

REMOVING THE

BARRIERS TO

YOUNG WOMEN'S

PARTICIPATION IN

LOCAL GOVERNMENT

A Guidebook to Creating a Head Start Group for Young Women

Federation of Canadian Municipalities, Ottawa, 2015

For more information

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*Removing the Barriers to Young Women's Participation in Local Government:
A Guidebook to Creating a Head Start Group for Young Women*

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Table of Contents

Preface	1
Canadian Women in Local Government: A Significant Democratic Deficit	2
FCM’s Head Start for Young Women	3
Step 1: Create Your Working Group	8
Goal	8
Key Activities.....	8
Recruitment.....	8
Build the Group Up!	10
Step 2 : Conduct a Needs Assessment	11
Goal	11
Key Activities.....	11
Getting Organized.....	11
Explore Your Own Reality	12
Choose the Right Group Facilitation Technique.....	14
Synthesize and Analyze Your Results	15
Plan Your Next Steps.....	16
Step 3: Consult Key Community Stakeholders	17
Goal	17
Key Activities.....	17
Build Your Network.....	17
Decide How You Will Consult Your Community.....	18
Your Results: the Barriers Faced by Young Women in Your Community	21
Step 4: Plan Your Project	23
Goal	23
Key Activities.....	23
Identify Your Expected Results.....	23
Select Your Project.....	23
Find Your Strategy	23
Identify Allies	24
Step 5: Implement Your Project	25
Goal	25
Key Activities.....	25
Meetings	25
Monitoring.....	26
Communicating with Key Stakeholders	26
The Projects of the First Head Start Groups.....	27
Overcoming Implementation Challenges.....	28

Step 6: Evaluate, Celebrate and Promote!	29
Goal	29
Key Activities.....	29
Conducting an After-Action Review.....	29
Celebrate!	30
Tool Kit	31
Tools for Group Building: Introductions and Ice-Breakers.....	31
Lady Leaders Where Art Thou?	32
Nobody Puts Lady in the Corner	34
Tools for Synthesis and Analysis.....	36
Force Field Analysis.....	36
Community Mapping and Other Visual Tools	37
Tools for Planning.....	38
Facilitation Plan	38
Workplan	39
Activity/Responsibility Matrix	39
A Gantt Chart to Plan Your Timeline	40
Communication Plan	41
Tools for Effective Facilitation.....	42
Choosing the Most Effective Facilitation Technique: Some Tips	42
World Café.....	43
Focus Group Discussions	44
Interview	44
Open Space.....	44
Moderated Discussion.....	45
Debate	45
Additional Tools and Resources.....	46
Gender Analysis.....	46
Facilitation Techniques.....	46
Organizing Community Consultations.....	46
Glossary	47
Annex	48





PREFACE

The Federation of Canadian Municipalities (FCM) is proud to present this guidebook. The purpose of the guidebook is twofold. First, it describes the learnings and experience of six municipal working groups from all regions of Canada that took part in FCM’s Head Start Program. Second, it presents a practical approach that may be used to create additional Head Start groups that support young women’s participation in local government.

Each participating group was led by a municipal councillor committed to the advancement of women’s active participation in local government. The groups worked in different municipal environments and implemented different activities aimed at engaging municipal councils, community leaders and young women in creating space for young women’s full participation in local government.

By offering a practical response aimed at addressing the challenges experienced by young women, the Head Start Program is a key initiative that adds FCM’s voice to that of others pursuing similar goals. The emergence of a next generation of local politicians that more closely reflects the gender distribution of the Canadian population will occur gradually with multiple interventions. It is in the spirit of “think globally” and “act locally” that FCM offers this Head Start guidebook as one more resource toward achieving gender parity in local government.

FCM actively supports the rights of women everywhere in the world to vote, stand for election and hold public office at all levels of government and encourages as well their participation in all aspects of public and political life. The Head Start for Young Women’s Program is part of our contribution to removing barriers that prevent full participation by women in public life.

We hope that this guidebook will contribute to your efforts towards removing barriers faced by young women who want to take part in your municipality’s political life. With barriers removed, gender balance on municipal councils and in other decision-making bodies can become a reality.

WE HOPE YOU FIND THIS RESOURCE HELPFUL AND WISH YOU GREAT SUCCESS WITH YOUR OWN HEAD START PROJECT!



CANADIAN WOMEN IN

LOCAL GOVERNMENT:

A SIGNIFICANT

DEMOCRATIC DEFICIT

Women are under-represented in local governments in Canada. They represent just 17 per cent of mayors and 28 per cent of councillors for an average of 26 per cent of municipal council members. Recent statistics compiled by the Inter-Parliamentary Union¹ indicate that Canadian women are under-represented at all levels of government. More specifically, Canada ranks 55th among 156 countries for its representation by women in local government.

Research conducted decades ago established that at least 30% of the representatives on local government structures should be women for public policy to reflect the needs of both men and women.² That is why the United Nations³ and other international bodies advocate this specific target, which was included within the strategic objectives of the 1995 Beijing Platform for Action at the Fourth World Conference on Women.

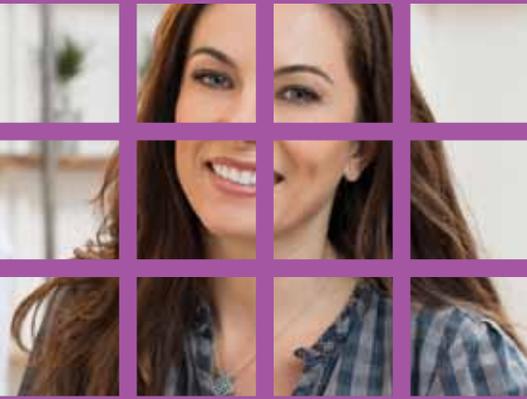
Women have the right to contribute their talents, knowledge and skills to the betterment of their community. Failure to create an environment that allows them to play an active role in public decision-making results in a community that is not taking advantage of the potential of half its population. Moreover, as decisions do not consider women's priority issues, they are likely to result in inappropriate and ineffective public policies.

The barriers to women's involvement in local government are well documented. Without a long history of active participation by women in government, women who want to enter politics may face discrimination based on their sex and, in addition, on the basis of age, race, socioeconomic status, sexual orientation, etc. Women also face barriers including access to resources to engage in municipal politics, including campaigning, as well as the self-confidence to debate in adversarial forums. They may have limited support as they struggle to combine the demands of public office with those of family life. Although these barriers are experienced differently by women living in different environments, with some women having to face a combination of these barriers and others facing relatively fewer, they are part of what women must overcome if they want to seek public office or influence public debate.

¹ Inter-parliamentary Union, *Women in National Parliaments as of October 1st*, 2014. <http://www.ipu.org/wmn-e/classif.htm>

² Childs, S. and M. L. Krook. (2008). Critical Mass Theory and Women's Political Representation. *Political Studies*, 56, p. 725-736.

³ United Nations Development Program (UNDP), *Gender Equality in Public Administration*, New York, UNDP, 2014.



FCM'S HEAD START FOR YOUNG WOMEN

FCM's Head Start for Young Women was initiated with an 18-month program in 2013 and 2014. The program was designed to increase the ability of young women to identify and respond to specific barriers that prevent their full participation in civic, political and community life in Canada. Participating young women, with support from women elected officials and community groups, developed leadership skills and engaged in the implementation of innovative strategies to help overcome these barriers.

The municipal councillors involved in the program played a key role in providing the opportunity for young women's groups to experience the realities of local government life, while at the same time coaching the young women on leadership in local government. In many respects, each of the municipal councillors adopted the following leadership styles:

- **Guide:** they used their experience to guide the young women participants in understanding the workings of their local government, getting organized, choosing the right course of action and making decisions.
- **Facilitator:** they facilitated networking opportunities with women leaders engaged in local government and in community-based organizations, and supported the development of collaborative relationships between group members.
- **Enabler:** they encouraged the development of the skills of the young women participants, enabling them to fully apply their talents to the work of the Head Start projects.

As was clearly demonstrated by the six initial Head Start groups, creating opportunities to participate in local government can be extremely rewarding for young women, and can be an excellent way to access professional and personal development opportunities. It also increases the likelihood that young women will decide to become involved in local government and local level decision-making.

Why Engage in Head Start?

Councillor Marianne Wilkinson (Ottawa) shares why she engaged in the program: "I feel it is important for women to become leaders in politics because it is good to have a balance of viewpoints being heard. There aren't enough women in these kinds of positions on campaign teams or in politics in general, and that's why a program like Head Start for Young Women is important to have. Also, I find it interesting to work with young women in general; I like hearing their ideas."

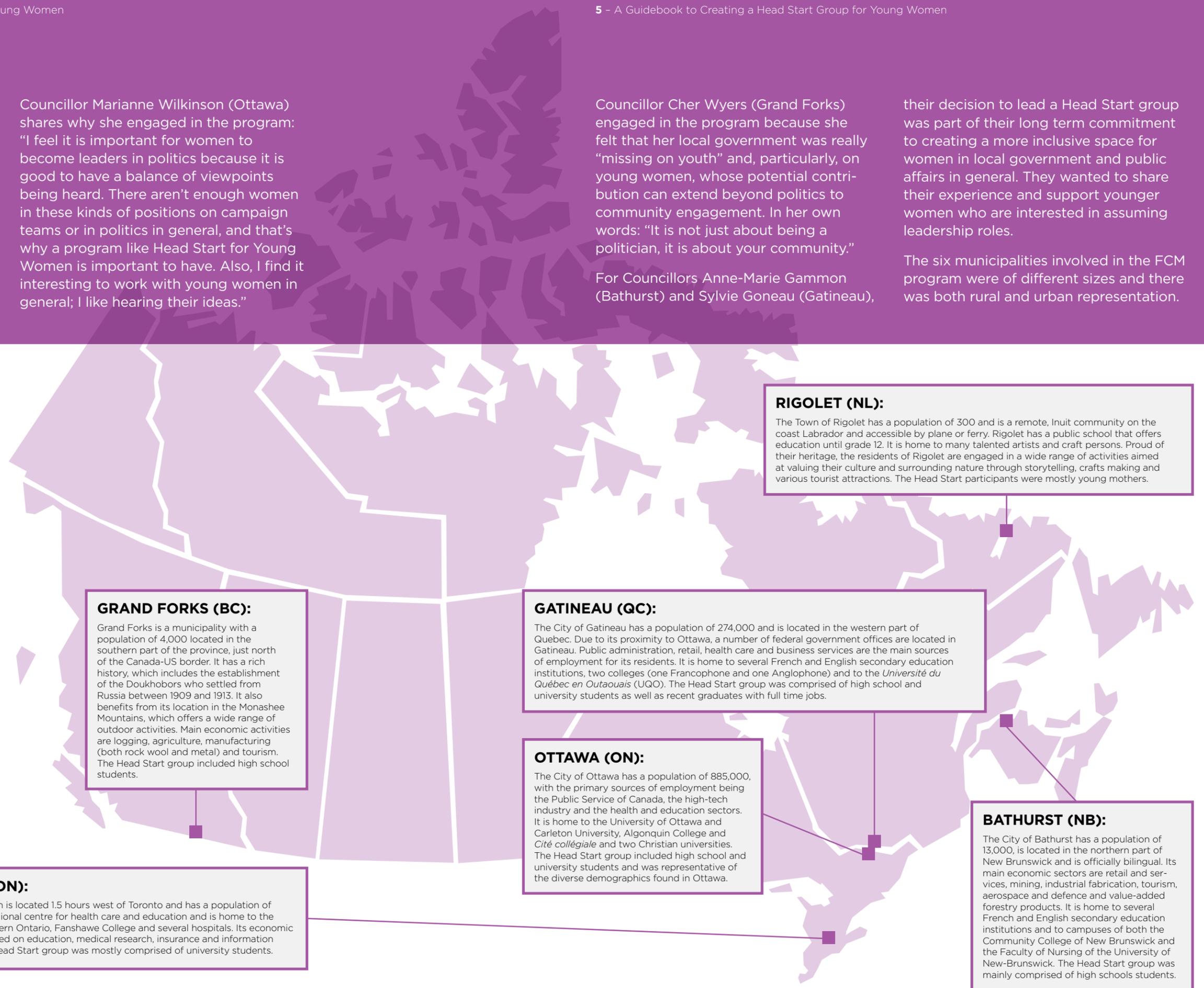
Councillor Cher Wyers (Grand Forks) engaged in the program because she felt that her local government was really "missing on youth" and, particularly, on young women, whose potential contribution can extend beyond politics to community engagement. In her own words: "It is not just about being a politician, it is about your community."

their decision to lead a Head Start group was part of their long term commitment to creating a more inclusive space for women in local government and public affairs in general. They wanted to share their experience and support younger women who are interested in assuming leadership roles.

For Councillors Anne-Marie Gammon (Bathurst) and Sylvie Goneau (Gatineau),

The six municipalities involved in the FCM program were of different sizes and there was both rural and urban representation.

The six Head Start participating municipalities



LONDON (ON):
The City of London is located 1.5 hours west of Toronto and has a population of 370,000. It is a regional centre for health care and education and is home to the University of Western Ontario, Fanshawe College and several hospitals. Its economic activities are centred on education, medical research, insurance and information technology. The Head Start group was mostly comprised of university students.

GRAND FORKS (BC):
Grand Forks is a municipality with a population of 4,000 located in the southern part of the province, just north of the Canada-US border. It has a rich history, which includes the establishment of the Doukhobors who settled from Russia between 1909 and 1913. It also benefits from its location in the Monashee Mountains, which offers a wide range of outdoor activities. Main economic activities are logging, agriculture, manufacturing (both rock wool and metal) and tourism. The Head Start group included high school students.

GATINEAU (QC):
The City of Gatineau has a population of 274,000 and is located in the western part of Quebec. Due to its proximity to Ottawa, a number of federal government offices are located in Gatineau. Public administration, retail, health care and business services are the main sources of employment for its residents. It is home to several French and English secondary education institutions, two colleges (one Francophone and one Anglophone) and to the *Université du Québec en Outaouais* (UQO). The Head Start group was comprised of high school and university students as well as recent graduates with full time jobs.

OTTAWA (ON):
The City of Ottawa has a population of 885,000, with the primary sources of employment being the Public Service of Canada, the high-tech industry and the health and education sectors. It is home to the University of Ottawa and Carleton University, Algonquin College and *Cité collégiale* and two Christian universities. The Head Start group included high school and university students and was representative of the diverse demographics found in Ottawa.

RIGOLET (NL):
The Town of Rigolet has a population of 300 and is a remote, Inuit community on the coast Labrador and accessible by plane or ferry. Rigolet has a public school that offers education until grade 12. It is home to many talented artists and craft persons. Proud of their heritage, the residents of Rigolet are engaged in a wide range of activities aimed at valuing their culture and surrounding nature through storytelling, crafts making and various tourist attractions. The Head Start participants were mostly young mothers.

BATHURST (NB):
The City of Bathurst has a population of 13,000, is located in the northern part of New Brunswick and is officially bilingual. Its main economic sectors are retail and services, mining, industrial fabrication, tourism, aerospace and defence and value-added forestry products. It is home to several French and English secondary education institutions and to campuses of both the Community College of New Brunswick and the Faculty of Nursing of the University of New-Brunswick. The Head Start group was mainly comprised of high schools students.

Each group incorporated a mentoring component to its project, whereby the young women were able to learn from women experienced in local or provincial politics. The participants in the first six Head Start groups considered this to be a key aspect of the program because:

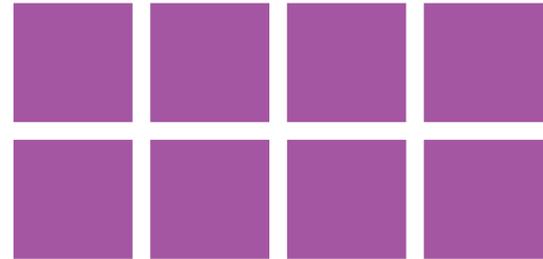
- Female role models were important to learning how to engage in politics. As Councillor Sylvie Goneau (Gatineau) said, “You need someone to show you how to do it; it is not written anywhere.”
- It helped them learn how to network and engage with more experienced women.
- It allowed them to understand how these experienced leaders maintained family obligations while pursuing careers in politics.
- The experienced mentors were a great source of support.

Public events, such as a roundtable organized by the Gatineau Head Start group at a university, and small group discussions were effective ways to facilitate the sharing of experience between Head Start participants and experienced women leaders. Several Head Start groups organized these roundtables around the dissemination of survey results, which the experienced leaders were asked to comment on during such public events.⁴

Each Head Start group spanned from 6 to 23 young participants with ages ranging between 16 and 24. In addition, they included experienced women who supported their work and, in some cases, mothers and their daughters were members of the same group.



The Bathurst group,
New Brunswick



A Head Start Group Succeeds When...

- The municipal councillor leading the group builds on the strengths of her group’s participants. She acts as a facilitator and nurtures the initiative of the young women forming the Head Start group.
- It forges alliances with other groups or organizations pursuing similar goals.
- Its chosen activities and strategies build on the core competencies of its members.
- It uses social media as a key tool to reach young women.
- It solicits the opinion and participation of young men too.

Source: Interviews with Head Start Participants

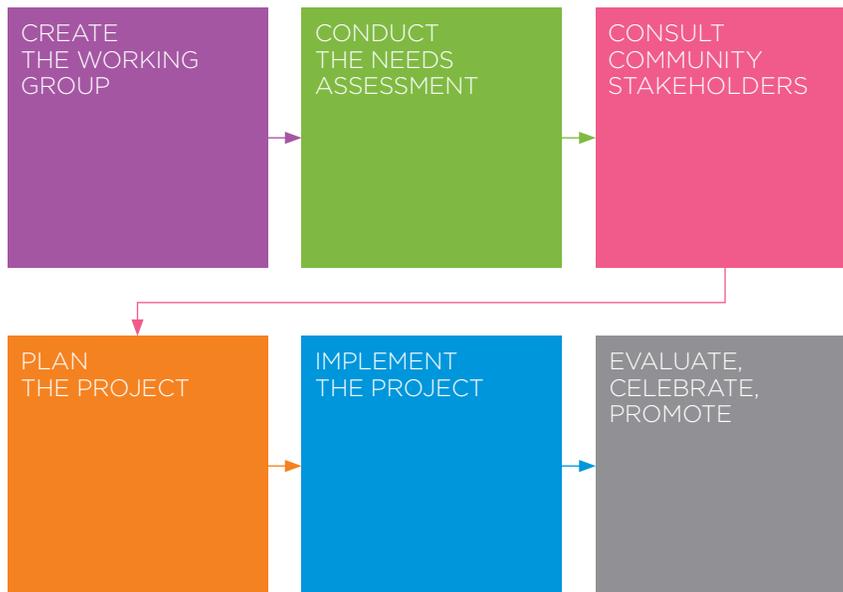
⁴ The use of surveys will be covered later in the Guide.

Implementing Head Start in Your Community

This guidebook outlines a step-wise approach to creating and running a Head Start Group for Young Women in a municipality. It has been prepared on the basis of the experience of the six successful municipal groups from across Canada who participated in the initial phase during 2013 to 2014.

It is addressed to municipal councillors who would like to support young women in their municipality by encouraging them to participate in local government activities. It is also addressed to young women who are interested in reaching out to their local government to encourage them to support the creation of a Head Start group.

The Head Start Program of the Federation of Canadian Municipalities includes six steps presented in the figure below:



The guidebook is comprised of seven sections. The first six sections present the goal and key activities for each of the program's six steps. The seventh, The Tool Kit, contains tools and resources, many of which were used by the Head Start groups, to support the implementation of your project.

As the reader of this guide, your choice of activities and approach will very much depend on your particular context. We strongly encourage you to use this guidebook as a general road map from which you will adapt your own approach to suit your group's strengths, constraints, resources, political environment and potential alliances.



Create Your Working Group

Goal

The goal of this first step is to bring together a woman councillor holding office in your local government and a core working group of six to twelve young women, approximately aged between 16 and 24, representative of the diversity of your community.

Key Activities

The creation of your working group can be initiated by a woman councillor, a young woman or a small group of young women interested in creating a Head Start group.

RECRUITMENT

FIRST: THINK ABOUT CREATING AN INCLUSIVE GROUP

Your Head Start group should reflect the demographic composition of your region. Women of all ages have diverse experiences and needs. It is important to have input from young women across your community. Key questions to answer in creating an inclusive group are:

- When we say “young women”, who are we talking about?
- Does our working group reflect the demographics of young women in our community?
- Not all young women experience the same reality: Have we included young women with diverse identities in the working group? We are referring here to race, class, sexual orientation, ability, occupation and other differentiating characteristics.
- Who is missing? How can we reach them?

As few of us have detailed knowledge of our own municipality’s demographics, the collection of additional information can be an interesting source of learning for your working group.

Mapping Your Community's Demographics

To map your community's composition, you could use data on the following: number of men/women, age distribution, occupation, presence of visible minorities and First Nations communities and key issues affecting the community like health care, education and economic development challenges.

Your municipality's website could be your first stop, as many municipalities have a page dedicated to demographic information. See for example, the website for the City of London:

<http://www.city-data.com/canada/London-City.html>

SECOND: REACH OUT TO POTENTIAL PARTICIPANTS

Your next step will be to reach out to potential participants. You can use a wide range of strategies to do that. These will be based on the type of community you live in, your own networks and what you think will work best to recruit young women. As a reference we are presenting below how the six Head Start groups recruited members.

- Participating elected officials contacted women leaders in community organizations and asked for their assistance in promoting the program among members within their organizations.
- High schools, colleges and universities were contacted and asked to assist with disseminating an invitation among students to encourage them to participate in the program.
- Leaders of student unions were approached to participate and to suggest names of other young women who might be interested.
- Advertisements were placed in local newspapers.
- Local newspapers conducted interviews with participating councillors and the resulting articles were excellent ways to get news about Head Start to potential participants.
- Some of the municipalities held a media conference to announce their Head Start participation.
- Some young women used their social media networks to advertise the program.
- The Gatineau group created a dedicated Facebook page to communicate key information, interact with their target audience, post a link to their online survey and publicize their events. The group found this was a very effective way to reach young women and 215 responded to the online questionnaire.

- Posters were placed in public places, like university campuses, community centres and other public sites where young women were likely to go. The poster used by the Ottawa group, is presented here.

But there might be many other ways through which you can reach out to young women in your community. We encourage you to be creative and to look around for opportunities to communicate your message.

BUILD THE GROUP UP!

Members of the Head Start group will be working closely together for at least a year, maybe more. You may find yourselves sharing personal or sensitive experiences. Your group experience will be more rewarding and effective if you take some time to develop a safe and supportive group dynamic from the beginning. For example, we strongly suggest that you openly discuss and agree on the type of behaviour that is acceptable and unacceptable, and that you make clear that discriminatory language and actions are not acceptable. To access tools to facilitate the consolidation of your group, [click here](#).

Having completed these steps, your group is now ready to conduct its needs assessment.



WHY SO FEW WOMEN IN POLITICS?

TAKE PART IN A NATIONAL STUDY ON THIS ISSUE

FIND OUT HERE

Date: _____
Time: _____
Place: _____

Project made possible by:
Marianne Wilkinson, City Councillor for Kanata North
With funding from Status of Women Canada and
the Federation of Canadian Municipalities

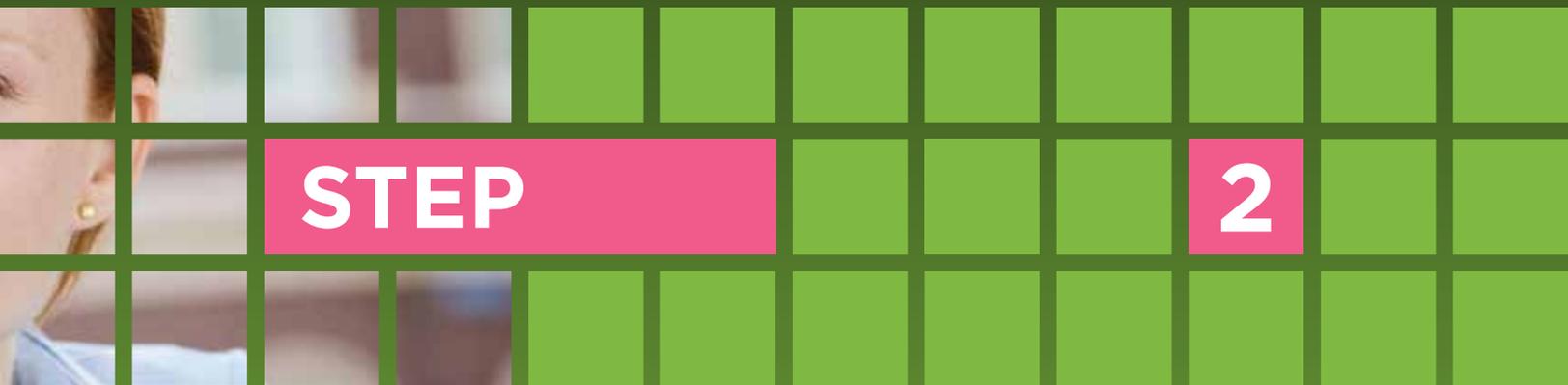
For more information please email
Councillor Marianne Wilkinson at
Marianne.Wilkinson@Ottawa.ca

FCM **KANATA NORTH** **Ottawa**



Recruitment poster used by the Ottawa group





STEP

2

Conduct a Needs Assessment

Goal

The objective of the needs assessment is to identify your group members' knowledge and experience related to the barriers to young women's participation in your local government. The results of this assessment will be based on both your personal experiences about participation in local government activities, and your knowledge of how your local government addresses the needs of both men and women through its policies and services.

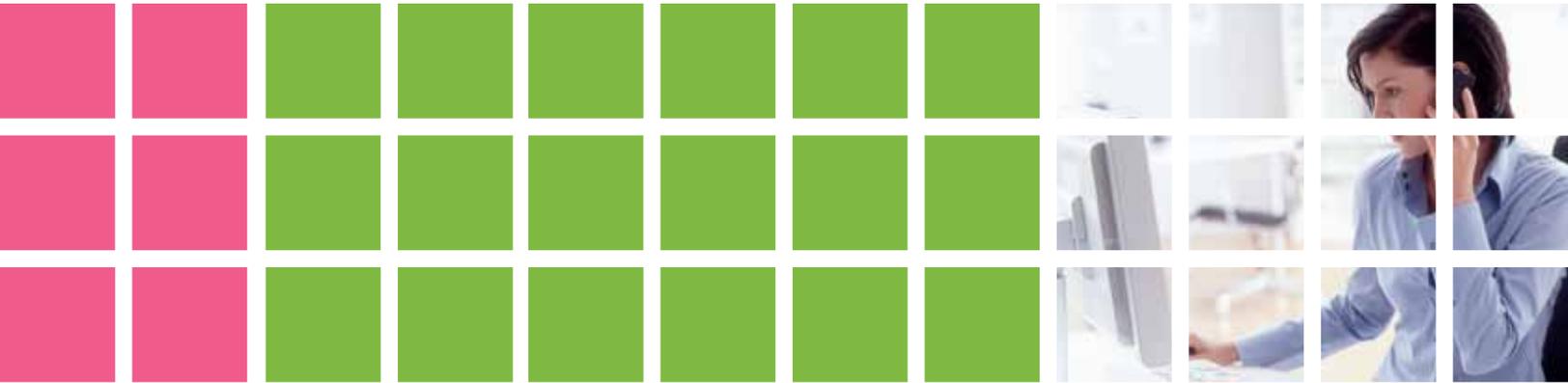
Key Activities

GETTING ORGANIZED

To complete the needs assessment, we suggest that you plan at least two hours of uninterrupted time with the entire group in attendance. Some treats might help, particularly if you hold this meeting at the end of a school or working day. Do not forget to choose a note taker to keep a detailed record of your discussions.

The main purpose of this meeting is to define what participation in local government looks like for your group. This can be:

- receiving information from and about your municipality
- taking part in public consultations on priority issues
- campaigning for a candidate
- attending public debates during municipal elections
- following council meetings
- being a member of a civil society group that is interacting with your local government on one or more key issues.



Through activities and group discussions, your group members will explore their perceptions and knowledge about the challenges, barriers, opportunities and potential solutions regarding women and young women’s participation in political and civic leadership and decision-making roles. The needs assessment provides an opportunity to consider carefully how you live in your community:

- Where do you go?
- Who do you interact with?
- How do you feel about taking part in public consultations and other local government activities?

EXPLORE YOUR OWN REALITY

We are presenting below the key themes that should be addressed during this assessment, which we invite you to adapt to suit your own context.

Your Relationship with Your Local Government

- a. Do you know what your local government does?
- b. Do you interact with your local government? How? What is the result?
- c. Where do you see women participating in your local government?
- d. Are you asked your opinion in your community? Who asks you? What do they do with this information?
- e. What prevents you from interacting with your local government as you would like?
- f. Do you think that your experience, as a young woman, is different from that of other members of your community?
- g. In what ways would you like to see young women participate in local government?

Your Experience in Your Community

- a. Where do you feel safe in your community? Where do you feel unsafe and why?
- b. What kind of transportation do you use in your community? Could you attend a meeting of your local government using this transportation?
- c. Would you feel comfortable and confident speaking to a group of people? What about speaking to your local council or other municipal government officials?
- d. When and where do you feel included in your community? When and where do you feel excluded?

Assessing Your Local Government’s Gender Sensitivity

This activity of your Head Start project uses a gender lens to assess policies and practices of your local government. You want to know how gender-sensitive your local government is. The knowledge and experience of the municipal councillor leading your group will be invaluable in helping you fill out the table below. She will be able to identify where you can find the information or to whom you could speak to find it.

MY LOCAL GOVERNMENT HAS ADOPTED, DEVELOPED.....	YES	NO
Policies that encourage the participation of young women		
Policies that encourage the participation of women		
Policies that encourage the participation of youth		
Affirmative action hiring policies		
Requirements for gender parity in committees, commissions or other groups		
A gender-equity policy		
A gender-equity plan		
Strategies to include young women in public consultation		
Policies and commitments to fight violence against women		
Policies and commitments to increase women’s safety		
Gender analysis in planning (including budgets)		
A gender mainstreaming strategy		
Training in gender mainstreaming for council members		
A youth council that represents the perspectives of youth to municipal council		
A policy requiring gender parity in youth council membership		
Public consultation processes with specific mechanisms to encourage women’s participation		
Complementary bodies at the council level (e.g., women’s affairs committee, women’s caucus) to provide additional momentum		

CHOOSE THE RIGHT GROUP FACILITATION TECHNIQUE

To lead your group in answering the questions presented on the preceding page, you will have to select a facilitation technique that is appropriate for your group. We are presenting below the two main techniques used by the six Head Start groups featured in this guide. You can find other choices of facilitation techniques in the tool kit presented in the last section of this guidebook. To access them now, please click on [this link](#).

The Importance of Effective Facilitation

Within the context of a Head Start group, facilitation is a process whereby a specific individual, selected by the participants, helps the group members share their understanding and agree on common objectives and ways to achieve them. The facilitator is also responsible for helping to resolve disagreements or conflicts that may arise among participants. The most effective facilitators have the following characteristics:

- social skills: they have an ability to bring and keep the group together without controlling it, while at the same time being able to notice and resolve participants' disagreements or discomforts.
- open and positive interactions: they encourage participants to generate ideas and contribute to the discussion. They take advantage of the unique skills and knowledge brought by each participant.
- organising ability: they can make logistical arrangements like booking the venue and preparing materials.
- enthusiasm: they demonstrate enthusiasm for the task at hand.
- flexibility: they show flexibility when it comes to responding to participants' needs.

Guided Discussion Technique

The Head Start groups in Grand Forks, London and Gatineau employed a guided discussion approach aimed at facilitating the emergence of various viewpoints. The facilitator led the discussion by asking open-ended questions, for example “Why do you think that we have so few women on our city council?” or “Do you know any woman who is active in politics,” and then allowed the group to explore their opinions. The facilitator gently guided the group back to the subject of discussion when the focus drifted to unrelated subjects. At times, the participants would ask each other questions or seek more information from participating councillors or mentors. Throughout this process, a participant of the group kept detailed notes to be referenced by the group in the planning and implementation phases (see steps 4 and 5) of the program.



Grand Forks Head Start group conducts needs assessment

Consensus Building Technique

Head Start groups in Ottawa, Bathurst and Rigolet completed the needs assessment through a facilitated consensus building process. Using this approach, participants used brainstorming to list barriers to young women’s participation in local government.⁵ Then, participants broke into two sub-groups to discuss the identified barriers. Each sub-group selected the six most important barriers and wrote these barriers onto stock paper. All of them were then put up on the wall for the whole group to see. Through discussion and debate, the stated barriers were paired together and then moved into themes or overarching categories. Each sub-group then added an additional barrier that was not yet represented. Finally, the two sub-groups came together to determine titles that best described each of the overarching categories. The overarching categories of barriers, as well as the individual barriers, were recorded for reference during the planning and implementation phases (see steps 4 and 5) of the program.

Once your discussion has been completed, you will need to synthesize your results and discuss how you will consult your communities to check if the barriers that you have identified reflect their experience.

SYNTHESIZE AND ANALYZE YOUR RESULTS

- Go through your discussion notes and pull out a list of concrete barriers.
- Start to explore these barriers by looking for patterns, commonalities and themes.
- Looking over the notes from your discussion, identify what you consider are the barriers to your participation in local government.
- The barriers you have identified will help you decide what questions to ask through your survey or public consultations (see step 3). Build a list of these questions which could be as follows: “What do you think are the greatest barriers facing women who would like to engage in politics at any level?” “In your view, what can be done to help women overcome these barriers?” A sample public consultation process is presented in step 3 and a sample survey is presented in the Annex to this Guide.

⁵ Brainstorming is a technique utilized to gather ideas generated spontaneously. During a good brainstorming session, participants should not discuss the ideas but, rather, focus on listing as many as possible during a few minutes, after which they can proceed with a discussion on what has been contributed.

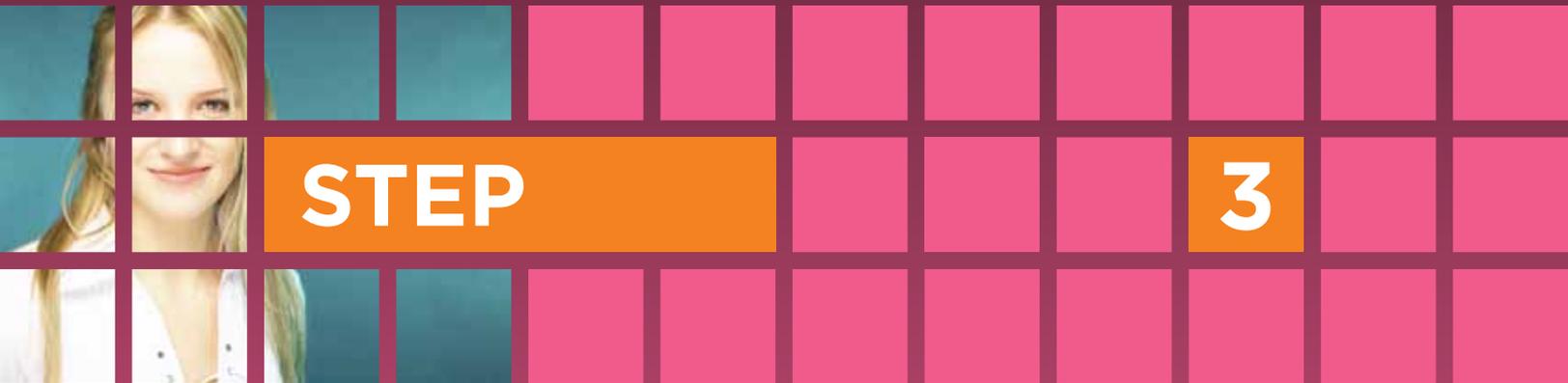
Step 2 is also a time for your group to discuss how you would like to interact with your local government, what changes you would like to see in your community, and what you think you need to do for these changes to occur. This discussion will help you gain a deeper understanding of the specific barriers faced by the young women of your community and will increase your comfort as you approach the planning and implementation of community consultations.

We suggest that you use visual tools to support this process. Two of these tools are presented in [the tool kit](#).

PLAN YOUR NEXT STEP

Your last task in this step is to discuss how you will consult with other young women in your community to check if their experience regarding participation in local government is similar to yours. The community consultation in the next step is a way to reach out, sensitize and engage with various stakeholder groups in your community. It is therefore a critical step in your Head Start project as it will determine what is most likely to be successful in terms of mobilizing the interest of the young women in your community, as well other community members and organizations.





Consult Key Community Stakeholders

Goal

The goal of this third step is to engage with community members to learn if others in your community share your experience and opinions about the main barriers to young women's involvement in local government decision-making.

Key Activities

BUILD YOUR NETWORK

It is likely that there are different groups in your area that work on the promotion of gender equality in various spheres of community life. For example, these groups could be associated with women in business, immigrant women or women's health centers, or they could be advocating for legislative change to better protect women from violence. There are many other groups engaged in promoting broader public participation in decision-making.

As you build a network around your Head Start project, you may begin to see ways that your work complements activities already taking place in your community, and ways in which other community groups can support your work. Your Head Start group is adding its own voice to theirs, and thus consultation with these stakeholders is important to ensure that you forge alliances with them. They will be able to contribute their insights and understanding of the barriers that prevent young women from participating in local government, and will promote your activities to their members and networks.

DECIDE HOW YOU WILL CONSULT YOUR COMMUNITY

The Head Start groups have used two main methods to consult their respective communities: surveys and open community consultation. We are presenting details on each below.

Surveys

Several groups used different kinds of surveys to gather data on what young women and men thought regarding barriers to young women's participation in local government, and to collect their suggestions on ways to support young women in overcoming these barriers. The Gatineau group used an online survey accessed through a link on their Facebook page while other groups like Bathurst, Grand Forks and Ottawa used a combination of paper and online surveys.

Two Different Approaches to the Use of a Survey

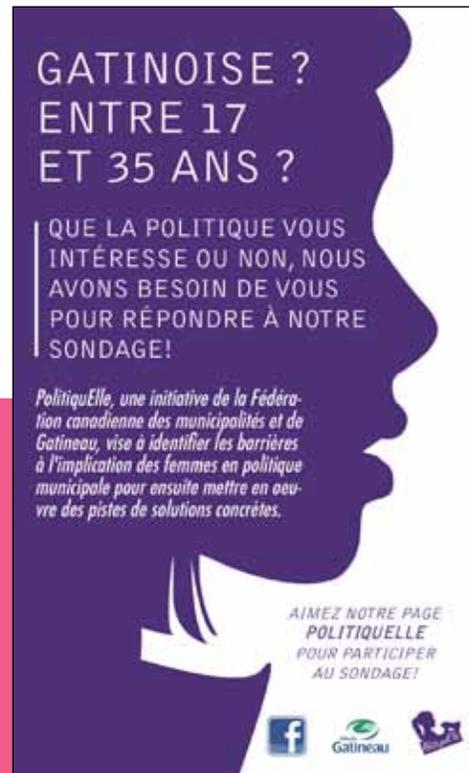
Bathurst:

The Bathurst group developed a survey which was circulated online and in educational and community settings. It contained 10 multiple choice questions and space for respondents to insert their own views on : barriers faced by women in general and by young women in particular that prevent them from engaging or participating in the political life of their community; solutions to overcoming the identified barriers; measures to encourage young women to engage in leadership roles; and methods to better communicate information to young women about ways to engage in community leadership roles.

Grand Forks:

Members used an interview format to administer their survey which contained eight questions. They selected young community members and asked the questions in person while completing the forms.

The Bathurst questionnaire is annexed to this document.



An Open Community Consultation

The second method is having your group hold an open community consultation. It will require some logistical arrangements: finding a location, advertising to ensure good participation at the event, and the drafting of an effective scenario by asking specific questions or issues to ensure the smooth implementation of your consultation. This will help you achieve your objectives within the time available and leave sufficient time for participants to ask their questions. The Ottawa Head Start group documented the main steps in completing their own community consultation through an open forum. These are presented in the box below.

The Ottawa Group Explains How to Conduct an Effective Community Consultation

An open community consultation occurs when an organization seeks the general public's input on one or more matters affecting the population. This allows for the views of a broad cross-section of people to be taken into consideration moving forward.

Your consultation: the basics

1. Choose a date and time that works well for you.
2. Attract participants from your school or university by advertising on the morning announcements, having your department circulate an email to students, asking for the support of your student council and/or campus committees, asking your teachers to help you and asking your friends to support you.
3. Remember to bring stickers, cards, tape, pens (and extra pens) and registration sheet.
4. After the consultation, write a brief report summarizing the discussion and any follow-up actions to be undertaken.

During the consultation:

1. Introduce yourselves, the Head Start Program, its purpose and the agenda for the consultation.
2. Circulate stickers to the audience (5 to each person).
3. Explain what Head Start is about in your own words (suggested script follows).
4. Clearly articulate the question/issue that you want them to discuss and clearly explain what you want to achieve through the proposed process. Ask questions, or give examples, to get the discussion going (see below).
5. Have each person state one or two words to express an obstacle to participation that they think would be faced by young women and write each obstacle on a card. After you've gone around the group, ask for more ideas and write each new idea on a card. Each card should have a different obstacle or difficulty.

6. You may have the audience help you stick the notes on a wall or table or do it yourself.
7. Have each participant put a sticker on five cards that she thinks are the most significant barriers or difficulties.
8. If there is time, have them elaborate a bit on the issues with the most stickers – you can use the discussion questions below or start the conversation with your own view.
9. After the consultation, the group of Head Start members can complete a consultation report, using the number of stickers on each card to rank the barriers. Include all ideas put forward even if they have no stickers.

To get the conversation going:

If there is hesitation from the audience, give an example of a barrier. Write that barrier on a card and post it on a section of the wall, or a table.

Suggested discussion questions to be used only if no ideas are put forward:

(You can also use these towards the end of the session for further discussion about the issues people have put forward.) Take notes of any points raised and attach to the consultation report.

1. Do you think the media plays a role in how women view their own potential?
2. Do you think your school provides adequate support by providing girls and young women with appropriate opportunities and course curricula?
3. Do your parents or other guardians ever discuss with you your own possibilities in leadership roles?
4. How many of you are involved in your community? Why and why not?
5. At what age do you think women or girls should be encouraged to think about their own potential in politics or other leadership roles?
6. Do you think some women may experience more barriers than others? Why?
7. What stops you from thinking about entering politics or other leadership positions?

Suggested script:

“Hello, and thank you all very much for coming today. My name is [name] and these are my colleagues [names]. We are part of the Head Start for Young Women program offered by the Federation of Canadian Municipalities and implemented in the City of ____, under the leadership of Councillor____.

Source: Ottawa Head Start group



YOUR RESULTS: THE BARRIERS FACED BY YOUNG WOMEN IN YOUR COMMUNITY

It is now time to compile all of the information you have collected and create a list of barriers to young women's participation in your community. As a group, you should determine the most important barriers being faced. Depending on the method that you have chosen to collect your information, there are many ways to compile it:

- Survey data can be quantified.
- The results of focus group discussions should be compiled to identify general trends and to categorize similar comments.
- If you use an open community consultation, you could ask participants to select the three main barriers faced by women who are participating in, or who want to participate in, local government. Take some time to discuss the barriers with the most stickers and reach an agreement on the top three.

The [tools for synthesis and analysis](#) presented in the tool kit can be used to complete this activity.

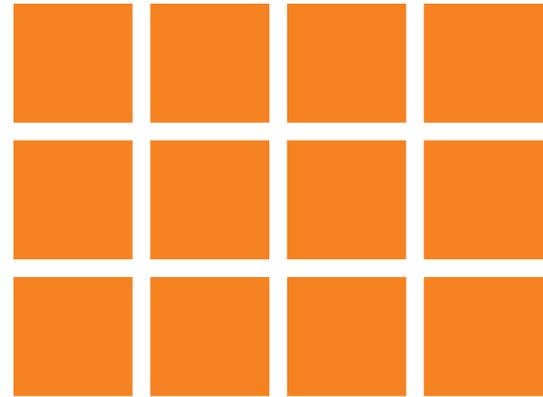
The results of the consultations were very similar for all six Head Start groups even though they chose different ways to carry out their consultations. The main barriers identified are presented below.

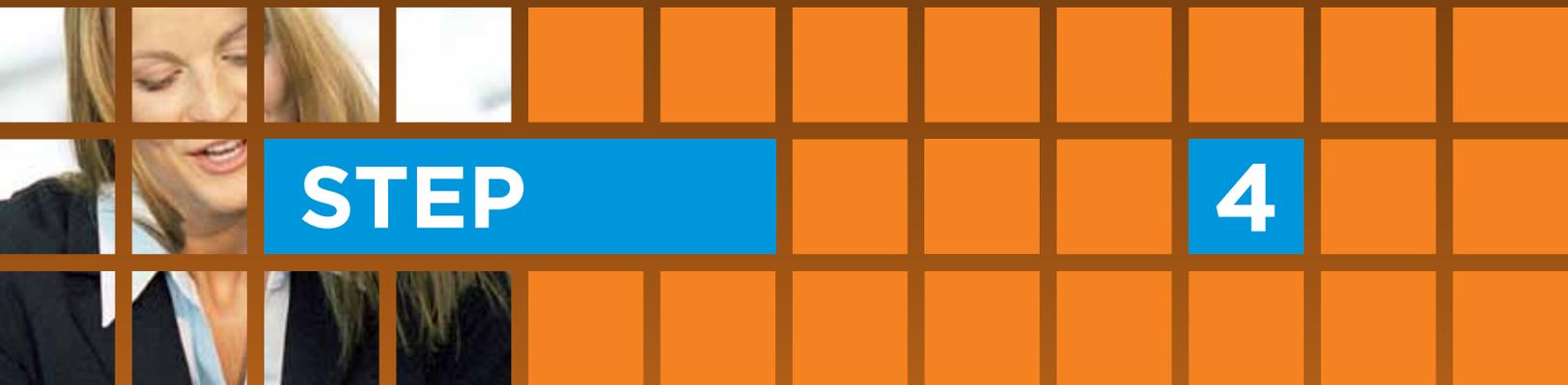
Main Barriers to Participation in Local Government Faced by Young Women

- **Personal obligations:** responsibilities such as family, child care, work
- **Resources, knowledge, education:** limited access to resources such as organizing election campaigns, organizing volunteers, education on the political system, etc.
- **Cultural barriers:** personal barriers based on values, lifestyle, language and tradition
- **Negative stereotypes/intimidation:** preconceived ideas about an individual or a group that hinder or lead individuals to be hesitant to participate or become involved in the decision making process
- **Media portrayal of women:** inaccurate media representations of women in politics and in decision-making roles
- **Lack of confidence:** lack of confidence in oneself
- **Traditional roles:** difficulty balancing the interests of a family with the demands of public leadership due to defined gender roles
- **Lack of early socialization:** girls not socialized into politics and public life in general
- **Lack of role models:** no one to encourage young women to take part in politics
- **Negative workplace atmosphere:** sexism and discrimination in work environments

These main barriers were common themes identified by all Head Start groups but there were different considerations in different contexts. We suggest that you benefit from your consultations by discussing how the top barriers specifically manifest themselves in your community. This discussion will help in identifying which of these barriers your group will address through your Head Start project.

It is now time to start planning how you will go about addressing these barriers!




 A decorative header consisting of a grid of orange squares. On the left side, there are four vertical strips of photos showing women's faces. A large blue rectangle is overlaid on the grid, containing the word "STEP" in white, bold, uppercase letters. To the right of "STEP", there is a smaller blue square containing the number "4" in white, bold, uppercase letters.

STEP

4

Plan Your Project

Goal

Identify how you will proceed to help in removing the barriers that affect young women's participation in local government. This step entails identifying what you hope to achieve through your project, and provides information and tools to help you get there.

Key Activities

IDENTIFY YOUR EXPECTED RESULTS

You first need to determine what you want to see in terms of change at the end of your project. One useful way to do this is to ask participants what they would like to see if they took a picture of young women's participation in local government today (e.g. number of young women taking part in campaigns or running for office). Then ask them to take another one in a year: what changes would they want to see?

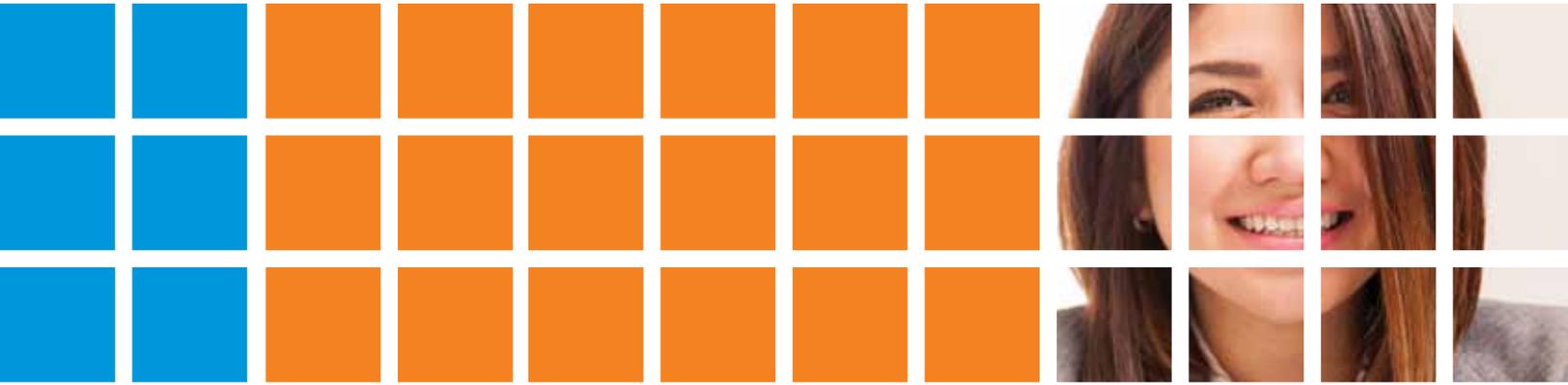
SELECT YOUR PROJECT

Based on your understanding of the barriers faced by young women in your community, identify one initiative that your group will implement over the next 12-18 months to contribute to eliminating one of these barriers. Once you have done a brainstorming on possible project ideas, you have to pick your preferred option. Here are some criteria to help facilitate the selection of your option. Which of these possible initiatives:

- has the highest likelihood of success by decreasing young women's under-representation in civic, political, and leadership roles within your own community?
- is likely to engage a significant proportion of the community on these issues?
- can be completed over an implementation period of six to eight months?

FIND YOUR STRATEGY

Clearly outline the results or goals you would like to achieve and what is needed to achieve them. See the [Tools for Planning section](#) to facilitate your planning process.



In thinking about what would need to be different in order to achieve your desired results, you can try to answer questions such as: Who would need to think, feel or act differently and how? What would need to be added to or taken away from our community?

Brainstorm some strategies that could create the change that you would like to see. These could be focused, for example, on the sensitization of specific segments of the population, on the use of social media to motivate young women to take part in politics or on the mobilization of specific community groups.

Select one or two of the strategies and take time to assess each idea:

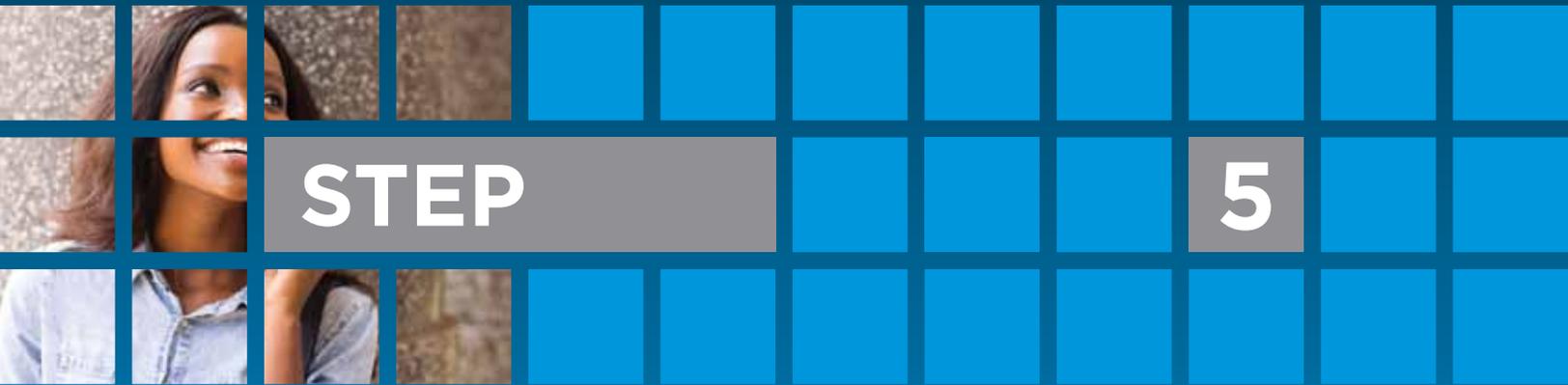
- Do we have the time and resources to implement this strategy?
- Would all young women in our community be positively affected by this strategy?
- Is it possible that it will negatively affect any members of our community?
- How does this strategy lead to the increased participation of young women in our local government?
- Outline the major components in the project and the tasks needed for each component.
- Create timelines and specific tasks for each component.
- Identify the resources needed, who will be responsible, the possible challenges and some strategies for overcoming them.
- Keep your plans handy as you implement your project. Be sure to adapt them based on changes in timelines, tasks and resources.

IDENTIFY ALLIES

Who can make decisions on this issue? Recall the groups with whom you consulted. Which ones are most likely to support your work? How might you involve them so that you can support their work and they can support yours?

Are there places where your strategies might meet with resistance? What can you do to overcome them or mitigate the impact on what you are trying to achieve? Who is likely to take a position, either for or against, regarding your initiative?

Once you have completed the planning of your project, you are ready to move to its implementation stage.



Implement Your Project

Goal

The goal of this step is to implement the activities that will lead to your expected results given the time and resources available. Be ready to adjust your plan as you progress towards implementation, as unforeseen circumstances may arise that will force you to change your plan.

Key Activities

The key activities will very much depend on the type of project that you have chosen to implement. However, there are certain types of activities that will almost certainly be part of any Head Start project. We are presenting them below with some key tips on how to implement them effectively.

MEETINGS

We suggest that you meet regularly to ensure appropriate follow-up and identify actions needed to address unexpected events or other changes. We suggest that you take turns for facilitation and record-keeping. It is important to keep in mind some basic rules about running effective meetings.

How to Run Effective Meetings: Some Tips

1. Clarify your expected result. What do you want to achieve through this meeting?
2. Only invite those who need to be there.
3. Stick to your schedule. Start on time. End on time.
4. At the beginning of the meeting, make sure to review the decisions made during the previous meeting and to follow up on any actions that have been undertaken by participants.
5. Establish ground rules to avoid a participant monopolizing the conversation.
6. Restrict the use of technology to get the full attention of participants.
7. End the meeting with an agreement on follow-up actions to be undertaken by participants.

MONITORING

Follow your work plan, and if necessary update it to reflect any change in your approach or activities. A number of unforeseen circumstances can arise: participants move to another city, you encounter some difficulties in getting the attention of city councillors or other key stakeholders or your city has to deal with an emergency, thus forcing you to re-assess your strategy. Some key questions to ask to guide your monitoring include:

- Are we on schedule to implement our project? If not, why are there delays? What control can we exercise over these delays?
- Do we have any variance between our planned activities and those that are being implemented? If yes, how can we explain them?
- How are we doing with the resources available?
- Which activities are completed? Which ones are not?
- Do we need to take corrective action to make changes to our work plan so we can adapt to these changes?

COMMUNICATING WITH KEY STAKEHOLDERS

Your key stakeholders are part of your project and it is important to keep them engaged through regular communications. You can use a combination of various tools to keep them informed: news releases, social media posts, email messages, memos, personal phone calls and other means of communication. Make sure that you also receive information on their activities and projects as you might be able to promote them through your own activities. In planning your communications, make sure to reflect on the best way to reach each of the stakeholder groups you want to engage with. The **Tools for Planning** section of the tool kit contains a sample communication plan used by the Grand Forks group.

Social media networks are indispensable tools to reach young women. We are presenting below some guidance on how to make the most of these online communication tools.⁶

⁶ You can find more detailed information on the effective use of social media in the FCM publication *Women in Local Government: a Guide for Women Candidates*, which can be accessed by clicking on this link: http://www.fcm.ca/Documents/tools/Women/Municipal_Elections_in_Canada_a_Guide_for_Women_Candidates_EN.pdf

USING SOCIAL MEDIA EFFECTIVELY

Your work as a Head Start group is a great opportunity to develop your own network on social media and your group's brand.

To decide how your group will use social media, you may want to brainstorm on the following questions:

- What is our main audience? Who are we trying to reach?
- Which social media tools are the most appropriate for our Head Start group to use (Facebook, Twitter, blogging sites, Youtube)?
- Which organizations and individuals should we be interacting with and following?
- Which hashtags should we be using?
- What rules should we adopt to ensure that participants are safe using social media? What are the characteristics of a great social media post?
- How will we share information and resources widely to be sure to have all group members involved?

Finally, you should determine whether to open a social media account in the name of your group or simply use your own personal account. In many cases it will be more useful to invest in developing your own personal social media network, particularly if your Head Start initiative is not expected to continue beyond a year.

It is up to your group to decide what is best...

The Projects of the First Head Start Groups

The first Head Start groups implemented a wide range of initiatives. Some of these initiatives included:

- The Bathurst Head Start group utilized the results of its community consultations to engage senior leaders on ways the community could eliminate barriers to young women's participation in municipal government. The group also organized activities so that young women could learn about municipal and provincial politics.
- In Gatineau, the Head Start group produced a video clip for promotion on YouTube and the group's Facebook page.
- In Grand Forks, the participants organized a conference entitled "Leadership in Politics for Women by Women" aimed at offering young women the opportunity to learn from and exchange with experienced women leaders in their community.
- A documentary on barriers to, and potential drivers for, young women's participation in politics was produced by the London Head Start group with additional financial support from the City of London.⁷
- The Ottawa Head Start group developed a manual that is being used by a majority of school boards in the city to deliver workshops. The purpose of the workshops is to sensitize young women and men to the barriers to young women's participation in municipal politics.

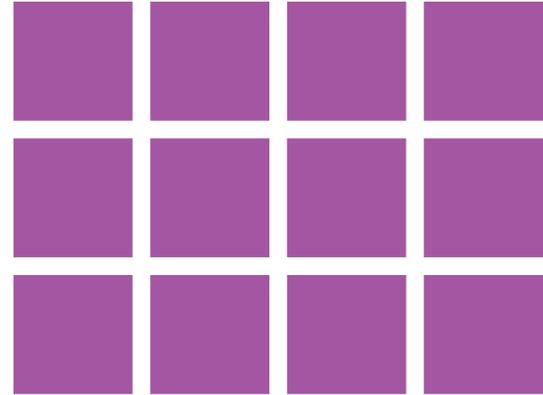
⁷ Can be accessed at: *25percent. A Documentary*. <http://25percent.ca/>

⁸ Can be accessed at: *FCM, Women in Local Government. Head Start for Young Women Program*. <http://www.fcm.ca/Documents/tools/Women/Head%20Start%20workshop%20manual%20-%20EN.pdf>



Roundtable in Gatineau - Senior political leaders share their experience

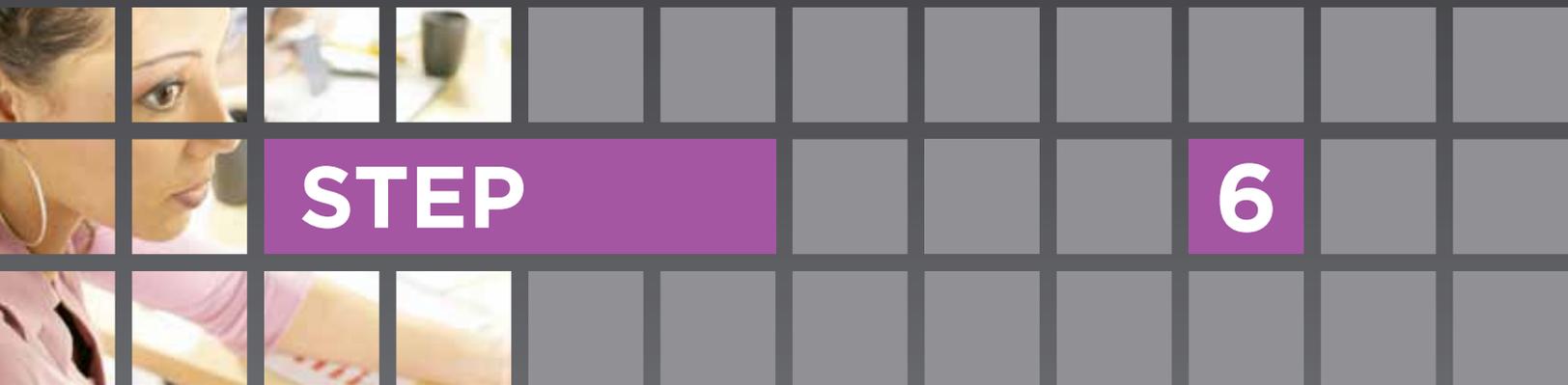
From left to right:
 Françoise Boivin, Member of Parliament, Gatineau;
 Sylvie Goneau, Councillor, Gatineau;
 Mireille Apollon, Councillor, Gatineau;
 Nycole Turmel, Member of Parliament, Hull-Aylmer.
 Source: Gatineau Head Start group



OVERCOMING IMPLEMENTATION CHALLENGES

We are presenting below some implementation challenges faced by the first Head Start groups and how they were able to overcome them.

CHALLENGES	WAYS TO OVERCOME IT
Participants are very busy and their availability can be limited at times.	<ul style="list-style-type: none"> • Adopt a good division of labour to ensure responsibilities are shared. • Use information technology such as Skype to hold virtual meetings and share information. • Find meeting times and locations that are compatible with participants' schedules and obligations.
There were some delays in implementation.	<ul style="list-style-type: none"> • Follow your time line closely to monitor how you are doing. • Remain alert to any change that might delay the implementation of some activities.
Young women have little interest in politics and thus may not be interested in taking part in Head Start.	<ul style="list-style-type: none"> • Broaden the discussion to include involvement both in local politics (public consultations, campaigning on behalf of a candidate, attending council meetings) and in community-based organizations.
Women senior leaders are busy and might not find the time to engage in their mentoring role.	<ul style="list-style-type: none"> • Communicate clearly what you expect from them. • Explain in detail how the event or activity will unfold so they can prepare themselves accordingly. • Be well organized. • Be explicit on what is in it for your participants and for the mentors.
City councils have changing priorities and this has caused delays in some Head Start groups being able to share their project with their respective councils.	<ul style="list-style-type: none"> • See if you can inform council members individually before a formal council presentation. This can be done in person and/or email and allows you to have a condensed presentation at council.
Mobilizing audiences to attend public events is difficult and can result in limited participation.	<ul style="list-style-type: none"> • Communicate the details of the event well in advance to your network with frequent reminders. • Use the broadest range of communication tools as possible with an emphasis on social media and local media channels.
There may be some resistance to the notion of promoting young women's participation in local government.	<ul style="list-style-type: none"> • Using the results of your community assessment and the general data on women in local government presented earlier in this guidebook can help illustrate why this issue needs specific attention. • Explain to municipal councillors that supporting your work is a great way for them to learn how to engage with young voters. • Engaging young men to work alongside young women was seen by many as a key strategy to overcoming resistance.



Evaluate, Celebrate and Promote!

Goal

There are two main goals to be achieved through this step. The first is to assess your results and reflect critically on the extent to which your group achieved its expected results. The second is to celebrate your achievements.

Key Activities

CONDUCTING AN AFTER-ACTION REVIEW

To conduct your after-action review, bring together the group to discuss the following:

- Did our project attain the goals that we had set?
- Did our project have the impact we expected? Did it have outcomes that we were not expecting?
- How would we change our project if we were to repeat or continue it in our community?
- What advice would we offer to young women in other communities if they were to replicate our project?
- Personally, what has each of us learned that is particularly valuable?

Participants Share the Benefits of Participating in Head Start

“I have learned how to network and how to talk with leaders.” (Amy from Ottawa)

“I feel more confident to speak in public: we had a press conference for the project and I was able to share my experience with great confidence... I feel more knowledgeable than before about politics.” (Lian from Bathurst)

It is important that your group members take a critical look at the process and achievements, as it is the only way to identify the most meaningful individual and collective lessons from your experience. You can use some of the **facilitation techniques** presented in the tool kit.

If your group is small, a simple focus group discussion can be the best way to undertake this step. If your group is larger than 15, a World Café⁹ methodology may be more conducive to broad participation. You should remember to use techniques that accommodate the style of both the extroverts and introverts in your group. The extroverts will be more comfortable expressing themselves verbally while the introverts will appreciate having some quiet time to reflect on questions before sharing their experience.

The after-action review is also a good time to determine how you will build on your results in the future. A number of Head Start participants have indicated wanting to be more involved in local government, in community-based groups or in their student associations. The end of your project cycle does not mean the end of the Head Start activities in your municipality: three of the initial six Head Start groups are looking for ways to undertake other projects.

CELEBRATE!

Take time to celebrate your achievements through an appropriate activity like a reception... The road to gender parity in local politics is paved with challenges, obstacles and successes and is also a long one. Take time to stop, reflect and congratulate yourselves on the work accomplished! Broaden the celebration to others. It's a great opportunity to invite key allies and others and to showcase your accomplishments within your community!



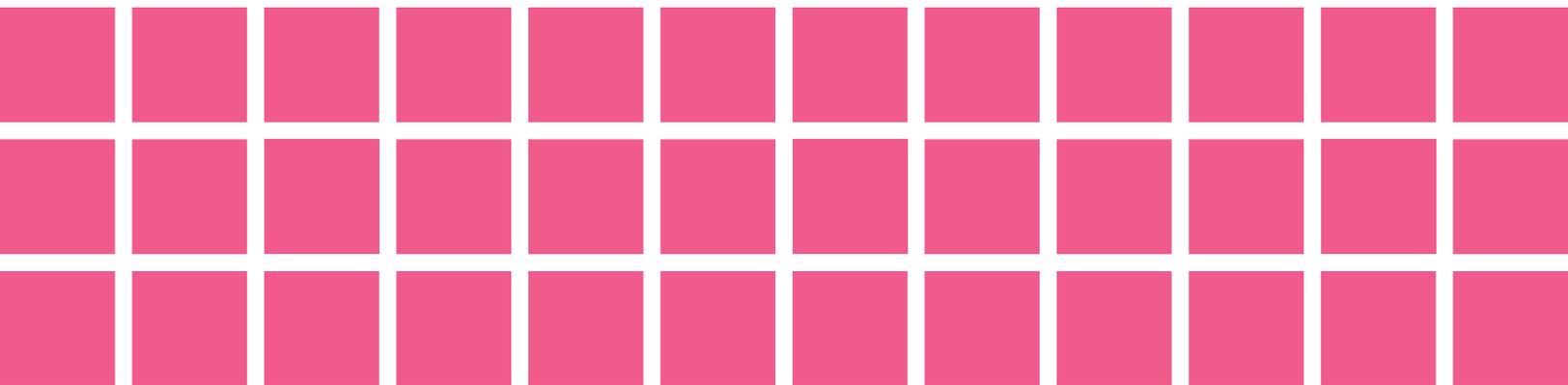
⁹ More information on the World Café methodology can be found in the Toolkit, or at: <http://www.theworldcafe.com/>



TOOL KIT

Tools for Group-Building: Introductions and Icebreakers

The Ottawa Head Start group developed a manual that is being used by a majority of school boards in the city. The purpose of the manual is to facilitate workshops that sensitize young women and men to the barriers preventing young women’s full participation in municipal politics. It contains a set of very helpful facilitation tools. In particular, “Lady Leaders Where Art Thou?” and “Nobody Puts Lady in the Corner” are two effective activities that can be used as icebreakers to build your group. We are presenting them below.



Lady Leaders Where Art Thou?

DURATION: 10 - 15 MINUTES

GROUP SIZE: 2 PEOPLE OR MORE

MATERIALS: SMARTPHONES (OPTIONAL)

How to Carry Out the Activity...

1. Ask your group what it means to be a leader. Brainstorm together for an answer.
2. As a group, identify women leaders in the community.
3. Then, as a group, identify women politicians at the municipal, provincial, federal and international levels. If your students have difficulty identifying leaders, encourage them to carry out a Google search on their smartphones, if available.
4. Encourage your group to identify female leaders in other fields such as business, charities, entertainment, science, etc.

Information to Share During the Activity

- Relatively speaking, there are more women in small-scale governments (such as municipal and even student governments) than federal and provincial governments.
- Geography professor Lynn Guppy found that female representation on municipal governing bodies (mayors and councillors) in Canada varied in 2011 between 15 and 44%, depending on the municipality, and averaged 27%.
- In early 2014, for the first time in history, women had parity at the provincial level: six of 13 provinces and territories were led by women premiers, and this meant that over 85% of Canadians were governed by a premier who was a woman. These premiers were: Kathy Dunderdale in Newfoundland and Labrador, Alison Redford in Alberta, Pauline Marois in Quebec, Eva Aariak in Nunavut, Christy Clark in British Columbia, and Kathleen Wynne in Ontario.
- Canada reached almost 25% female representation in the House of Commons in the 2011 election, the greatest ever to date.
- At the time of writing in February 2014, there were 21 female elected national leaders, and six queens or vice-regal women in power.
- Sixty-four percent of elected members in Rwanda's Parliament are women, making it home to the highest representation of female elected officials in the world.



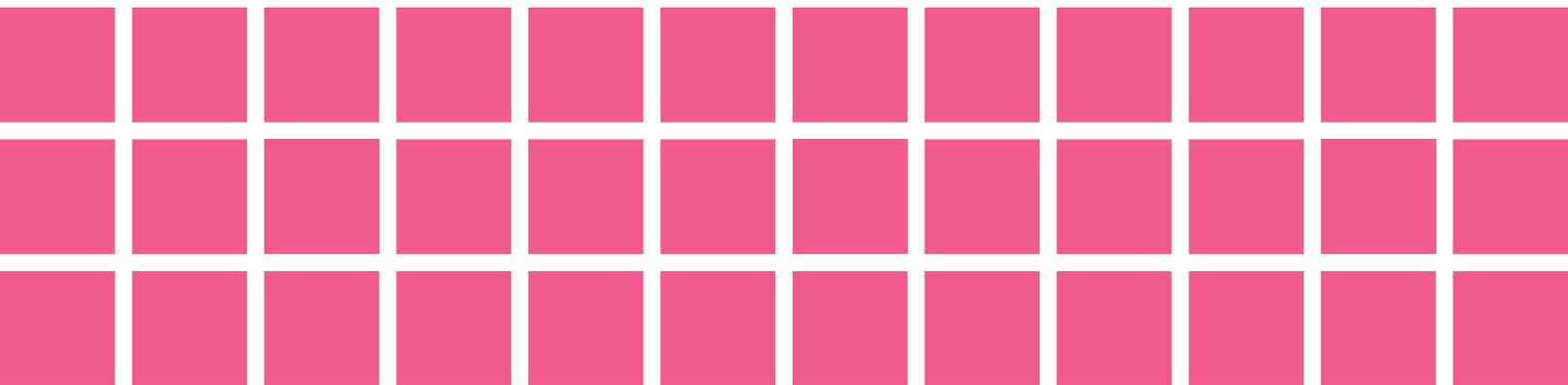
- In 2013, women held 14.6% of all executive officer positions (C.E.O., C.F.O, C.O.O. etc) in Fortune 500 companies.
- Many fields have affirmative-action programs designed to encourage women to enter the field. These include engineering, bio-science, trades and emergency services.

FOR DISCUSSION AFTERWARDS:

Why Does This Matter?

There are women in leadership positions but they are not often the people that immediately come to mind when imagining ‘a leader’. This activity addresses the assumption that there is a lack of positive female role models to inspire young women. Young women and girls can’t see themselves in these positions and this contributes to their lack of interest in pursuing positions of leadership in politics and other fields.

Additionally, a lack of interest is simply caused by a lack of knowledge. This activity will allow the group to share their knowledge of female leaders and get them interested in what they do.



Nobody Puts Lady in the Corner

DURATION: 20-45 MINUTES

GROUP SIZE: 4 PEOPLE OR MORE

MATERIALS: 5 PIECES OF PAPER, A MARKER, A TAPE

How to Carry Out the Activity...

1. Create five signs:

Agree

Somewhat Agree

Unsure

Somewhat Disagree

Disagree

Put up the signs around the room, about 10 feet apart.

2. Explain to the group that in this activity they will be asked to express their feelings about particular values. Show the participants where you have posted the signs around the room.
3. Explain to the group that you are going to read several value statements. As you read each one, tell participants you want them to think very carefully about how it makes them feel. Each person will then move to the section of the room where the sign best describes their degree of agreement or disagreement with the statement.

Possible Value Statements could include:

- Women are good leaders.
- I believe men and women are treated equally in the workplace.
- Our society treats men and women the same.
- I feel my voice is heard in my community.
- Women are good politicians.



- I can make change in my community.
 - I don't feel discriminated as a young woman in my community.
 - All women's experiences are the same.
 - I can become Prime Minister.
 - It is easy for a woman to become a politician.
 - I usually feel confident and am able to express my ideas.
4. Ask for volunteers to describe how they feel about each statement. Emphasize that there are no right or wrong answers, only opinions. Let everyone know that they can change their stand on any particular value at any time.

Information to Share during the Activity

Many women struggle with self-confidence and having the strength to share their opinions if they differ from the rest of the group. However, considering opposing views is a valuable life skill that is necessary to learn for any leadership role.

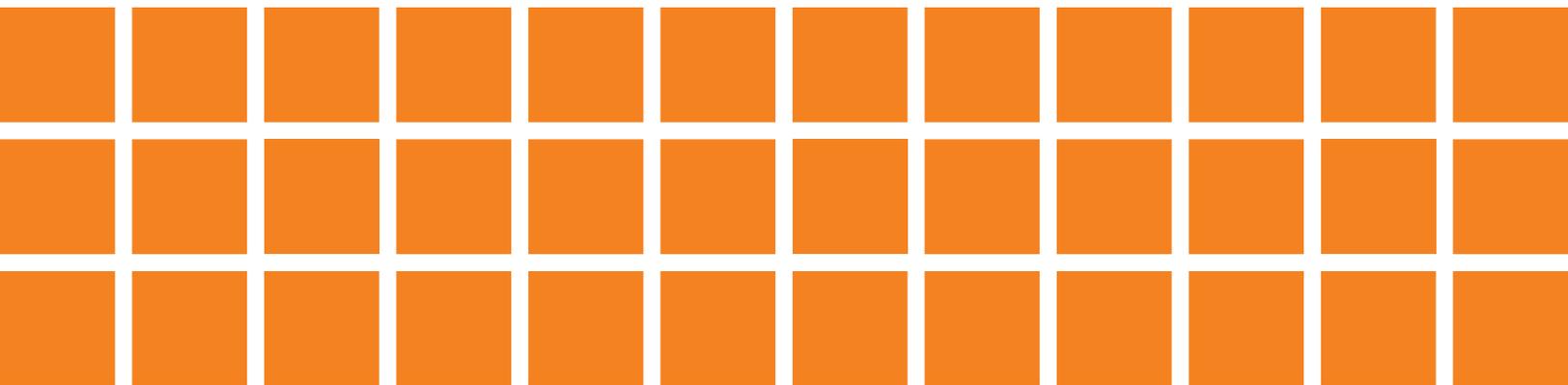
FOR DISCUSSION AFTERWARDS:

Why Does This Matter?

This activity encourages young women to clarify and explore their personal attitudes and values and to become comfortable with listening to and understanding opinions that are different from their own.

It also provides participants with the opportunity to understand that others may oppose their opinions and have legitimate reasons for doing so.

The manual contains many more exercises and activities and can be accessed by **clicking on this link**.



Tools for Synthesis and Analysis

The force-field analysis and other visual tools can be used to conduct your needs assessment, community consultation or project planning.

Force-field Analysis

Force-field analysis was first developed in the late 1960s by Kurt Lewin who got his inspiration from the physical sciences. Its main guiding principle is the notion that a problem situation exists when there is a difference between the way things are and the way key stakeholders would like them to be. The term "force" refers to the broad range of influences that can either contribute to the status quo (restraining forces) or that work towards the desired change (driving forces). Using this concept, your group can brainstorm on the driving and restraining forces that explain the current situation faced by young women when they think about taking part in local government.

STEPS

Step 1: Define the target of change: what result would you like to see?

Step 2: Brainstorm to identify the forces driving toward and those restraining change.

Step 3: Analyze the list with a focus on what can be changed to improve the current situation and move towards the achievement of the desired result.

The diagram on the next page can be drafted on a board or large piece of paper for all to see while brainstorming.

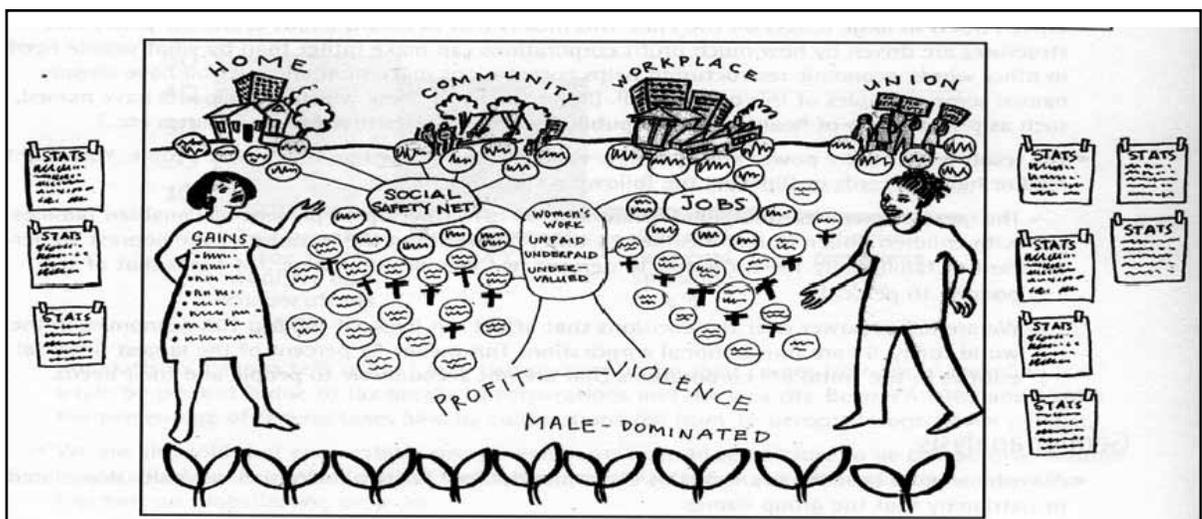
Using this tool, your team can brainstorm on the driving and restraining forces that support or hinder the participation of young women in local government.

FORCE-FIELD ANALYSIS AS APPLIED TO THE PARTICIPATION OF YOUNG WOMEN IN LOCAL GOVERNMENT

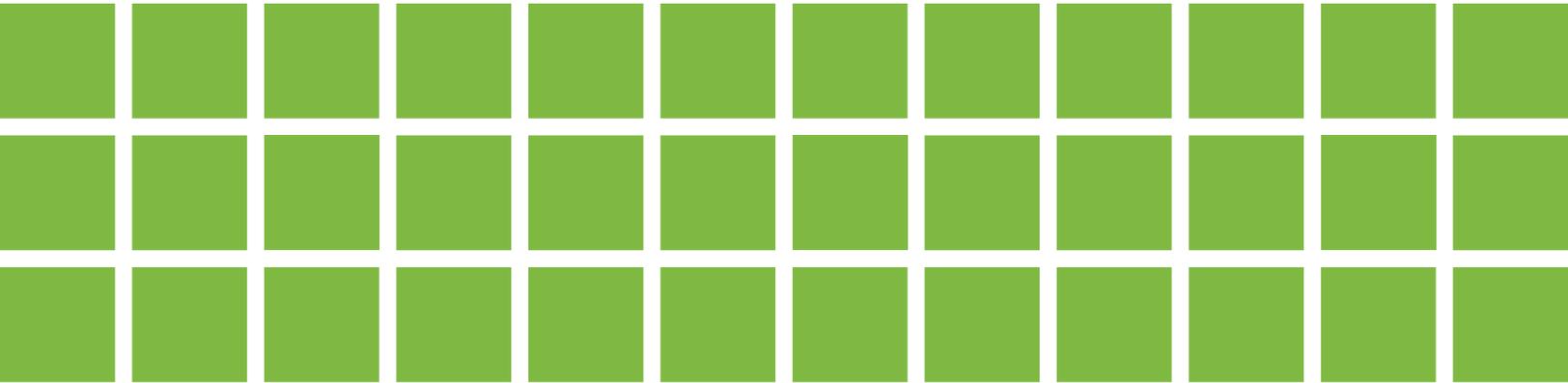
Driving forces (1 to 5)	5	Women leaders who could be role models
	4	Many young women are highly skilled and educated
	3	Opportunities offered through public consultations organized by local government
	2	Young women's skills with thechnology can be great assets for a more experienced municipal candidate
	1	High schools encourage the development of public speaking skills
Current situation	0	Low participation of young women in local government
Restraining forces (1 to 5)	1	Limited knowledge of local government
	2	Low self-confidence
	3	Dicrimination, intimidation
	4	Conflict responsibilities
	5	Limited support from local government officials and structures

COMMUNITY MAPPING AND OTHER VISUAL TOOLS

You can use community mapping whereby you will draw a map that will present information collected, or you can adopt any other type of visual representation that your group would like to design. You will need large pieces of paper and markers. The facilitator of the meeting should lead the participants throughout the process. If your group is composed of more than eight participants, you might want to ask small groups to each design a map of the issues identified. We are presenting below an example of such a map.¹⁰ Do not hesitate to be creative. What counts is that your representation of the issues identified through the needs assessment or community consultation reflects participants' experiences and perspectives.



¹⁰ Status of Women Canada and Tamarack Institute. (No date). *Vibrant Communities, Gender Analysis Tools*, Ottawa, No date, p. 10.



Tools for Planning

We are presenting below some tools for planning with some examples to help you adapt them to your work.

FACILITATION PLAN

The sample facilitation plan presented below can be used for your meetings or community consultations.

TIME	TOPIC	PROCESS	RESOURCE PERSON	RESOURCES
7:00 pm	Introducing the objective of the meeting	One person writes the objectives on a flip chart and presents it.	The facilitator for the meeting	<ul style="list-style-type: none"> • Flip chart • Markers
7:15pm	Review of past meeting's decisions, if applicable	The past meeting's secretary reads the notes from the meeting and asks the members to update others on the progress of their activities.	Secretary for the last meeting.	<ul style="list-style-type: none"> • Notes from last meeting

WORK PLAN

This work plan template can be adapted to reflect your own steps.

STEPS	ACTIVITIES	TARGET COMPLETION DATE	RESOURCES NEEDED
Create Your Group	Recruitment ad posted online	Deadline for posting ad	<ul style="list-style-type: none"> Text for the ad List of online sites where the ad will be posted
	Meet with potential participants	Date for introductory meeting	<ul style="list-style-type: none"> Find venue Facilitation plan
Complete Needs Assessment			
Consult Community Stakeholders			
Plan Project			
Implement Project			
Evaluate and Celebrate			

ACTIVITY/RESPONSIBILITY MATRIX

This matrix can be completed at the end of your planning meeting. It is best to use a flip chart or another visual support to make the division of responsibilities clear for everyone.

ACTIVITY	RESPONSIBLE	OTHER PARTICIPANTS
Posting the ad		
Organizing the introductory meeting		

COMMUNICATION PLAN

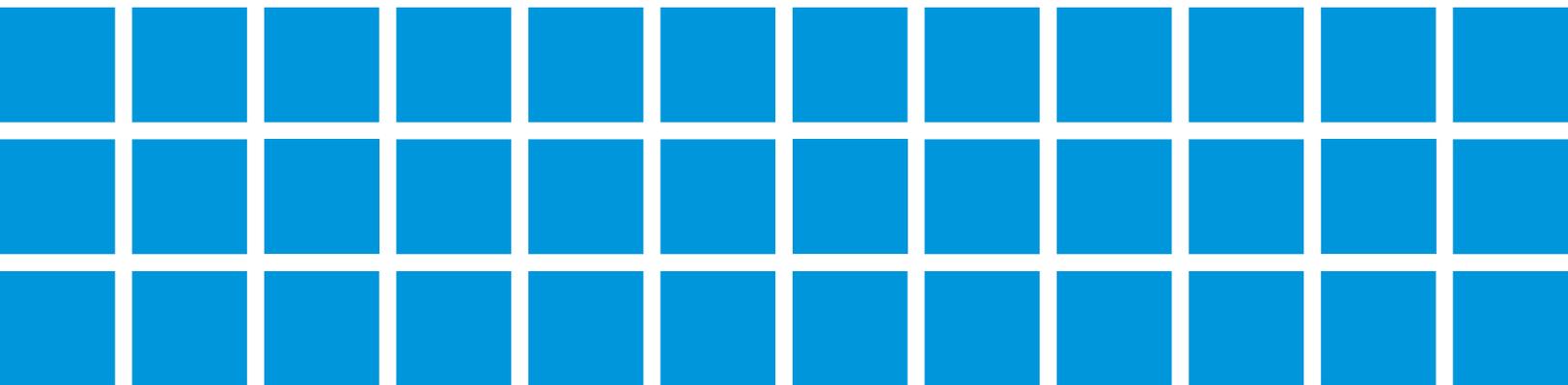
This template can be used to plan how you will communicate with your stakeholders during all of project’s steps.

Project: _____

Launch Date: _____

The following is used to determine communication tools, timelines and persons responsible

ITEM <i>These are the potential tools you can use to spread the word about your project.</i>	MPR (Main Person Responsible)	CONTENT FOCUS What will this piece be about?	DUE DATE <i>If multiple approvals required, be sure to note the date for each approval.</i>	PUBLICATION DATE <i>This is the actual date that the materials will 'go public'.</i>
News release				
Ad copy				
Web copy and photos				
Memo to staff				
Article for staff newsletter				
Set up Facebook page/ad				
Monitor Facebook				
Etc...				



Tools for Effective Facilitation

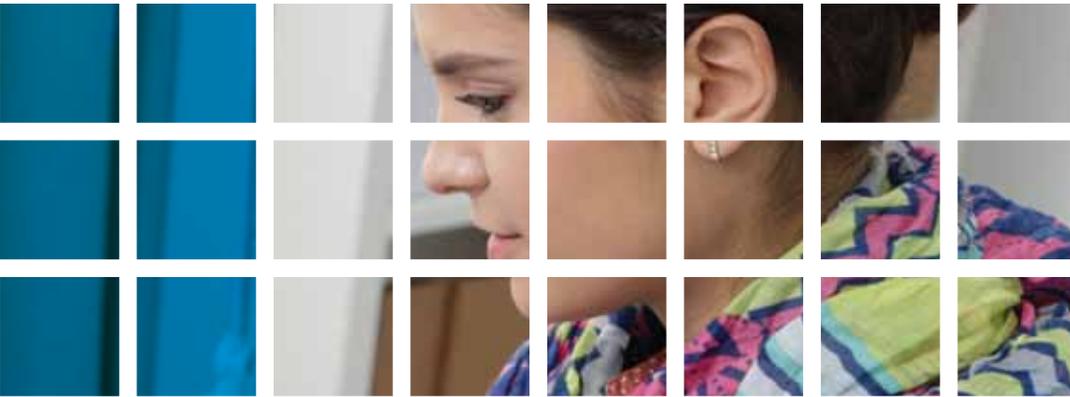
Your Head Start project will involve lots of meetings, consultations and other activities that will require group facilitation. We are presenting below some additional facilitation techniques that you may find helpful.

Choosing the Most Effective Facilitation Technique: Some Tips

Your choice of technique will be based on:

- **Group size:** if you have fewer than 15 participants, you can set up a focus group discussion but the same technique might take too long if you have many participants. In the event of a large number of participants, small group discussions followed by a plenary session for sharing results is recommended.
- **Topics:** sensitive topics like, for example, personal experiences are more easily discussed in small groups than large ones.
- **Meeting duration:** it is important to respect the time available for a meeting. We suggest that you plan what needs to be done and assess how much time each action is likely to take. This will ensure that your facilitation plan is realistic.
- **Participants:** if you know the profile of your audience, it will help you determine which technique is the best. If you have a mixed audience (for example, an audience with many different ages represented) consider using a combination of techniques so all are engaged.

The Head Start participants have found that methods like the World Café are those that work best to ensure real participation during the consultations with young women and men. The World Café and other group facilitation techniques that can be used for public discussions, consultations and other meetings are described below.

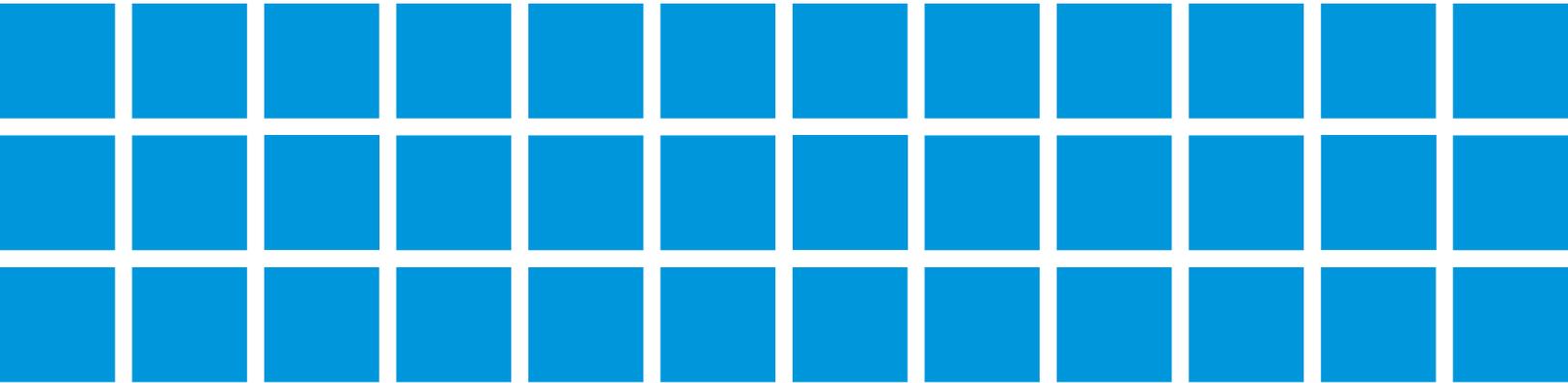


WORLD CAFÉ

Successful World Café in Five Steps¹¹

- 1) **Pay Attention to Setting:** Create a welcoming environment, most often modelled after a café, i.e. small round tables covered with a tablecloth, butcher block paper or flip charts, colored pens, a vase of flowers and optional “talking stick” item. There should be the same number of chairs at each table.
- 2) **Welcome and Introduction:** The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the rules and process for the discussion, and putting participants at ease. This step is particularly important in the context of discussions related to gender equality as this topic can be quite sensitive for many people.
- 3) **Small Group Rounds:** The process begins with the facilitator presenting either a question or one key result from the needs assessment. This is the first of two or three (or even more!) 15 to 20 minute rounds of conversation for each small group seated around a table. At the end of the round, participants are asked to switch groups, except one person from each group stays behind as the “table host” for the next round. The table host welcomes the next group and briefly describes to the participants what happened in the previous round.
- 4) **Questions:** Each round is prefaced with a question or statement designed for the specific context and purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.
- 5) **Harvest:** When the small group discussions are finished, and/or after each round is completed, individuals are invited to share insights with everyone in the room. These results are presented visually and are most often illustrated in drawings and words on flip chart. All of the flip charts can then be displayed on one wall for all participants to observe.

¹¹ Adapted from: *The World Café. World Café Method.* <http://www.theworldcafe.com/method.html>



FOCUS GROUP DISCUSSIONS

A focus group discussion is used to explore an issue or a problem in depth. It usually involves a group of six to 10. Your group must be small enough so everyone has an opportunity to share insights, opinions and knowledge but large enough to provide the diversity of perspectives that make focus group discussions effective. In conducting it you will start by presenting the goal of the discussion and then asking an opening question to the participants. The role of the facilitator is to ensure that all have a chance to talk and that there are good interactions. Facilitating the interactions is important to generate insights. To accommodate the different personal styles of your participants, you can mix open group conversations with individual exercises whereby people reflect on their own before sharing their thoughts. Themes or ideas written on notes posted on a wall for all to see and think about may also be helpful. Make sure the facilitator wraps up by synthesizing the main points from the discussion. These points should then be recorded for future reference.

INTERVIEW

Interviews are a great way to engage people and present them in their best light if poignant and interesting questions are asked. They also work well when exploring focused or niche topics. Interviews can take place on their own or during workshop sessions. For workshop sessions, pick a great interviewer and gather speakers. You or the moderator can help craft questions to be asked to the panelists. This can be very effective with a panel of senior women leaders.

OPEN SPACE

This is a large-group process that helps participants focus energy on issues or opportunities of interest and collectively design appropriate courses of action. At the beginning of an open space session, participants sit in a circle or concentric circles. The facilitator will greet the people and begin by briefly stating the theme of their gathering, usually in the form of a question for the group to address. The facilitator will invite all participants to identify issues or opportunities related to the theme and ask them to go up to whiteboards distributed throughout the room to write down their suggested topics. Participants will then organize themselves in groups around the whiteboards to discuss the topics.



They can freely decide in what group to participate and may switch to another during the session. Solutions to issues addressed and conclusions from the group discussions are shared at the end of the session. Make sure to also leave time to share final thoughts or pending questions about the over-arching theme with the group at-large. Compile whatever notes or material may have come out of each group. This technique is very similar to the one used by the Ottawa Head Start group to conduct its community consultation. It is described in page 19 of this guidebook.

MODERATED DISCUSSION

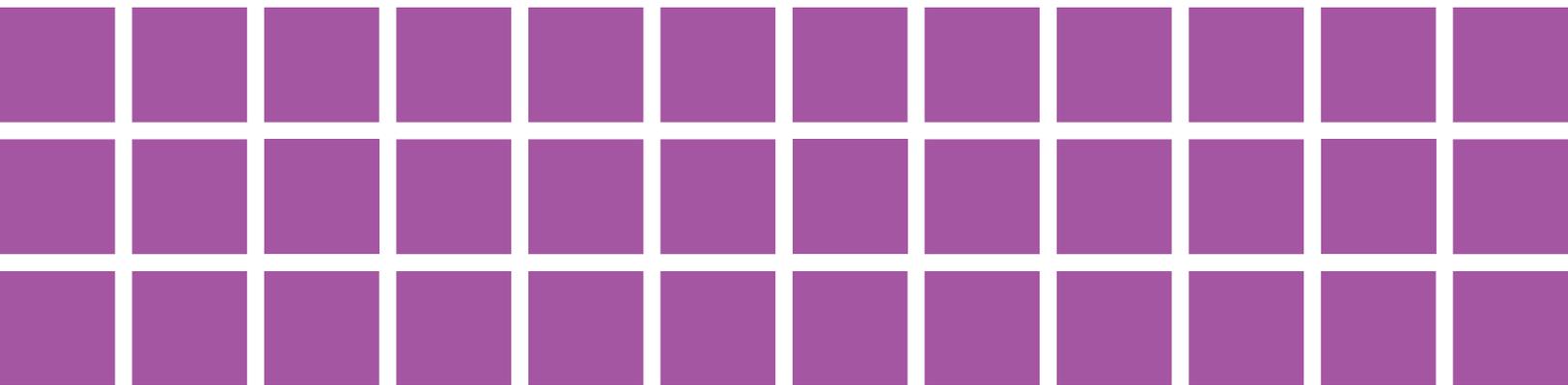
This is the most common way of holding a workshop session. A guided discussion involves an engaging moderator, interesting panelists and controversial questions. Prepare open-ended questions in advance that are specific to a panelist's interests while also relevant to the issues of interest to the audience. Allow the members of the panel to question each other and encourage the audience to ask questions and participate as well. This can be very effective with a panel of senior women leaders because they are familiar with this type of public event.

DEBATE

Presenters will address questions selected by the audience and/or previously announced on the event website. In the first round of the debate, presenters will have 10 minutes each to answer the audience-selected questions, followed by 10-minute rebuttals, and then five-minute closing statements. After the debate, there will be a 45-minute question and answer (Q&A) session to allow workshop participants to interact with presenters. While debates can be real eye openers for the audience, they should be used cautiously because they can exacerbate existing tensions.

The success of a debate depends very much on the style of the facilitator. The ideal debate facilitator is described as being "fully present and totally invisible", "holding a space" for participants to self-organize, rather than managing or directing the conversations."¹²

¹² From A Way to Meet, Open Space, <http://www.abetterwaytomeet.com.au/open-space-technology/> Accessed December 9, 2014.



Additional Tools and Resources

GENDER ANALYSIS

To learn about issues related to gender equality in local government, you can consult this document: *Looking through the Gender Lens*, an FCM publication (2006).

FACILITATION TECHNIQUES

Other facilitation techniques appropriate to the Head Start program can be found in the guide *Gender Training Methods Compendium*, published in 2005 by a consortium of European organizations.

ORGANIZING COMMUNITY CONSULTATIONS

There are a variety of ways to organize a community consultation. FCM has developed a great manual presenting a wide range of methods to support public participation in municipal decision making. The section on public meetings presented in the manual is a particularly helpful guide to organizing the type of stakeholder consultations incorporated into Head Start programs.

Local Government Participatory Practices Manual. A tool kit to support public participation in municipal decision making. Federation of Canadian Municipalities. (1999).

Glossary

Gender: Socially determined ideas and practices of what it is to be male or female; can change over time.

Gender Analysis: The systematic gathering and examination of information to identify and understand how a specific issue affects men and women.

Gender Equality: The principle according to which that women and men have equal conditions for realizing their full human rights and potential to contribute to political, economic, social and cultural development and to benefit from the results.

Gender Equity: Refers to the measures implemented to help women overcome the obstacles in achieving gender equality.

Gender Equity Policy and Plan: Refers to the equivalence in life outcomes for women and men, recognizing their different needs and interests, and requiring a redistribution of power and resources. This is what is expected from a plan that contains measures to help women overcome barriers to achieving equivalent life outcomes.

Gender Mainstreaming: An organizational strategy to bring a gender perspective to all aspects of an institution's policy and activities, through building gender capacity and accountability.

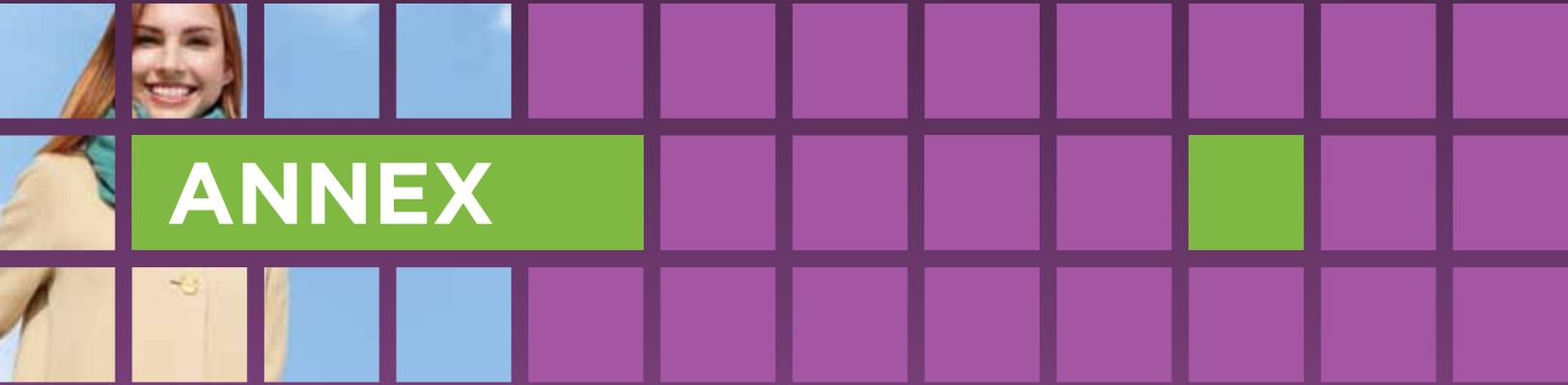
Local Government: Within Canadian federalism, there are three orders of government: federal, provincial-territorial (comprising ten provinces and three territories) and municipal. These orders of government make up a complex structure within which governmental responsibilities are distributed. Municipalities make up the third order of Canada's government structure, and responsibilities may be delegated to them by provincial authorities. In Canada, the term "municipality" refers to all authorities that have municipal responsibilities, such as local administrations, metropolitan and regional municipalities, as well as a variety of sectoral and multisectorial organizations, hence the use of the term "local government". For example, there are towns, townships, cities, regional county municipalities, metropolitan municipalities, as well as numerous others. Each provincial government establishes its own terminology.¹³

Results: A describable or measurable change that comes about from one or more activities. A result can occur in the short, medium or long term.

Triple Roles: Related to the gender division of labour whereby women have expected roles in three different spheres (productive, reproductive, community) and men are generally limited to two (productive and community). These triple roles constrain women's ability to participate in additional activities such as training and meetings.

Sex: Biological characteristics that categorize someone as either female or male.

¹³ For more detailed information on local government please see "Your Guide to Municipal Institutions in Canada", Ottawa, Federation of Canadian Municipalities, 2006. http://www.fcm.ca/Documents/tools/International/Your_Guide_to_Municipal_Institutions_in_Canada_EN.pdf



ANNEX



Survey implemented by the Bathurst Group

Head Start Bathurst Survey: A Call to Action : Increasing Women's

Bon départ pour les jeunes femmes Head Start for Young Women Barriers ...

Bon départ pour les jeunes femmes
Head Start for Young Women

150, rue St. George Street, Bathurst (NB) E2A 1B5
Tél.: (506) 548-0415 Téléc. : (506) 548-0581
Courriel/E-mail : city@bathurst.ca / ville@bathurst.ca

FCM Project: Head Start For Young Women

A Call to Action :

Increasing Women's Participation in Leadership

The Federation of Canadian Municipalities (FCM) in partnership with Status of Women Canada and 6 Canadian municipalities has developed a project that is national in scope to engage young women's participation in municipal politics .

Twelve young women from the Chaleur region have agreed to join this adventure. They come from a diverse cross-section of the population. They have discussed the issues and barriers to young women's participation in municipal politics as well as finding solutions to greater civic and political participation of young women within their communities.

This questionnaire aims to validate the barriers identified by the 12 participants of the Head Start-Bathurst Project as well as possible solutions to increasing young women's role in their communities.

From the information gathered, the participants in the Bathurst region will develop a project to encourage young women and women, of the region to engage in leadership, and decision-making roles in their community.

Thank you for taking time to fill out this survey.

Your answers will be kept confidential.

Anne-Marie Gammon, Municipal Councillor and Project Coordinator
Michelle Branch, Municipal Councillor and Assistant Project Coordinator
Vicky Mazerolle, Wise Godmother, Parent and Assistant coordinator

FCM in Partnership with the City of Bathurst - FCM en partenariat avec la Ville de Bathurst



Head Start Bathurst Survey: A Call to Action : Increasing Women's

1. Please tell us about yourself.

What is your gender?

What is your age group?

Are you interested in politics?

Is it important to increase the implication of women in municipal politics and positions of responsibilities and decision making?

Please select your answer by clicking the drop down menu.

Is it important to increase the implication of women in municipal politics and positions of responsibilities and decision making? If yes why? If no why?

2. According to research some of the barriers identified below prevent women from participating in leadership, decision-making roles and the political life of their community. In your opinion what are those barriers? Please check all that apply in order of importance.

- Difficulty balancing work and family
- Discrimination because they are women
- Debates and conflicts in Municipal Councils
- Other (please specify)
- Seeing herself as not sufficiently qualified
- How the media portrays women
- Not being supported by peers

Head Start Bathurst Survey: A Call to Action : Increasing Women's

3. According to your vision, which of the following barriers prevent young women and women to engage in or participate in leadership, decision-making roles and the political life of their community? Please check all that apply in order of importance.

- Lack of knowledge of the political system. Lack of self confidence.
- Lack of financial resources. Lack of accessibility.
- Lack of mentors and roles models.
- Other (please specify)

Ci-dessous vous trouverez les 4 barrières / obstacles qui empêchent ou découragent les femmes et les jeunes femmes de s'impliquer en politique. Lisez attentivement la définition de chaque obstacle et puis cocher toutes les réponses pertinentes.

4. STEREOTYPES / INTIMIDATION are preconceived ideas about an individual or a group that hinder or lead individuals to be hesitant to participate or to become involved in the decision making process.

What could be some solutions to overcome this barrier? Check all that apply

- Help girls, young women and women gain good Self – Esteem.
- Work on gender equality.
- Work on changing how the women are portrayed in the media today.
- More political education in school.
- Other (please specify)

5. CULTURAL BARRIERS: Cultural barriers are personal barriers based on values, lifestyle, language and tradition that an individual may need to overcome in order to be part of the decision making process.

What could be some solutions to overcome this barrier? Check all that apply.

- Gender equality.
- Programs to develop the feeling of empowerment and self esteem within young women and women.
- Support for the young women and women who must overcome barriers related to culture and cultural expectations.
- Establish support for women to gain certain freedoms by facing social and cultural challenges.
- Other (please specify)

Head Start Bathurst Survey: A Call to Action : Increasing Women's

6. PERSONAL OBLIGATIONS: Personal obligations are responsibilities such as family, child care, work, etc that can change in a heartbeat and may prevent young women and women from getting involved in the decision making process of your community.

What could be some solutions to overcome this type of barrier? Please check all that apply.

- Building social or family support networks.
- Sessions on campaign fundraising.
- Community groups that support young women in politics.
- Have access to child care funds to help cover expenses for those who cannot afford it.
- After hours daycare.
- Bursaries and grants for young women involved in politics.

Other (please specify)

7. RESOURCES, KNOWLEDGE, EDUCATION: Access to resources, education and knowledge can help to remove barriers in women's minds with regards to the decision making process in their community.

What could be some solutions to overcome this barrier? Check all that apply.

- Work on political ambition in the early years of school life by giving a introduction course to politics within schools curriculums.
- Better understanding the political parties and their political platform.
- Mentor young women and support women when they do decide to run for political office.
- Have extra school credits or bursaries program for young persons involved in the political process.
- Other (please specify)



Head Start Bathurst Survey: A Call to Action : Increasing Women's

8. Please select the greatest barrier preventing young women and women to engage in or participate in leadership, decision-making roles and the political life of their community?

- STEREOTYPES / INTIMIDATION: Preconceived ideas about an individual or a group that hinder or lead individuals to be hesitant to participate or to become involved in the decision making process.
- CULTURAL BARRIERS: Cultural barriers are personal barriers based on values, lifestyle, language and tradition that an individual may need to overcome in order to be part of the decision making process.
- PERSONAL OBLIGATIONS: Responsibilities that constrain you and may prevent you from becoming involved in the decision making process such as politics or positions decision making and responsibilities. (i.e. family, child care, work, etc.)
- RESOURCES, KNOWLEDGE, EDUCATION: Access to resources, education and knowledge can help to remove barriers in women's minds in regards to the decision making process in their community.
- Other (please specify)

9. What measures could encourage women to present themselves in municipal / provincial politics? Please check all that apply.

- A daycare service on site or a child care policy.
- Being mentored by an elected municipal councillor.
- Attending forums, workshops and training on municipal politics Strategies to deal with the media.
- Other (please specify)

10. In your opinion, what is the best method to get the information to young women and women so that they can engage in leadership, decision-making roles and the political life of your community?

- | | |
|---|---|
| <input type="checkbox"/> Television | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Website |
| <input type="checkbox"/> Newspapers | <input type="checkbox"/> Public events (conference and workshops) |
| <input type="checkbox"/> Facebook | |
| <input type="checkbox"/> Other (please specify) | |

