



GENDER PUBLIC DEBATE: Training Activities for Media Stakeholders and Students

Deliverable D2.6. Evaluation report for media stakeholders and students

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Contents

EXECUTIVE SUMMARY	4
1 The project Gender Public Debate.....	6
2 Capacity building for women in public debates: Training activities for media stakeholders and students.....	8
2.1 Training activities for media stakeholders	9
2.2 Training activities for media students	11
3 Participants' evaluation of training activities	14
3.1 Quality of training sessions	18
3.2 Performance and efficacy of teaching fellows	23
3.3 Added value of workshops.....	25
4 Conclusions and recommendations for future activities.....	30
Appendix I: Evaluation form	33
Appendix II: workshops agenda	37



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EXECUTIVE SUMMARY

This report aims at providing an overview of the training activities offered within the Gender_ Public Debate project, primarily drawing upon their evaluation from trainees. We therefore provide a brief description of the training activities designed and completed by NKUA (experiential workshops for media stakeholders and practitioners as well as media students) and a discussion of the data collected from the workshops' evaluation by group. Our objective is to summarise the findings of the evaluation process, while moving towards recommendations for future activities. All training activities for both media stakeholders and media students aimed at organizing a range of activities tailored to the Greek context. As mentioned in the partnership agreement (p.4) the expected results of such interventions included training and sensitization of

“120 media stakeholders in identifying, responding and preventing sexism and gender discrimination in public debates [...]. The participants of the trainings are expected to act as multipliers and to communicate the problem to society in order to raise awareness and sensitize men and women towards gender balance in the media.

Of the 120 individuals that we aimed at recruiting for the training process, we managed to gather a total of 116 individuals (54 media stakeholders and 62 media students) who did not necessarily follow all the sessions or both weekends of each workshop. Of those, 52 filled the evaluation form, almost half of those who participated. From our experience, the number of filled forms in relation to the overall number of those who participated in the training activities is possibly due to the fact that some participants did not have the opportunity to follow the sessions to the end due to other pending activities related to their profession, while others did not hand a filled form although moderators kept reminding them the significance of this process. Last but not least, others did not feel the need to submit an evaluation form. In any

case, the sample gathered seems to be adequate enough to draw conclusions regarding added value of the seminars.

The evaluation form designed, included questions regarding three aspects of the training process:

- the quality, depth and epistemological diversity of the training sessions,
- the theoretical adequacy and efficacy of the teaching fellows chosen
- the added value of the workshops

Overall, the results **signify that the training activities were successful in covering gender equality and gender discrimination issues as much as possible.**

Participants found that teaching fellows were adequate in both elaborating on different topics but also in responding to their questions, offering space for further discussion. Last but not least, a significant number of the participants consider that the issues addressed might have further application to their workplace and everyday work routine. Finally, participants pointed at the need to organize more interventions of the kind but also keep them updated regarding the results of our activities within the project and future activities of this sort. Nevertheless, taking into account that some participants pointed at the need to include even more practical information (e.g. data, case studies) we propose:

- a need to plan shorter but more systematic training sessions that would include more diverse groups of stakeholders engaging with the public sphere and dealing with/addressing issues of discrimination towards women
- a need to increase experiential -based training for interested groups
- come forward with diverse ways of keeping issues about gender equality, gender discrimination and capacity building for women in the public sphere high in the policy agenda
- include young adults' concerns in related topics within the agenda of equal opportunities

1 The project Gender Public Debate

Gender Public Debate seeks to reinforce the capacity of a) Greek female politicians and candidates in the public sphere and b) media stakeholders (journalists, media studies students) to recognize, address and prevent gender discrimination in public debates.

More specifically it aims at sensitizing 120 media stakeholders to identify, respond to and prevent sexism and gender discrimination in the media. Furthermore, it seeks to help them raise their capacity to address such incidents and promote gender balanced journalism further. Not least the project also targets 100 women politicians and candidates, to empower and enhance their capacity to identify and respond to incidents of sexism and discrimination in public debates. The project team has finally designed a publicity plan, for the effective dissemination of the training and capacity building activities and the results of the project. One of the core objectives of the dissemination plan is to engage stakeholders in a long-term approach to promote discrimination free media.

The project is coordinated by the Center for European and Constitutional Law, responsible for management and co-ordination of all the activities designed and conducted. It is also responsible for conducting four empowerment workshops for women politicians and candidates. CECL's partners include the National and Kapodistrian University of Athens (NKUA- Department of Communication and Media Studies) and the General Secretariat for Gender Equality (GSGE). The NKUA team is responsible for designing and conducting four experiential workshops for media stakeholders and media students in Athens and Thessaloniki respectively.

Finally, GSGE is in charge of the dissemination plan including developing a website for the project (nosexism.isotita.gr), creating a TV spot, disseminating press releases, the guides and reports delivered from the project activities and organizing a concluding conference. It is expected that 120 media stakeholders and 100



D2.6. Evaluation report for media stakeholders and students

(journalists, media studies students, bloggers) and 100 female politicians and candidates will be benefited from the project, and will act as multipliers of the knowledge gathered in the process.

2 Capacity building for women in public debates: Training activities for media stakeholders and students

This report seeks to provide a mapping of the evaluation of the training activities for media stakeholders and students within the WP2 (TRAINING & SENSITIZING ACTIVITIES FOR MEDIA STAKEHOLDERS AND STUDENTS) coordinated by NKUA (National and Kapodistrian University of Athens). These took place from October 2019 to January 2020 (M7 to M10) in Athens and Thessaloniki. As mentioned in the grant agreement (p. 11), four 2-weekend workshops in total were organized (two in Athens and two in Thessaloniki), addressing media stakeholders and students.

According to the original planning of the training activities the aim was to recruit 120 media stakeholders and media students, who would participate in intensive training aiming at helping them

in identifying, responding and preventing sexism and gender discrimination in public debates [...]. (Grant Agreement, p. 4).

Of the 120 individuals that we aimed at recruiting for the training process, we managed to gather a total of 116 individuals (54 media stakeholders and 62 media students) who did not necessarily follow all the sessions or both weekends of each workshop. Of those, 52 filled the evaluation form, almost half of those who participated.

The evaluation form designed, included questions regarding three aspects of the training process:

- the quality, depth and epistemological diversity of the training sessions,
- the theoretical adequacy and efficacy of the teaching fellows chosen ()
- the added value of the workshops

In what follows we provide a brief overview of the nature of the training activities, before moving on with the evaluation of the process.

2.1 Training activities for media stakeholders

Athens Workshop: Workshops for media stakeholders took place in Athens and Thessaloniki respectively. For the Athens workshop, a location close to the city was chosen and **27** participants spent two weekends in intensive training, implemented with the assistance of gender equality experts from the academia, gender equality and political institutions. The location of the workshop (a hotel close to Athens) secured that participants followed most of the training sessions during both weekends. Training sessions included theoretical contributions engaging with case studies from the media, institutional interventions from the GSFPGE (General Secretariat of Family Policy and Gender Equality) and coaching sessions via role playing (see Appendix II; deliverable 2.1); most of them were recorded. Participants engaged with real life stories and case studies and worked in groups in an attempt to think towards and engage with patterns of ethical conduct regarding equal opportunities in gender representation within the public sphere. During each session participants were motivated to engage in a constructive dialogue and debate about issues of discrimination and gender equality, as well as sexism and share personal experiences. Participants were eager to share experiences off the record and in some cases asked the NKUA team to stop recording in order to elaborate on their experiences further. At the end of each workshop the group spent the last session brainstorming and reflecting upon the process. Participants asked the team to keep them updated about further activities and interventions and stressed the need for such activities to continue taking place and include larger numbers of participants and more diverse groups of stakeholders. In this respect, trainees gave permission to be included in GSFPGE's mailing list, but also to be granted access to the material uploaded in the project's

webpage (nosexism.isotita.gr), so that they engage in relevant debates or use the material for professional purposes.

Thessaloniki Workshop: Due to the overall costs of the workshop in Thessaloniki, a central location in the city was chosen. In fact, the NKUA team decided to book the ESIEMTH building (belonging to the Association of Journalists of Macedonia and Thrace), assuming that the activity would be further supported by the association itself. The Association circulated the invitation via its mailing list and a total of **23** journalists followed the training sessions over the two weekends. Again, this workshop included intensive training, implemented with the assistance of gender equality experts from the academia, gender equality and political institutions. According to the participants themselves, choosing a location outside Thessaloniki, following the same pattern as in Athens, would secure more people's participation and to a wider extent. Training sessions included theoretical contributions engaging with case studies from the media and institutional interventions from the GSFPGE (General Secretariat of Family Policy and Gender Equality) (see Appendix II; deliverable 2.1), following the main rationale of the training module. Only one of the two weekends was recorded and only for those fellows who gave their consent. In this case too, participants engaged with real life stories and case studies and worked in groups, in an attempt to think towards and engage with patterns of ethical conduct regarding equal opportunities in gender representation within the public sphere. During each session participants were motivated to engage in a constructive dialogue and debate about issues of discrimination and gender equality, as well as sexism and share personal experiences. Participants were less eager to share experiences than in the workshop in Athens, possibly because journalists' community in Thessaloniki is much smaller (i.e. participants claimed that people in the job know each other pretty well and cannot be very vocal about certain issues). At the end of each workshop the group spent the last session brainstorming and reflecting upon the process. Participants asked the team to keep them updated about further activities and interventions and stressed the need for such activities to continue taking place and

include larger numbers of participants and more diverse groups of stakeholders. In this respect, trainees gave permission to be included in GSFPGE's mailing list, but also to be granted access to the material uploaded in the project's webpage (nosexism.isotita.gr), so that they engage in relevant debates or use the material for professional purposes.

2.2 Training activities for media students

Workshops for media students took place in Athens and Thessaloniki in the sites of NKUA (Department of Communication and Media Studies) and AUTH (Department of Journalism and Communication Studies) university respectively. The reason for choosing academic sites was first because they were cost-effective, second because many teaching fellows had to travel from other cities to do a session (this was mostly the case in Thessaloniki) and third because we considered the academic context to be more familiar for the students.

Athens Workshop: A total of **27** students participated in the two weekends of intensive training, implemented with the assistance of gender equality experts from the academia, experienced journalists, and gender equality institutions. Although more participants than in journalists' workshops followed the sessions, these were pretty much spread across each working day (see deliverable 2.2.). However, most of the participants followed almost all sessions during both weekends. Training sessions included theoretical contributions engaging with case studies from media, institutional interventions from the GSFPGE (General Secretariat of Family Policy and Gender Equality) and contributions from experienced and acknowledged journalists who shared both knowledge and experiences from relevant issues in the workplace (see Appendix II; deliverable 2.2). Participants engaged with real life stories and case studies and worked in groups, in an attempt to think towards patterns of ethical conduct regarding equal opportunities in gender representation within the public

sphere. During each session participants were motivated to engage in a constructive dialogue and debate about issues of discrimination and gender equality, as well as sexism and share personal experiences. Although participants did not share experiences from the workplace, given that they are students with no previous working experience as journalists, they were eager to engage with broader issues of sexism as reported in the public sphere or the lack of representation of women. At the end of the workshop the group spent the last session brainstorming and reflecting upon the process. Participants asked the team to keep them updated about further activities and interventions and stressed the need for such activities to continue taking place. In this respect, trainees gave permission to be included in GSFPGE's mailing list, but also to be granted access to the material uploaded in the project's webpage (nosexism.isotita.gr), so that they engage in relevant debates and possibly engage in discussions with professionals (participants of the media stakeholders' training activities).

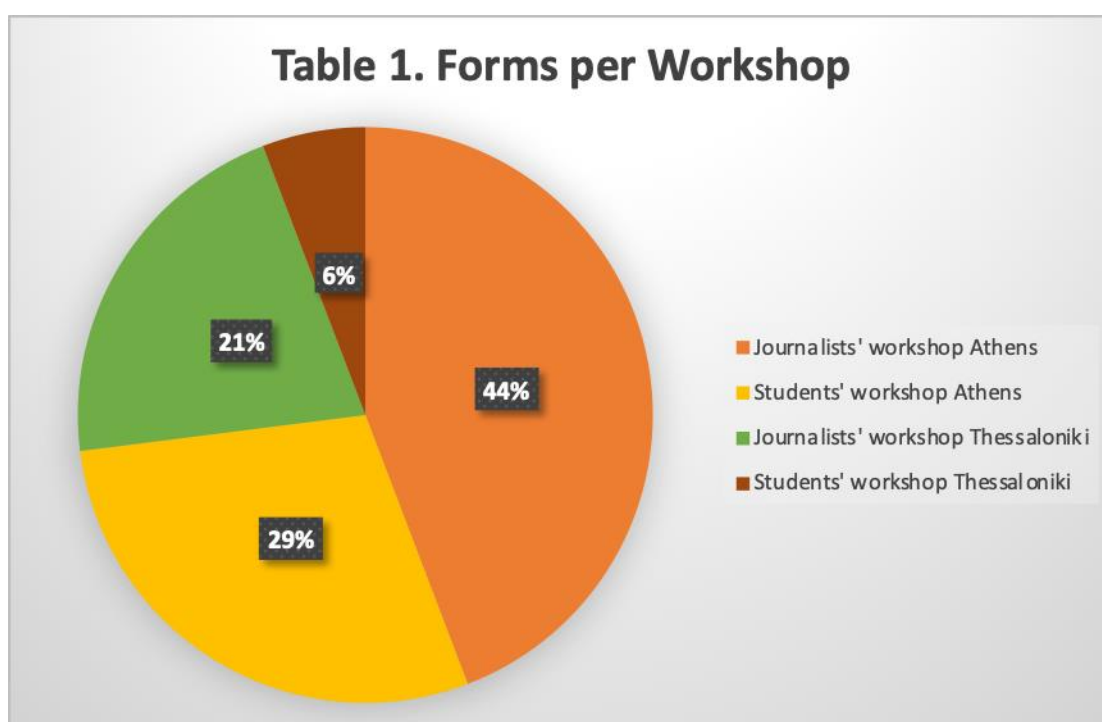
Thessaloniki Workshop: A total of **39** students participated in the two weekends of intensive training, implemented with the assistance of gender equality experts from the academia, experienced journalists, and gender equality institutions. Although more participants than in journalists' workshops followed the sessions, these were pretty much spread across each working day in the same way as it happened during the Athens workshop for students (see deliverable 2.2.). However, most of the participants followed almost all sessions during both weekends. Training sessions included theoretical contributions engaging with case studies from the media, and contributions from experienced and acknowledged journalists who shared both knowledge and experiences from relevant issues in the workplace (see Appendix II; deliverable 2.2). Participants engaged with real life stories and case studies and worked in groups, in an attempt to think towards patterns of ethical conduct regarding equal opportunities in gender representation within the public sphere. During each session participants were motivated to engage in a constructive dialogue and debate about issues of discrimination and gender equality, as well as sexism and share

D2.6. Evaluation report for media stakeholders and students

personal experiences. Although participants did not share experiences from the workplace, given that they are students with no previous working experience as journalists, they were eager to engage with broader issues of sexism as reported in the public sphere or the lack of representation of women in the public space. At the end of the workshop the group spent the last session brainstorming and reflecting upon the process. Participants asked the team to keep them updated about further activities and interventions and stressed the need for such activities to continue taking place. In this respect, trainees gave permission to be included in GSFPGE's mailing list, but also to be granted access to the material uploaded in the project's webpage (nosexism.isotita.gr), so that they engage in relevant debates and possibly engage in discussions with professionals (participants of the media stakeholders' training activities).

3 Participants' evaluation of training activities

At the end of each workshop, participants were asked to fill the evaluation form which had been printed by the NKUA team and added to the training kit delivered to them at the beginning of each workshop. Most of the evaluation forms were filled by journalists who participated in the workshop in Athens (44%) (see table 1), while half of them were filled by media students in both Athens (29%) and Thessaloniki (21%).



The fewest number of evaluation forms were filled from media stakeholders in Thessaloniki (6%). This might be due to the fact that participants in this workshop were not consistently following all training sessions and those who did not appear in the final session did not necessarily hand the evaluation form to the team.

One of our main concerns was to provide training that would both include theoretical contextualization of the topic and approaches to real case scenarios' in a context that

would not be merely educational but also interactive and informative at a bottom-up level as well. For this reason, we were particularly interested in learning whether participants were satisfied with the organization of the workshops:



As mentioned in the table above most participants were satisfied with the ways in which workshops were designed and run, with 35% of the participants mentioning being very satisfied and 54% being satisfied. As in some cases, such as in students' workshops in Thessaloniki, budget reasons or fellows' unavailability, required a last-minute change of schedule, participants pointed at a considerable lack of epistemological diversity in what was being discussed

“In many sessions the same information was repeated” (Student's workshops, Thessaloniki)

D2.6. Evaluation report for media stakeholders and students

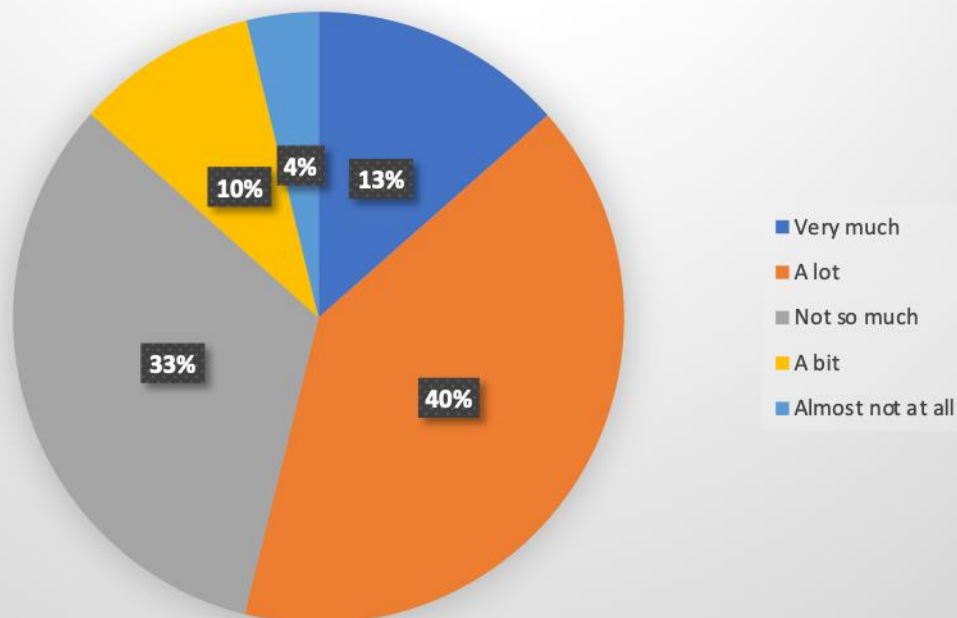
or their lack of covering practical information or discussions about dealing with issues of discrimination and sexism

“I would like to focus more on dealing with the issue rather than just admitting it exists” (Student’s workshops, Thessaloniki)

It is in fact true that for the reasons mentioned above the workshop for students in Thessaloniki included more training sessions conducted by academics (with whom participants were anyway familiar from their studies) and less by policy makers or practitioners. Another point to be made, is that **participants in the students’ workshops in both cities (were mostly media students participated), appeared to be more ‘vocal’ in their evaluation, offering constructively critical recommendations for future activities and interventions.**

Last but not least, to explore the training’s added value, it was important to know whether participants engage with gender issues or gender equality in their job per se. This would prove that the cohorts’ interests and knowledge spans across diverse angles of the topic.

Table 3. How much do you deal with gender and equity issues at your work?



Although participants did not offer written clarifications about how exactly such issues are part of their job, the table above shows that 44% of them engage with gender-related issues. A 33% mention that it is to a certain extent in their work agenda or everyday work routine. Since we do not know to what extent students work in media or just talk in relation to the job they currently do, we should assume that part of the responses possibly concerns other workplaces than those within the media industry or even academic interests.

In what follows we elaborate further on three angles regarding workshops' evaluation, namely the quality of the training sessions, teaching fellows' performance and efficacy and workshops' added value.

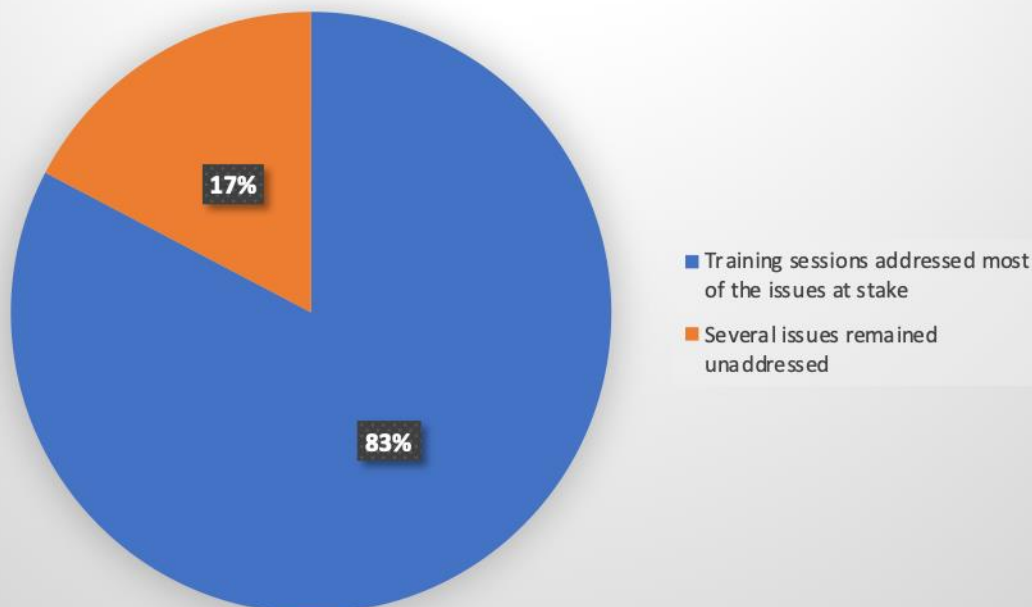
3.1 Quality of training sessions

Participants were asked if the training sessions address different and diverse issues at stake. One of the project's objectives was to provide an as much as possible diverse array of issues and topics related to gender discrimination and sexism in the public sphere. To achieve raising awareness among media stakeholders but also media students who will later seek to work in the media industry, a key objective was to draw a palette of emerging or recurring issues regarding:

- women's participation in the public sphere,
- instances/experiences of gender discrimination and sexism in public debates and not least,
- obstacles in women's attempt to succeed in a public-sphere related career (e.g. politician) that mainly derive from women's cultural and social constructions in western societies

Therefore, our first question was related to the evaluation of the diversity and plurality of the topics discussed during the training sessions (see Table 4):

Table 4. Diversity of topics addressed in the training sessions



As mentioned in the table above most participants answered that the agenda of the workshop addressed most of the issues at stake in relation to the overall topic (83%). A small but illustrative 17% mentioned that more angles of the topic should have been addressed. For example, a participant from the students' workshop in Thessaloniki mentioned that more discussion about what happens in other societies and cultures was needed:

“more discussion about non-western societies and about equality rights in general (e.g. LGBTQIA+ people) needed, not just women” (Student's workshops, Thessaloniki)

In fact, other participants also raised the lack of addressing LGBTQIA+ rights and discrimination during the training sessions:

D2.6. Evaluation report for media stakeholders and students

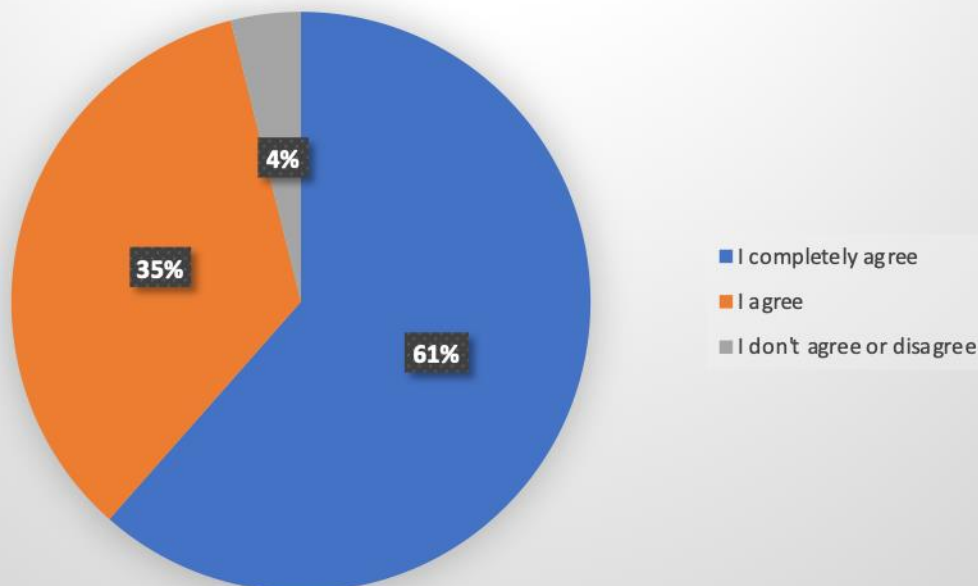
“Only a few references concerned LGBTQIA+ people, who also face sexist behaviours” (Student’s workshops, Athens)

“more discussion about LGBTQIA+ community was needed” (Student’s workshops, Athens)

Apparently, what seems to be emerging here is a need to include discussions and interventions about LGBTQIA+ equality issues, especially in the public sphere. Although it has been addressed in a few training sessions, it was not a core topic of the agenda. Projects about LGBTQIA+ communities may currently be running, however, a more inclusive approach needs to be taken, one that does not deal with them as a marginalized group. What also emerges in this context is a need to take young adults’ agendas into more serious consideration at an intervention and policy level, given that these reflect issues concerning their everyday life or lifestyles and amidst planning their future professional careers.

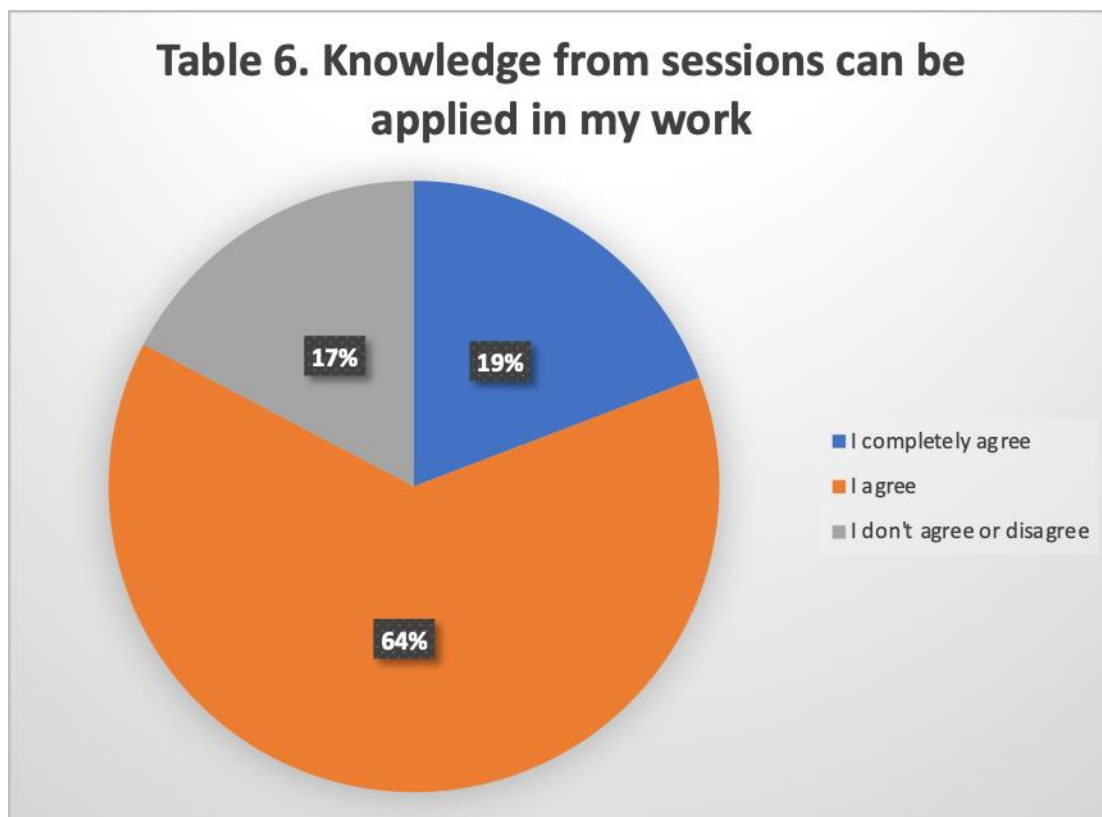
On another matter, it was particularly important for the project team to create a discursive platform where participants would be able to engage in discussions about women’s issues with discrimination in public debates. Our experience on-site proves that participants were indeed willing to share experiences and views on the matters discussed, but also offered counter arguments deriving from their daily work routine (this was the case in journalists’ workshops).

Table 5. Space offered for further dialogue and discussion on the topics addressed



Again, almost all participants (but a few) agree that they have been offered chances to engage further in a dialogue about the topics discussed and share their experiences. Drawing upon NKUA's team experience on-site, this was mostly the case in journalists' workshops; who engaged with the experience of the workshop more as an opportunity to share experiences and gather additional information about issues at stake. Another factor that influenced the extent to which participants were more vocal during the sessions was the nature of the session. Academic sessions offering mostly a theoretical contextualization of the topic did not allow them to participate in a dialogue as much as they possibly wanted (this was observed mainly in students' workshop in Thessaloniki). On the contrary, academic sessions contextualizing the topic via certain case studies (e.g. mainly from the media), practitioners' sessions and sessions from related institutions' representatives (e.g. politics, CECL, GSFPGE) were far more attractive and engaging.

Last but not least, we were interested in knowing whether information from the training sessions might apply in participants' work routine:



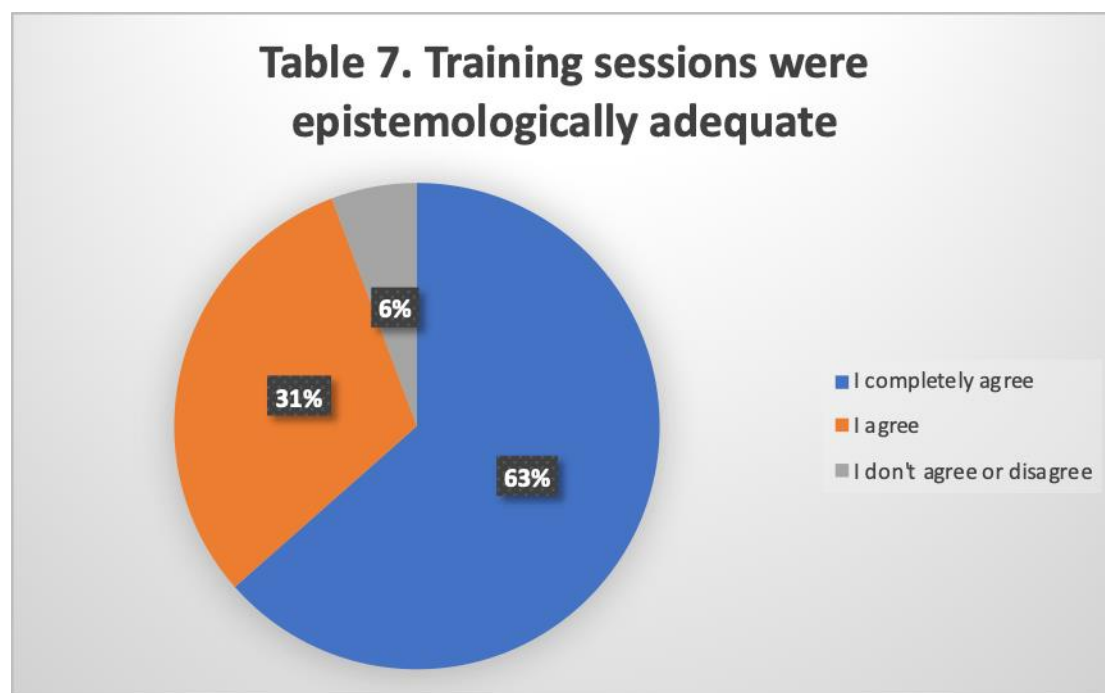
Most participants agree that the training sessions might prove insightful in their work. In fact, a 64% mentions that knowledge acquired during the workshop surely applies to their work and a 19% think it possibly does. Nevertheless, there is a 17% that does not agree nor disagree with the question. These participants might either belong to the student groups, without prior working experience or related experiences in the workplace; they might also be journalists though who do not work on gender or equality topics or engage with the issue at the level of public debate (see Table 3).

In this section, we focused on participants evaluation of the quality of the training seminars and although most of those who filled a form were very satisfied, a couple of issues that needs to be taken into consideration in further activities and interventions

were raised. In what follows we discuss participants' evaluation of the performance and interaction skills of the teaching fellows.

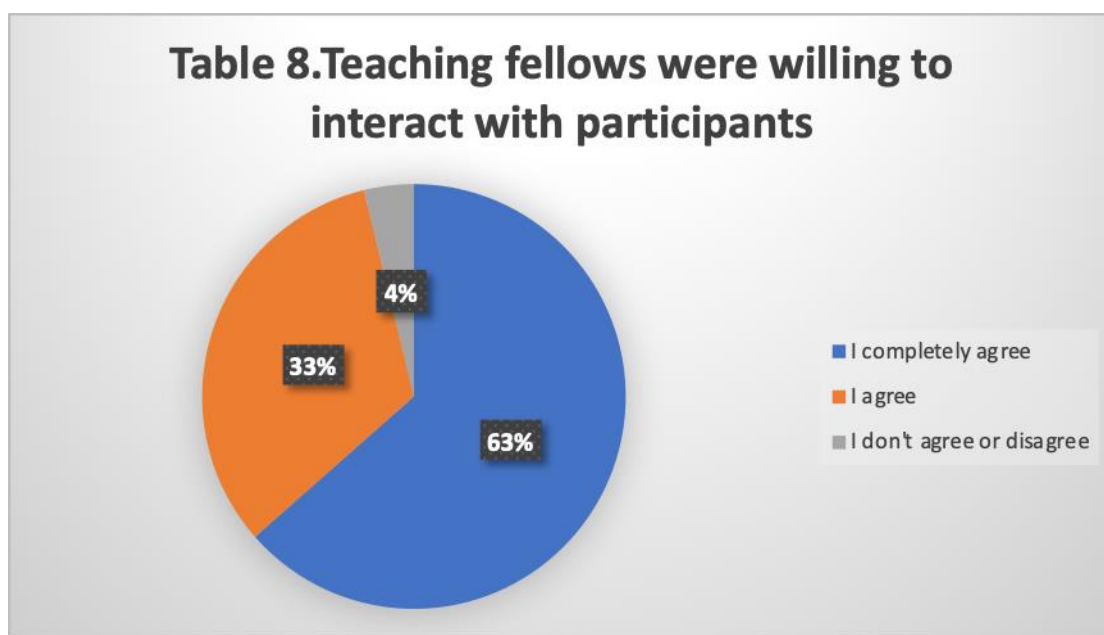
3.2 Performance and efficacy of teaching fellows

The training activities for media stakeholders and media students have been the core contribution of the NKUA as a partner and therefore the choice of well-established and experienced teaching fellows was of the essence during planning of the workshops. We aimed for teaching fellows who would mostly do sessions combining theoretical approaches to the topic, also applying to certain case studies, in order to increase the experiential nature of training. In this context, we both looked for experts who would also create a space for further discussion and debate among participants. Although in some cases teaching fellows did not fulfill these expectations (see section 2.1., p.16), nevertheless participants evaluated sessions' epistemological adequacy very positively:



As mentioned in Table 7, an overwhelming 94% of the participants who filled the forms acknowledged that sessions (and fellows respectively) contextualized theoretically the topics discussed to a great extent. This offered further legitimacy to the issues addressed during the training but also offered knowledge that contextualises day-to-day experiences in the context of gender equality, gender discrimination or sexism for women in the public sphere.

A second angle of the training sessions to be evaluated was fellows' performance and interaction skills, since this factor was agreed among partners to be a significant one for the success and the added value of the project:



From the numbers in Table 8, it seems that participants evaluated positively fellows' willingness to engage in further dialogue and not least clarify their arguments or respond to participants' questions. More specifically, 33% agrees with this statement and 64% agrees completely. From our experience deriving from our observations on-site, when teaching fellows used the whole time of the session for their presentation it

did not allow space for questions of further discussion at the end. This was also mentioned from a participant from the students' workshop in Athens:

“presenters were not keeping record of the available time. We were not in a university lecture, we were just looking to get updated [on certain issues].”

For journalists who did not to secure a position in workshops for media stakeholders and asked to join students', it is highly likely that they were looking for a stricter and possibly shorter training mode. On another level, fellows' academic approach to topics was sometimes perceived as too scientific:

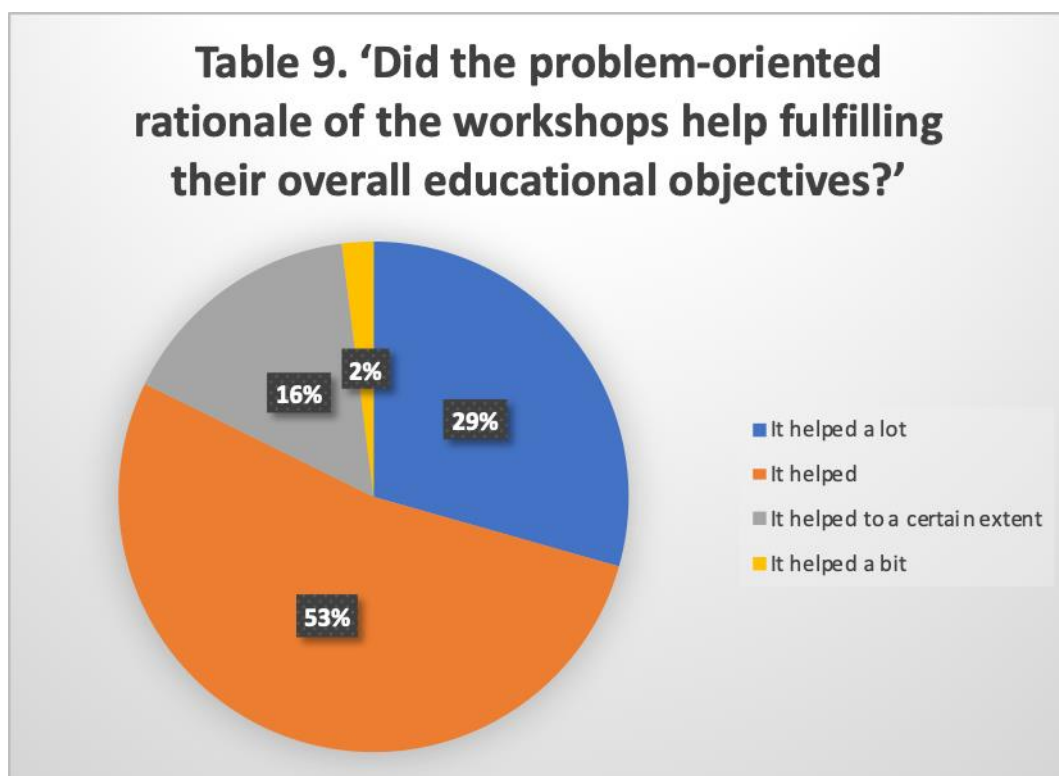
‘I would prefer the language to be less academic and more modern in relation to these issues’ (Student's workshop, Athens)

It is possible that in cases such as the above there was an extensive theorization of the issues at stake, ending in losing participants' interest or creating a gap between real-life cases and the fellows' theoretical approach. Fortunately, such cases were few and most of the fellows -as already mentioned- achieved in offering an epistemological contextualization of the topic with many references and examples from diverse case studies. In what follows, we discuss participants' evaluation regarding the overall added value of the workshops.

3.3 Added value of workshops

In relation to fulfilling the overall objective of the project, being to contribute to awareness raising and capacity building for women in public debates, evaluating the training activities' added value was of particular importance. In addition to the previous questions asked, participants also responded to questions about how much the information provided during the workshops will be applied in their work.

From participants' responses it seems that 82% agree about the effectiveness of choosing a problem-based training mode for the workshops. A 16% does neither agree nor disagree about the effectiveness of this methodology; and we assume that such an opinion possibly derives from the fact that some training sessions were more theoretical than experiential or based on case studies. For example, a participant from journalists' workshop in Thessaloniki mentioned:



"I'd like to engage more with field activities, i.e. visiting media institutions and learning about professional' work routine, participation in interventions etc."

Apparently, participants considered that a balanced combination of experiential knowledge and theoretical contextualisation to contribute to the added value of the workshops overall. And it seems that some of them were expecting even more hands-on activities such as having more practitioners sharing experiences (more than those

included in the agenda) or conducting joint interventions. Although this might beg for different planning and might possibly be even more challenging than the training activities conducted, it could be taken into consideration for future activities and interventions.

Furthermore, we were particularly interested in learning whether the training process helped participants in dealing with cases of discrimination or sexism towards women in public debates:



As shown in Table 10, 84% of the participants think that the workshops broadened their ways of dealing with cases of discrimination and sexism (38% think they helped them a lot and 46% to a great extent). If we combine these numbers with our observations during the workshops and the discussions with participants, we may argue that the workshops, although long and intensive, offered additional knowledge

D2.6. Evaluation report for media stakeholders and students

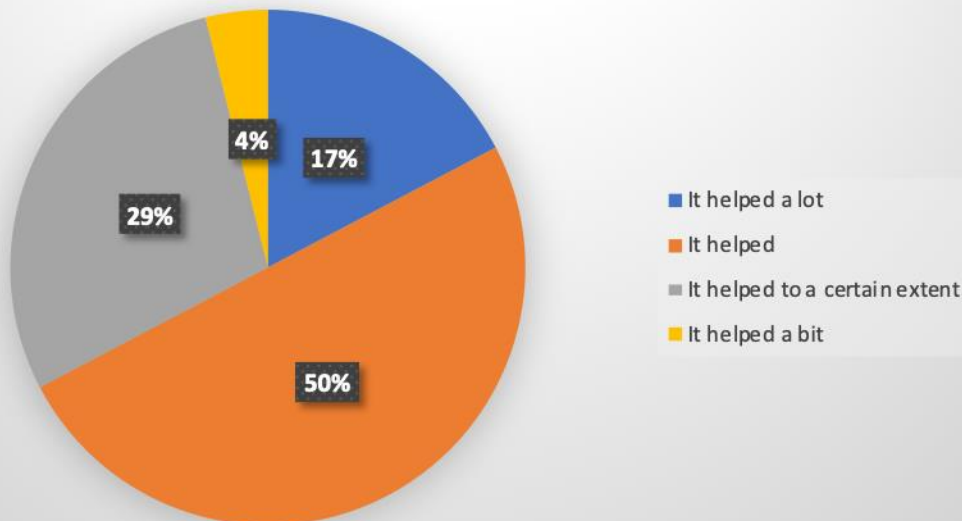
regarding key issues at stake. And they also created space for sharing experiences and engaging in further discussions, that also generated additional knowledge.

Finally, it was important to know whether the workshops helped participants develop new skills that are necessary for your job:

A 67% of the participants responded that they were able to develop new skills in relation to dealing with issues regarding women's participation in public debates and instances of sexism or discrimination. Although, half of them replied that workshops helped them a lot (and only a 17% that they helped them very much), it seems that the majority broadened their perspectives towards the topic, which might also lead to apply the knowledge gathered in their day-to-day work routine. In fact, a participant at the journalists' workshop mentioned

"I was given the opportunity to discuss issues that concerned me for quite some time, but also become more sensitive towards gender equality, in effect applying the information gathered, through my work within the public sphere"

Table 11. 'Did the workshop help you develop new skills, necessary for your job?'



As mentioned in the grant agreement, it was a key objective to sensitize participants and also help them learn how to identify cases of discrimination or sexism towards women in public debates. This participant was not the only one to mention how they became more alert in identifying such issues. It seems therefore that such training activities are needed in the context of the media industry and for professionals who are engaging with the public sphere. Having completed the discussion of the training activities and their evaluation, we move towards providing a summary of the evaluation and making recommendations about future activities.

4 Conclusions and recommendations for future activities

The training activities described and reported for in this report took place in the context of WP2 (TRAINING & SENSITIZING ACTIVITIES FOR MEDIA STAKEHOLDERS AND STUDENTS), coordinated by NKUA (National and Kapodistrian University of Athens). These took place from October 2019 to January 2020 (M7 to M10) in Athens and Thessaloniki. A total of 116 individuals (54 media stakeholders and 62 media students). Of those, 52 filled the evaluation form, almost half of those who participated. From our experience, the significantly shorter number of filled forms in relation to the overall number of those who participated in the training activities is possibly due to the fact that not all participants followed the sessions to the end. Also, some of them did not hand a filled form although moderators kept reminding them the significance of this process.

The training process has been evaluated positively on the basis of a form that examined:

- the quality, depth and epistemological diversity of the training sessions,
- the theoretical adequacy and efficacy of the teaching fellows chosen
- the added value of the workshops

As it emerges from the discussion of the evaluation process, participants thought positively of the organization of the workshops both in terms of the diversity of the training sessions, but also in terms of its educational and problem-oriented nature. They acknowledged the performance and epistemological adequacy of the teaching fellows, even if in some cases the latter were considered as too academic or too theoretical. Although according to some participants the workshops needed to be shorter and include even more experiential sessions, they confirmed the added value of the information provided and the discussions that emerged. It was particularly interesting for us that media students demonstrated not just a strong interest in issues

of gender equality and equality rights but were also the most vocal when it came to providing feedback for the training activities. They proposed a further focus on other western societies and other cultures, so that comparisons between countries and cultures emerge, as well as a focus on LGBTQIA+ people.

Drawing upon this evaluation process, we would at this point wish to make some recommendations for the planning of future activities and interventions:

- It appears that there is a need to plan shorter but more systematic training sessions that would include more diverse groups of stakeholders engaging with the public sphere and dealing with/addressing issues of discrimination towards women
- There is a lack of discussions about LGBTQIA+ community in the context of activities and interventions regarding issues of gender discrimination and sexism, and therefore a need to focus more on such marginalized groups
- A need to increase experiential -based training for interested groups even further also emerged as well as
- A need for academics and policy makers to come forward with diverse ways of keeping issues about gender equality and gender discrimination high in the agenda
- Last but not least it appears that young adults' concerns in related topics are lacking so far and need to be included more thoroughly in the agenda of equal opportunities

To sum up, training workshops in the form of interventions to groups of stakeholders seem to hold a particular significance for several reasons. Gathering additional knowledge and information from training sessions, sharing experiences among peers but also with teaching fellows or offering information from the workspace creates a constructive space for further dialogue and debate when it comes to sensitive issues



D2.6. Evaluation report for media stakeholders and students

that are not easily kept high in public and media agendas such as gender/sexual discrimination and sexism.

Appendix I: Evaluation form

Capacity building for women candidates and media stakeholders in public debates in Greece

Φόρμα Αξιολόγησης Σεμιναρίων

Ημερομηνίες συμμετοχής στα σεμινάρια:

- ☐ 4-6/10/2019 και 11-13/10/2019
- ☐ 1-3/11/2019 και 8-10/11/2019
- ☐ 22-24/11/2019 και 29-01/12/2019
- ☐ 17-19/01/2020 και 24-26/01/2020

1. Παρακαλούμε αξιολογήστε την επάρκεια των σεμιναρίων σε εύρος θεματικών

- ☐ Οι θεματικές που συζητήθηκαν καλύπτουν κατά το μεγαλύτερο ποσοστό το ευρύτερο θέμα του προγράμματος
- ☐ Οι θεματικές που συζητήθηκαν δεν καλύπτουν το ευρύτερο θέμα του προγράμματος
- ☐ Θεωρώ πως τα σεμινάρια θα μπορούσαν να έχουν καλύψει περισσότερες θεματικές

Αν σας εκφράζει η δεύτερη επιλογή παρακαλούμε εξηγήστε μας ποιες θεματικές θα θέλατε να έχουν συζητηθεί εκτενέστερα

2. Οι εισηγήσεις είχαν θεωρητική επάρκεια:

- ☐ Συμφωνώ απόλυτα
- ☐ Συμφωνώ
- ☐ Ούτε συμφωνώ ούτε διαφωνώ
- ☐ Διαφωνώ
- ☐ Διαφωνώ απόλυτα

3. Οι εισηγήσεις έχουν πιθανές πρακτικές εφαρμογές στο χώρο εργασίας μου

- ☐ Συμφωνώ απόλυτα
- ☐ Συμφωνώ
- ☐ Ούτε συμφωνώ ούτε διαφωνώ
- ☐ Διαφωνώ
- ☐ Διαφωνώ απόλυτα

4. Οι εισηγητές ήταν πρόθυμοι να διευκρινίσουν όσα έλεγαν και να απαντήσουν σε ερωτήσεις που είχαν οι συμμετέχοντες

- ☐ Συμφωνώ απόλυτα
- ☐ Συμφωνώ
- ☐ Ούτε συμφωνώ ούτε διαφωνώ
- ☐ Διαφωνώ
- ☐ Διαφωνώ απόλυτα

5. Υπήρχαν αρκετές ευκαιρίες συζήτησης και διαλόγου κατά τη διάρκεια των σεμιναρίων

- ☐ Συμφωνώ απόλυτα
- ☐ Συμφωνώ
- ☐ Ούτε συμφωνώ ούτε διαφωνώ
- ☐ Διαφωνώ
- ☐ Διαφωνώ απόλυτα

6. Αν θεωρείτε ότι δεν υπήρχαν αρκετές ευκαιρίες συζήτησης και διαλόγου κατά τη διάρκεια των σεμιναρίων, εξηγήστε μας τι θα θέλατε να έχει γίνει διαφορετικά

7. Σας βοήθησε το σεμινάριο να αποκτήσετε νέες δεξιότητες, αναγκαίες για την άσκηση του επαγγέλματός σας;
- ☐ Πάρα πολύ
 - ☐ Πολύ
 - ☐ Ούτε πολύ ούτε λίγο
 - ☐ Λίγο
 - ☐ Πολύ λίγο
8. Η μεθοδολογία του σεμιναρίου (προβληματοκεντρική εκπαίδευση/ problem-based training) βοήθησε στην επίτευξη των εκπαιδευτικών στόχων του σεμιναρίου;
- ☐ Πάρα πολύ
 - ☐ Πολύ
 - ☐ Ούτε πολύ ούτε λίγο
 - ☐ Λίγο
 - ☐ Πολύ λίγο
9. Συνολικά, η οργάνωση του σεμιναρίου ήταν ικανοποιητική;
- ☐ Πάρα πολύ
 - ☐ Πολύ
 - ☐ Ούτε πολύ ούτε λίγο
 - ☐ Λίγο
 - ☐ Πολύ λίγο
10. Σας βοήθησε το σεμινάριο να καταλάβετε πως να αντιμετωπίζετε περιπτώσεις διακρίσεων ή σεξισμού απέναντι σε γυναίκες στα ΜΜΕ;
- ☐ Πάρα πολύ
 - ☐ Πολύ
 - ☐ Ούτε πολύ ούτε λίγο
 - ☐ Λίγο
 - ☐ Πολύ λίγο
11. Σε τι βαθμό ασχολείστε με θέματα φύλου και ίσων ευκαιριών στην εργασία σας;

- ☐ Πάρα πολύ
- ☐ Πολύ
- ☐ Ούτε πολύ ούτε λίγο
- ☐ Λίγο
- ☐ Πολύ λίγο

12. Είστε ικανοποιημένη/ος από το βαθμό και τη μορφή της δικής σας συμμετοχής στα σεμινάρια; Τι περισσότερο θα θέλατε ενδεχομένως να έχετε κάνει στο πλαίσιο της συμμετοχής σας;



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The content of the questionnaire and the corresponding seminar represents the views of the CECL only and is its sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

Appendix II: workshops agenda

Media stakeholders' workshops: Athens agenda

Capacity building for women candidates and media stakeholders in public debates in Greece

Σεμινάριο Δημοσιογράφων Ι

04-06 Οκτωβρίου 2019, Siagas Beach Hotel, Άγιοι Θεόδωροι

Παρασκευή 04/10/2019	
18.30-20.30	<p><i>‘Εισαγωγή στο πρόγραμμα Gender Public Debate’</i></p> <p>Γιώργος Πλειός, Καθηγητής, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
20.30-22.30	Δείπνο
Σάββατο 05/10/2019	
09.30-11.30	<p><i>‘Διακρίσεις με βάση το φύλο. Θεωρητικοί προβληματισμοί και εμπειρικά ευρήματα’</i></p> <p>Δρ. Ιωάννα Τσίγκανου, Διευθύντρια Ερευνών-ΕΚΚΕ</p>
11.30-12.30	Διάλειμμα
12.30-14.30	<p><i>‘Ιδεολογικές και πραγματολογικές συνέπειες της έμφυλης διπολικότητας: Σεξισμός και Δημοκρατία.’</i></p> <p>Μάρω Παντελίδου-Μαλούτα, Καθηγήτρια, Τμήμα Πολιτικής Επιστήμης και Δημόσιας Διοίκησης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
14.30-15.30	Διάλειμμα

D2.6. Evaluation report for media stakeholders and students

15.30-17.30	<p><i>‘Ο σεξισμός ως ανάχωμα στην πολιτική συμμετοχή των γυναικών’</i></p> <p>Μιχάλης Τατσόγλου, υποψήφιος διδάκτορας τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
17.30-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Γυναίκες πολιτικοί και Instagram: Χαρακτηριστικά και παράμετροι του έμφυλου πολιτικού Marketing’</i></p> <p>Δρ. Πουλακιδάκος Σταμάτης, ΕΔΙΠ, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
20.30-22.30	Δείπνο

<u>Κυριακή 06/10/2019</u>	
09.30-11.30	<p><i>‘Μέσα και έμφυλη ανισότητα’</i></p> <p>Γιώργος Πλειός, Καθηγητής, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
11.30-12.30	Διάλειμμα
12.30-14.30	<p><i>‘Γυναίκες Ρομά και πολιτική συμμετοχή’</i></p> <p>Δρ. Λίλα Μάστορα, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
14.30-15.30	Γεύμα
15.30-17.30	<p><i>‘Αντιμετώπιση του σεξισμού: θεσμικό πλαίσιο’</i></p> <p>Χριστίνα Αγορίτσα, Γενική Γραμματεία Οικογενειακής Πολιτικής και Ισότητας των Φύλων</p>
17.30-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Είναι σεξισμός; Τι κάνουμε τώρα;’</i></p> <p>Κατερίνα Λουκίδου, Γενική Γραμματεία Οικογενειακής Πολιτικής και Ισότητας των Φύλων</p>

Capacity building for women candidates and media stakeholders in public debates in Greece

Σεμινάριο Δημοσιογράφων Ι

11-13 Οκτωβρίου 2019, Siagas Beach Hotel, Άγιοι Θεόδωροι

Παρασκευή 11/10/2019	
18.30-20.30	<p><i>'Body politics, ageing and the unruly woman in the public sphere'</i> (εισήγηση στα Ελληνικά)</p> <p>Λίζα Τσαλίκη, Αναπληρώτρια Καθηγήτρια, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
20.30-22.30	Δείπνο
Σάββατο 12/10/2019	
09.30-11.30	<p><i>'Αν θες να το λύσεις, πρέπει να το μάθεις: Ευτυχείτε, Μάρα Μείμαριδη και η αναλυτική αξία των έμφυλων κοινωνικών κατασκευών'</i></p> <p>Δρ. Δέσποινα Χρονάκη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>'Διακρίσεις λόγω φύλου στα ΜΜΕ: Σύγχρονη συζήτηση και πολιτικές καταπολέμησής τους σε διεθνές και ευρωπαϊκό επίπεδο'</i></p> <p>Λάουρα Αλιπράντη-Μαράτου, Δρ Κοινωνιολογίας, Διδάσκουσα στο ΕΚΠΑ</p>
14.00-16.00	Διάλειμμα
16.00-18.00	<p><i>'Έρως ανίκατε πολιτικήν : η -έμφυλη- κουλτούρα του 'celebrity' στην πολιτική'</i></p> <p>Ιωάννα Βόβου, Επίκουρη Καθηγήτρια, τμήμα Επικοινωνίας Μέσων και Πολιτισμού, Πάντειο</p>

D2.6. Evaluation report for media stakeholders and students

	Πανεπιστήμιο
18.00-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Πρακτικές και αναπαραστάσεις του φύλου, της φυλής, του έθνους, της τάξης και της σεξουαλικότητας στο δημόσιο λόγο στην Ελλάδα’</i></p> <p>Δρ. Νέλλυ Καμπούρη, Εργαστήριο Σπουδών Φύλου, Πάντειο Πανεπιστήμιο</p>
20.30-22.30	Δείπνο

<u>Κυριακή 13/10/2019</u>	
09.30-11.30	<p><i>‘Wordcafe’</i></p> <p>Γεωργία Γρίβα, Διαχειρίστρια Ευρωπαϊκών Προγραμμάτων / Εκπαιδεύτρια Μη Τυπικής Μάθησης</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Ταγέρ και ταγάρια γίνανε μαλλιά κουβάρια Όψεις έμφυλης ανισότητας και σεξισμού στην πολιτική και στα ΜΜΕ’</i></p> <p>Ειρήνη Αγαθοπούλου Βουλευτρια ΣΥΡΙΖΑ ν. Κιλκίς Α' Αντιπρόεδρος της Ειδικής Μόνιμης Επιτροπής Ισότητας, Νεολαίας και Δικαιωμάτων του Ανθρώπου</p>
14.00-16.00	Γεύμα
16.00-18.00	<p><i>‘Δομικά στοιχεία της αντιμετώπισης του σεξισμού’</i></p> <p>Δρ. Σοφία Καναούτη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
18.00-18.30	Διάλειμμα
18.30-20.30	Σύνοψη διαδικασιών σεμιναρίου- Συζήτηση για την ενδυνάμωση των γυναικών πολιτικών και υποψήφιων στην πολιτική στη δημόσια σφαίρα



D2.6. Evaluation report for media stakeholders and students

Media stakeholders' workshops: Thessaloniki agenda

Capacity building for women candidates and media stakeholders in public debates in Greece

Σεμινάριο Δημοσιογράφων

17-19 Ιανουαρίου 2020, Μορφωτικό Ίδρυμα ΕΣΗΕΜ-Θ, Στρατηγού Καλλάρη 5, Θεσσαλονίκη

Παρασκευή 17/01/2020	
18.30-20.30	<p><i>‘Καλωσήρθατε στο Gender and the Public Debate’</i></p> <p>Γιώργος Πλειός, Καθηγητής, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
20.30-22.30	Δείπνο

Σάββατο 18/01/2020	
09.30-11.30	<p><i>‘Ανισότητα των φύλων στην εξουσία και στη λήψη αποφάσεων στην ΕΕ και στην Ελλάδα – Το παράδειγμα της πολιτικής’</i></p> <p>Δήμητρα Κογκίδου Καθηγήτρια στο Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Πρόεδρος της Επιτροπής Φύλου και Ισότητας του ΑΠΘ</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Οι έμφυλες πολιτικές και η σημασία τους για την υπέρβαση του σεξισμού - Το παράδειγμα των ΜΜΕ’</i></p> <p>Δήμητρα Κογκίδου Καθηγήτρια στο Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Πρόεδρος της</p>

D2.6. Evaluation report for media stakeholders and students

	Επιτροπής Φύλου και Ισότητας του ΑΠΘ
14.00-15.00	Γεύμα
15.00-17.00	<p><i>‘Η ‘Ανυπαρξία’ ή η Ισχή Παρουσία των Γυναικών σε Περιεχόμενα Πολιτικής Επικοινωνίας του Ελληνικού Τύπου: Ο Ρόλος των ΜΜΕ διαχρονικά στο Φαινόμενο ‘Κήρυξης σε Αφάνεια’ των Ελληνίδων Πολιτών.’</i></p> <p>Δρ. Σοφία Καϊτατζή-Γουίτλοκ Καθηγήτρια Πολιτικής Επιστήμης και Πολιτικής Επικοινωνίας, Αναπληρώτρια διευθύντρια ΜΠΣ ‘Επικοινωνία’ Τμήμα Δημοσιογραφίας και Μέσων Μαζικής Επικοινωνίας Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης</p>
17.00-17.30	Διάλειμμα
17.30-19.30	<p><i>‘Ταγέρ και ταγάρια γίνανε μαλλιά κουβάρια Όψεις έμφυλης ανισότητας και σεξισμού στην πολιτική και στα ΜΜΕ’</i></p> <p>Ειρήνη Αγαθοπούλου Βουλευτρια ΣΥΡΙΖΑ ν. Κιλκίς Α' Αντιπρόεδρος της Ειδικής Μόνιμης Επιτροπής Ισότητας, Νεολαίας και Δικαιωμάτων του Ανθρώπου</p>
	Αναχώρηση

Κυριακή 19/01/2020	
09.30-11.30	<p><i>‘Καθρέφτη, καθρεφτάκι μου ποια είναι ομορφότερη; Καλή κι όμορφη είσαι, μα σανδεν είσαι! Αρρενωπότητες, Θηλυκότητες και διαρκείς επιτελέσεις στο χώρο των ΜΜΕ’</i></p> <p>Εύα Σπαθάρη, Κοινωνιολόγος, Συνεργάτιδα Α' αντιπροέδρου στην Ειδική Μόνιμη Επιτροπή Ισότητας, Νεολαίας & Δικαιωμάτων του Ανθρώπου</p>
11.30-12.00	Διάλειμμα

D2.6. Evaluation report for media stakeholders and students

12.00-14.00	<p><i>‘Αν θες να το λύσεις, πρέπει να το μάθεις: Ευτυχείτε, Μάρα Μείμαρίδη και η αναλυτική αξία των έμφυλων κοινωνικών κατασκευών’</i></p> <p>Δρ. Δέσποινα Χρονάκη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
14.00-15.00	Γεύμα
15.00-17.00	<p><i>‘Σεξιστική παρενόχληση στα Μέσα Μαζικής Ενημέρωσης’</i></p> <p>Περικλής Στέλλας, Δημοσιογράφος</p>
17.00-17.30	Διάλειμμα
17.30-19.30	<p><i>‘Αναπαραστάσεις του φύλου στο λογοτεχνικό και δημοσιογραφικό λόγο’</i></p> <p>Εύη Κουτρομπάκη, Φιλολόγος και κριτικός λογοτεχνίας</p>
	Αναχώρηση

Capacity building for women candidates and media stakeholders in public debates in Greece

Journalists’ Seminar II

24-26 January 2020,
ΕΣΗΕΜ – Θ (Ένωση Συντακτών Ημερησίων Εφημερίδων Μακεδονίας – Θράκης),
Στρατηγού Καλάρη 5

Παρασκευή 24/01/2020

D2.6. Evaluation report for media stakeholders and students

18.30-20.30	<p><i>‘Η πολιτική υποκειμενοποίηση της γυναίκας’</i></p> <p>Δρ. Γιάννης Παπαγεωργίου Πανεπιστήμιο Αιγαίου / Ροδιακό Κέντρο Ιστορικών και Κοινωνικών Ερευνών</p>
20.30-22.30	Δείπνο

<u>Σάββατο 25/01/2020</u>	
09.30-11.30	<p><i>‘Αντιμετώπιση του σεξισμού: θεσμικό πλαίσιο’-‘Είναι σεξισμός; Τι κάνουμε τώρα;’</i></p> <p>Δρ. Κατερίνα Λουκίδου, Γενική Γραμματεία Οικογενειακής Πολιτικής και Ισότητας των Φύλων</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Πολιτικά Κόμματα και Γυναικεία Εκπροσώπηση’</i></p> <p>Δρ. Κώστας Ελευθερίου, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, Τμήμα Πολιτικής Επιστήμης και Δημόσιας Διοίκησης</p>
14.00-15.00	Γεύμα
15.00-17.00	<p><i>‘Φύλο, Διενέξεις και η Κυπριακή Εμπειρία’</i></p> <p>Μαρία Χατζηπαύλου Αναπληρώτρια Καθηγήτρια, Πανεπιστήμιο Κύπρου</p>
17.00-17.30	Διάλειμμα
17.30-19.30	<p><i>‘Δομικά στοιχεία της αντιμετώπισης του σεξισμού’</i></p> <p>Δρ. Σοφία Καναούτη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>

<u>Κυριακή 26/01/2020</u>	
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D2.6. Evaluation report for media stakeholders and students

09.30-11.30	<p><i>‘ΜΜΕ και φύλο’</i></p> <p>Τέσσα Δουλκέρη, Καθηγήτρια Επικοινωνίας, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Πρακτικές έμφυλων γλωσσικών ανισοτήτων’</i></p> <p>Μαριάνθη Μακρή Τσιλιπάκου Ομότιμη Καθηγήτρια Κοινωνιογλωσσολογίας, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης</p>
14.00-15.00	Γεύμα
15.00-17.00	<p><i>‘Πρακτικές έμφυλων γλωσσικών ανισοτήτων’</i></p> <p>Μαριάνθη Μακρή Τσιλιπάκου Ομότιμη Καθηγήτρια Κοινωνιογλωσσολογίας, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης</p>
17.00-17.30	Διάλειμμα
17.30-19.30	<p>Ολοκλήρωση εργασιών σεμιναρίου – ανασκόπηση</p>
	Αναχώρηση

Students' workshops: Athens agenda

Capacity building for women candidates and media stakeholders in public debates in Greece

Σεμινάριο Φοιτητών Ι

01-03 Νοεμβρίου 2019, Τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, ΕΚΠΑ,
Σοφοκλέους 1 και Αριστείδου 11

Παρασκευή 01/11/2019	
18.30-20.30	<p>‘Πολιτικές αντιμετώπισης έμφυλων διακρίσεων’</p> <p>Μαρία Στρατηγάκη Αναπληρώτρια Καθηγήτρια, Τμήμα Κοινωνικής Πολιτικής Παντείου Πανεπιστημίου, πρώην Αντιδήμαρχος Κοινωνικής Αλληλεγγύης</p>

Σάββατο 02/11/2019	
09.30-11.30	<p>‘Καλωσήρθατε στο πρόγραμμα GenderPublicDebate’</p> <p>Γιώργος Πλειός, Καθηγητής, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
11.30-12.30	Διάλειμμα
12.30-14.30	<p>‘Μέσα και έμφυλη ανισότητα’</p> <p>Γιώργος Πλειός, Καθηγητής, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
14.30-15.30	Ελαφρύ μεσημεριανό

D2.6. Evaluation report for media stakeholders and students

15.30-17.30	<p><i>‘Ο σεξισμός ως ανάχωμα στην πολιτική συμμετοχή των γυναικών’</i></p> <p>Μιχάλης Τασσόγλου, υποψήφιος διδάκτορας τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
17.30-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Σεξισμός και δημοσιογραφία’</i></p> <p>Ντίνα Δασκαλοπούλου, Δημοσιογράφος ΕφΣυν</p>

Κυριακή 03/11/2019	
09.30-11.30	<p><i>‘Γυναίκες πολιτικοί και Instagram: Χαρακτηριστικά και παράμετροι του έμφυλου πολιτικού Marketing’</i></p> <p>Δρ. Πουλακιδάκος Σταμάτης, ΕΔΙΠ, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
11.30-12.30	Διάλειμμα
12.30-14.30	<p><i>‘Αν θες να το λύσεις, πρέπει να το μάθεις: Ευτυχείτε, Μάρα Μειμαρίδη και η αναλυτική αξία των έμφυλων κοινωνικών κατασκευών’</i></p> <p>Δρ. Δέσποινα Χρονάκη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
14.30-15.30	Ελαφρύ μεσημεριανό
15.30-17.30	<p><i>‘Γυναίκες Ρομά και πολιτική συμμετοχή’</i></p> <p>Δρ. Λίλα Μάστορα, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
17.30-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Πρακτικές και αναπαραστάσεις του φύλου, της φυλής, του έθνους, της τάξης και της σεξουαλικότητας στο δημόσιο λόγο στην Ελλάδα’</i></p>

D2.6. Evaluation report for media stakeholders and students

	Δρ. Νέλλυ Καμπούρη, Εργαστήριο Σπουδών Φύλου, Πάντειο Πανεπιστήμιο
	Τέλος πρώτου τριμήνου

Capacity building for women candidates and media stakeholders in public debates in Greece

Σεμινάριο Φοιτητών II

08-10 Νοεμβρίου 2019, Τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, ΕΚΠΑ, Σοφοκλέους 1 και Αριστείδου 11

<u>Παρασκευή 08/11/2019</u>	
18.30-20.30	‘Έχει η Νομοθεσία φύλο;’ Μαρία Μουσμούτη, Κέντρο Ευρωπαϊκού Συνταγματικού Δικαίου Θεμιστοκλής και Δημήτρης Τσάτσος

<u>Σάββατο 09/11/2019</u>	
09.30-11.30	‘Δομικά στοιχεία της αντιμετώπισης του σεξισμού’ Δρ. Σοφία Καναούτη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών
11.30-12.30	Διάλειμμα
12.30-14.30	‘Τι χρειάζεται για να (επαν)εκλεγεί μια γυναίκα στο Ελληνικό Κοινοβούλιο; Αναλύοντας εμπειρικά δεδομένα τριών δεκαετιών (1989-2019)’ Δρ. Μανίνα Κακεπάκη, Ερευνήτρια Γ’, Εθνικό Κέντρο Κοινωνικών Ερευνών
14.30-15.30	Ελαφρύ γεύμα

D2.6. Evaluation report for media stakeholders and students

15.30-17.30	<p><i>‘Έλα μωρέ... Άμα το συζητάς μπορεί να γίνει και χειρότερο’</i></p> <p>Έφη Γαλώνη, Δημοσιογράφος, Δίεση 101.3</p>
17.30-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Αντιμετώπιση του σεξισμού: θεσμικό πλαίσιο’-‘Είναι σεξισμός; Τι κάνουμε τώρα;’</i></p> <p>Χριστίνα Αγορίτσα, Γενική Γραμματεία Οικογενειακής Πολιτικής και Ισότητας των Φύλων</p> <p>Κατερίνα Λουκίδου, Γενική Γραμματεία Οικογενειακής Πολιτικής και Ισότητας των Φύλων</p>

Κυριακή 10/11/2019	
09.30-11.30	<p><i>‘Ρομά γυναίκες και πολιτική’</i></p> <p>Μαρία Ζέρβα, Δημοτική σύμβουλος, Δήμος Ιλίου</p>
11.30-12.30	Διάλειμμα
12.30-14.30	<p><i>‘Φούλ του σεξισμού στο αθλητικό ρεπορτάζ’</i></p> <p>Αμερικάνου Χριστίνα, Γραφείο Τύπου, Υπουργείο Πολιτισμού και Αθλητισμού- Γενική Γραμματεία Αθλητισμού, Αντιπρόεδρος Πανελληνίου Συνδέσμου Αθλητικού Τύπου</p>
14.30-15.30	Ελαφρύ Γεύμα
15.30-17.30	<p><i>‘Καθρέφτη, καθρεφτάκι μου ποια είναι ομορφότερη; Καλή κι όμορφη είσαι, μα σανδεν είσαι! Αρρενωπότητες, Θηλυκότητες και διαρκείς επιτελέσεις στο χώρο των ΜΜΕ’</i></p> <p>Εύα Σπαθάρη, Κοινωνιολόγος, Συνεργάτιδα Α’ αντιπροέδρου στην Ειδική Μόνιμη Επιτροπή Ισότητας, Νεολαίας & Δικαιωμάτων του Ανθρώπου</p>
17.30-18.30	Διάλειμμα

D2.6. Evaluation report for media stakeholders and students

18.30-20.30	<p>‘Γυναίκες, πολιτικά κόμματα και δημοκρατική λειτουργία’</p> <p>Δρ. Κώστας Ελευθερίου, Τμήμα Πολιτικής Επιστήμης και Διοίκησης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>

Students' workshops: Thessaloniki agenda

Capacity building for women candidates and media stakeholders in public debates in Greece

Students' seminar Thessaloniki I

22 November-24 November 2019, School of Journalism and Mass Communications,
Aristotle University of Thessaloniki

<u>Παρασκευή 22/11/2019</u>	
18.30-20.30	<p><i>‘Η «θηλυκοποίηση» της πολιτικής’</i></p> <p>Αλέξανδρος Κιουπκιολής, Επίκουρος Καθηγητής πολιτικών επιστημών, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης</p>
<u>Σάββατο 23/11/2019</u>	
09.30-11.30	<p><i>‘Οι έμφυλες πολιτικές και η σημασία τους για την υπέρβαση του σεξισμού - Το παράδειγμα των ΜΜΕ’</i></p> <p>Δήμητρα Κογκίδου Καθηγήτρια στο Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Πρόεδρος της Επιτροπής Φύλου και Ισότητας του ΑΠΘ.</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Ανισότητα των φύλων στην εξουσία και στη λήψη αποφάσεων στην ΕΕ και στην Ελλάδα – Το παράδειγμα της πολιτικής’</i></p> <p>Δήμητρα Κογκίδου Καθηγήτρια στο Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Πρόεδρος της Επιτροπής Φύλου και Ισότητας του ΑΠΘ</p>
14.00-16.00	Ελαφρύ γεύμα
16.00-18.00	<p><i>‘Καλωσήρθατε στο πρόγραμμα GenderPublicDebate’</i></p> <p>Γιώργος Πλειός, Καθηγητής, Τμήμα</p>

D2.6. Evaluation report for media stakeholders and students

	Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών
18.00-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Μέσα και έμφυλη ανισότητα’</i></p> <p>Γιώργος Πλειός, Καθηγητής, Τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
Κυριακή 24/11/2019	
09.30-11.30	<p><i>‘Δομικά στοιχεία της αντιμετώπισης του σεξισμού’</i></p> <p>Δρ. Σοφία Καναούτη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Σεξιστική παρενόχληση στα Μέσα Μαζικής Ενημέρωσης’</i></p> <p>Περικλής Στέλλας, Δημοσιογράφος</p>
14.00-16.00	Ελαφρύ γεύμα
16.00-18.00	<p><i>‘Αντιμετωπίζοντας τον εσωτερικευμένο σεξισμό’</i></p> <p>Δρ. Σοφία Καναούτη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
18.00-18.30	Διάλειμμα
18.30-20.30	Σύνοψη εργασιών πρώτου τριμήνου-συζήτηση
	Αναχώρηση

Capacity building for women candidates and media stakeholders in public debates in Greece

Students' seminar Thessaloniki II

*29 November-01 December 2019, School of Journalism and Mass Communications,
Aristotle University of Thessaloniki*

Παρασκευή 29/11/2019	
18.30-20.30	<p><i>‘Αν θες να το λύσεις, πρέπει να το μάθεις: Ευτυχείτε, Μάρα Μείμαρίδη και η αναλυτική αξία των έμφυλων κοινωνικών κατασκευών’</i></p> <p>Δρ. Δέσποινα Χρονάκη, τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών</p>
20.30-22.30	Δείπνο

Σάββατο 30/11/2019	
09.30-11.30	<p><i>“Σεξισμός στα ΜΜΕ - Η emic προσέγγιση”</i></p> <p>Φωτεινή Γιολτζίδου</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Σύγκριση ακτιβισμών, τάσεων και προδραστικών πολιτικών εξελίξεων σε θέματα υλοποιήσιμης / έμπρακτης εξίσωσης των φύλων στην Ελλάδα και την Ευρώπη και τον κόσμο’</i></p> <p>Δρ. Σοφία Καϊτατζή-Γουίτλοκ, Καθηγήτρια Πολιτικής Επιστήμης και Πολιτικής Επικοινωνίας, Αναπληρώτρια διευθύντρια ΜΠΣ 'Επικοινωνία'</p>

D2.6. Evaluation report for media stakeholders and students

	Τμήμα Δημοσιογραφίας και Μέσων Μαζικής Επικοινωνίας Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
14.00-16.00	Γεύμα
16.00-18.00	<p><i>‘Ταγέρ και ταγάρια γίνανε μαλλιά κουβάρια Όψεις έμφυλης ανισότητας και σεξισμού στην πολιτική και στα ΜΜΕ’</i></p> <p>Ειρήνη Αγαθοπούλου Βουλευτρια ΣΥΡΙΖΑ ν. Κιλκίς Α' Αντιπρόεδρος της Ειδικής Μόνιμης Επιτροπής Ισότητας, Νεολαίας και Δικαιωμάτων του Ανθρώπου</p>
18.00-18.30	Διάλειμμα
18.30-20.30	<p><i>‘Καθρέφτη, καθρεφτάκι μου ποια είναι ομορφότερη; Καλή κι όμορφη είσαι, μα σανδεν είσαι!· Αρρενωπότητες, Θηλυκότητες και διαρκείς επιτελέσεις στο χώρο των ΜΜΕ’</i></p> <p>Εύα Σπαθάρα, Κοινωνιολόγος, Συνεργάτιδα Α' αντιπροέδρου στην Ειδική Μόνιμη Επιτροπή Ισότητας, Νεολαίας & Δικαιωμάτων του Ανθρώπου</p>

Κυριακή 01/12/2019	
09.30-11.30	<p><i>‘ΜΜΕ και φύλο’</i></p> <p>Τέσσα Δουλκέρη, Καθηγήτρια Επικοινωνίας Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης</p>
11.30-12.00	Διάλειμμα
12.00-14.00	<p><i>‘Πρακτικές έμφυλων γλωσσικών ανισοτήτων’</i></p> <p>Μαριάνθη Μακρή Τσιλιπάκου Ομότιμη Καθηγήτρια, Τμήμα Αγγλικής Γλώσσας και Φιλολογίας, ΑΠΘ</p>
14.00-16.00	Γεύμα

D2.6. Evaluation report for media stakeholders and students

16.00-18.00	<p><i>‘Πρακτικές έμφυλων γλωσσικών ανισοτήτων’</i></p> <p>Μαριάνθη Μακρή Τσιλιπάκου Ομότιμη Καθηγήτρια, Τμήμα Αγγλικής Γλώσσας και Φιλολογίας, ΑΠΘ</p>
18.00-18.30	Διάλειμμα
18.30-20.30	<p>Ολοκλήρωση εργασιών σεμιναρίου - Συζήτηση</p>