and early briefing Invitation to schools to support promotion Decision on invitation method and registration process
T-3 to T-2 Weeks	Programme Finalisation	Finalisation of programme structure Preparation and testing of presentation materials Preparation and testing of laboratory demonstrations Preparation and testing of workshop content Briefing of all organising team members Clarification of roles and event flow Communication with visiting groups Alignment on logistics, group size, and special requirements Register/upload event information on EU CodeWeek website (https://codeweek.eu)
T-1 Week	Final Preparation	Finalisation of printed and digital materials Preparation of consent forms and disclaimers Preparation of safety guidelines and QR codes Full dry run of the event Testing of equipment for interactive components Preparation of awards and certificates
Event Day	Welcome and Orientation	Greeting visitors in a central, accessible location Use of orientation panels or monitors Introduction of the team Presentation of schedule and safety information Creation of a comfortable and welcoming atmosphere Administration of a demographic survey
	Campus Experience	Guided tours of STEM buildings Visits to lecture theatres and laboratories Demonstrations of equipment or research projects Workshops and hands-on activities-on activities STEM challenges Encounters with student societies or STEM clubs Industry partner testimonials
	Interactive and Reflective Moments	Coding tasks Engineering challenges Q&A sessions Opportunities to express concerns and interests Supportive environment for exploration

Co-funded by the European Union

	Wrap-Up	Reflection pathway for visitors Opportunity to think about experiences Discoveries and achievements Selection of follow-up handouts and informative materials-up hand-outs and informative materials Encouragement to attend future Open Days Promotion of online resources Clear closing message that reinforces accessibility and openness of higher education Administration of final feedback survey
Event Day **Note: Individual Participation Events**	Individual and Family Open Days	Flexible and personalised structure Diverse audience composition Dual focus on parents' practical questions and students' academic interests Self-directed or semi structured visit formats-directed or semi-structured visit formats Repeated sessions Clear signage and wayfinding Staff positioned across campus Flexible room management Accommodation of varied arrival times and visit durations Preparation for spontaneous questions and rapid room transitions Importance of student ambassadors Printed materials for self guided exploration-guided exploration Open campus atmosphere with informal seating and refreshments-campus atmosphere with informal seating and refreshments Value of industry partners for long-term career visioning-term career visioning
T+1 to T+3 Days	Immediate Follow Up	Send thank you email to school contacts, parents, and registered over-16 participants Share digital materials (slides, links, resources) Acknowledge student participation and highlight standout moments in owned media
T+1 Week	Internal Debrief	Review feedback and survey results Assess logistics, content flow, and team performance Identify improvements for future on-campus events
T+2 to T+3 Weeks	Sustained Engagement	Share upcoming HEI events with schools, families, and participants Invite registered contacts to join newsletters, blogs, and social media Maintain periodic contact via email

Evaluation & Feedback – Scoreboard

Metric Category	Metric Name	What It Measures (Quantitative)	Formula / Measurement	Unit
Change in Student Interest in STEM	Interest Score Differential (ISD)	Average change in STEM interest rating	Post event mean – Pre-event mean-event mean – Pre-event mean	Points
	Students with Increased Interest	Students whose interest score increased	(Number increased / Total) × 100	Percentage
	Interest Conversion Rate	Students moving from low → moderate/high interest	(Converted / Total) × 100	Percentage
	Interest Stability Index	Students maintaining high interest	(High interest stable / Total) × 100-interest stable / Total) × 100	Percentage
Engagement Levels during Activities	Participation Rate	Students actively participating in STEM activities	(Participants / Total attendees) × 100	Percentage
	Interaction Frequency	Number of interactions during sessions	Count of questions, comments, inputs	Number
	Activity Completion Rate	Students completing hands-on tasks-on tasks	(Completed / Total) × 100	Percentage
	Attendance Retention Curve	Students remaining engaged over time	% present at 15/30/45 minutes	Percentage
Awareness of STEM Pathways	Pathway Knowledge Gain	Increase in correct answers to STEM pathway questions-pathway questions	Post event score – Pre-event score-event score – Pre-event score	Points
	Programme Understanding Rate	Students scoring above a defined threshold	(Above threshold / Total) × 100	Percentage
	Misconception Reduction Index	Reduction in incorrect assumptions about STEM	Pre-event misconceptions – Post event misconceptions-event misconceptions – Post-event misconceptions	Count
Confidence and Self-Efficacy in STEM	Confidence Score Differential	Change in self reported STEM confidence-reported STEM confidence	Post event mean – Pre-event mean-event mean – Pre-event mean	Points
	Students Reporting Increased Confidence	Students whose confidence increased	(Increased / Total) × 100	Percentage
	Skills Self-Assessment Index-Assessment Index	Perceived ability in STEM tasks	Score on 1 - 5 scale	Points

Teacher and Coordinator Feedback	Satisfaction Score	Overall rating of event quality	Likert	Points
	Curriculum Alignment Score	Perceived relevance to STEM curriculum	Score on 1 - 5 scale	Points
	Recommendation Rate	Teachers willing to recommend the event	Likert	Points
Inclusivity and Reach	Gender Participation Ratio	Gender balance in participation	Female / Male (or other categories)	Ratio
	Under-represented Group Participation Rate	Participation from target groups	(Target group participants / Total) × 100	Percent
	Geographic Reach Index	Number of schools/regions represented	Count of distinct locations / regions	Number
	Socioeconomic Diversity Score	Participation from low resource schools-resource schools	(Low resource participants / Total) × 100-resource participants / Total) × 100	Percent
	Inclusivity Growth Rate	Year on year increase in participation from underrepresented groups-on-year increase in participation from under-represented groups	(This year − Last year) / Last year × 100	Percent
Future STEM Actions and Follow-through-Through	Multiple events participation	Repeated participation in HEI STEM events	(Multiple participation sign-ups / Total) × 100	Percent
	Website Visit Rate	Change in visits to STEM website pages Y/Y or M/M	(This year − Last year) / Last year × 100	Percent
	Resource Download Count	Change in downloads of STEM materials	(This year − Last year) / Last year × 100	Percent
	Open Day Sign-up Rate-Up Rate	Previously participating students registering for STEM open days	(Sign-ups / Total) × 100	Percent
	Newsletter Subscription Rate	Students opting into STEM updates	(Subscriptions / Total) × 100	Percent
	Follow-up Engagement Ratio-Up Engagement Ratio	Total follow-up actions per participant-up actions per participant	Total follow-ups / Total participants-ups / Total participants	Ratio
	Impact on Conversion Funnel	Participating students who enrol in HEI STEM programmes (separately measured)	(Participating students enrolments / Total) × 100	Percent

Digital Outreach and Communication – Schedule

Timeframe	Channel / Tool	Practical Actions
T-6 Weeks	HEI Website (Landing Page)	Publish landing page - upload workshop descriptions - add CTAs - ensure mobile optimisation - activate analytics tracking
	Digital Briefing Kit	Finalise text blocks, visuals, newsletter inserts - prepare downloadable pack for schools
T-5 Weeks	Email to Schools (Initial Invitation)	Send first announcement - include landing page link - provide "save the date" message for internal forwarding
	Internal Prep	Prepare social media assets (videos, graphics, countdown templates)
T-4 Weeks	Email to Schools (Briefing Kit)	Send second email with full digital briefing kit - encourage schools to publish on their website and newsletters
	School Digital Channels	Schools to post about event on their website, digital noticeboards, and internal platforms
	Social Media (Awareness Phase)	Launch first wave of posts: event announcement, behind-the-scenes organisation clips, student ambassador content-the-scenes
	Analytics Review	Monitor engagement - boost high performing posts - adjust messaging based on data-performing posts
T-3 Weeks	Interactive Tools	Release interactive challenges ("Find your STEM superpower") - link to landing page
	QR Codes	Email QR codes to schools - instruct them to display on digital screens and virtual boards
	Discord/Slack (Optional)	Open channels for schools with digital communities: begin posting updates and pre-event prompts-event prompts
	Analytics Review	Monitor engagement - boost high performing posts - adjust messaging based on data-performing posts
T-2 Weeks	WhatsApp (Family Outreach)	Provide teachers with WhatsApp ready messages for parents - include visuals and direct links-ready messages for parents
	Social Media (Event Previews)	Publish workshop teasers, speaker highlights, and short videos - promote again interaction with engagement content and tools

Co-funded by the European Union

	School Facebook Pages	Encourage schools to share event posts on their community pages
	Analytics Review	Monitor engagement - boost high performing posts - adjust messaging based on data-performing posts
T-1 Week	Email to Schools (Final Confirmation)	Send final logistical email with schedules, instructions, and last-minute reminders
	Social Media (Countdown Phase)	Begin daily countdown posts - activate student ambassador amplification
	Partner Networks	Industry partners, and STEM organisations publish anticipation posts and newsletter mentions
	Analytics Review	Monitor engagement - boost high performing posts - adjust messaging based on data-performing posts
Event Week	WhatsApp (Final Reminders)	Send short, actionable, reassuring reminders to families via teachers
	Social Media (Final Push)	Publish “last chance to join” posts, where applicable - share final teasers; keep interactive tools active
	Landing Page Update	Add final instructions or updates - ensure clarity for participants through a collection of Q&A from previous weeks
	Discord/Slack	Keep channels open for further Q&A and last-minute support.
	Analytics Review	Monitor engagement - boost high performing posts - adjust messaging based on data-performing posts
Post Event (T+1 to T+7 Days) - Event (T+1 to T+7 Days)	Email to Schools	Send thankyou message - share follow-up materials, certificates, and resources-you message-up materials, certificates, and resources
Post Event-Event	Social Media	Publish highlight reel, photos, and key outcomes
	Analytics and Reporting	Review email metrics, social engagement, QR scans, landing page traffic; document insights for final reporting and improvement

Questionnaire Examples

This document provides examples of possible questions to be used for the *Demographic and Interests Questionnaire* and for the *Engagement and Awareness Questionnaire & Feedback Questionnaire*.

Each Higher Education Institution (HEI) must ensure that all data collection activities are conducted in full compliance with applicable General Data Protection Regulation (GDPR), national legislation, and institutional data protection and ethical requirements. This includes the preparation of appropriate consent documentation, the implementation of valid consent procedures, and the prior obtaining of any required ethical approvals in accordance with institutional and national frameworks. Data collection must be limited to what is strictly necessary for clearly defined purposes (e.g., evaluation and improvement of STEM engagement initiatives). Each HEI is further required to implement appropriate technical and organisational measures to ensure secure data storage, controlled access, and compliant data retention. All data must be processed and reported in anonymised and, where appropriate, aggregated form.

When collecting data, additional safeguards apply under the GDPR. Minors are considered a vulnerable group; where participants are below the applicable age threshold defined by national law (in accordance with Article 8 GDPR), verified parental or legal guardian consent must be obtained prior to the collection and processing of personal data. The processing of children's personal data is subject to GDPR requirements, as well as to national and local regulations. Only information that is strictly necessary may be collected, stored securely, and retained for a limited period. Students and parents must be informed, in clear and accessible language, about what data is collected, the purpose of processing, how it will be used, and the applicable retention period. Participation must always be voluntary.

Surveys should be designed, where feasible, to ensure anonymity or effective anonymisation. Prior to distribution, schools and parents or legal guardians must be informed of the purpose, data types, and retention timeframe of the survey, as well as the timing and terms of results dissemination. Any tools used must be GDPR-compliant, and results must be reported only in aggregated form to prevent the identification of individual students.

Questionnaires Templates are indicative and must be adapted or reduced to ensure proportionality.

Demographic and Interests Questionnaire – Example Questions

1. Are you
    - Female
    - Male
    - Other
    - Prefer not to say

2. Do you have access to a PC or laptop at home?
    - Yes
    - No

3. Do you use a smartphone to (multiple-answer question - select all the options that apply)
    - ☐ Talk with family and/or friends
    - ☐ Read
    - ☐ Search the Internet
    - ☐ Do schoolwork
    - ☐ I do not own a smartphone

4. What is your favourite subject in School?

5. What is your least-liked subject in School?

6. Prior to attending <Event Name>, did you hear about <topic>?
    - Yes
    - No
    - Not sure

    Note: Replace <Event Name> (e.g., Open Day Event, On-Campus Event, STEM Event) and <topic> (e.g., programming; science, technology, engineering, and mathematics) as appropriate.

7. Have you ever had any classes about <topic>?
    - Yes
    - No
    - I do not know

    Note: Replace <topic> (e.g., programming; science, technology, engineering, and mathematics) as appropriate.

8. How do you feel about learning programming?
    - I love it
    - I like it
    - It is OK
    - I dislike it
    - I hate it

9. How do you feel about learning science?
    - I love it
    - I like it
    - It is OK
    - I dislike it
    - I hate it

10. How do you feel about learning technology?
    - I love it
    - I like it
    - It is OK
    - I dislike it
    - I hate it

11. How do you feel about learning engineering?
    - I love it
    - I like it
    - It is OK
    - I dislike it
    - I hate it

12. How do you feel about learning maths?
    - I love it
    - I like it
    - It is OK
    - I dislike it
    - I hate it

13. I find learning programming difficult
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

14. I find learning science difficult
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

15. I find learning technology difficult
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

16. I find learning engineering difficult
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

17. I find learning maths difficult
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

18. I find learning programming boring
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

19. I find learning science boring
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

20. I find learning technology boring
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree

- Strongly Agree

21. I find learning engineering boring
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

22. I find learning maths boring
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
    -

23. What would you like to study for your undergraduate degree?

24. What would be your ideal job?

Engagement and Awareness Questionnaire & Feedback Questionnaire – Example Questions

Engagement and Awareness Questionnaire

Engagement with Materials

1. On a scale of 1 to 5, how engaging did you find the materials presented?

    1. Not engaging at all
    2. Slightly engaging
    3. Moderately engaging
    4. Very engaging
    5. Extremely engaging

2. Which materials did you find most engaging? *(Check/Select all that apply)*

    - ☐ Slide deck presentations
    - ☐ Videos
    - ☐ Brochures
    - ☐ Posters/Banners
    - ☐ Online materials (website or digital platform)
    - ☐ Interactive activities (e.g., quizzes, hands-on task, live sessions)
    - ☐ Other (please specify): _____

3. What aspects of the materials helped maintain your engagement?

    _____

4. Did the presentation/materials presented keep your attention?

    1. I completely lost interest
    2. I was distracted often
    3. I paid some attention
    4. I was mostly focused
    5. I was fully engaged the entire time

5. How well did you understand the information presented?

    1. Did not understand at all
    2. Understood a little
    3. Somewhat understood
    4. Mostly understood
    5. Completely understood

Co-funded by the European Union

Awareness and Understanding of Programmes/Degree Offerings

6. Did you find the presentation relevant to you?

    1. Not relevant at all
    2. Slightly relevant
    3. Moderately relevant
    4. Very relevant
    5. Extremely relevant

7. Before attending today's event, how familiar were you with the <Higher Education Institution>'s programmes?

    1. Not at all familiar
    2. Slightly familiar
    3. Somewhat familiar
    4. Very familiar
    5. Extremely familiar

    Note: Replace < Higher Education Institution> with the name of your institution.

8. After engaging with the materials, how well do you now understand the degrees/programmes offered?

    1. Not at all
    2. Slightly well
    3. Moderately/somewhat well
    4. Very well
    5. Extremely well

9. Do you understand the admission process?

    1. Not at all
    2. A little
    3. Somewhat
    4. Very well
    5. Completely

10. What new information did you learn about the <Higher Education Institution>'s degree offerings?

    _____

    Note: Replace <Higher Education Institution> with the name of your institution.

11. Did any particular degree/programme stand out to you? If yes, which one(s) and why?

Co-funded by the European Union

Interest in Studying at the <Higher Education Institution>

Note: Replace <Higher Education Institution> with the name of your institution.

12. After engaging with the materials, how likely are you to consider applying for a programme at <Higher Education Institution>?

    1. Not likely at all
    2. Slightly likely
    3. Moderately likely
    4. Very likely
    5. Extremely likely

13. What factors influenced your level of interest? *(Check/Select all that apply)*

    - ☐ Course content and structure
    - ☐ Career prospects
    - ☐ Reputation of the Higher Education Institution
    - ☐ Facilities and campus environment
    - ☐ Other (please specify): _____

14. Do you feel you have enough information to make an informed decision about studying at <Higher Education Institution>?

    - Yes
    - No (please explain what additional information you would need): _____

Feedback: Usability, Accessibility and Suggestions for Improvements Questionnaire

15. How intuitive was the layout and the design of the materials presented?

    1. Very confusing
    2. Somewhat confusing
    3. Neutral
    4. Somewhat intuitive
    5. Very intuitive

16. Were the degree(s)/programme(s) descriptions clear and informative?

    1. Not at all clear
    2. Somewhat unclear
    3. Neutral
    4. Somewhat clear
    5. Very clear

17. Were the fonts, colours and contrast comfortable for reading?

1. Not at all
2. Somewhat uncomfortable
3. Neutral
4. Somewhat comfortable
5. Very comfortable

18. Were the images and graphics helpful in understanding the information presented?
    1. Not at all helpful
    2. Somewhat unhelpful
    3. Neutral
    4. Somewhat helpful
    5. Very helpful

19. How would you rate the quality of the materials?
    1. Very poor
    2. Poor
    3. Neutral/fair
    4. Good
    5. Excellent

20. Was the length of the presentation appropriate?
    1. Much too short
    2. Slightly too short
    3. Just right
    4. Slightly too long
    5. Much too long

21. What would make the <Event Name> more engaging or informative?

Note: Replace <Event Name> (e.g., Open Day Event, On-Campus Event, STEM Event) as appropriate.

22. Do you have any other comments or feedback?

Co-funded by the European Union

HEI Presentation Guide and Presentation Template

HEI Presentation Guide

This section provides a detailed, slide-by-slide guide on adapting the provided template to create a faculty-specific version for the STEM On Tour events and/or STEM In events. The example customized slide deck is used as a reference to demonstrate a specialized presentation for the Faculty of Automatic Control (ACS) and Computers at POLITEHNICA Bucharest.

The purpose of the presentation is to:

- Attract top high school students from mathematics, physics, and IT-focused classes who are passionate about technology, programming, and engineering.
- Recruit motivated students who understand that they are choosing a top-tier, challenging faculty with high rewards and career opportunities in research, industry, corporate environments, or technology startups.

In terms of presentation format and timing, the following are recommended:

- Recommended duration: 30–35 minutes to allow time for Q&A.
- If necessary, the presentation can extend to 45 minutes but be mindful of engagement.
- It is best to divide the slides among 1-2 professors/lecturers and 2-3 students to maintain a dynamic pace.
- Avoid covering every single slide in full detail—adapt the content to the audience and prioritize key messages.
- Use interactive elements such as:
    - Open-ended questions (e.g., “Who can give an example of…?” or “How do you see X field evolving?”)
    - Polls (e.g., “Who thinks X vs. Y?”)
    - Online audience engagement (e.g., raise-hand features for virtual presentations).

Below are the key themes to emphasize:

- **A Prestigious, Challenging Faculty/Higher Education Institution** – The faculty/higher education institution is high-level, demanding, but rewarding.
- **The Faculty/Higher Education Institution as a Community of Excellence** – Students join a top-tier academic environment with like-minded peers and dedicated professors.
- **Career Opportunities** – Graduates have strong prospects in research, industry, corporate IT, or tech entrepreneurship.
- **Extracurricular Activities** – Highlight opportunities in competitions, volunteering, research projects, and student organizations.

You can find below the suggested role assignments:

- **Professors/Lecturers:** Overview of the faculty, curriculum, and career opportunities.
- **Senior Students:** Provide real-life insights into student life, research, and competitions.
- **Moderators:** Manage time and engage the audience with questions.

The table below outlines how the slides are typically distributed among presenters and the key topics covered.

Slide number	Topic	Presenter(s)
2	Presentation team	All
3-5	Differences: high school vs. higher education institution	Professor/Lecturer / Senior Student
6-8	Institution (higher education, faculty) and directions in your institution	Professor/Lecturer
9-16	Example projects	Professor/Lecturer
17-19	Competitions, summer schools	Student
20	International opportunities, Erasmus+	Student
21-22	Events and volunteering	Student
23	Specialized labs and research projects	Professor/Lecturer
24-25	Career opportunities	Student / Professor/Lecturer
26	Admission process	Student / Professor/Lecturer

Below, we present a slide-by-slide customization guide:

- Slide 2: Presentation team
  - Template content: Placeholder for names of the presentation team.
  - How to customize:
    - Replace placeholders with the actual presenters' names, titles, and affiliations.
    - Add photos to create a personal connection with the audience.
    - Ensure the team includes a mix of professors/lecturers, students, and alumni to provide diverse perspectives and highlight the diversity of the team (professors, students, alumni).
    - Extra tip: If you have past student ambassadors who have successfully transitioned to higher education life, include them in the team.
    - ACS example: The team slide includes both faculty members and current students, showing a mix of academic and student perspectives.
- Slides 3-5: Differences – High School vs Higher Education Institution (HEI)
  - Template Content: "Welcome to" (explains the shift from high school education to higher education-level learning)
  - How to customize:
    - Replace "" with the actual higher education institution's name and faculty name.
    - Consider adding the higher education institution's logo and branding colours.
    - Optionally, modify the tagline to reflect the faculty's mission or slogan.
    - Extra tip: Add a short video or animation showing student life on campus.
    - Emphasize differences in learning style, self-discipline, and workload.
    - Add testimonials from current students on their transition experience.
    - Include visuals or infographics for clarity.
    - ACS example: Students share their experiences on adjusting to higher education challenges while enjoying hands-on learning opportunities.
- Slides 6-8: Institution (HEI, faculty) and directions in your institution
  - Template content: Placeholder for faculty name and general engineering fields such as Robotics, Cybersecurity, AI, Data Science.

- How to customize:
  - Replace "Faculty Name" with the actual faculty or department.
  - Highlight major fields of study and specializations relevant to your faculty.
  - If applicable, add a faculty motto or vision statement.
  - Remove or modify subjects to reflect the actual study programs in your faculty.
  - If there are interdisciplinary programs, include how they integrate different fields.
  - Use icons, graphics, or lab images to make the subjects visually engaging.
  - Extra tip: Use simple analogies to explain each specialization so that high school students can relate to them.
  - ACS example: Showcase departments in the faculty and highlight the directions and domains for each of them.

- Slide 9-16: Example projects
  - Template content: Showcases real-life systems where the things that students learn in the institution are applied.
  - How to customize:
    - Present real-life systems and describe how the things that students learn in the institution can lead to the implementation of such large-scale systems.
    - Extra tip: Provide examples of real-world applications of each specialization (e.g., cybersecurity in protecting online transactions).
    - ACS Example: Self-driving cars, TikTok, robots.
- Slide 17-19: Competitions, summer schools
  - Template content: Placeholder for opportunities beyond the classroom.
  - How to customize:
    - List competitions your faculty participates in (e.g., hackathons, coding contests).
    - Include relevant student clubs, research groups, or innovation labs.
    - Include real competition names, student achievements, and testimonials.
    - Mention notable summer schools and their application process.
    - Mention incentives (e.g., scholarships, automatic admission for winners).
    - Extra tip: Encourage students to join extracurricular activities early to enhance their application profile to a HEI
    - ACS example: Mentions coding contests like ACM and hackathons.
- Slide 20: International opportunities, Erasmus+
  - Template content: ERASMUS+ and other international opportunities placeholders.
  - How to customize:
    - Include details on international exchange programs.
    - Highlight partnerships with other Higher Education Institutions for student mobility.
    - Extra tip: Share experiences from past students who studied abroad.
    - ACS example: Highlights top partner institutions and testimonials from exchange students.
- Slide 21-22: Events and volunteering
  - Template content: Highlights student life beyond academics.
  - How to customize:
    - Add details on student-led events, clubs, NGOs, and volunteer work.
    - Showcase photos from past events and testimonials from student leaders.
    - Extra tip: The highlight should be on the community.
    - ACS example: Mentions student-run events such as coding camps and hackathons.

- Slide 23: Specialized labs and research projects
    - Template content: Placeholder for research projects.
    - How to customize:
        - Include specialized research labs and key faculty-led projects, and their focus areas.
        - Showcase faculty projects with real-world impact.
        - Extra tip: Include live demos or videos of laboratory experiments.
        - ACS example: Showcases AI research labs and IoT development.
- Slide 24-25: Career opportunities
    - Template content: General information about the tech industry and career opportunities.
    - How to customize:
        - Add job placement statistics for graduates.
        - Showcase internships, mentorships, and career opportunities.
        - Mention local and international tech companies hiring graduates.
        - Mention industry collaborations.
        - Extra tip: If available, present salary expectations for different career paths.
        - ACS example: Show logos of companies that have collaborations with the faculty (e.g., Bitdefender, Microsoft, Orange).
- Slide 25: Admission process
    - Template content: General "Admission" heading with placeholders.
    - How to customize:
        - Clearly define the admission criteria, including entrance exams.
        - Highlight alternative pathways (e.g., Olympiad winners, direct admission).
        - Provide important deadlines and official links.
        - Include a QR code to the admission website.
        - Extra tip: Offer a checklist for high school students to prepare for HEI admissions.
        - ACS example: Details the weighted scores of entrance exams and interview processes.

Faculty/Higher Education Institution Presentation Template

Images of each of the slides from the Higher Education Institution (HEI) presentation slide deck template are included in this section for an example.

The HEI Presentation Template is available under the section *"Useful detail info"* of the Discover Digital Programme web page on the EU Code Week platform (HEI_Presentation_Template.pptx).

[Insert HEI logo here]

[Insert Higher Education Institution (HEI) name here]

[Insert HEI website, email, socials here]

Funded by the European Union

FACULTATEA DE AUTOMATICĂ ȘI CALCULATOARE

acs.pub.ro
fb.com/automatica.calculatoare

Funded by the European Union

NCI
Coláiste Náisiúnta na hÉireann | National College of Ireland

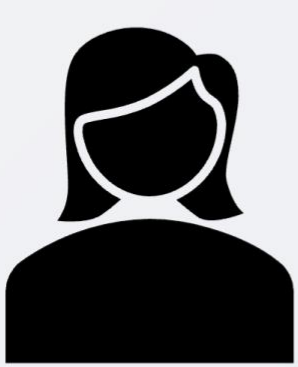
SAMPLE

www.ncirl.ie

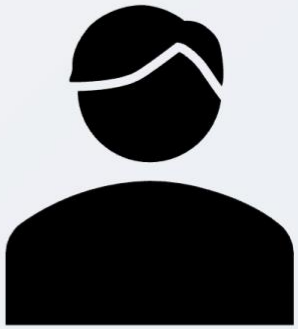
Funded by the European Union

Insert HEI Logo here

Presentation team

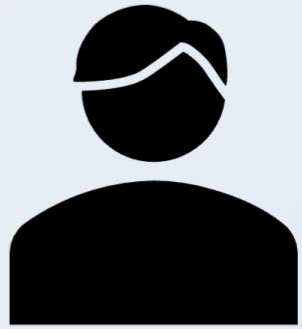


Name 1



Name 2

Name 3



Name 4

Funded by
the European Union

Funded by
the European Union

Funded by
the European Union

Insert HEI Logo here

Welcome to <insert HEI name>

4

ENGINEER

Funded by
the European Union

Faculty/School Name

Funded by
the European Union

Insert HEI Logo here


Automatic control


Robotics


Video & Audio processing

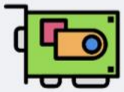

Medtech


Factory automatization


Machine Learning

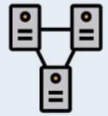

Transport automation


WebDesign


Hardware Design


Data Acquisition


Embedded Programming


Data Base

Funded by the European Union

Insert HEI Logo here


Internet of Things

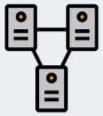

Machine Learning


Computer Networking

Operating Systems


Computer graphics


Cyber Security


Data Base


Cloud & Big Data


Robotics


RPA


Embedded Programming


WebDesign

Funded by the European Union

Not just “programming”

Funded by
the European Union

[Showcase of real-life systems where the topics that students learn in the institution are applied]

[How to customize:

- Present real-life systems and describe how the things that students learn in the institution can lead to the implementation of such large-scale systems.
- Extra tip: Provide examples of real-world applications of each specialization (e.g., cybersecurity in protecting online transactions).]

Funded by the European Union

Funded by the European Union

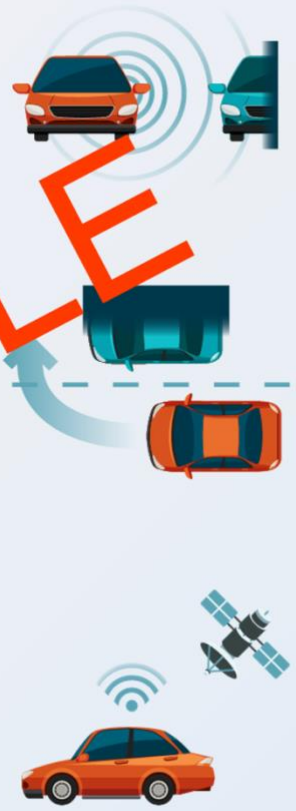


Image Processing
Machine Vision

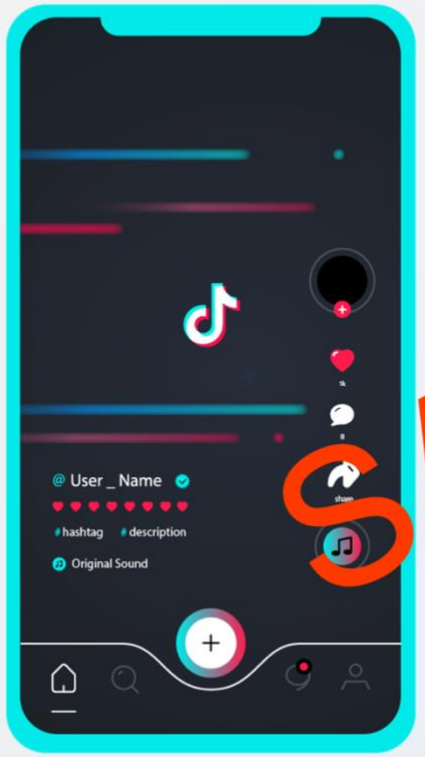
Signal Processing

Path Planning

Real time feedback
and control

Localization

Funded by
the European Union

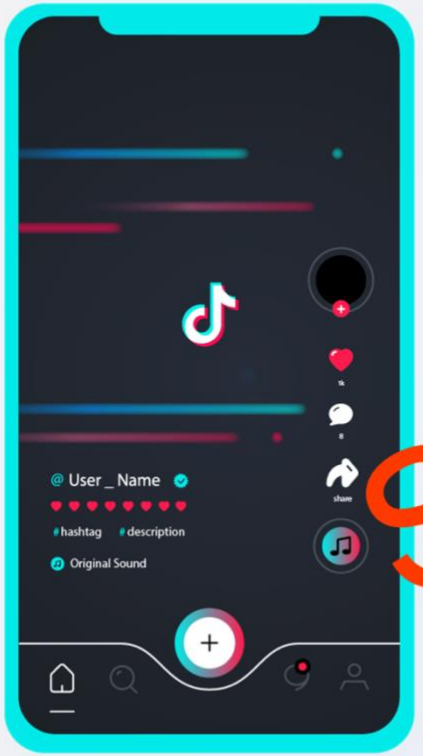


Calculatoare și Tehnologia Informației

Ingineria Sistemelor - Automatică și Informatică Aplicată

- Mobile App development
- Scalability & Reliability
- Human Computer Interaction
- UX & UI
- Video compression & processing
- Recommendation algorithms
- Cyber Security
- Storage & network optimization
- Web development
- DevOps (System Monitoring & Maintenance)

Funded by the European Union



Video cloud infrastructure

User video >150MB

Compressed video on phone (~50MB)

Compression by server (~10MB)

Analytics for recommendation algorithm

Network

- Cyber Security
- Cloud Development
- Distributed Database

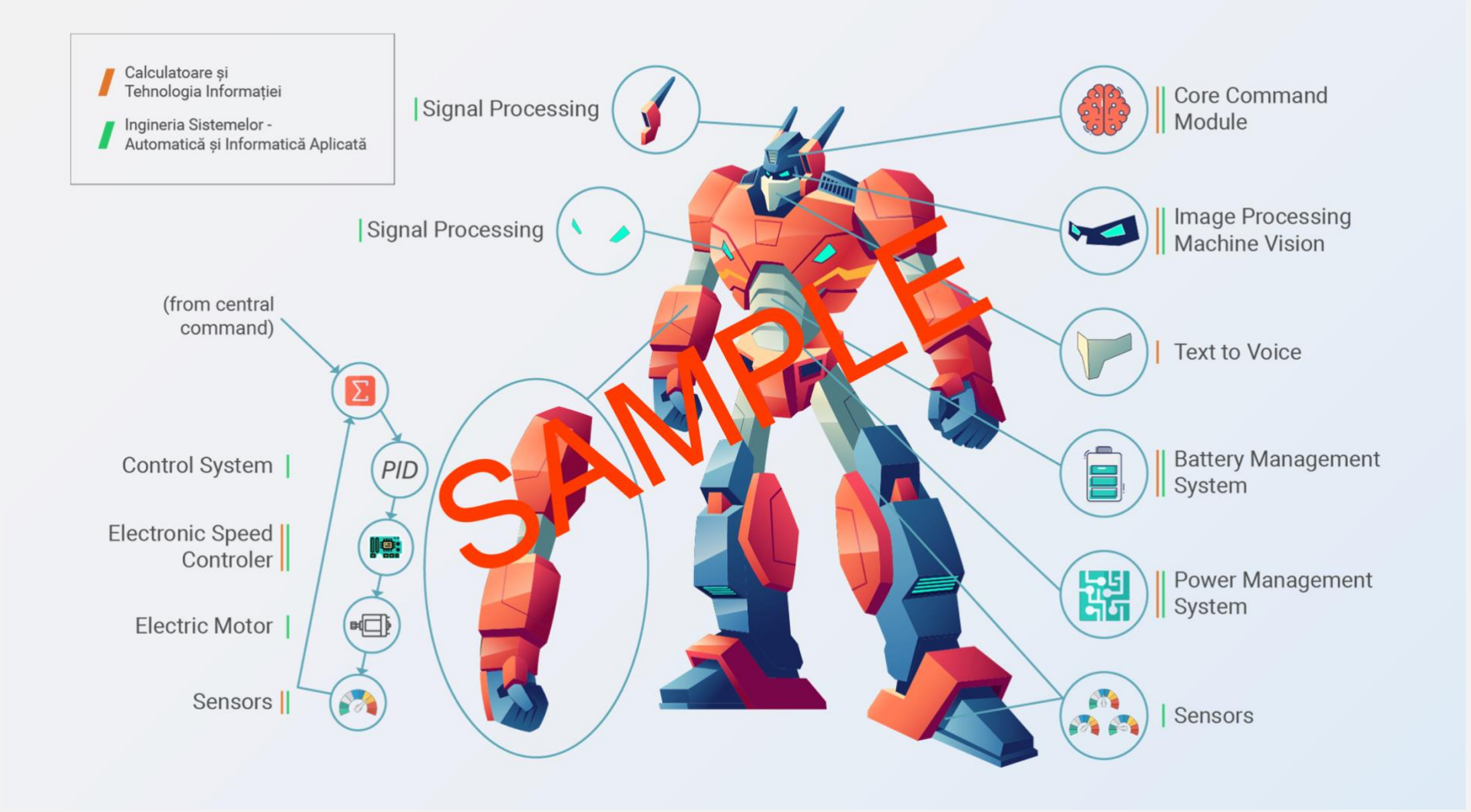
Machine Learning – for recommendations & user insights

User Input (likes, play time etc.)

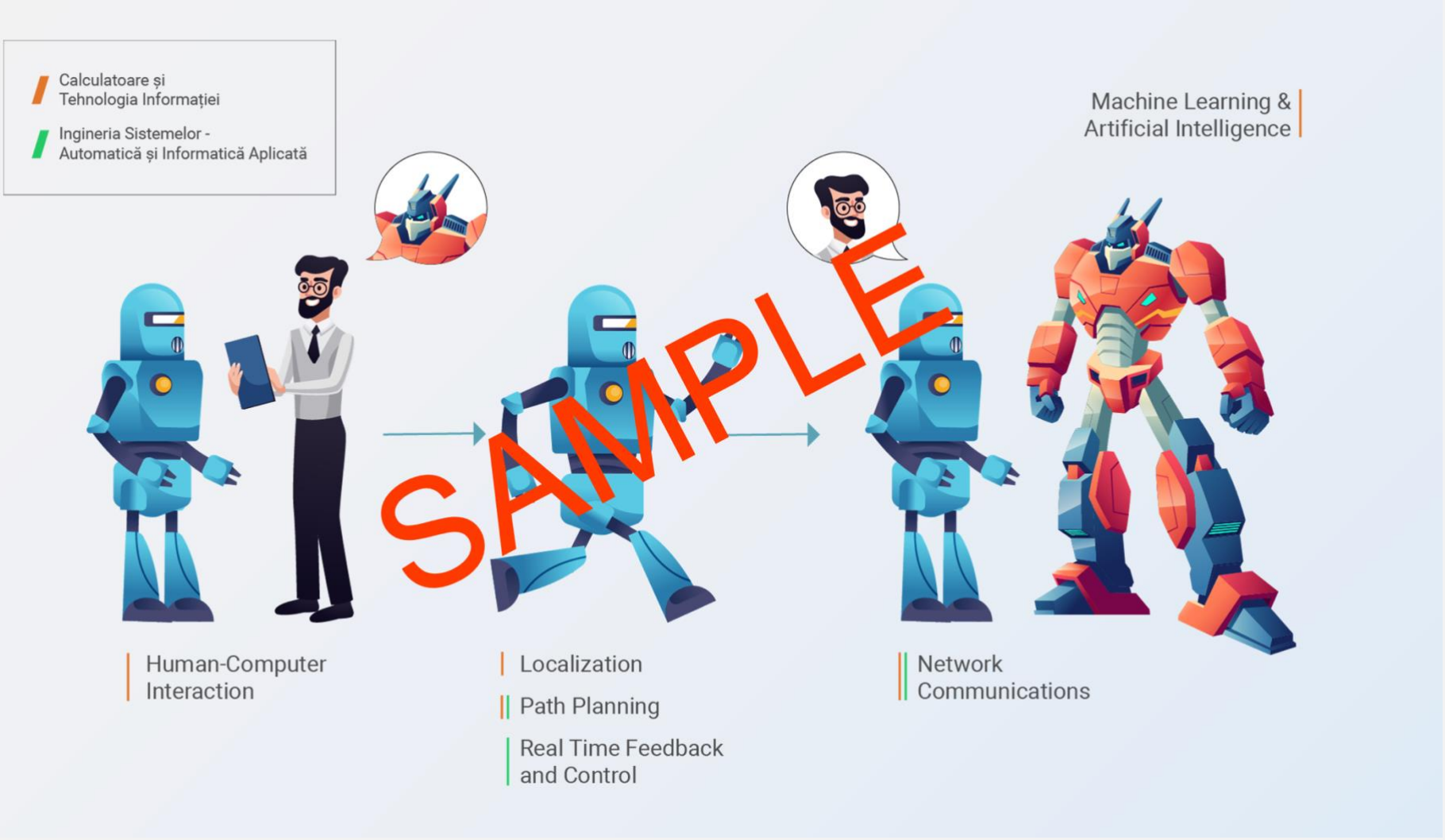
User feed with similar content

- Calculatoare și Tehnologia Informației
- Ingineria Sistemelor - Automatică și Informatică Aplicată

Funded by the European Union



Funded by the European Union



Funded by the European Union

Opportunities

Funded by
the European Union

Competitions

- examples

examples

Funded by
the European Union

- examples

Summer Schools

Funded by
the European Union

Funded by
the European Union

Funded by
the European Union

Funded by
the European Union

Funded by
the European Union

Opportunities in [Country/City] for [HEI + Programme(s)] graduates

HEI
LOGO

TOP HIRING COMPANIES HERE

Funded by
the European Union

Funded by
the European Union

Admission

Funded by
the European Union

[Insert HEI logo here]

Thank you!

[Insert HEI name here]

[Insert HEI website, email, socials, QR code here]

Funded by the European Union

Co-funded by
the European Union

CodeWeek
Build your digital future

Legal Disclaimer

The European Commission's support to produce this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project: 101158834 - Code4Europe - DIGITAL-2023-SKILLS-04

Funded by
the European Union