



# **GENDER PUBLIC DEBATE: Training and empowerment activities for women politicians and candidates**

## **Deliverable D3.4. Evaluation report for women candidates**

**Dissemination level: Public**

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HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens



MINISTRY OF LABOUR AND SOCIAL AFFAIRS  
GENERAL SECRETARIAT  
FOR FAMILY POLICY AND  
GENDER EQUALITY

## 1 Executive Summary

This report aims to present the evaluation which was completed by the participants of the training and empowerment activities for women politicians and candidates offered within the project “Capacity Building for women candidates and politicians - Gender Public Debate”.

Within this report there is provided a brief description of the training activities designed and implemented by CECL, a short discussion of the data collected from the workshops’ evaluation and a few comments of the participants. The objective is to summarise the findings of the evaluation process, while moving towards recommendations for future activities. The training activities aimed at organizing a range of activities in an interactive way so as to accomplish the result of empowering and enhancing the capacity of **100 women politicians** and candidates to identify and respond to incidents of sexism and discrimination *in public debates and confront it in public*. In total, four 2-days workshop run under the title “Women politicians: Communication skills to tackle sexism in public life”, and in the training process **112 women participated:**

- For the first workshop (6-7/02/2020), the total number of participants was **27** out of which 10 were politicians, 10 candidates, 3 engaged with politics and 4 that generally participate in public debates<sup>1</sup>.
- For the second workshop (14-15/02/2020), the total number of participants was **20** out of which 6 were politicians, 8 candidates, 5 engaged with politics and 1 that generally participates in public debates.
- For the third workshop (17-18/06/2020), the total number of participants was **36** out of which 8 were politicians, 9 candidates, 1 engaged with politics and 11 that participate in public debates.

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<sup>1</sup> As union participants, union members, board participants, layers, researchers, participate in interest groups etc



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- For the fourth workshop (22-23/06/2020), the total number of participants was **29** out of which 4 were politicians, 6 candidates, 5 engaged with politics and 4 that participate in public debates.

The first two 2-day workshops were conducted in Athens, in a city centre hotel, while the next two were conducted online (through zoom). The initial planning was to implement 2 workshops in Athens and 2 in Thessaloniki. Though, due to the outburst of the new corona virus COVID-19, the project team evaluated the situation, and in order to protect both the participants and the trainers, decided to cancel the last two in Thessaloniki and replace them at a couple of months later by two online ones.

In relation to the demographics of the participants, there has been noted their age, educational level and their previous participation in trainings with similar thematic.

- 7% was up to 30 years old, 37% belonged to the age group of 31-40, 30% belonged to the age group of 41-50 and the 26% was 50 years old and older.
- Regarding their education level, the majority of 52% holds a Master's degree, while the 27% is a bachelor degree holder. To be noted that a percent of 15% either did not respond in that question or stated "other". A final 6% holds a PhD.
- Finally, the vast majority of 83% stated that they have never participated in a similar workshop. For the rest 17% that have attended similar trainings, the topics covered concerned
  - communication skills and public speaking
  - equality and gender
  - feminism
  - sexism in primary school books
  - women and politics

Finally, out of the 112 total participants, **96 completed the evaluation form**, a respectable response rate, indicating that the workshop met their expectations and this is reflected to the evaluation provided.

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



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- overall evaluation of the quality of the seminar
- evaluation of educational program
- evaluation of practical exercises of the program

Overall, the results signify that the workshop met its goals, and the activities met their objective of empowering women that participate in public debates. Participants found that the duration of the workshop was sufficient and provided practical solutions to issues that they were concerned about regarding their participation in the public sphere. A significant number of the participants consider that the workshop provided practical and comprehensive solutions to issues encountered due to their sex and helped them better understand the manifestations of sexism and stereotypes in public life. Finally, the participants pointed that the interactive process with examples and case studies as an educational process is satisfying and necessary. Finally, the comments of the participants were taken into account pointing the need to include more systematic trainings sessions and in an online format, to adjust for other -and perhaps more diverse- groups engaging with the public sphere, add as many case studies as possible addressing issues of discrimination towards women and maintain the issue of gender disclination high in the policy agenda.



## 2 The project Gender Public Debate

The project “Capacity building for women candidates and media stakeholders in public debates in Greece - [Gender Public Debate](#)” seeks to reinforce the capacity of Greek female politicians, candidates and women engaged in the political life and media stakeholders -journalists and media studies students- to recognize, address and prevent gender discrimination in public debates.

More specifically it aims at (1) 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 (2) 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. It is expected that the participants will act as multipliers of the knowledge gathered in the process.

The project team has also 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 [Centre for European Constitutional Law \(CECL\)](#), responsible for management and co-ordination of all the activities designed and conducted. CECL’s partners include the [National and Kapodistrian University of Athens, Faculty of Communication and Mass Media](#) and the [General Secretariat for Family Policy and Gender Equality \(GSFPGE\)](#). CECL is responsible for conducting four empowerment workshops for women politicians and candidates. The NKUA team is responsible for designing and conducting four experiential workshops for media stakeholders and media students in Athens and Thessaloniki respectively. Finally, GSFPGE is in charge of the dissemination plan including developing a website for the project ([nosexism.isotita.gr](http://nosexism.isotita.gr)), creating a TV spot, disseminating press releases, the guides and reports delivered from the project activities and organizing a concluding conference.

### **3 Capacity building for women in public debates: Training and empowerment activities for women politicians and candidates**

#### **3.1 General remarks on the training content**

As mentioned above, the aim of the workshop was to identify and respond to incidents of sexism and discrimination in public debates and confront it in public through learning of communication techniques, ways of responding and dealing with these behaviours, by enhancing the communication skills and empower of women so to recognize and deal with sexist incidents and stereotypes which result from gender discrimination. For that reason, it deemed necessary to structure the agenda of the workshop in three different thematic areas of **Recognize** (component 1, 2 and 3), **Identify** (component 4), **Respond** (component 5), presented along with the terminology, case studies, examples and practical exercises:

- The 1<sup>st</sup> component made reference to the exclusion of women, with examples of the French Revolution where women had the right to go on the guillotine but not in the National Assembly and Germany where Hitler proclaimed that the world of women was enclosed by the 3K Kinder, Kuche , Kirche) (children, kitchen, church). It continued with the acquisition of civil rights in Greece, from 1895 and the struggle of Kallirroï Parren and the Ladies' Newspaper for the municipal vote, including the typical example of 1920 when Eleftherios Venizelos stated about political rights that " we are convinced that indeed Greek women want the right to vote. We will investigate under what conditions this will be given. I think we should start with the Municipal elections which will allow us to assess how this right will be exercised, by the woman". The right to vote was established in 1952 by Law 2159 that guaranteed full rights to women (over 21 years old). It also analysed the position of Greece compared to the other EU countries on issues of political participation and participation in the public, where Greece is found in the last positions. There was also an introduction to policies (quota) but also to the basic arguments for the balanced participation of women in political decision-making centers. Some news headlines that reinforce stereotypical or

sexist behaviors / practices have been discussed (see the [“Practical Guide”](#) D. 3.3).

- The 2<sup>nd</sup> component referred to the policy of equality which is a public policy since 1981 in Greece, in the Articles of the Constitution that guarantee the rights (4, 5 d 116) but also in the areas where discrimination on the basis of sex remains as in work, in income, in politics. and social power, inequalities that worsened during the crisis. It proceeded to delimit stereotypes, gender stereotypes, the roles assigned to women as mothers, housewives, the object of desire and how this is promoted by television and advertising, while reference was made to the Greek language where there is a general use of the masculine gender to refer to non-specific individuals, while also in words to include both sexes.
- The 3<sup>rd</sup> component aim was to identify the relationship between gender and legislation and administrative practice, to identify the ways in which gender and stereotypes are "reflected" in legislation and administrative documents, and to familiarize oneself with impact assessment methodology as a way of thinking to identify and the "correction" of negative effects on equality.
- The 4<sup>th</sup> component presented examples of stereotypical and sexist behaviours in the Media (social media section and the TV), and triggered an intense dialogue with the participants about whether they have found themselves in similar situations and how they reacted. In other words, they exchange experiences that made them feel (because of gender) uncomfortable in a public conversation (eg to ask them how they manage to see their family, if they are often flirted, if their husband agrees with their course, if they felt disadvantaged in public debates). Then there were presented examples from the media that somehow bring gender or stereotypes into public life. Finally, it continued with the theoretical approach to the gender dimension, the social construction of women (home & private sphere) and the changes brought by her transition to public space (work, politics).
- The final component 5 was on the basic communication techniques, the basic theories and communication techniques ad how these could be addressed and presented to the public. Examples of public figures' responses in the public

sphere but also in the context of sexist comments were discussed, and the role and the way of framing a news item by the media were discussed.

**This report seeks to provide a mapping of the evaluation of the conducted training and empowerment activities for women politicians and candidates** within the WP3 coordinated by Centre for European and Constitutional Law (CECL).

### **3.2 Participants demographics**

The four 2-days workshops run under the title “Women politicians: Communication skills to tackle sexism in public life” were implemented as follows:

- The first workshop was conducted the 6-7/02/2020 in Athens
- The second workshop was conducted the 14-15/02/2020 in Athens
- The third workshop was conducted the 17-18/06/2020 in an online format
- The fourth workshop was conducted the 22-23/06/2020 in an online format

The first two 2-day workshops were conducted in Athens, in a city centre hotel, while the next two were conducted online (through zoom). The initial planning was to implement 2 workshops in Athens and 2 in Thessaloniki. Though, due to the outburst of the new corona virus COVID-19, the project team evaluated the situation, and in order to protect both the participants and the trainers, decided to cancel the last two in Thessaloniki and replace them at a couple of months later by two online ones.

The aim according to the original planning of the workshop empowering activities was to recruit 100 women politicians and candidates so to *identify, respond* and *prevent* incidents of sexism and gender discrimination in public debates through experiential training and making use of real cases and scenarios. Though, due to the fact that apart from candidates or politicians there are many women that participate in politics in the broadest sense as they are involved in decision making processes, in public debates and therefore have a political life, there was an arose need to provide them with advice for the recognition and addressing sexism or discriminatory remarks. For that reason, the project team and the gender equality experts responsible for the workshop, decided to invite a broader group of women so that with this enlargement they benefit as much as possible without deviating from the project goal.



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So, apart from women candidates and politicians, there had been also considered eligible, and therefore granted access, women who stated that are generally involved in politics, are future candidates, and therefore with great interest in politics, and also women that are generally exposed to the public as union participants, union members, board participants, layers, researchers, etc., and generally active at claiming positions, at seeking their interests and at decision making processes.

As a result to the above, a total of **112 women participated** at the workshop as follows:

- For the first workshop (6-7/02/2020), the total number of participants was **27** out of which 10 were politicians, 10 candidates, 3 engaged with politics and 4 that generally participate in public debates<sup>2</sup>.
- For the second workshop (14-15/02/2020), the total number of participants was **20** out of which 6 were politicians, 8 candidates, 5 engaged with politics and 1 that generally participates in public debates.
- For the third workshop (17-18/06/2020), the total number of participants was **36** out of which 8 were politicians, 9 candidates, 1 engaged with politics and 11 that participate in public debates.
- For the fourth workshop (22-23/06/2020), the total number of participants was **29** out of which 4 were politicians, 6 candidates, 5 engaged with politics and 4 that participate in public debates.

In order to better formalize the contents of the workshop, there has been noted the participants age, educational level and their previous participation in trainings with similar thematic.

- There was observed that all age groups were represented. In particular **7% was up to 30 years old, 37% belonged to the age group od 31-40, 30%**

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<sup>2</sup> As union participants, union members, board participants, layers, researchers, participate in interest groups etc

**belonged to the age group of 41-50 and the 26% was 50 years old and older.** By that it can be derived that the women that participate in the political life start to find interesting to attend these types of workshop after their 30s.

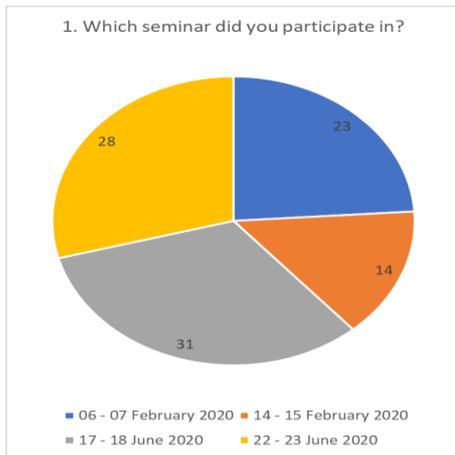
- Regarding their education level, the majority of **52% holds a Master's degree, while the 27% is a bachelor degree holder. To be noted that a percent of 15% either did not respond in that question or stated "other". A final 6% holds a PhD.** It is observed that women interested in politics and in participating in these workshops have a tertiary level of educational background.
- Finally, the vast majority of **83% stated that they have never participated in a similar workshop**, a very significant percent that reveals the need for the conduct of the seminars under this thematic. For the rest 17% that have attended similar trainings, the topics covered concerned
  - communication skills and public speaking
  - equality and gender
  - feminism
  - sexism in primary school books
  - women and politics

## **4 Participants' evaluation of training activities**

After the finalization of the workshop the participants were invited to fill in an evaluation form so as to assess the general organisation of the training. The majority of the evaluation questions were multiple choice and the form designed, included questions regarding three aspects of the training process:

- overall evaluation of the quality of the seminar
- evaluation of educational program
- evaluation of practical exercises of the program

Out of the 112 total participants, **96 completed the evaluation form**, a respectable response rate, indicating that the workshop met their expectations and this is reflected to the evaluation provided.



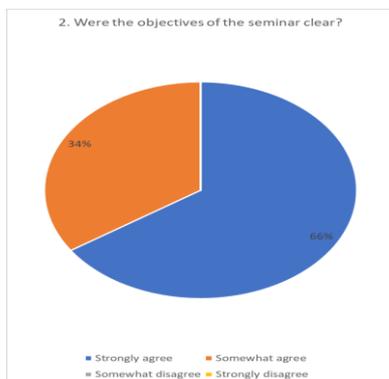
Out of the 96 total women participants that answered the evaluation questionnaire:

- 23 attended the first workshop
- 14 attended the second workshop
- 31 attended the third workshop
- 28 attended the fourth workshop

In general, the number of filled forms in relation to the overall number of those who participated in the training activities is very well represented. Overall, the results signify that the workshop met its goals, and the activities met their objective of empowering women that participate in public debates.

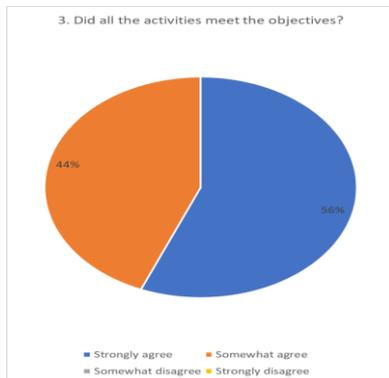
#### 4.1 Overall evaluation of the quality of the seminar

This section provides information regarding the general evaluation of the quality of the seminar. It can be concluded that the participants were overall satisfied as there are not many variations in the answers of the respondents.

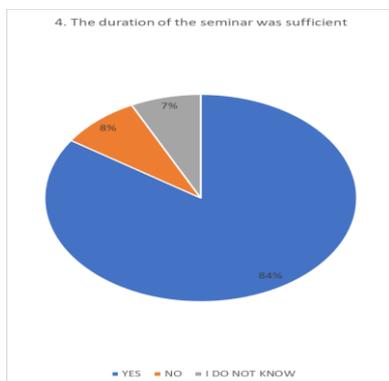


Admittedly, the objectives set in the workshop were met to a large extent. Specifically, 34% of the participants agree that the objectives were met satisfactorily, while the majority of 66% completely agree that the objectives of the workshop were clear.

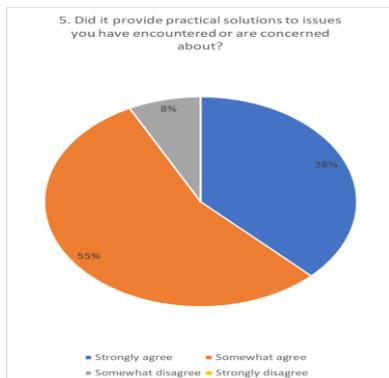
### D3.4. Evaluation report for women candidates



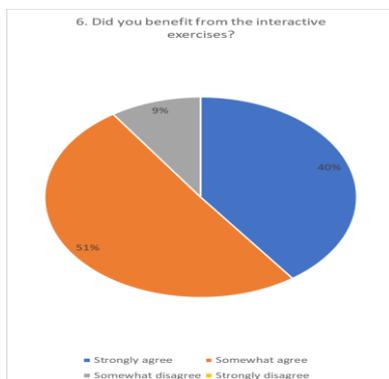
From the same point of view, they were asked whether the actions of the workshop served its purposes. Respectively, 44% of the participants believe that activities worked complementary to the objectives of the workshop, while 56% absolutely agree that the actions complemented the workshop so as to meet its goals.



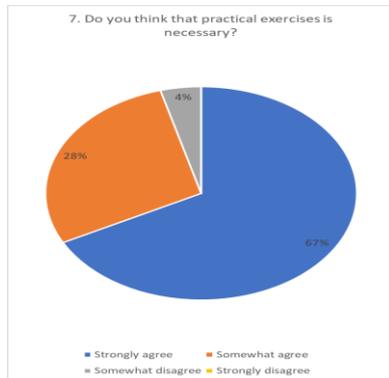
The vast majority of the participants at 84% stated that the duration of the seminar was sufficient.



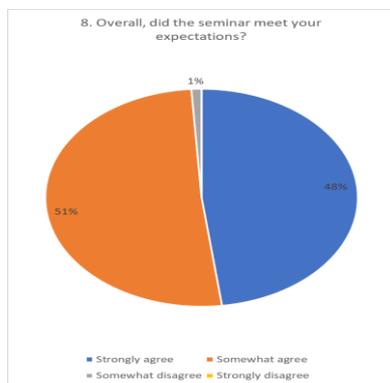
The majority of the participants strongly agreed at 38% or agreed at 55% that the workshop provided practical solutions to issues encountered in the past relevant to gender. Another 8% stated that it somewhat disagrees. As of general confess, the participants were given the opportunity to express their opinions and share their experiences.



Corresponding percentages appear in the question about the practical usefulness of the exercises. The 40% strongly agreed and the 51% agreed that they benefited from the practical exercises. Though, there is a 9% that slightly disagrees, possibly due to the fact that they wanted even more interactive exercises.



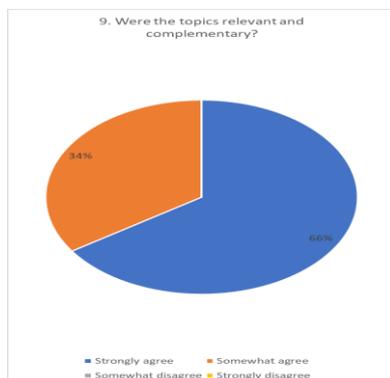
The last statement is verified in question 7 were it is stated the importance of the practical exercise. In fact, the majority of 67% believes that practical exercises are very important, the 28% somewhat important, while there is a small percent of 4% that disagrees that practical exercises are necessary.



In general, the participant believe that the workshop met their expectations. In particular, the 51% agrees and the 48% absolutely agrees on that statement.

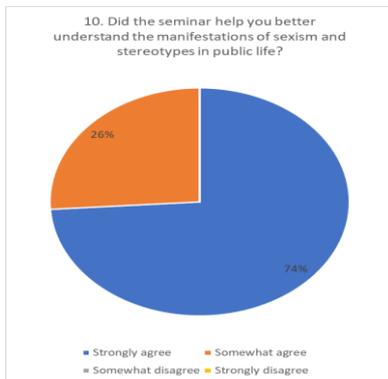
## 4.2 Evaluation of educational program

The participants were invited to assess the learning process of the workshop in terms of the topics, the material, indirectly the way of teaching and to recognize the skills offered through it.

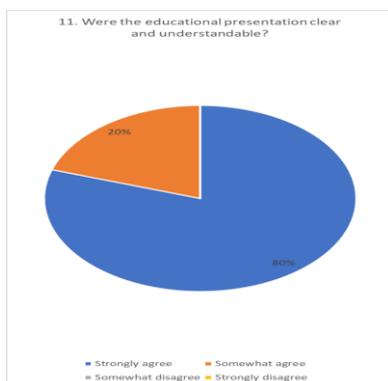


The respondents stated that the topics were indeed relevant and complementary to each other. In particular the majority 66% strongly agreed on that statement. The agenda in fact was constructed in that way so that in the begging to understand the main concepts related to sexism and stereotypical behavior, identify and isolate cases and gradually learn how to react.

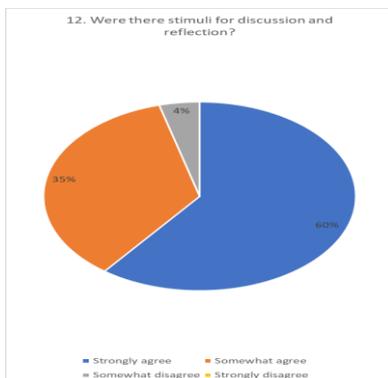
### D3.4. Evaluation report for women candidates



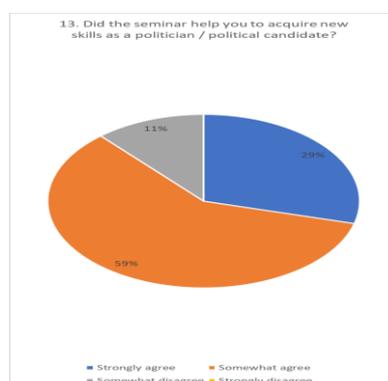
This question regarding the level of understanding on the manifestations related to gender was a very important one. Luckily, the vast majority of 74% strongly agreed that the workshop indeed helped them to understand the aspects of sexism and stereotypical behaviours in the public sphere.



In addition, the educational material and the presentation were rated rather high by the participants. 80% absolutely agree that both the teachers and the material were clear enough to make it easier for them to recognize and then deal with the behaviors they are receiving due to their gender.



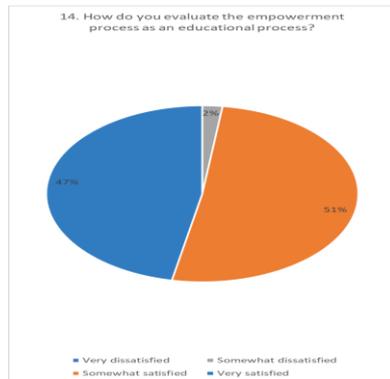
Also, the workshop participants stated that in fact there was stimuli for discussion. The majority of 60% strongly agreed to this statement, a 35% agreed and there was a 4% that they would prefer to have more opportunities for dialogue.



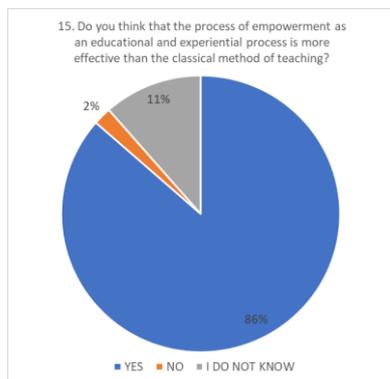
Finally, the 59% agrees that the workshop helped them acquire new skills as a politician/ candidate, the 29% strongly agrees in that statement and there is a 11% that disagrees. Even though the majority only gained from the workshop, there is an important percent (11%) that did not stay totally satisfied. This gives impetus to the more efficient implementation of future workshops on this topic, while the final comments of the participants will be taken into account.

### 4.3 Evaluation of practical exercises of the program

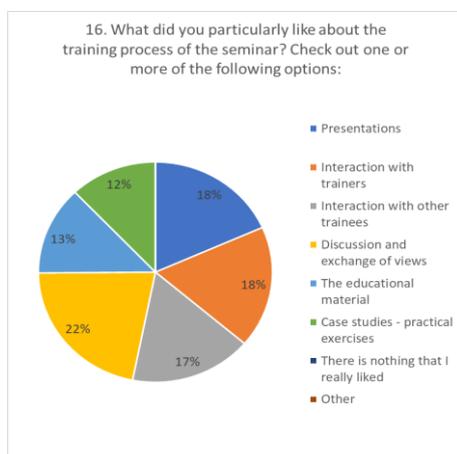
The final section concerns the extent the use of practical exercises assisted in the learning process. Mainly because the workshop aimed to be interactive, this section is equally integral and works in conjunction with the previous sections.



In general, the participants stated that they found the empowerment and training process satisfied at 51% and very satisfied at 47%. In a 2-days workshop it is very challenging to alter ways of thinking, and for that reason the project team has made available educational material to the participants so as this empowerment process to continue after the finalisation of the workshop.



Gladly, the vast majority of 86% stated that the process of empowerment through interaction as an educational and experiential process is more effective than the classical method of teaching, a conclusion derived also from the formation of the workshop.

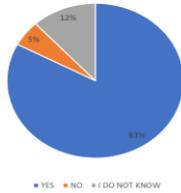


In the question regarding what the participants liked about the training process of the workshop, there is no specific answer that stands out. But even so by order of priority they mostly preferred the following:

- Discussion and exchange of views (22%),
- Presentations (18%),
- Interaction with trainers (18%),
- Interaction with trainees (17%),
- educational material (13%) and
- Case studies - practical exercises (12%).

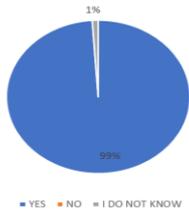
#### D3.4. Evaluation report for women candidates

17. Was the venue of the seminar suitable for this purpose and comfortable?



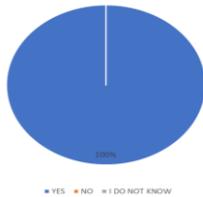
The majority of 83% stated that they were generally satisfied by the venue.

18. Overall, was the organization of the seminar satisfactory?



The vast majority found the organisation of the seminar satisfactory.

19. Would you like to participate in similar seminars in the future?



All the respondents stated that they would like to participate in similar seminars in the future.

20. Would you suggest to your colleagues to attend the seminar?



All the respondents stated that they would suggest to their colleagues to attend the workshop.

Finally, there was an open question at the end so the participants and respondents of the questionnaire to add relevant ideas for similar actions, to make any suggestions that they think necessary or to feel free and add any comments. This section offered suggestions regarding the improvement of the workshop. The answers were grouped and are presented below:

- To share guidelines of “safe spaces” in the beginning of the workshop so as the participants to feel more constable to share their expertise.
- To have a greater balance between explanation of theory, conduct of practical exercises and development (as much as possible) of case studies.

- Already elected politicians to attend and share their experiences and proposals in order to better understand the dimension of phenomena and the normalization of sexism in public discourse.

#### 4.4 Participants quotations

The training process was very interesting to follow, since, in the beginning the participants were very reluctant at expressing themselves, but as the training continued, the empowerment and learning through experience was obvious. In order to identify the impact that this training process had to the participant, they were asked to write down a few words, explaining what was the greatest benefit for them. These quotations are presented below and reveal the impact of the training:

*This seminar was very useful for me because it revealed aspects of everyday politics that I had not realized. Even the language of the legislation I could not imagine how many "pitfalls" it includes...*

*We live in a male-dominated society and many actions are considered as standards, as many everyday phrases are accepted by both sexes and in fact, we often joke with them, without realizing that we are turning against our gender. Through the seminar we understood their deeper meaning, as well as what would be the right way of expression. The examples we have worked on have given us the opportunity to delve into and reflect on practices of political life and publicity. We also got ideas for ways to respond and deal with*

*struggles and in fact through extremely adverse conditions, something that should encourage us to continue today.*

*I would say that this seminar was a start. I feel that even women in politics do not suspect how much of what we live is sexist. The small participation may be indicative, that they think that since we have acquired some rights and qualifications, the position we deserve in society is a given. Unfortunately, we still have a long way to go to understand the equal position of women in society and in politics.*

*May the seminar be repeated often, until all women in politics realize these obstacles and how to deal with them, so that they feel strong and do not unwittingly become those obstacles to other women. It would be even more*



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*sexist behaviours from journalists and political opponents who seek to reduce and prevent - through a sense of incompetence - participation in politics.*

*Interesting was the historical background that reminded us that women's rights were won through great*

*Our discussions on both days were really very useful and deconstructive! Thank you very much, both for the event and for the material!*

***Theodora, former MP candidate***

*Thank you all very much for the material but also for the interesting discussions! If the series is repeated, I would like to watch it again in the future!*

***Memnia, Public Person and Activist***

*Wonderful work done in order to enjoy and benefit from the two-day seminar we attended. It was really an experience that has personally left an important and quality imprint on me. Thanks again for the opportunity to participate and I look forward to taking part in one of your organization's next activities".*

***Vagia, generally involved in public debates***

*effective if it had more experiential workshops.*

***Eygenia, Mandated municipal councillor, candidate***

*I think mainly theoretical issues about sexism and historical backgrounds were developed. Even though specific statements from a certain political ideology was heard, the workshop did not contain (even eliminate the expression of) ideologies and political parties. Focus was given on the woman of 2020 and strengthen her role in the modern social, economic, political context. Woman, Lady, educated, dynamic, strong but at the same time a parent. Sexism must first be eliminated by women themselves towards women with hateful and vicious comments. Also, sexist expression reveals a poor mentality, and as we know the value system is deeply rooted and difficult to change. Especially in Greece, we must highlight the woman who coexists equally with the man in the Greek family and society.*

***Anonymous***

## **5 Conclusions and recommendations for future activities**

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. The participants confirmed the added value of the information provided and the discussions that emerged.

Overall, the results signify that the workshop met its goals, and the activities met their objective of empowering women that participate in public debates. Participants found that the duration of the workshop was sufficient and provided practical solutions to issues that they were concerned about regarding their participation in the public sphere. A significant number of the participants consider that the workshop provided practical and comprehensive solutions to issues encountered due to their sex and helped them better understand the manifestations of sexism and stereotypes in public life. Finally, the participants pointed that the interactive process with examples and case studies as an educational process is satisfying and necessary. Finally, the comments of the participants were taken into account pointing the need to include more systematic trainings sessions and in an online format, to adjust for other -and perhaps more diverse- groups engaging with the public sphere, add as many case studies as possible addressing issues of discrimination towards women and maintain the issue of gender disclination high in the policy agenda.

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 also a mixed group of participants. Proposals also were made to open up the discussion to the LGBTQIA+ community regarding issues of gender discrimination and sexism, and therefore a need to focus more on such marginalized groups.
- In addition to that, it was highlighted to open these discussions at schools that is a source of discrimination and also to give more effort to information and dissemination.



#### D3.4. Evaluation report for women candidates

- The obstacle of COVID revealed perspective of conducting the trainings on an online format. This online implementation allows a remote participation of the periphery, that is usually excluded due to distance from these activities. The training of people of the island areas that do not have access to the decision-making centres of the capital should not be degraded or side-lined. The possibility of distance education should be promoted and strengthened otherwise it is not aligned with any spirit of progress and 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 that are not easily kept high in public and media agendas such as gender/sexual discrimination and sexism.

## 6 Appendix I: Evaluation form



### Φύλλο αξιολόγησης βιωματικού εργαστηρίου

#### Γυναίκες πολιτικοί:

#### Επικοινωνιακές δεξιότητες για την αντιμετώπιση του σεξισμού στη δημόσια ζωή

Οδηγίες συμπλήρωσης: παρακαλώ επιλέξτε σημειώνοντας με  ή X στην κατάλληλη απάντηση

1. Σε ποιο σεμινάριο συμμετείχατε;

17 - 18 Ιουνίου 2020  22 - 23 Ιουνίου 2020

#### ΣΥΝΟΛΙΚΗ ΑΠΟΤΙΜΗΣΗ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΟΥ ΣΕΜΙΝΑΡΙΟΥ

2. Ήταν οι στόχοι του σεμιναρίου σαφείς;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

3. Το σύνολο των εισηγήσεων ανταποκρινόταν στους στόχους;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

4. Η διάρκεια του σεμιναρίου ήταν επαρκής;

ΝΑΙ  ΟΧΙ  ΔΕΝ ΞΕΡΩ

5. Παρέχει πρακτικές λύσεις σε θέματα που έχετε αντιμετωπίσει ή σας απασχολούν;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

6. Αποκομίσατε οφέλη από τις πρακτικές ασκήσεις; (εάν υπήρχαν)

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

7. Πιστεύετε ότι η πρακτική άσκηση είναι απαραίτητη;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

9. Οι θεματικές παρουσιάζουν μεταξύ τους συνάφεια και συμπληρωματικότητα;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

#### ΑΠΟΤΙΜΗΣΗ ΕΙΣΗΓΗΣΕΩΝ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ

9. Οι θεματικές παρουσιάζουν μεταξύ τους συνάφεια και συμπληρωματικότητα;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

10. Σας βοήθησε το σεμινάριο να κατανοήσετε καλύτερα τις εκφάνσεις του σεξισμού και των στερεοτύπων στην δημόσια ζωή;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

11. Οι εισηγήσεις ήταν σαφείς και κατανοητές;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

12. Δόθηκαν ερεθίσματα για συζήτηση και προβληματισμό;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

13. Σας βοήθησε το σεμινάριο να αποκτήσετε νέες δεξιότητες ως πολιτικός/υποψήφιος πολιτικός;

ΠΟΛΥ  ΑΡΚΕΤΑ  ΛΙΓΟ  ΚΑΘΟΛΟΥ

#### ΑΠΟΤΙΜΗΣΗ ΠΡΑΚΤΙΚΩΝ ΑΣΚΗΣΕΩΝ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ

14. Πως αξιολογείτε την διαδικασία ενδυνάμωσης ως εκπαιδευτική διαδικασία;

ΚΑΚΗ  ΜΕΤΡΙΑ  ΙΚΑΝΟΠΟΙΗΤΙΚΗ  ΕΞΑΙΡΕΤΙΚΗ

15. Θεωρείτε ότι η διαδικασία ενδυνάμωσης ως εκπαιδευτική διαδικασία είναι πιο αποτελεσματική από την κλασική μέθοδο διδασκαλίας;

ΝΑΙ  ΟΧΙ  ΔΕΝ ΞΕΡΩ

16. Τι σας άρεσε ιδιαίτερα στην εκπαιδευτική διαδικασία του σεμιναρίου; Σημειώστε μία ή περισσότερες από τις ακόλουθες επιλογές:

Παρουσιάσεις

- Αλληλεπίδραση με τους άλλους εκπαιδευόμενους
- Συζήτηση και ανταλλαγή απόψεων
- Το εκπαιδευτικό υλικό
- Οι μελέτες περίπτωσης – πρακτικές ασκήσεις
- Δεν υπάρχει κάτι στην που να μου άρεσε ιδιαίτερα
- Άλλο

17. Ο χώρος διεξαγωγής του σεμιναρίου ήταν κατάλληλος για το σκοπό αυτόν και άνετος;

ΝΑΙ  ΟΧΙ  ΔΕΝ ΞΕΡΩ

18. Συνολικά, η οργάνωση του σεμιναρίου ήταν ικανοποιητική;

ΝΑΙ  ΟΧΙ  ΔΕΝ ΞΕΡΩ

19. Θα θέλατε να συμμετάσχετε σε παρόμοια σεμινάρια στο μέλλον;

ΝΑΙ  ΟΧΙ  ΔΕΝ ΞΕΡΩ

20. Θα προτινάτε σε συναδέλφους σας να παρακολουθήσουν το σεμινάριο;

ΝΑΙ  ΟΧΙ  ΔΕΝ ΞΕΡΩ

21. Προσθέστε άλλες ιδέες / προτάσεις / σχόλια

**ΣΑΣ ΕΥΧΑΡΙΣΤΟΥΜΕ ΓΙΑ ΤΗ ΣΥΜΜΕΤΟΧΗ ΚΑΙ ΓΙΑ ΤΑ ΣΧΟΛΙΑ ΣΑΣ**



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Σελ. 1

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Σελ. 2

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Σελ. 3

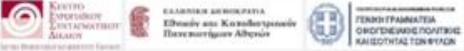
## 7 Appendix II: workshops agenda (offline and online)



**ΒΙΩΜΑΤΙΚΟ ΕΡΓΑΣΤΗΡΙΟ**

*Γυναίκες πολιτικοί: Επικοινωνιακές δεξιότητες για την αντιμετώπιση του σεξισμού στη δημόσια ζωή*

<b>Αθήνα</b>	• 6 & 7/02/2020
	• 14 & 15/02/2020
<b>Θεσσαλονίκη</b>	• 12 & 13/03/2020
	• 20 & 21/03/2020



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**ΠΡΟΓΡΑΜΜΑ ΒΙΩΜΑΤΙΚΟΥ ΕΡΓΑΣΤΗΡΙΟΥ**

**Γυναίκες πολιτικοί:**  
Επικοινωνιακές δεξιότητες για την αντιμετώπιση του σεξισμού στη δημόσια ζωή

Αθήνα, Φεβρουάριος 2020 Ξενοδοχείο Τρίνα	Θεσσαλονίκη, Μάρτιος 2020 Excelsior Hotel
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**Ημέρα 1<sup>η</sup>**

09.00 – 09.15	Προσέλευση και Εγγραφές
09.15 – 09.30	Εισαγωγή στο έργο Gender Public Debate, <i>Ηλέκτρα Σιμισή</i>
09.30 – 12.30	1 <sup>η</sup> Ενότητα: Αν θες να το αντιμετωπίσεις, πρέπει να το εντοπίσεις
	Μαρία Στρατηγάκη, Κατερίνα Λουκίδου
	- Εννοιολογική προσέγγιση και οριοθέτηση σεξισμού.
	- Εντοπισμός σεξιστικών και στερεοτυπικών συμπεριφορών στο δημόσιο λόγο.
	(με ολιγόλεπτο διάλειμμα)
12.30 – 13.30	<b>Διάλειμμα</b>
13.30 – 14.45	2 <sup>η</sup> Ενότητα: Αν το εντοπίσεις, θα το αντιμετωπίσεις .. στα μέσα κοινωνικής δικτύωσης και στα νομικά κείμενα
	Μαρία Μουσαμούτη, Σοφία Κανασούτη
	- Η έκφραση σεξιστικών και στερεοτυπικών συμπεριφορών στα μέσα κοινωνικής δικτύωσης και στο διαδικτυακό.
	- Σεξισμός, στερεοτυπικός λόγος και η αναπαραγωγή του στα νομικά και διοικητικά κείμενα: ανάλυση περιπτώσεων.
	(με ολιγόλεπτο διάλειμμα)
14.45 – 17.00	<b>Σκόπας - Απολογισμός</b>



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**ΠΡΟΓΡΑΜΜΑ ΒΙΩΜΑΤΙΚΟΥ ΕΡΓΑΣΤΗΡΙΟΥ**

**Γυναίκες πολιτικοί:**  
Επικοινωνιακές δεξιότητες για την αντιμετώπιση του σεξισμού στη δημόσια ζωή

Αθήνα, Φεβρουάριος 2020 Ξενοδοχείο Τρίνα	Θεσσαλονίκη, Μάρτιος 2020 Excelsior Hotel
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**Ημέρα 2<sup>η</sup>**

09.00 – 09.30	Προσέλευση και Εγγραφές
10.00 – 12.00	3 <sup>η</sup> Ενότητα: Αν το εντοπίσεις, θα το αντιμετωπίσεις .. στο ραδιόφωνο και στην τηλεόραση
	Δέσποινα Χρονάκη
	- Η διάσπαση του φύλου στα Μέσα Μαζικής Ενημέρωσης: Πρότυπα και στερεότυπα.
	(με ολιγόλεπτο διάλειμμα)
12.00 – 13.00	<b>Διάλειμμα</b>
13.00 – 16.00	4 <sup>η</sup> Ενότητα: Μετά από εδώ.. π:
	Αχιλλέας Καραδημητρίου, Μιχαήλ Ταστσόγλου
	- Βασικές τεχνικές επικοινωνίας.
	- Οδηγός και συμπεράσματα μέσω βιογραφικής άσκησης.
	(με ολιγόλεπτο διάλειμμα)
16.00 - 16.30	Συζήτηση – Σύνοψη



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## D3.4. Evaluation report for women candidates

**ONLINE ΒΙΩΜΑΤΙΚΟ ΕΡΓΑΣΤΗΡΙΟ**

**Γυναίκες Πολιτικοί:**  
Αρετές και υποψήφιος

Επικοινωνιακές δεξιότητες για την αντιμετώπιση του σεξισμού στη δημόσια ζωή

17 & 18 Ιουνίου (Τετάρτη - Πέμπτη) ή 22 & 23 Ιουνίου (Δευτέρα - Τρίτη).  
Ωρα 16.00 - 20.00.

ΕΥΡΩΠΑΪΚΟ ΚΕΝΤΡΟ ΓΥΝΑΙΚΕΩΝ ΚΑΙ ΠΟΛΙΤΙΚΩΝ ΔΕΛΦΩΝ  
ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΓΥΝΑΙΚΕΩΝ ΚΑΙ ΠΟΛΙΤΙΚΩΝ ΔΕΛΦΩΝ

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**ΠΡΟΓΡΑΜΜΑ ONLINE ΒΙΩΜΑΤΙΚΟΥ ΕΡΓΑΣΤΗΡΙΟΥ**

**Γυναίκες Πολιτικοί:**  
Αρετές και υποψήφιος

Επικοινωνιακές δεξιότητες για την αντιμετώπιση του σεξισμού στη δημόσια ζωή

**Ημέρα 1η**

14.00 - 17.30 1η Ενότητα: Αν θές να το αντιμετωπίσεις, πρώτα να το εντοπίσεις  
Μαρία Στρατηγάκη, Κατερίνα Λουκίδου

- Εννοιολογική προσέγγιση και οριοθέτηση σεξισμού.
- Εντοπισμός σεξιστικών και στερεοτυπικών συμπεριφορών στο δημόσιο λόγο.

17.30 - 20.00 2η Ενότητα: Αν το εντοπίσεις, θα το αντιμετωπίσεις ... στο μέσο κοινωνικής δικτύωσης και στα νομικά κείμενα  
Μαρία Μουσαμούτη, Σοφία Καναούτη

- Η έκφραση σεξιστικών και στερεοτυπικών συμπεριφορών στα μέσα κοινωνικής δικτύωσης και στο διαδίκτυο.
- Σεξισμός, στερεοτυπικός λόγος και η αναπαραγωγή του στα νομικά και διοικητικά κείμενα: ανάλυση περιπτώσεων.

**Ημέρα 2η**

14.00 - 17.30 3η Ενότητα: Αν το εντοπίσεις, θα το αντιμετωπίσεις ... στο ραδιόφωνο και στην τηλεόραση  
Δέσποινα Χρονάκη

- Η διάσπαση του φύλου στα Μέσα Μαζικής Ενημέρωσης: Πρότυπα και στερέοτυπα.

17.30 - 20.00 4η Ενότητα: Μετά από εδώ... κτ.  
Αχίλλας Καραδημητρίου, Μιχαήλ Ταστσόγλου

- Βασικές τεχνικές επικοινωνίας.
- Οδηγός και συμπέρασμα μέσω βιωματικής άσκησης.

ΕΥΡΩΠΑΪΚΟ ΚΕΝΤΡΟ ΓΥΝΑΙΚΕΩΝ ΚΑΙ ΠΟΛΙΤΙΚΩΝ ΔΕΛΦΩΝ  
ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΓΥΝΑΙΚΕΩΝ ΚΑΙ ΠΟΛΙΤΙΚΩΝ ΔΕΛΦΩΝ

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### D3.4. Evaluation report for women candidates

#### Λίγα λόγια για το έργο



Στόχος του έργου "Capacity building for women candidates and media stakeholders in public debates in Greece — GENDER PUBLIC DEBATE" είναι η ενίσχυση της ικανότητας 100 γυναικών πολιτικών και υποψηφίων να εντοπίζουν και να ανταποκρίνονται σε περιστατικά σεξισμού και διακρίσεων στις δημόσιες συζητήσεις και να τις αντιμετωπίζουν δημόσια και η ευαισθητοποίηση 120 εργαζομένων/ουσ δημοσιογράφων, bloggers) στον εντοπισμό, στην αντιμετώπιση και στην πρόληψη του σεξισμού και των διακρίσεων λόγω φύλου στα μέσα ενημέρωσης ενώ παράλληλα αυξανόμε την ικανότητα τους να αντιμετωπίζουν τέτοιου είδους περιστατικά και να προωθούν πρότυπα ισορροπημένης δημοσιογραφίας.

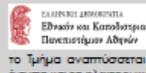
Περισσότερες πληροφορίες για το πρόγραμμα είναι διαθέσιμες στην ηλεκτρονική διεύθυνση [www.gpd.eu](http://www.gpd.eu)

Το έργο συγχρηματοδοτείται από το Πρόγραμμα Δικαιώματα, Ισότητα, Ιθαγένεια (Rights, Equality and Citizenship) της Ε.Ε.

#### Φορείς Υλοποίησης



Το Κέντρο Ευρωπαϊκού Συνταγματικού Δικαίου - Ίδρυμα Θεμιστοκλή και Δημήτρη Τσάτσου (ΚΕΔΑ) είναι ένα από τα πιο δραστήρια ευρωπαϊκά ερευνητικά ιδρύματα. Στόχος του είναι να συμβάλει στην προαγωγή των δημοκρατικών θεσμών και του κοινωνικού κράτους δικαίου, στην εμβάθυνση της ευρωπαϊκής ενσωμάτωσης και στην ενίσχυση της διεθνούς συνεργασίας με αφορμή στις πολιτικές ιδιαιτερότητες κάθε κράτους. Σκοπό του Κέντρου αποτελεί, ειδικότερα, η θεωρητική και εφαρμοσμένη επιστημονική έρευνα στα πεδία του ελληνικού, ευρωπαϊκού και συγκριτικού δημοσίου δικαίου, των θεσμών και των δημοσίων πολιτικών, η παροχή θεσμικής υποστήριξης σε δημόσιους φορείς στην Ελλάδα, σε αναπτυσσόμενες χώρες και στα κράτη-μέλη της Ευρωπαϊκής Ένωσης καθώς και η ενημέρωση και ευαισθητοποίηση της κοινωνίας για τις εξελίξεις στον ευρωπαϊκό χώρο.



Το Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, **Τμήμα Επικοινωνίας και ΜΜΕ** είναι ένα από τα νεότερα τμήματα του παλαιότερου και μεγαλύτερου πανεπιστημίου της χώρας. Τα τελευταία είκοσι έτη χρόνια το Τμήμα αναπτύσσεται συνεχώς, ενώ ένας μεγάλος αριθμός φοιτητών/ών του ξεχωρίζουν στα έντυπα και τα ηλεκτρονικά μέσα, στην έρευνα και άλλες δραστηριότητες στην ελληνική κοινωνία και τον πολιτισμό. Το Πανεπιστήμιο διαθέτει Γραφείο Ισότητας και Φύλου, το οποίο είναι μια δομή που στοχεύει στην παρατήρηση και τη μελέτη θεμάτων που σχετίζονται με την ισότητα και την ίση μεταχείριση των φύλων και περιλαμβάνει τη διάσταση του φύλου στα προγράμματα σπουδών της.



Η Γενική Γραμματεία Οικονομικής Πολιτικής και Ισότητας των Φύλων (ΓΓΟΠ) είναι δημόσιος φορέας που εποπτεύεται από το Υπουργείο Εργασίας, Κοινωνικής Ασφάλισης και Κοινωνικής Προστασίας από τον Ιούλιο του 2019. Είναι μια κυβερνητική υπηρεσία αρμόδια για το σχεδιασμό, την εφαρμογή και την παρακολούθηση της εφαρμογής των πολιτικών σχετικά με την ισότητα μεταξύ γυναικών και ανδρών σε όλους τους τομείς. Αποστολή της είναι να σχεδιάζει, να εφαρμόζει και να παρακολουθεί την εφαρμογή πολιτικών για την ισότητα μεταξύ γυναικών και ανδρών σε όλους τους τομείς, προωθώντας συγκεκριμένα την υλοποίηση της νομικής και ουσιαστικής ισότητας των φύλων σε όλους τους τομείς της κοινωνικής, πολιτικής και οικονομικής ζωής.



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στα Μέσα και ηθική και ΜΜΕ. Από το 2007 συμμετείχε ως ερευνήτρια σε διαφορετικά εθνικά, ευρωπαϊκά και διεθνή ερευνητικά δίκτυα και προγράμματα (π.χ. EU Kids Online, GR Kids Go Online, REVERT, ARC Discovery Projects).

Για περισσότερες λεπτομέρειες βλ. <http://en-voa-gr.academia.edu/DespinaChronaki>



Ο **Αχιλλέας Καραδημητρίου** είναι κάτοχος Διδακτορικού στην Πολιτική & Οργάνωση της Τηλεόρασης από το Τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης του Πανεπιστημίου Αθηνών (με Υποτροφία του Ιδρύματος Έλληνικών Υποτροφιών). Στο ίδιο τμήμα έχει ολοκληρώσει τις προπτυχιακές του σπουδές (Τμήμα Επικοινωνίας και ΜΜΕ) και έχει ειδικωθεί στην τηλεόραση, κατέχοντας μεταπτυχιακό τίτλο σπουδών (MA Television Studies) του University of Wales- Aberystwyth (με υποτροφία του Κοινωφελούς Ιδρύματος Αλέξανδρος Σ. Ουάσσι). Είναι επιστημονικός συνεργάτης του τμήματος Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης του Πανεπιστημίου Αθηνών και δόσκα των μαθημάτων «Ευρωπαϊκή Ανάλυση Επικοινωνιακών Συστημάτων» και «Παραγωγή Οπτικοακουστικού Περιεχομένου». Τα ερευνητικά του ενδιαφέροντα αφορούν την οργάνωση και πολιτική του ραδιο/επιστημονικού πεδίου, τις αναπαραστάσεις πολιτικών θεμάτων στα Μέσα ενημέρωσης καθώς και την εξέλιξη των νέων Μέσων επικοινωνίας. Επίσης, εργάζεται ως δημοσιογράφος/επιστημονικός συνεργάτης στο Κέντρο Ευρωπαϊκού Συνταγματικού Δικαίου - Ίδρυμα Θεμιστοκλή και Δημήτρη Τσάτσου, είναι υπεύθυνος επικοινωνίας και διδασκώνας του παιδαγωγικού προγράμματος «Είδη Πολίτες και Σύγχρονοι» καθώς και υπεύθυνος πολυμεσικού περιεχομένου της πύλης [www.virtuamwatch.gr](http://www.virtuamwatch.gr).



Ο **Μιχαήλ Τσοφάλλου** γεννήθηκε στη Νίκαια και σπούδασε Επικοινωνία και ΜΜΕ στο Πανεπιστήμιο Αθηνών. Ως υποψήφιος του ΙΚΥ ολοκλήρωσε τη διδακτορική του διατριβή με θέμα την ιδεολογία και δη το νεοφιλελευθερισμό. Έχει ασχοληθεί με δεκάδες κοινωνικές έρευνες, είτε επιστημονικά (Εργαστήριο Κοινωνικών Ερευνών στο ΜΜΕ του ΚΕΠΑ), είτε δημοσιογραφικά (Ελληνική Στατιστική Αρχή). Τα αντικείμενά του είναι η ιδεολογία, η Ανάλυση Λόγου, η πολιτική ψυχολογία και η διαχείριση κρίσεων, ενώ δίδασκε θεωρίες επικοινωνίας, λόγο και διεθνείς θεσμούς στα Διπλώσια ΙΕΚ.



Η **Νικόλετα Σιμετί** είναι δάσκαρ στο Δίκαιο της ΕΕ, από το Νομικό Τμήμα του Δημοκριτείου Πανεπιστημίου Θράκης. Είναι πτυχιούχος του Τμήματος Πολιτικής Επιστήμης και Δημοσίας Διοίκησης του Πανεπιστημίου Αθηνών, με Μεταπτυχιακό στο Ευρωπαϊκό Δίκαιο από τη Νομική σχολή του Δημοκριτείου Πανεπιστημίου και Μεταπτυχιακό στο Public Policy and Human Development του Maastricht Graduate School of Governance - UNU Meff στην Ολλανδία. Η εργασιακή της εμπειρία στην υλοποίηση έργων που χρηματοδοτούνται από την ΕΕ συνδέεται από το ερευνητικό της ενδιαφέρον σε θέματα της ΕΕ όπως η Ευρωπαϊκή ολοκλήρωση, του κράτους δικαίου, η διακυβέρνηση και η διαδικασία λήμης αποφάσεων καθώς και θέματα ένταξης στην αγορά εργασίας και μετανάστευση. Είναι ερευνήτρια στο Κέντρο Ευρωπαϊκού Συνταγματικού Δικαίου - Ίδρυμα Θεμιστοκλή και Δημήτρη Τσάτσου (CECL).



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