



# HEY PEOPLE!

## ANALYSIS OF TRAINING RESULTS

WP2 - Analysis of representation and self-representation  
of women and gender roles in social media

### FINAL REPORT



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## 1. INTRODUCTION: METHODOLOGICAL PREMISES

The local workshops with young people were realized in 5 partner territories (IT, DE, BG, GR, SW) to test the intervention model defined in in WP2- Task 2.1.

In each country, two different groups of young people of 15 members each (except in Germany where only one group was created), were involved in the activities. The target group consisted of young people aged between 16-25, from local associations and schools.

Each group was supervised by 2/3 facilitators who attended the training on the Intervention Model. In all partner countries the groups of young people were involved in a workshop of 8 sessions dealing with the following topics, as set out in the Intervention Model:

- Session n.1 - Rethinking Gender: A Closer Look at Stereotypes in the Workplace and Media
- Session n.2 - Mindset Shifts: Uncovering the Impact of Social Media on Young People's Perception
- Session n.3 - Cracking the Code: Understanding the Mechanics of Social Media Language and Functionality
- Session n.4 - Bridging the Gender Gap: Best Practices for Gender-Inclusive Communication in the Workplace
- Session n.5 - Ecosystem Players: Spotlighting Key Actors in Shaping Change
- Session n.6 - Beyond pink and blue: Strategies for Creating Gender-Neutral Narratives
- Session n.7 - Create a toolbox to face the labour market
- Session n.8 - What's next?

During each sessions facilitators used the guidelines, examples and materials provided in the final version of the Intervention Model, as defined by the partnership.

To assess the effectiveness of the model and collect feedback from participants three different types of surveys were carried out:

- 1) a pre and post-survey for young people who attended the workshop
- 2) a pre/post-survey for educators/facilitators involved in the “training of trainer” at the local level, to transfer the intervention strategy
- 3) a pre/post-survey for the teachers/facilitators, and a pre/post expectation survey for educators involved in the implementation of workshops with young people

This report will present the analysis and feedback data from all the country reports in comparison to best cases.

## 2. OVERVIEW OF MAIN RESULTS

### ARETES (IT).

In Italy, workshops engaging young people were conducted at two distinct high schools within the Province of Modena: the Scientific Lyceum "Manfredo Fanti" in Carpi. The workshop sessions occurred on various dates, including October 28th, November 9th, November 17th, November 27th, December 4th, December 12th, December 20th, and December 21st. Two facilitators led these sessions: Tiziana Venturi, a Media Educator, and Laura Parenti, also a Media Educator. The workshops at the first school involved 24 participants, while the second school had 21 participants, totaling 45 young individuals. Each workshop consisted of eight sessions, spanning a total of 16 sessions, with each session lasting four hours.

### DATEY (DE)

The Youth Workshops in Germany took place on January 18th and January 25th, 2024, at BBS Kusel, located at Am Roßberg 1, 66869 Kusel. However, due to inclement weather, some initially planned dates had to be rescheduled, impacting the attendance numbers. The facilitator for these workshops was Maria McPherson, with support from teachers Mrs. Michaela Schönborn and Mr. Martin Schmitt. The number of participants varied across the two sessions; on January 18th, only 7 students were present, as the session was postponed from January 17th due to low attendance caused by inclement weather and statewide bus strikes. In contrast, on January 25th, the workshop saw a higher turnout with 24 students participating. Despite the scheduling challenges, all sessions of the Intervention Model were successfully conducted over the two days, totaling approximately 16 hours of engagement.

### TFN (BG)

The training on the Transfer of the Interventional Model for youth workers, educators, and teachers took place on September 1st and 2nd, 2023 in Bankya, Sofia, Bulgaria. Following this, three pilot groups in Bulgaria implemented the interventional model, with two groups in Pernik starting on September 30th, 2023, and December 3rd, 2023 respectively, and one group in Sofia commencing on January 22nd, 2024. Each pilot group consisted of 10 participants. The training was facilitated by a TFN representative, while the piloting groups were led by youth workers who had undergone the Transfer of the Intervention Model training, except for one group led directly by the TFN facilitator. In total, the training gathered 10 participants, while the pilot groups collectively involved 30 young individuals. The Transfer training comprised four seminars, each lasting at least 2 hours, supplemented by additional evening work sessions for practice and discussion. The piloting groups completed 8 sessions, with session durations varying between 2 and 3 hours based on group needs and session plans.

## D&I (GR)

The educator training sessions were conducted on October 19th and 21st, employing a hybrid approach with educators participating both physically at the D&I training premises in Athens and online. Fourteen trainers engaged in both days of training. For young people, separate sessions were organized for two groups, one in collaboration with the University of West Attica and the marketing and communication department, and the other at the Shelter for unaccompanied minors in Larissa. The first group, consisting of 39 individuals, attended sessions on November 23rd, 24th, and 25th, with the initial session held at the University of West Attica and the subsequent ones conducted online. The second group, comprising 15 young boys aged 16 to 18, participated in workshops for the HEYPEOPLE! Intervention Model at the shelter. Three facilitators coordinated all sessions to ensure successful implementation. Sessions with the University of West Attica lasted for three days, with the first held on-site for three hours and subsequent online sessions varying in duration. At the shelter, sessions were spread over four days, each lasting three hours, covering two sections of the Intervention Model per day as part of extra educational activities.

## EDC (SE)

The training of educators and trainers took place on 3rd and 4th October 2023. The sessions were conducted by Hans Andersson, at the generator in Stockholm, Sweden. All the 8 sessions were carried out the first 4 happening on the 3rd and the remaining 4 on the 4th. Each session was 2 hours long with breaks in between the sessions. The total number of educators/trainers trained was 10 people.

The training of young people took place in two different trainings. The first training had 16 young people and was facilitated by Haji Yousef and Maria Carlsson. They were carried out on 8th to 10th November 2023 at the generator Stockholm, Sweden. The sessions lasted between one and half to 2 hours. The second training also had 16 young people and was facilitated by Gina Manzila and Nejib Aden. It took place on 23rd, 24th, 30th November and 1st December 2023. The sessions mostly happened in the afternoon to be flexible to the schedules of the young people. All the 8 sessions were carried out and were 2 hours long with breaks in between.

Country	Training/Workshop Dates	Number of Participants	Total Session Duration
Italy	Oct 28 - Dec 21, 2023	45	16 sessions x 4 hours

Germany	Jan 18 & Jan 25, 2024	Session 1: 7 Session 2: 24	Approximately 16 hours
Bulgaria	Sept 1 - Jan 22, 2024	Training: 10, Piloting: 30	Training: 4 seminars x ≥2 hours, Piloting: 8 sessions x 2-3 hours
Greece	Oct 19 & 21, Nov 23-25, 2023	Educator Training: 14, Young People Group 1: 39, Young People Group 2: 15	Educator Training: 2-3 days, Young People Group 1: 3 days, Young People Group 2: 4 days
Sweden	Oct 3-4, Nov 8-10 & Nov 23 - Dec 1, 2023	Educator/Trainer: 10, Young People Group 1: 16, Young People Group 2: 16	Educator/Trainer: 2 hours each session, Young People Group 1 & 2: 8 sessions x 1.5-2 hours

### 3. COMPARISON BETWEEN COUNTRIES

#### 3.1 YOUNG PEOPLE.

Comparing the feedback from young people in Italy, Greece, Germany, Sweden, and Bulgaria reveals both commonalities and differences in their perceptions of gender stereotypes and the role of social media. In Italy, young people aged 16-18, predominantly female, spend an average of 3 hours a day on social media, favoring TikTok, Instagram, and YouTube. They perceive a moderate influence of social media on gender stereotypes and career choices, with most feeling moderately free to choose their profession without gender bias. However, they believe that gender stereotypes are poorly addressed both at school and within their families. In Greece, participants aged 19-25, both men and women, spend 2-5 hours daily on social media, with Instagram being the preferred platform. They acknowledge a significant impact of social media on gender stereotypes but feel only moderately influenced in their career choices. However, there's a recognition of cultural differences in gender roles among young unaccompanied minors. German and Swedish participants, primarily aged 16-18, demonstrate a balanced gender distribution and spend more than 5 hours daily on social media, with TikTok being popular. They also perceive a significant influence of social media on gender stereotypes. Bulgarian

participants, comprising mostly 16-18-year-olds, spend varying amounts of time on social media, with Instagram being the favorite. Gender stereotypes are rarely discussed both at school and within families. Overall, while there are variations in social media usage and discussions of gender stereotypes across countries, there's a general acknowledgment of social media's role in perpetuating stereotypes, albeit to different extents, and a need for improved dialogue on these issues both at home and in educational settings.

Country	Age Group	Gender Distribution	Daily Social Media Usage (hours)	Preferred Platform	Perception of Social Media Influence on Gender Stereotypes	Perception of Social Media Influence on Career Choices	Discussion of Gender Stereotypes at School/Family
Italy	16-18	Predominantly Female	3	TikTok, Instagram, YouTube	Moderate influence, poorly addressed	Moderately influenced	Poorly addressed
Greece	19-25	Both Men and Women	2-5	Instagram	Significant impact, cultural differences acknowledged	Moderately influenced	Some recognition among unaccompanied minors
Germany	16-18	Balanced	>5	TikTok	Significant influence	Yes	Yes
Sweden	16-18	Balanced	>5	TikTok	Significant influence	Yes	Yes

Bulgaria	16-18	Mixed	Varies	Instagram	Rarely discussed	Not specified	Rarely discussed
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### 3.1.1 Main changes after the intervention.

#### Main changes about perception of the role of social media in replicating gender stereotypes


In Italy, there was a notable consistency in the perception of social media's role in replicating gender stereotypes, with the majority holding the view that it does so moderately. However, after the workshops, a significant portion reported feeling more equipped to understand this phenomenon, indicating an increase in awareness and empowerment among participants. The primary element identified as contributing to the spread of gender stereotypes on social media was textual language.

In Greece, participants acknowledged being aware of the stereotypes perpetuated by social media prior to the workshop, but felt more equipped to understand the mechanisms behind it afterward. They highlighted textual language, images, and videos as the primary elements influencing stereotypes.

In Germany, there was a marked shift in perception before and after the workshop. Initially, a substantial portion did not perceive social media as contributing to gender stereotypes, but after the intervention, there was a significant increase in recognizing its considerable impact. This change suggests that the workshop played a crucial role in raising awareness and shifting attitudes.

In Sweden, participants recognized the significant influence of social media on gender stereotypes, with some acknowledging previously turning a blind eye to its negative effects. They also noted the emergence of online feminist movements challenging stereotypes, indicating a nuanced understanding of social media's potential for both harm and positive change.

In Bulgaria, there was a clear shift in perception after the workshop, with a notable increase in the recognition of social media's role in replicating gender stereotypes. Participants identified textual language, images/videos, and gender roles related to professions as key elements contributing to stereotypes, highlighting the need for change in these areas. Overall, these comparisons underscore the importance of education and intervention in shaping



perceptions and empowering young people to critically engage with social media's influence on gender stereotypes.

### **Main changes about perception of the influence of social media on the career choices**

In Italy, there was a noticeable increase in the percentage of young people who perceived social media as moderately influencing their choice of profession after the workshop, indicating a heightened awareness of its impact. Additionally, there was a shift towards a higher recognition of the influence of gender stereotypes on careers.

In Greece, participants maintained a consistent perception of social media's influence on career choices before and after the workshop, with most believing in a moderate influence. However, there was a post-workshop acknowledgment of the influence of gender stereotypes on careers.

Germany saw a positive shift in awareness among participants regarding social media's influence on career choices, with many gaining increased awareness and empowerment. There was also a notable decrease in the belief that social media has no influence on career choices and an increase in recognizing its substantial impact, particularly regarding gender stereotypes.


In Sweden, participants highlighted the positive aspect of social media for career development, such as creating professional profiles and accessing industry-related resources, but also noted negative impacts like feelings of comparison and burnout.

In Bulgaria, there was a significant shift in perception after the training, with participants becoming more aware of social media's influence on career choices and gender stereotypes. The majority acknowledged an increase in awareness and equipped with more tools to understand the phenomenon, although a few participants did not perceive the relevance or usefulness of the workshops.

The comparison highlights variations in perceptions across countries but underscores the importance of education in raising awareness and empowering young people to critically engage with social media's influence on career choices and gender stereotypes.

### **Evaluation of the usefulness of the workshop**

In Italy, participants expressed varying degrees of usefulness regarding the workshop. While nearly half felt it increased their awareness but didn't provide practical tools, a significant portion found it very useful, stating it offered concrete tools for choosing careers more freely. The tools mentioned included questions for job interviews, meetings with Equal Opportunities Advisers, and activities analyzing stereotypes in songs and advertisements.



In Greece, participants found the seminar useful in increasing awareness and providing tools to combat gender stereotypes. They highlighted its impact on developing more inclusive language, enhancing empathy towards others, and rethinking career choices.

German students overwhelmingly found the workshop useful, with half expressing it provided tangible tools for career decisions and another 30% acknowledging its usefulness despite perceived complexity.

Swedish youth enjoyed the sessions and found specific tools helpful for creating CVs, neutral social media pages, and identifying and combating gender stereotypes online.

Bulgarian participants overwhelmingly found the workshop useful, with many stating it provided concrete tools for career choice free from stereotypes. Some participants found certain tools complex, but overall, the majority appreciated the practical advice for creating CVs, preparing for job interviews, and reflecting on personal strengths.

Participants across these countries valued the workshops for increasing awareness, providing practical tools, and fostering critical thinking about career choices and gender stereotypes.


### **Other feedback and suggestions**

Feedback and suggestions from participants across these countries highlight valuable insights for improving future workshops.

- ❖ In Italy, there's a suggestion to include more concrete examples to enhance understanding.
- ❖ Greek participants actively engaged in discussions, realizing the significance of the topic, but some felt the workshop lacked practical tools or found provided tools complex. They recommended incorporating more videos, examples from their country, and potentially discussing religious topics.
- ❖ German students appreciated the workshop's diversity of tools and activities, but some required more motivation for creative thinking, especially those less familiar with social media platforms. Suggestions for future workshops include tailored strategies to enhance engagement and periodic assessments to track long-term impact.
- ❖ Swedish participants suggested increasing group participation, shorter sessions, avoiding replication among sessions, and incorporating more interactive activities.
- ❖ Bulgarian participants enjoyed the training overall but suggested shortening session times, incorporating dynamic activities with movement, and allocating more time for discussions and expert meetings.

These suggestions aim to enhance engagement, effectiveness, and inclusivity in future workshops, reflecting the diverse needs and preferences of participants across different contexts.

## **3.2 Educators & facilitators involved in the “Transfer of the intervention strategy” – Task 2.3”**



In the "Transfer of the Intervention Strategy" training conducted across Italy, Greece, Germany, Sweden, and Bulgaria, diverse groups of educators and facilitators engaged in discussions and activities aimed at combating gender stereotypes propagated through social media.

In Italy, the majority of participants were young individuals with expertise outside STEM fields, demonstrating moderate social media usage, particularly favoring platforms like Instagram and Facebook. Although most were aware of gender stereotypes, there was a recognized lack of practical tools to address them effectively.

Similarly, in Greece, where facilitators spanned various age groups and fields, awareness of gender stereotypes' prevalence on social media was high. Feedback emphasized the workshop's utility while suggesting improvements such as more localized examples and additional videos.

In Germany, older facilitators experienced in social media and communication underscored the need to understand and address youth issues, including the impact of social media on perpetuating gender stereotypes. Their positive feedback on the workshop's structure and usefulness highlighted its potential to empower educators in navigating these challenges.

Meanwhile, in Sweden, where facilitators were a mix of genders with moderate social media usage, participants were keenly aware of the rise of gender stereotypes and advocated for discussions with youth to address them effectively. Their feedback emphasized the need for practicality and relevance to the Swedish context, particularly in the workshop's content and examples.

In Bulgaria, participants included predominantly female youth workers, educators, and social workers, active engagement with the workshop's materials and methodology was evident. Feedback highlighted the workshop's value in addressing gender stereotypes in the labor market, with participants expressing a commitment to applying their learnings in their respective fields.

Across all countries, there was a consensus on the importance of combating gender stereotypes perpetuated by social media, with suggestions for improvement centered around tailoring content to local contexts and increasing practical tools for educators and facilitators to implement effectively.

### **3.4 Educators & facilitators involved in the “Local workshop with young people” – Task 2.4”**

In the "Local workshop with young people" task across Italy, Greece, Germany, Sweden, and Bulgaria, facilitators engaged with youth to address gender stereotypes and their influence on career choices, leveraging various

backgrounds and experiences. In Italy, the facilitators were women aged 50-60 with prior experience working with youth aged 14-18, indicating a seasoned approach to guiding young individuals. Greece showcased a diverse set of facilitators, both male and female, aged 40-55, bringing professional expertise from areas such as Diversity & Inclusion Trainings and marketing. They reported previous training in addressing gender stereotypes and understood the role of social media in perpetuating them. Germany featured an experienced female educator aged 41-50 specializing in linguistic-historical-literary education, supported by teachers from BBS Kusel, to deliver interactive elements from the intervention model to young adults aged 14-18. Sweden's educators, two females and two males, aged 25-40, possessed over a decade of experience working with youth in educational settings. Similarly, Bulgaria saw three facilitators, two females and one male, aged 25 -35, with backgrounds in youth work, victim support, and non-formal education, leading groups of young individuals aged 14-25. Across these countries, facilitators demonstrated a strong commitment to addressing gender stereotypes among youth, leveraging their diverse experiences and expertise to deliver impactful workshops tailored to their respective local contexts.

Country	Facilitators	Age Range	Gender Distribution	Previous Experience	Targeted Youth Age Group
Italy	Women aged 50-60	50-60	Mostly Female	Work with youth aged 14-18	14-18
Greece	Both male and female facilitators aged 40-55	40-55	Mixed	Diversity & Inclusion Trainings, marketing	Not specified
Germany	Female educator aged 41-50, supported by teachers from BBS Kusel	41-50	Mostly Female	Linguistic-historical-literary education	14-18

Sweden	Two females and two males aged 25-40	25-40	Balanced	Over a decade of experience in educational settings	Not specified
Bulgaria	Two females and one male aged 25-35	25-35	Mixed	Youth work, victim support, non-formal education	14-25

### Main expectations before the workshop

Before the workshops commenced, facilitators across Italy, Greece, Germany, Sweden, and Bulgaria held various expectations centered around raising awareness of gender stereotypes and fostering critical thinking among young participants.

- In Italy, the main expectations were to emphasize the influence of media languages on culture and broaden the spectrum of job possibilities imagined by young people.
- Greek facilitators anticipated making young people more aware of gender stereotypes in social media and the workplace, improving their critical thinking skills, and sparking active participation.
- German facilitators expected active engagement from young adults, with a focus on addressing gender stereotyping and sharing diverse examples from social media experiences.
- In Sweden, expectations centered on inspiring creativity, curiosity, and enthusiasm for learning, while also fostering critical thinking, leadership skills, and social responsibility among young participants.
- Bulgarian facilitators anticipated gaining knowledge and understanding from the workshop process, expecting the intervention model to be a useful and interesting tool for communication with young people.

Facilitators entered the workshops with a shared goal of empowering young individuals to challenge gender stereotypes and think critically about their future career choices.

### Strengths and weaknesses of the intervention model

#### Strengths

- Comprehensive approach addressing gender stereotypes.
- Utilization of diverse tools and methodologies enhances engagement.
- Inclusion of case studies and specific examples makes the topic relatable.
- Versatility allows for adaptation to various participant backgrounds.

- Emphasis on experiential learning and active participation facilitates critical thinking.
- Provides a platform for meaningful discussions on societal issues.

### **Weaknesses**

- Length of the model may necessitate dividing it into separate workshops.
- Participants may face barriers such as language differences or sensitivity to certain topics.
- Clear systems needed for managing emotional reactions and providing support.
- Adaptation to local contexts required for effective implementation.
- Clarity needed in session structure and content for better understanding.

Overall, while the intervention model shows promise in engaging young people with important topics like stereotypes and media influence, ongoing refinement is necessary to maximize its impact across diverse settings.

### **Main feedback**

#### **Italy**

- Facilitators gained deeper insight into gender stereotypes on social media and feel equipped with tools to address them.
- The intervention model is seen as constructive, offering concrete tools to help young people perceive professions more freely without being influenced by stereotypes.
- Meetings with experts, such as the Equal Opportunities Adviser, were particularly valuable.

#### **Greece**

- Overall positive feedback, with educators surprised by the complexity of identifying gender stereotypes.
- Increased interest and awareness among young people regarding the role of social media in perpetuating stereotypes.
- Recognition of the need for early education on distinguishing and addressing gender stereotypes.

#### **Germany**

- Participants had prior knowledge of gender stereotypes but hadn't analyzed them in social media communication before.
- Social media's role in perpetuating stereotypes and influencing career choices is acknowledged.
- Influencers provided insightful examples and contributed to valuable discussions during sessions.

#### **Sweden**

- Anticipation of teenagers' mixed reactions, with a balance of curiosity and skepticism expected.
- Recognition of the importance of incorporating multimedia elements to cater to different learning styles.
- Expectation of varying reactions among young people due to their unique experiences and perspectives.

## Bulgaria

- Facilitators suggest refining the model before finalization, emphasizing the need for clearer session timelines.
- Feedback indicates young people enjoyed hands-on experiences and opportunities for discussions.
- Some suggestions for reducing overlapping activities to maintain engagement.

## CONCLUSION

### KEY FINDINGS AND OBSERVATIONS.

- ★ The workshops provided valuable tools and guidance to help young people understand and combat gender stereotypes perpetuated by social media, leading to increased awareness among both educators and young participants.
- ★ Participants appreciated practical tools provided in the workshops, such as questions for job interviews and meetings with Equal Opportunities Advisers, as well as activities analyzing stereotypes in songs and advertisements.
- ★ Social media was recognized as both a potential tool for combating gender stereotyping and a platform where stereotypes can persist, highlighting the importance of a critical approach to content creation and consumption.
- ★ Expectations for workshops were surpassed, with young adults showing active participation and keen interest in addressing gender stereotyping in job-seeking and future careers.
- ★ Variations in attitudes toward gender-related issues were observed, underscoring the need for fostering open dialogue, understanding, and education to navigate complexities effectively.
- ★ The intervention model was positively received, though suggestions for improvement included spacing out sessions for better concentration, ensuring equal session durations, and providing more opportunities for conversations and debates.