Pre-Project Survey:

Empowering Women Through Digital Skills

(Paris, France, 31.10.2024 – 08.11.2024)

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ARMENIAN STATE UNIVERSITY OF ECONOMICS

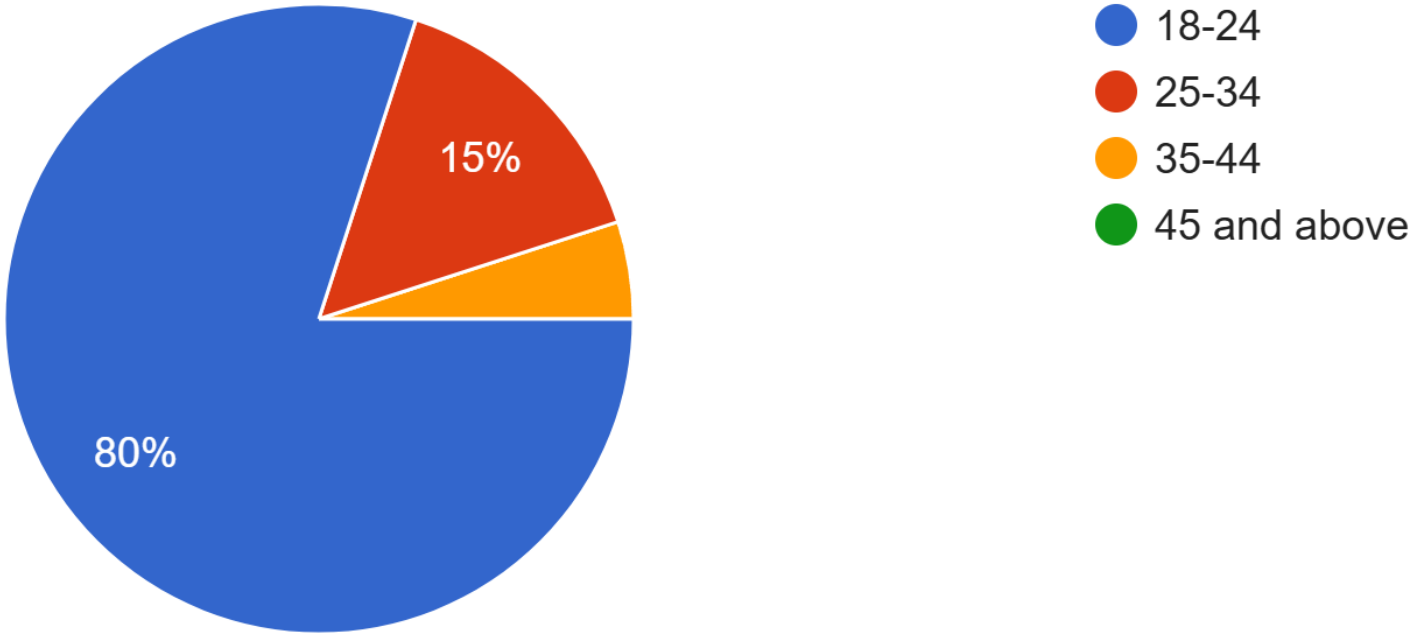
AU CARREFOUR DE L'EUROPE

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Section 1: Personal Background

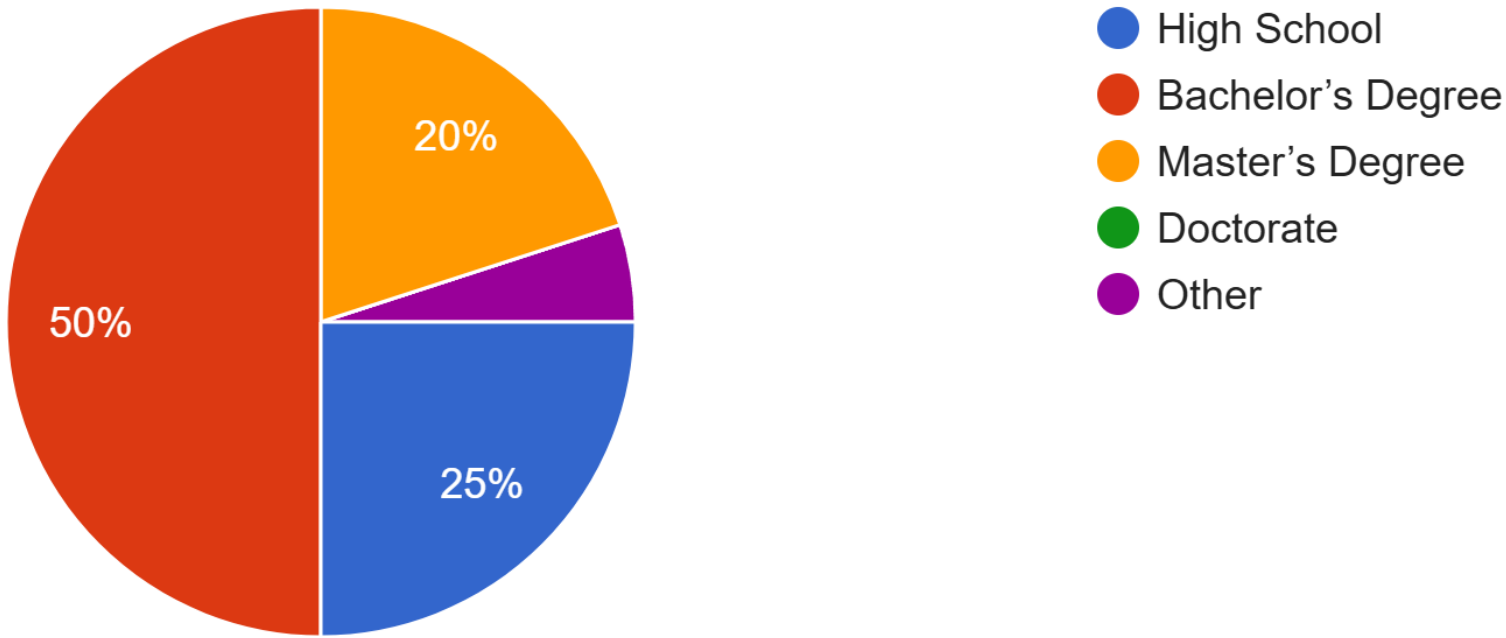
Age:

20 responses



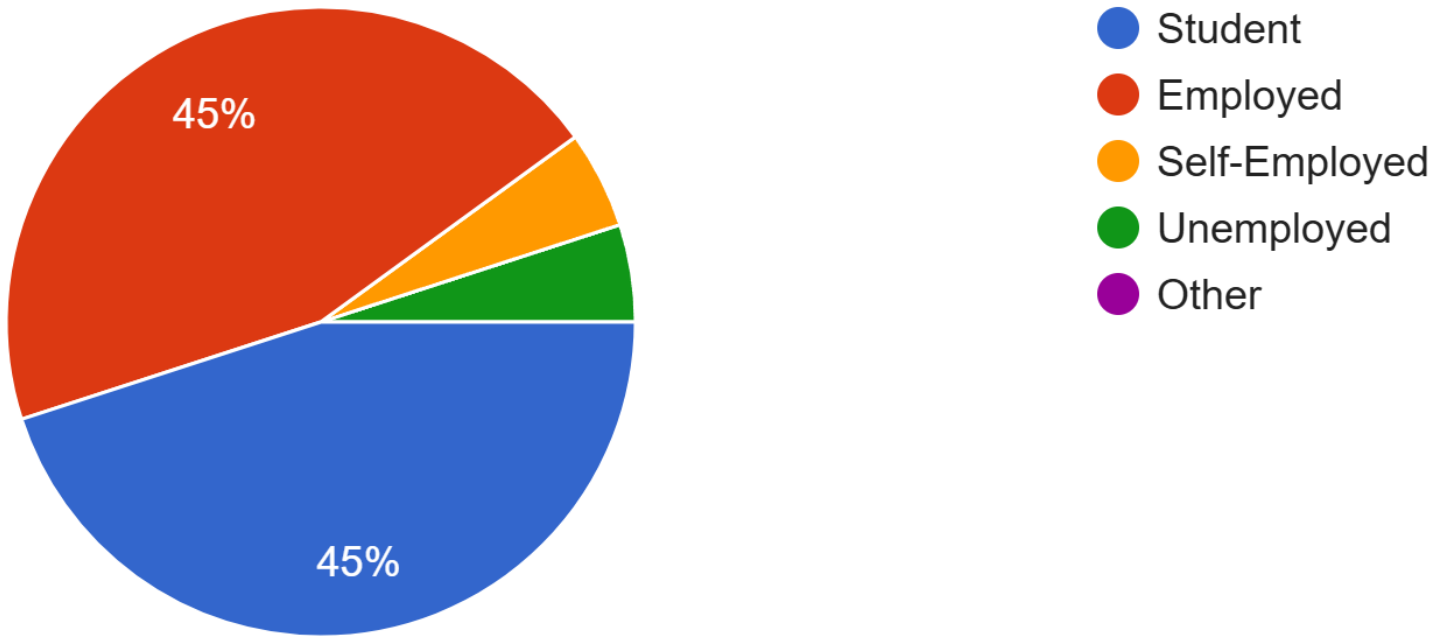
Educational Background:

20 responses



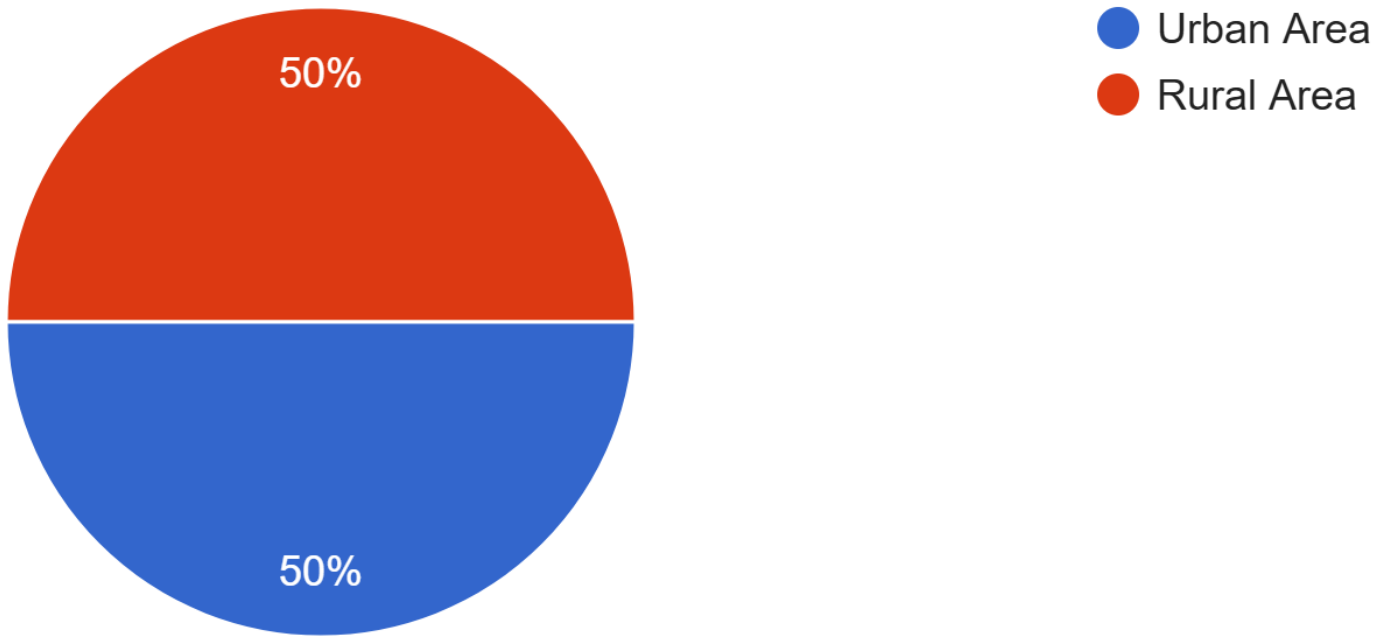
Current Occupation:

20 responses



Location:

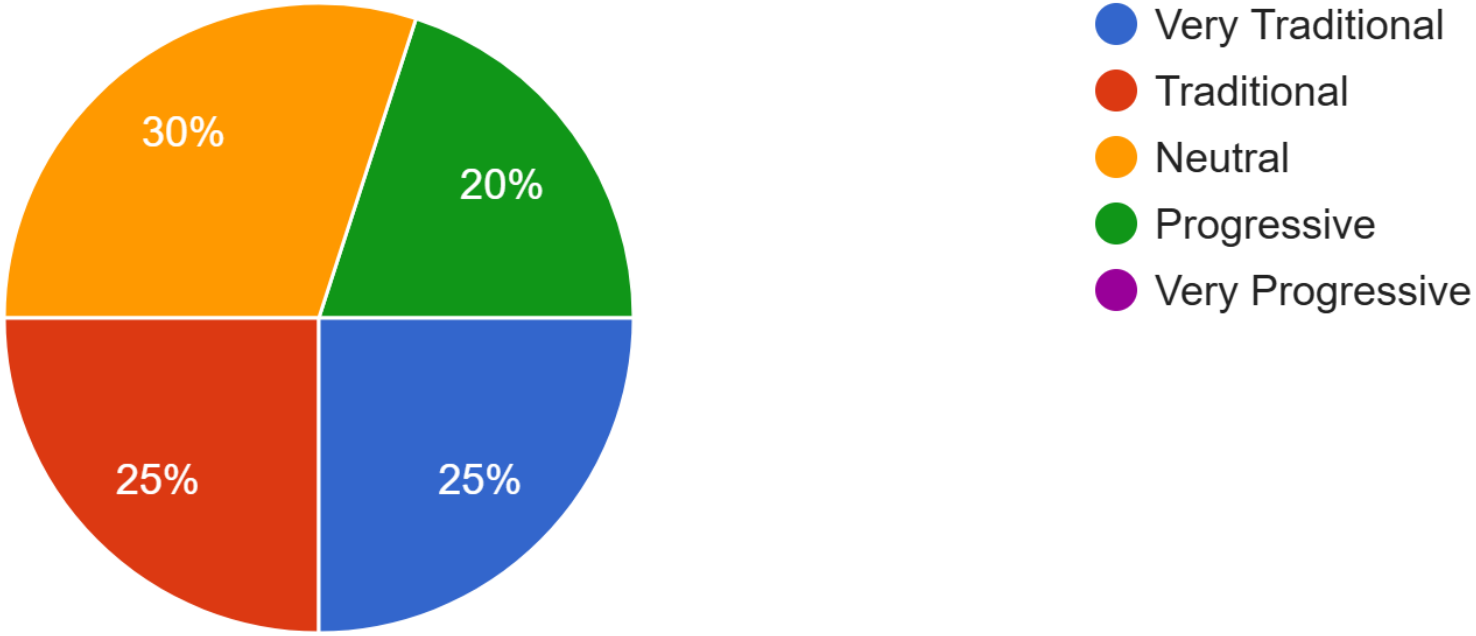
20 responses



Section 2: Understanding of Gender Roles and Sterotypes

How would you describe the role of women in Armenian society?

20 responses



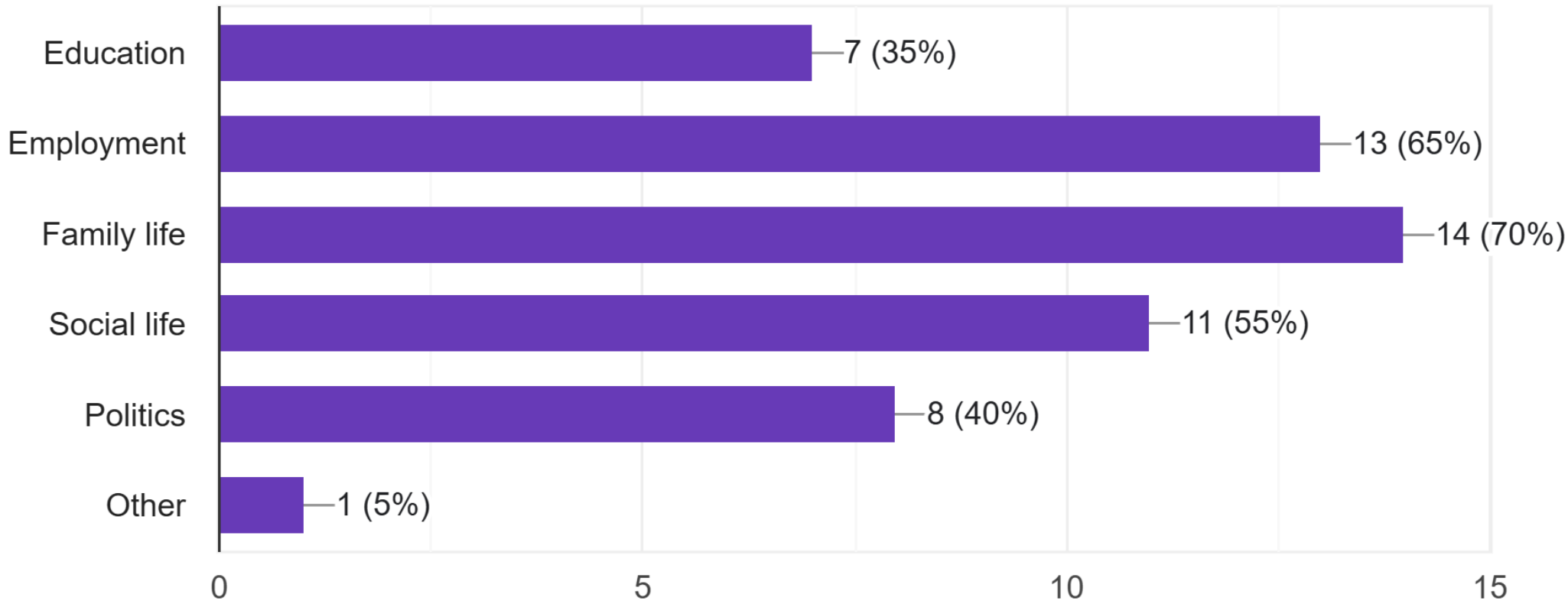
In your opinion, what are the most common stereotypes about women in Armenia?

“Common stereotypes about women in Armenia include viewing them as primary caregivers and homemakers, with an expectation to prioritize family over career. There’s often a perception that women are less ambitious professionally and are better suited to “feminine” roles. Additionally, they face pressure to maintain certain beauty standards and conform to traditional relationship roles, with an assumption that they are more emotional and less rational, which can affect professional opportunities. While these views persist, they are gradually shifting as gender equality gains attention.”

“The most common stereotypes about women in Armenia are that they can't study in STEM related field because they are not smart enough or that can't earn more than men. Armenian women are expected to prioritize family over personal ambitions. They are expected to embody modesty in behavior, dress, and interaction, behave and talk a certain way in public be polite and well-spoken. While this is changing with each generation, there’s still a stereotype that Armenian women shouldn’t be too ambitious in their careers. When women prioritize career growth, they are seen as stepping outside of traditional expectations and are expected to leave their jobs as soon as they get married.”

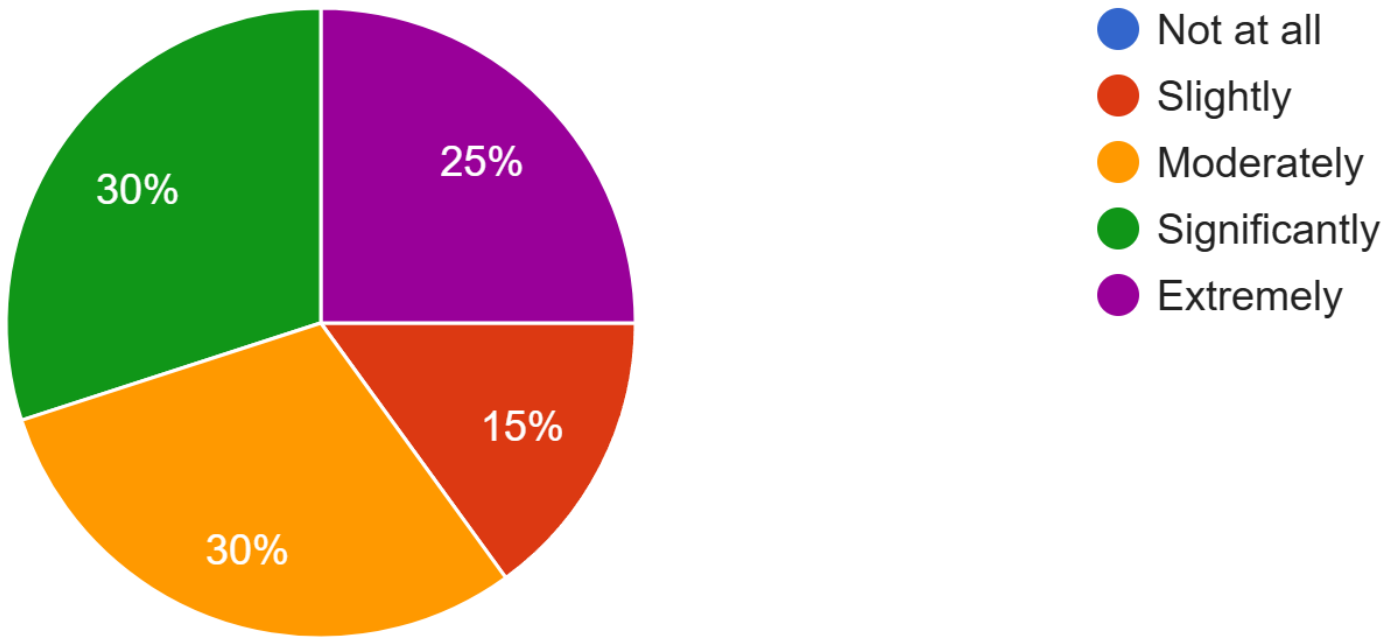
Which areas of life do you think are most affected by gender stereotypes in Armenia?

20 responses



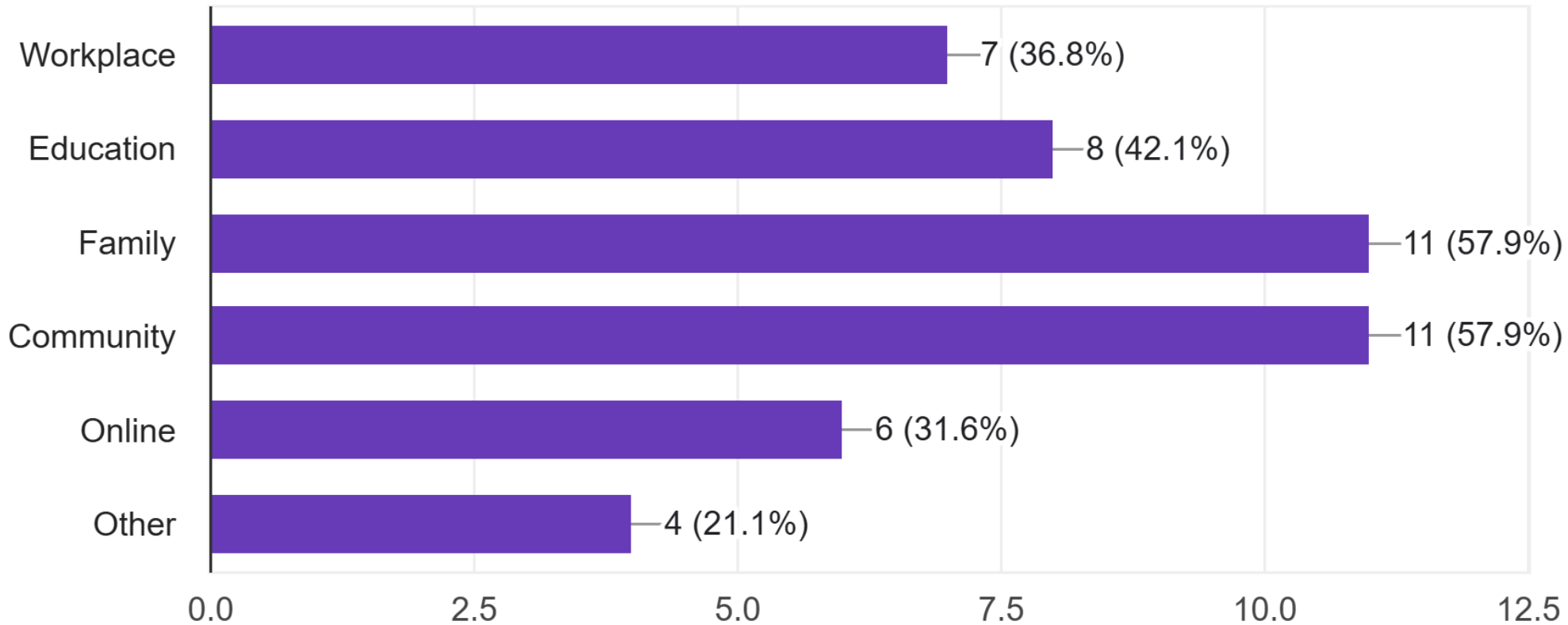
To what extent do you believe these stereotypes affect women’s professional opportunities in Armenia?

20 responses



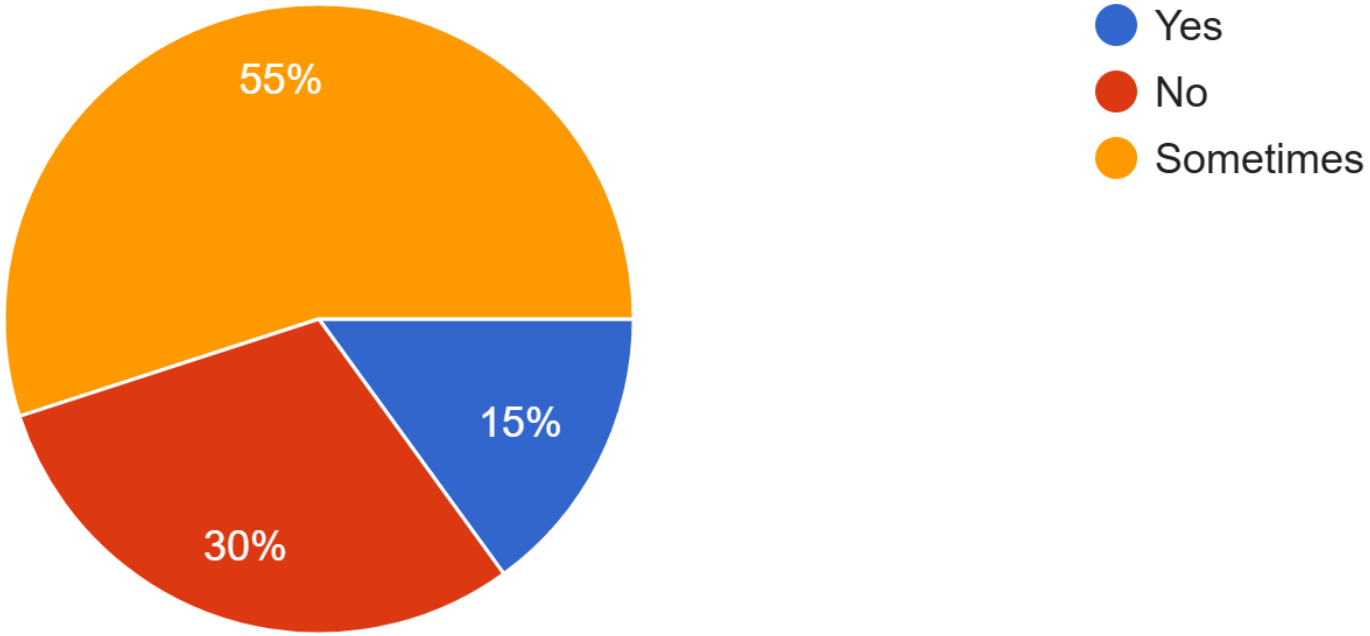
Have you personally experienced or witnessed gender-based discrimination in any of the following areas?

19 responses



Do you feel that women have equal access to decision-making processes in your community?

20 responses



What changes would you like to see in your community regarding gender equality?

“I feel like in education and workplace the role of women has changed a lot in urban areas, but there are still a lot of changes needed in the way society thinks about women's role in family life. There’s often an unspoken expectation that women should carry the majority of household responsibilities. Encouraging more balanced roles at home, where household chores and childcare responsibilities are shared would help women to pursue their personal and professional goals more freely. I would like to see a stronger legal and social frameworks for protecting women from domestic and gender-based violence. I would also like to see men in more traditionally 'feminine' roles like being stay-at-home parents, and also I would like to see more men working as teachers since in Armenia it is a women dominated field. There are so many more issues that I would like to see changed in Armenia especially in rural areas where women do not even get higher education and are forced to get married at a very young age, even before they turn 18.”

I’d love to see a community where everyone feels free to pursue their goals without being limited by gender expectations. This means supporting women and men equally in whatever careers they choose, encouraging more women in leadership roles, and sharing household responsibilities so everyone has a fair chance to succeed.

Analysis

In Armenia, gender stereotypes deeply influence women's roles in both personal and professional life. The most pervasive stereotype is that women should prioritize family over career, with expectations to fulfill caregiving and homemaking duties. Women are often viewed primarily as nurturers, responsible for raising children and managing the household. This perception is compounded by the belief that women are less suited for leadership roles or careers in male-dominated fields like politics, business, and STEM (Science, Technology, Engineering, and Mathematics). While the stereotype persists that women should embody modesty and maintain traditional roles, this is gradually changing, especially as women in Armenia continue to challenge these conventions by pursuing careers and education. Nevertheless, these stereotypes remain deeply ingrained in rural areas where traditional gender roles are more rigid, with the belief that women's primary role is to marry young and raise children.

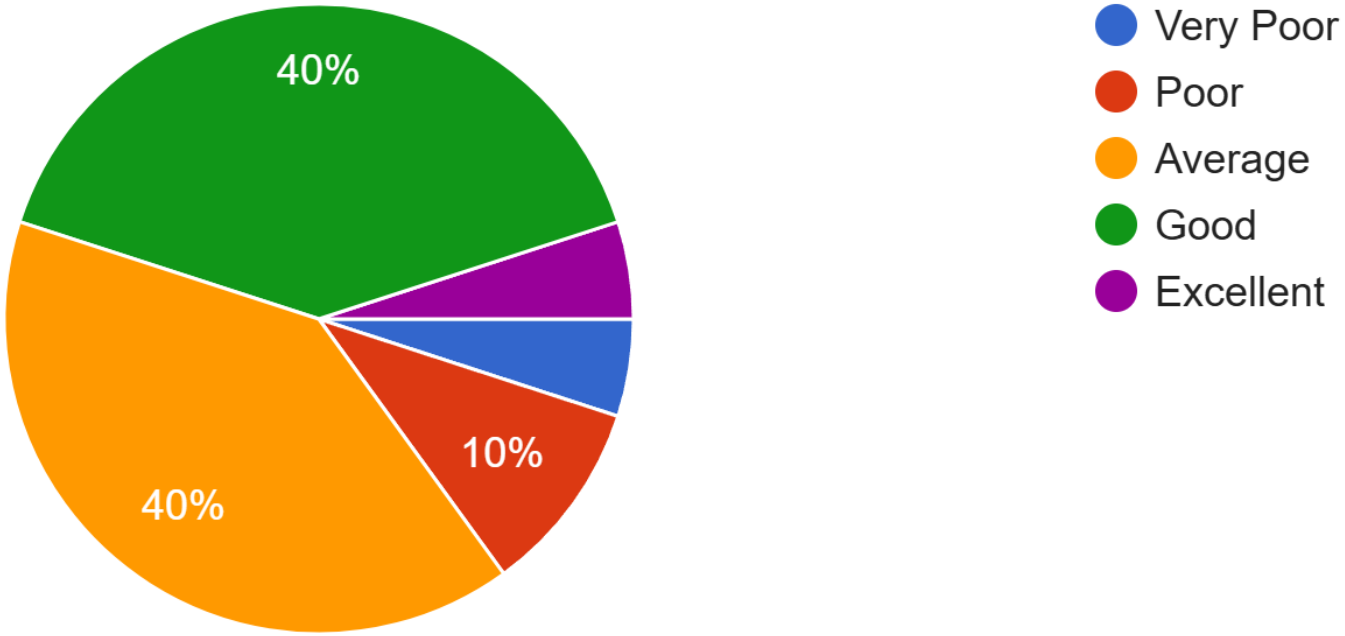
Gender stereotypes in Armenia particularly impact women's professional opportunities, often limiting their access to high-ranking positions. The belief that women are less competent or ambitious professionally affects their chances of securing leadership roles or advancing in careers. Even in education, there is a prevailing assumption that women are not capable of excelling in fields like STEM, leading to fewer women pursuing these subjects. The effect of these stereotypes is significant; it reduces women's opportunities to participate equally in the workforce, discourages them from seeking leadership positions, and limits their professional growth. As a result, women's career ambitions are often sidelined in favor of their familial responsibilities, preventing them from fully realizing their potential in the workplace.

Despite these challenges, many individuals express hope for significant changes in the community regarding gender equality. A common desire is for a more balanced distribution of family responsibilities, where both men and women share caregiving duties. Additionally, respondents emphasize the importance of creating more opportunities for women to enter underrepresented fields like STEM and leadership roles, as well as improving support systems for women facing domestic violence or gender-based discrimination. In both urban and rural areas, there is a strong call for greater access to education for women, particularly in rural areas where traditional norms often restrict women's educational and professional opportunities. The hope for a more inclusive society, where women are equally represented in decision-making processes and free from gendered expectations, reflects the ongoing shift toward greater gender equality in Armenia.

Section 3: Current Digital Skills and Training Needs

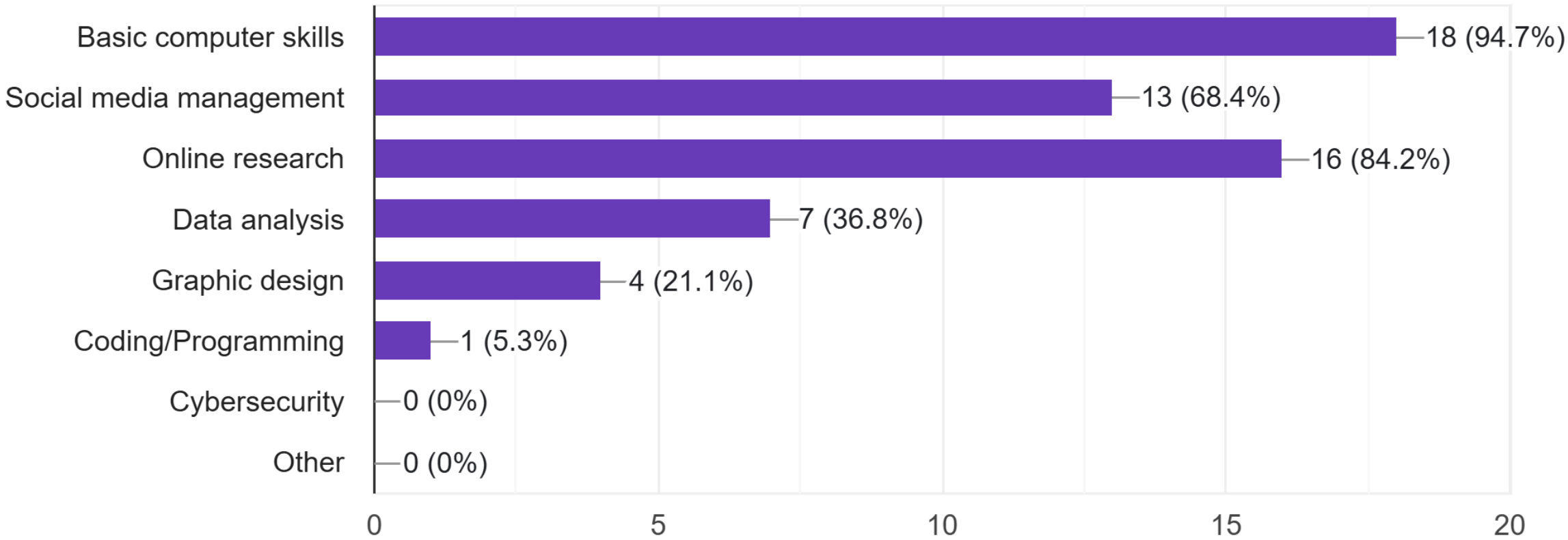
How would you rate your current digital skills?

20 responses



Which of the following digital skills do you feel most confident in?

19 responses



Which digital skills would you like to improve the most during this training course?

Data analysis, Graphic design, Social media management

Online research
Data analysis

Data analysis

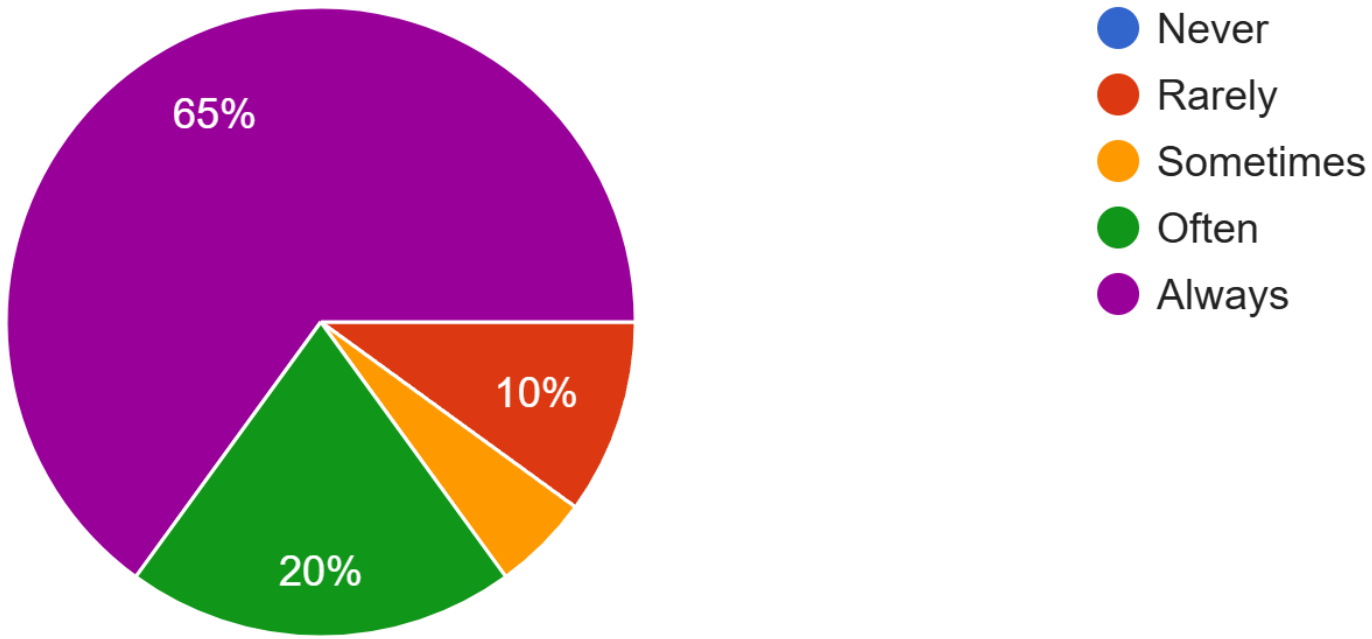
Graphic design, digital marketing.

I'd like to focus on developing my skills in data storytelling and digital content creation. By mastering data storytelling, I could effectively convey insights and narratives from complex information, making it more accessible. Improving my content creation skills would allow me to engage audiences through various digital platforms, fostering better communication and connection. Plus, making presentations is my favorite hobby, so these skills would enhance that passion even further.

Cybersecurity, Graphic design

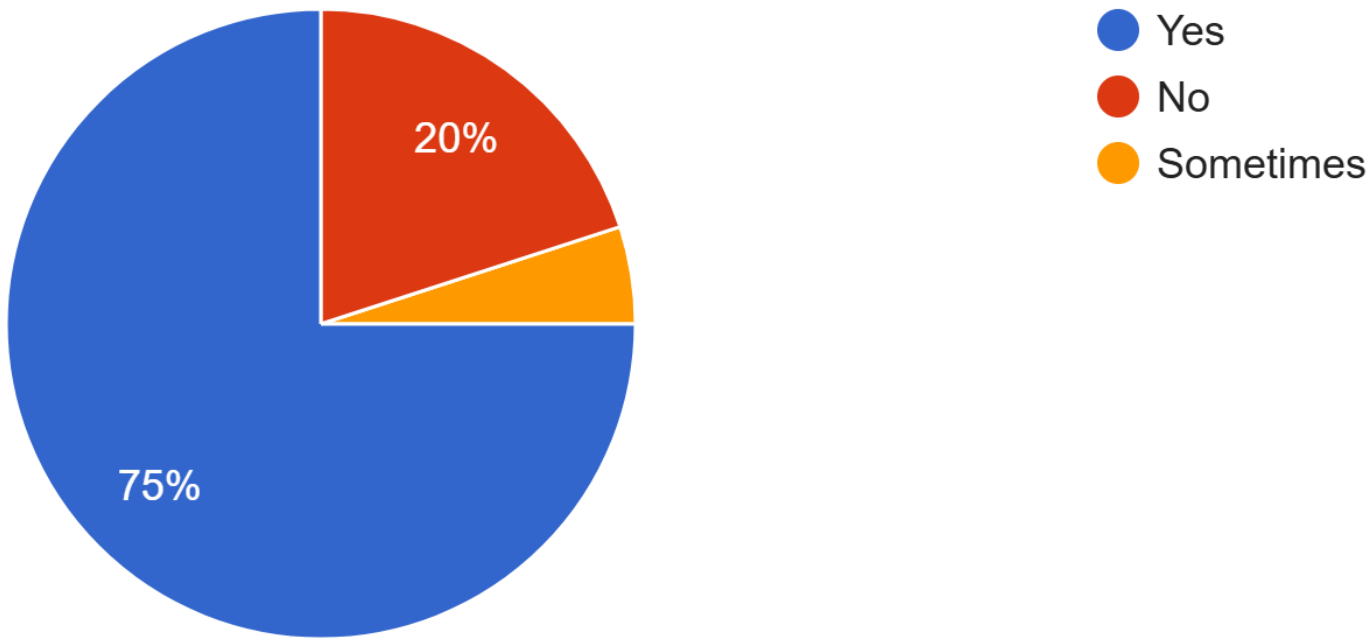
How often do you use digital tools in your daily life (e.g., for work, education, communication)?

20 responses



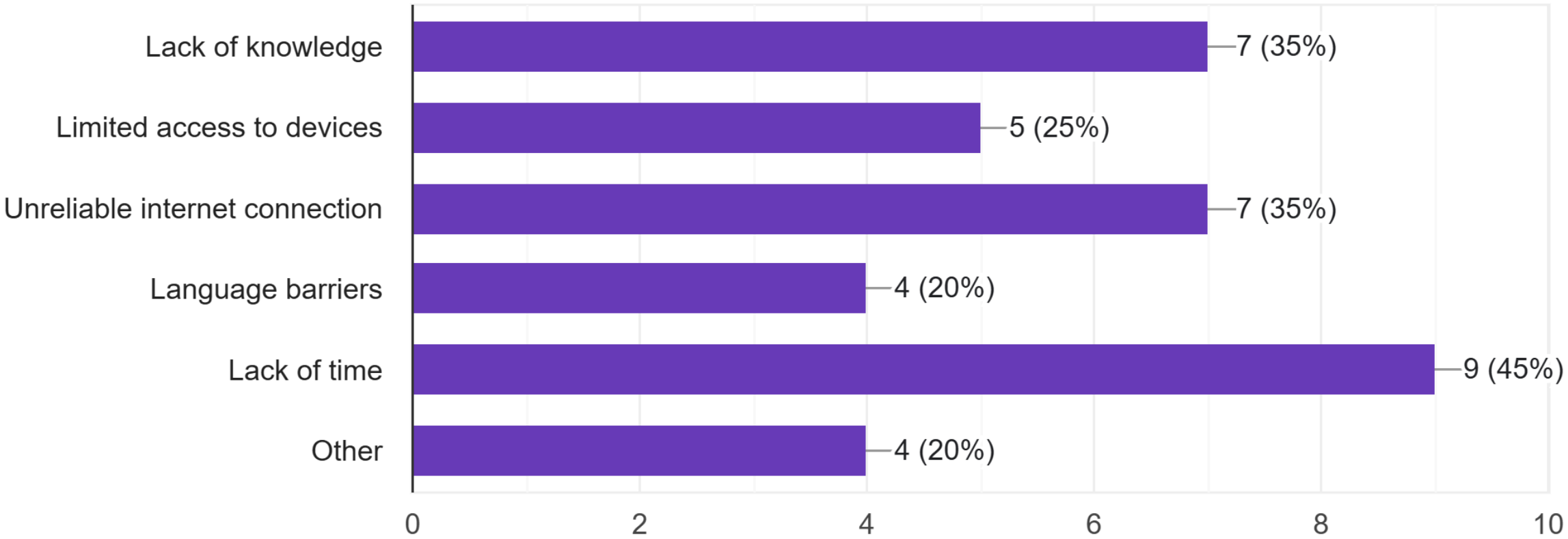
Do you have access to reliable internet and digital devices (e.g., computer, smartphone) at home?

20 responses



What challenges do you face in accessing or using digital tools?

20 responses



How do you think improving your digital skills could impact your personal and professional life?

“Improving digital skills can boost personal creativity and efficiency, making everyday tasks easier. Professionally, these skills open doors to new opportunities, enhance productivity, and make communication more impactful, which is essential for career growth and adaptability in a digital world.”

“Improving digital skills could have a huge impact on both my personal and professional life. Professionally, it would open up new opportunities, making me more competitive in the job market. Strong digital skills can also lead to better productivity, as they enable me to work efficiently with data, collaborate in digital environments, and quickly adapt to new tools and systems. On a personal level, improving my digital skills would help me stay connected, access information and manage my life more effectively. For instance, digital literacy can enhance my ability to find quality information, make informed decisions.”

“Beaucuse i'm interested in digital world, i always try to learn more about it, and growth in that sphere. Also i am planning to teach children and not only children but also woman about digital marketing, i feel that even a little information can help you for your knowledge. Also improving digital skills can boost productivity, open up better job opportunities, and enhance problem-solving abilities in both personal and professional areas. It also increases adaptability in a tech-driven world, making everyday tasks easier and career growth more attainable.”

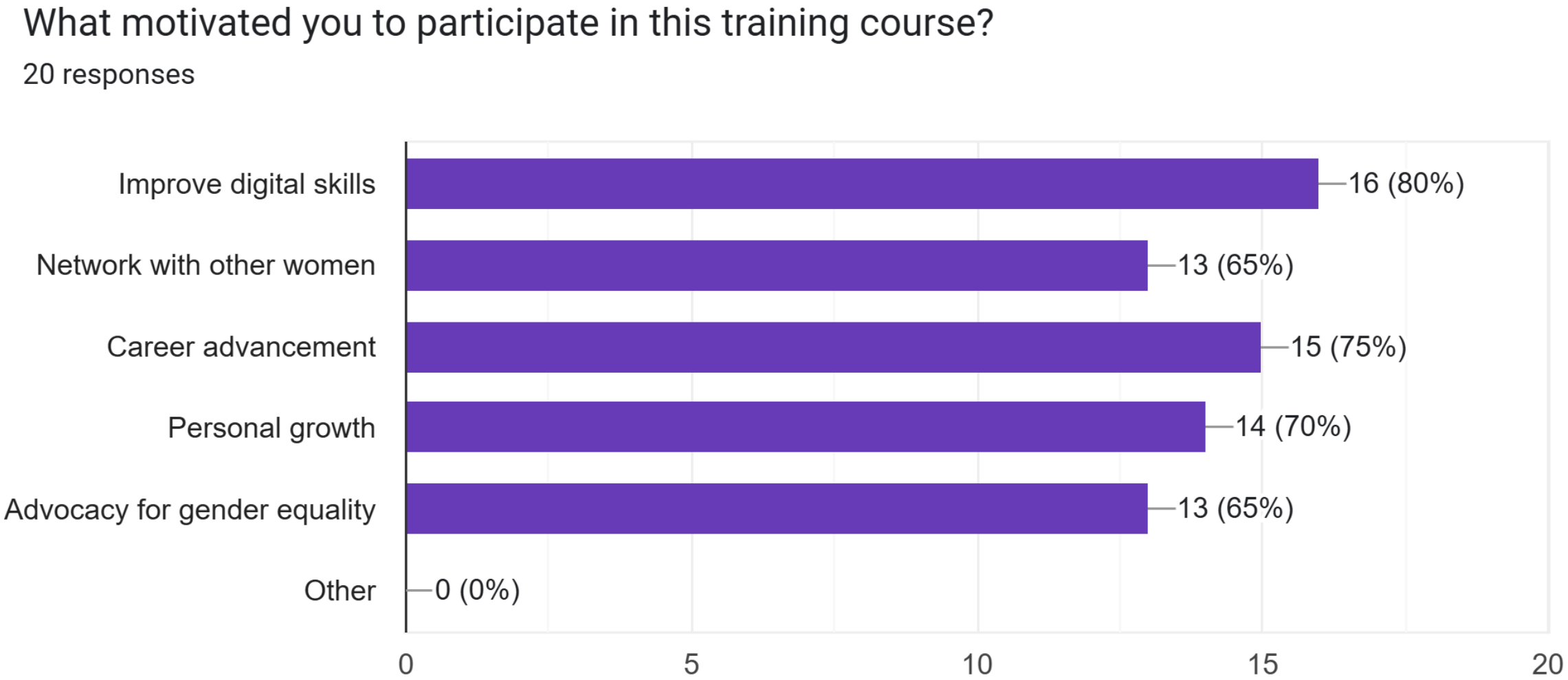
Analysis

The responses highlight varying levels of confidence and proficiency in digital skills among participants, with many rating their digital skills as "good" and others identifying areas where they feel less confident. Basic computer skills, social media management, and online research are the most commonly cited areas of strength, suggesting a widespread familiarity with foundational digital tasks. However, while many individuals express comfort in these areas, a notable number also indicate a desire to improve their skills in more specialized fields like data analysis, graphic design, video editing, and cybersecurity. This reflects an increasing recognition of the importance of advanced digital skills in both personal and professional contexts, where individuals seek to adapt to the growing digital landscape. The variety of skills mentioned also highlights the broad range of needs across different sectors, from content creation to technical fields.

Despite a generally positive self-assessment of digital skills, challenges in accessing and using digital tools are still prevalent, with factors such as lack of time, unreliable internet connection, and lack of knowledge being frequently cited as obstacles. These challenges suggest that, while many people have the tools and resources to engage with digital technology, there are still significant barriers preventing full utilization of these resources. For example, issues like limited access to devices and language barriers particularly impact those in more rural or economically disadvantaged areas, potentially hindering their ability to participate fully in the digital world. This discrepancy points to a need for more equitable access to technology and better infrastructure to support the increasing reliance on digital tools in everyday life.

The potential impact of improving digital skills is widely recognized, with respondents noting both personal and professional benefits. On a personal level, enhanced digital skills can improve efficiency, access to information, and communication, making daily tasks easier and more manageable. Professionally, these skills are seen as crucial for career advancement, offering new opportunities and increasing adaptability in an increasingly digital workforce. Many participants are motivated by the possibility of expanding their career prospects, particularly in areas like digital marketing, project management, and content creation. For some, improving digital skills not only facilitates personal growth but also opens up opportunities to teach and share knowledge with others, especially women and children, demonstrating a broader societal impact of digital literacy initiatives.

Section 4: Expectations and Goals for the Training Course



What are your primary goals for participating in this training?

“My primary goals for participating in this training would be to build confidence in digital tools and platforms, especially in areas that can help me professionally, like data analysis, social media management or project collaboration tools. I want to be able to use these skills not just for basic tasks, but to creatively problem-solve and innovate within my work.”

“My primary goals for participating in this training are to connect with other women, strengthen my voice in discussions, and build a solid network. Additionally, I’m excited to gain new digital skills that will support my personal and professional growth, empowering me to create and share content more effectively.”

“My primary goals for participating in this training course are to gain practical digital skills that empower me to advance my career and to connect with other women who share similar aspirations. Additionally, I hope to build a supportive network that fosters collaboration and inspires us all to advocate for greater gender equality in our fields.”

What specific outcomes do you hope to achieve by the end of this training course?

“I hope to gain practical, marketable skills that align with in-demand roles in marketing, communications, and design, helping me stand out in the job market, feeling empowered to tackle challenges, both professional and personal, with greater ease and self-assurance in my digital abilities. If the course includes hands-on projects, I could build a small portfolio to showcase my new skills which can help in job applications or freelance opportunities. I hope the course will helm me feel empowered to tackle challenges, both professional and personal, with greater ease and self-assurance in my digital abilities.”

“By the end of this training course, I hope to gain practical, advanced digital skills, increase my confidence in applying them to real-world projects, and build a strong foundation for career growth in digital fields. I also aim to develop a network of connections and gather resources to stay updated in the industry.”

“By the end of this training course, I hope to return home closer to my best self—someone who can motivate others to embrace change and improve. I want to inspire women to become more digitally literate and help them overcome their fears in the digital realm.”

How do you think this training could help you overcome the challenges you face in your professional or personal life?

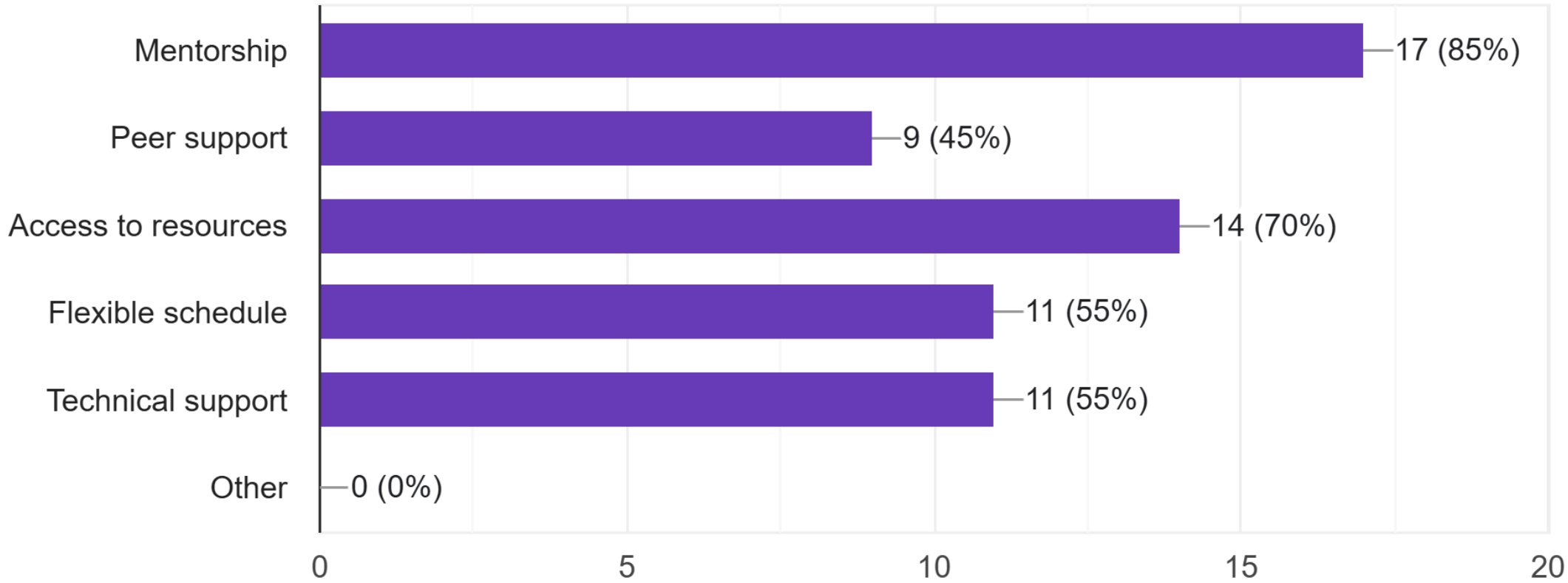
“This training could be transformative in helping me overcome key challenges in both my professional and personal life. Mastering digital tools would help me become more efficient, organized, and competitive, especially in areas where I might currently feel outpaced by others with stronger digital skills. It would also open doors to new career paths or roles that I might otherwise feel underqualified for, expanding my opportunities significantly.”

“This training could equip me with the digital skills and confidence needed to address challenges in professional communication and broaden my network. It will also help me engage more effectively in professional spaces and overcome barriers to sharing my ideas openly.”

“I believe this training course will boost my confidence by equipping me with valuable knowledge and skills. It will push me out of my comfort zone, encouraging personal growth, and allow me to build meaningful connections with others. These experiences will help me tackle challenges in both my professional and personal life more effectively.”

What kind of support would you need during the training course to achieve your goals?

20 responses



Analysis

The primary motivation for participants in this training course reflects a strong desire to improve digital skills, enhance career prospects, and foster personal growth. Many respondents express a clear interest in gaining digital proficiency, recognizing that the ability to use modern tools is essential for both professional advancement and personal development. Beyond technical expertise, several participants highlight the importance of networking with other women, advocating for gender equality, and empowering themselves and others within their communities. This demonstrates a broader commitment to not only individual growth but also to contributing positively to societal change, particularly in terms of increasing women's representation in digital fields and leadership roles.

The stated primary goals of participants align closely with their motivations. Enhancing digital skills is a central objective, with a focus on acquiring hands-on experience in areas such as social media management, data analysis, project collaboration tools, and content creation. Many respondents also aim to use the training to increase their confidence and build new career opportunities, positioning themselves as more competitive candidates in the job market. Networking and connecting with like-minded individuals are also frequently mentioned as key goals, indicating a desire for collaboration and community-building within the digital space. The overarching goal for many is to use the training as a stepping stone to broader career and personal development, while also contributing to gender equality and empowering others.

Participants also have specific outcomes in mind that they hope to achieve by the end of the training. These outcomes include gaining proficiency in essential digital tools, increasing self-confidence, and expanding professional opportunities. Many aim to develop practical, marketable skills that will enable them to stand out in the job market and access new roles or freelance opportunities. Building a portfolio of work and enhancing one's visibility in professional settings are also important goals. Additionally, some respondents seek to use the training as a platform to not only advance their own careers but also to support and mentor others, particularly women in their communities, in their digital journeys. This focus on both individual and community empowerment underscores the transformative potential of digital literacy, both in personal and professional contexts.

Conclusion

The analysis of participants' motivations, goals, and expected outcomes from the training course reveals a strong alignment between personal growth, professional development, and advocacy for gender equality. Many participants are motivated by the need to enhance their digital skills to stay competitive in an increasingly digital world. They recognize the importance of acquiring practical skills such as social media management, data analysis, and content creation, which are crucial for career advancement. Additionally, the desire to connect with other women and build a supportive network highlights the importance of community and mentorship in empowering individuals to succeed in the digital landscape.

The training course serves as a platform for participants not only to improve their technical capabilities but also to foster personal confidence and leadership. By achieving their goals, participants hope to open up new career opportunities, expand their professional networks, and develop a deeper understanding of how digital tools can be leveraged for both professional success and societal impact. Many also aim to use their new skills to advocate for gender equality and inspire others, particularly women, to embrace digital technologies.

Ultimately, the training course is seen as a transformative experience that can enhance both personal and professional lives. It offers the opportunity to develop essential skills that can increase employability and boost self-confidence. Moreover, the course facilitates a broader vision of digital empowerment, where participants not only grow individually but also contribute to the collective advancement of women in the digital space. This holistic approach to skill development promises long-term benefits, both in career progression and in creating a more inclusive and equitable digital environment.