

A workshop for women on the Manitoba Provincial Budget



FACILITATION GUIDE

ACKNOWLEDGEMENTS

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UNPAC is an association of Manitoba women committed to the ideals of equality, development, and peace as articulated in the Declaration and Platform for Action that came out of the 1995 United Nations Fourth World Conference on Women in Beijing.

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Please credit “UNPAC Manitoba” and list www.unpac.ca as a reference when referencing this guide. We appreciate knowing how our work is being used. Please write to us at project@unpac.ca.

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CONTENTS

This facilitation package contains the following:

Workshop Preparation

A. Preparing for facilitating

Workshop Content

B. Welcome, opening and making people feel comfortable

C. Learning about budgets

D. Consultation on budget priorities

E. Action discussion

Workshop Supports

F. Overheads

G. Appendix

Please note the many hand-outs that accompany this workshop that are available on our website at <www.unpac.ca>.

PREPARING FOR FACILITATING

TIPS FOR FACILITATORS

How to keep people involved and engaged:

- Be sure everyone can hear. Speak loudly and clearly, reduce background noise, move around the room, keep reminding people to speak up.
- Check in regularly: is this clear, are there questions?
- Use fun, humour, and energy to set the tone.
- As a facilitator, step back from the discussion.
- Don't tell people what they know or can discover for themselves.
- Try to limit lecturing to 10 minutes or less.
- Switch often between lecture and participation.
- Organize the day so the harder work happens in the morning and there is more participation in the afternoon.
- Ensure the room has lots of space for walking around.
- Reduce your dominance as a facilitator by moving around to different areas of the room.
- When team facilitating, decide who speaks to what beforehand. If you are not speaking, sit down.
- Be responsive to different learning styles (seeing, writing, speaking).
- Keep people moving and active. Even in small group discussions, it helps to keep people moving from station to station.
- Encourage participation by going around the circle and having participants read aloud different sections. Be sure to let people know they are welcome to pass if they wish.
- Encourage people to speak from their own experiences and not on behalf of others.
- Don't rush the ending. It's important!
- End on time as people will be tired and have things to get to.
- Give people enough time for breaks and lunch – it's hard work.
- Uncover overheads one piece at a time.

Logistical issues:

- Ask someone (in advance) to take pictures of process
- Invite volunteers to help out (use the early people)
- Keep in mind any background information from the host organization that may be relevant (i.e. literacy issues or community dynamics).

WHAT WOMEN WILL TAKE AWAY FROM WORKSHOP

1. Increased knowledge on the Manitoba budget process and an accompanying belief that it is a process they can understand.
2. The belief that they can influence the Manitoba budget along with some concrete ideas on how to do that.
3. The idea that women's status in society, especially women's economic status, is and can be directly affected by budgetary decisions and that women and men are affected very differently by budget decisions.
4. A renewed passion encouraging them to lobby for a budget that works for their half of the population – and to do that both by lobbying government and by talking with the general public and within their own circles.
5. The belief that they have the ability to come up with ideas that can be incorporated into the budget. (The knowledge is in them.)

SET-UP CHECKLIST

| Tasks | ✓ |
|-----------------------------------------------------------------------------------------------------------|---|
| Morning coffee (milk, sugar, tea, juice, snack?) | |
| Door/direction signs | |
| Take care of parking issues (i.e. lifting parking bans) | |
| Space and room set up for large group and for two or more working groups | |
| Sign-in sheets (pass around at lunch, not on way in) | |
| Workshop folder ready to hand to folks as they come in or on the table | |
| One full-sheet of construction paper to make a name tent | |
| Two half-sheets of construction paper for first exercise | |
| Table toys on tables (for those who need to fiddle) | |
| Childcare taken care of | |
| Catering taken care of | |
| Know location of phones, bathrooms, etc. | |
| Prepared flip charts or Bristol boards on stand, wall or ready to pull up quickly | |
| Information table (i.e. more information on gender budgeting, extra hand-outs, information on UNPAC, etc. | |

TIMELINE

| WHO | TIME | MINUTES | | STYLE | PAGE |
|------------|-------------|--------------------------|---------------------------------------------------------------|----------------------------------------|-------------|
| | 9:45AM | 15 | Welcome and Intro Why Here | Lecture and Self- Reflection | 13-14 |
| | | 5 | Introduction to UNPAC | Lecture | 15-16 |
| | | 3 | Agenda Housekeeping Goals (optional) | Lecture and interactive | 17-18 |
| | | 4 | What do <u>we</u> want out of today? | Lecture | 19 |
| | | 3 | Working together | Interactive | 20 |
| | | 10 | Gender boogie | Interactive | 21 |
| | | 15 | Why women, why the budget? Video | Lecture, interactive, visual | 22 |
| | | 5 (1 HOUR) | What is a budget? | Interactive | 24 |
| | | 10 (OR 15) | Our experiences of budgets Reporting Back (optional) | Interactive and Self- Reflection | 25 |
| | 11:05 | 15 | BREAK Pull out cartoon during break | Break | |
| | | 10 | Pie charts (hands-on) | Interactive | 26 |
| | | 10 | Pie charts (overhead) | Interactive | |
| | | 5 | Budgets and Values | Lecture | 27 |
| | | 10 (2 H, 5 M) | Budget Process | Lecture | 28 |
| | | 5 | Women influencing budgets around the world | Lecture | 29 |
| | 11:55 | 45 | LUNCH Pull out McClung quote | Break | 30 |

| | | | | | |
|----------------|------|-----------------------|--------------------------------------|-----------------------------------|------|
| | | 5 (3 H) | <i>Energiser</i> | Interactive | |
| | | 10 | Budget brainstorming Large group | Interactive | 32 |
| TIME GROUPS | | 15 | Budget brainstorming Small groups | Interactive | 32 |
| | 1:15 | 10 (3 H, 35 M) | Report Back | Interactive | |
| | 1:25 | 10 | Action Brainstorm | Interactive | 33 |
| | | 8 | La Femme Fiscale | Video & Visual | 34 |
| | | 10 | UNPACtion: Using Your Voice | Interactive | 35-6 |
| | 2:00 | 10 | BREAK | Break | |
| | | 5 | <i>Energiser (optional)</i> | Interactive | |
| | | 20 (4H, 38 M) | UNPACtion: Talking with your MLA | Interactive | 37-8 |
| | | 15 | Action Now (letters, etc.) | Self Reflection | 39 |
| | 2:55 | 10 | Evaluation | Self Reflection | 40 |
| | | 5 | Closing | Self Reflection Interactive | 40 |
| | 3:10 | 3 (5 H, 11 M) | Rainstorm | Interactive | 41 |

Immediately following workshop:

1. Take time to **interview** workshop participants for media articles to be written (either by us or by outside reporters).

2. Do a short **evaluation with the hosts**. What could we have done better? What worked well? Anything to keep in mind for next time?

3. Note **#** of attendees and how many sent letters.

WORKSHOP MATERIALS

- CD player
- TV/VCR
- Overhead projector
- Flip chart stand and flipchart paper
- Prepared Bristol boards (preferably laminated):
 - “Why are we here?” questions
 - “Working together” guidelines
 - “Gender boogie” questions
 - “Personal experience of budgets” questions
 - “What is a budget?” (laminated or on flip chart)
 - Agenda (or can be on separate pieces of construction paper)
- Femme Fiscale postcards
- Workshop folders and box of other hand-outs and resources (make new fridge reminders each time)
- Pie charts and pieces (laminated)
- Information table materials: resources on gender budgets, UNPAC resources (video/DVD and resource books for sale, brochures, membership form, resource order forms)
- Women & Economy video cued up
- Table Toys: silly putty, colored markers, slinkys, squeeze balls - quiet small toys for those who learn better when they have something to play with
- Camera & batteries
- Masking and packing tape, tacks
- Markers (lots!)
- Clock
- Envelopes and stamps
- Sticky wall(s)
- Nametags and clips or pins for facilitators
- Milk, cream, muffins, sugar, tea bags, coffee – if in charge of snacks
- Petty cash/cheques (to pay caterers, child care providers, and for space)

CONTENTS OF WORKSHOP FOLDERS

Right (bottom to top)

Letter to MLA (white)
Roles of government/ Glossary of budget terms (yellow)
Tips for UNPACtion (purple)
Budget process cartoon/Treasury Board cartoon (green)
Femme Fiscale sizes up Budget 2006 news release (purple)

Left (bottom to top)

“Women and the Budget” from the 2006 Alternative Provincial Budget (white)
Femme Fiscale’s 10 Facts for Action (pink)

Hand-outs During Workshop

Government Revenue/Expenditures pie charts (salmon)
What is a gender budget? (blue)
Tools for gender budget analysis/Resources on gender budgets (purple)
What have gender budgets accomplished? (green)
Fridge Reminders (variously coloured)
NOTE: These need to be tailored for each workshop
Evaluation (white)
Demographic questionnaire (white)
Envelopes & stamps to go with letter

Optional Hand-outs

Provincial government directory (white)
“Backwards to Beijing +10” article from Canadian Dimension March/April 2005 (white)

WELCOME & INTRODUCTIONS

GETTING TO KNOW EACH OTHER

GETTING ON THE SAME PAGE

WELCOME AND INTRODUCTIONS

TIME: 5 Minutes

STYLE: Lecture

MATERIALS:

- Construction paper for each participants' name tent
- Markers

PURPOSE: The intro should communicate:

- Your time will be well used here
- We are prepared
- Your knowledge and experience will help the process

While waiting for all to arrive, ask participants to make a table tent with their name on it.

Remind folks they are free to play with table toys (b/c some people learn better when using their hands).

Start

First facilitator: SMILE. "Welcome, we're happy to be here, glad to see everyone here, thank you for coming, we hope you will learn something and will have FUN."

"My name is _____ and I'm _____(role with organization)"

Other facilitator(s): name, role

First facilitator: "We will be getting to know each other better later but for now just let's just go around and say our names."

WHY ARE WE HERE?

TIME: 10 Minutes

STYLE: Self Reflection

MATERIALS:

- Two half pages of construction paper for each participant
- Markers
- Tape or sticky wall to which paper sticks.

PURPOSE: To ensure the facilitators know participants' expectations.

Invite participants to write one answer on each half-size construction paper:

1. Why you are here
2. Something I hope will happen in this workshop...

These questions should be listed on left/right of sticky wall so people know where to stick which answer. They should also be put on overhead to help people remember what they are answering.

Let group know that all answers are good. It doesn't have to be profound i/e. free lunch, my friend/mom made me, I want to understand more about how the budget impacts my life.

If the group is large, encourage people to write short phrases if possible (otherwise it takes a long time to read them out later).

Invite participants to stick their responses up on the wall.

Acknowledge that we will come back to this in a few moments.

INTRODUCTION TO UNPAC

TIME: 5 Minutes

STYLE: Lecture

MATERIALS:

- Overhead projector
- Overheads: Logo, Photo of women back from conference, PFA
Critical Areas of Concern
- Women & Economy Video and Resource Books

PURPOSE: To give participants a sense of background on the issues both in the global context and in the context of UNPAC's mandate: from Beijing to our work on Women and the Economy to the current

Ask question: When was the Beijing World Conference on women?
Does anyone remember it?

Background on UNPAC:

- ⌚ formed after 1995 conference
- ⌚ 45 women from Manitoba went to conference, another 100 raised awareness at home (early years of internet)
- ⌚ didn't want to forget experiences after return
- ⌚ wanted to make the promises REAL right here in Manitoba

Use Overheads:

Logo is a suitcase, unpacking Beijing right here in Manitoba

Photo of some of women who went to Beijing

PFA 12 Critical Areas of Concern (circle Women & Economy)

Ask question: Why did we chose women & economy theme?

Wait for answers and if not covered provide:

1. because if women do not have economic equality then other forms of equality are harder to achieve

2. because we recognized “economic fundamentalism” as a threat to women everywhere

In 2001, we started Women & Economy project which invited Manitoba women to talk about their experiences of the economy. We produced the Banging the Door Down video, the website, and the resource books (on display table). The project started from the stories of 30 ordinary Manitoba women who talked about their experiences in the economy including the lack of value placed on their unpaid work, their experiences in the workplace, getting paid less than men, challenges of childcare, sexism, women and globalization, poverty, etc.

In 2004, we started the Gender Budget project which was a follow-up to the Women & Economy project but more focused. We wanted to see change in the system so we decided to focus on budgets and how our provincial budget can help promote women’s economic equality. We took our inspiration from Gender Budget initiatives around the world (will say more about this later). Our project is made up of these workshops (educating and consulting) as well as lobbying government directly on women’s budget priorities.

Note that we are non-partisan (not affiliated with any political party) We are also non-government. We talk to the government but we are not them.

We will use a popular education process in today’s workshop which means we will be learning from each other and which will means we use a participatory method of learning.

AGENDA

TIME: 5 Minutes

STYLE: Lecture and Interactive

MATERIALS: Agenda written on Flip Chart Paper and stuck on wall

PURPOSE: To ensure we are all on the same page.

Present agenda. (Morning is getting to know each other and learning about budgets. Afternoon is sharing budget priorities and talking about ideas for action.)

Look at papers on wall. Read aloud (or if large group, just some).

Compare with original agenda (written on covered flip chart) and revise if necessary.

Note what we can cover, what we can't cover through affirmations or clearing up what we are/are not covering.

Note: In extreme cases participants are not very aware of what the workshop entails. In this case, prepare a Bristol board with the workshop goals and go over this if necessary to ensure that all are aware of the goals before the workshop continues.

Workshop Goals

1. To give women a basic understanding of the government budget process
2. To help women see how the government budget impacts women's lives
3. To provide women an opportunity to share their budget priorities
4. To give women the opportunity to voice their budget priorities to decision-makers
5. To have fun and learn from each other

HOUSEKEEPING

Are there concerns about parking? Bus schedules?

Where is the childcare and when can we have contact with the kids?
(We invite quiet children to sit in the room with their moms if they wish. We try to eat lunch all together.)

Where is the phone?

Where are the bathrooms?

Does anyone need to leave early? (If so, try to put those people in groups together so it creates less disruption and momentum isn't lost.)

WHAT DO WE WANT OUT OF THIS?

TIME: 4 Minutes

STYLE: Lecture

MATERIALS:

PURPOSE: To let participant's know what our expectations are for the day.

We've heard what you want out of this workshop. So what do we want out of our time together?

1. We hope you will share what you learn with friends, colleagues, and others.
2. We also want to learn from you. We meet regularly with elected representatives and staff at the Government of Manitoba and share what we are hearing from Manitoba women about their budget priorities.
3. We will make what we are learn today public by putting a summary of our today's workshop and some photos up on our website. We will send this summary to you beforehand.
4. We want to let others in your community know about this workshop and about women and the budget. Will media be attending today's workshop? If not, perhaps someone here can write an article about this workshop for your local newspaper. Any volunteers? If not, we will write a news release and send it out.
5. In 2005 we worked with Canadian Centre for Policy Alternatives and used women's ideas in the creation of the Alternative Provincial Budget. If you want a copy of this budget or the Women and the Budget summary paper from it, feel free to take one from the display table.

WORKING TOGETHER

TIME: 5 Minutes

STYLE: Lecture and Interactive

MATERIALS: Guidelines written on Bristol board

PURPOSE: To allow the group to set the norms (shares power and gives message that the facilitator is not imposing). To provide a back-up so in case there are problems we can go back to these (group pressure). To let people know:

- We want to create an open and participatory environment.
- This is a safe place to share your valuable ideas.
- We recognize expertise in the room.

Go around the room and have people read a guideline (people can pass if they wish).

Guidelines for Working Together:

Everyone has Wisdom.

We need everyone's Wisdom for the Best Results.

There are no Wrong Answers or Questions.

The Whole is great than the Sum of its' Parts.

Each person will Hear others, and be Heard.

We will respect each other's privacy.

Ask if there are questions or comments.

If necessary, address confidentiality vs anonymity: personal stories that are shared here stay here but the ideas and suggestions will be taken forward so they can be used for change!

GENDER BOOGIE

BY SUZANNE DOERGE. FOUND IN "DOING THE GENDER BOOGIE: POWER, PARTICIPATION AND ECONOMIC JUSTICE, A POPULAR EDUCATION AND ACTION GUIDE, EDITED BY DEBBIE CULBERTSON. TEN DAYS FOR WORLD DEVELOPMENT, TORONTO, CANADA , 1995.

TIME: 10 Minutes

STYLE: Interactive

MATERIALS:

- CD player
- Fun dancing music (we use Dolly Parton)
- Questions written on Bristol board

PURPOSE: To set the stage for a fun, open, and relaxed workshop. To create a sense of trust and to provide the first step to leaving the group with increased networks.

Invite participants to dance and move around the room while the music plays.

When music stops shake hands with person (new person each time!), introduce yourself, and discuss a question. Hold up questions and read aloud.

1. **Something I like to do that is considered typical of my gender/being a woman**
2. **Something I hate to do that is considered typical of my gender/being a woman**
3. **Something I like doing non-typical of my gender/being a woman**
4. **Something I wish I could do non-traditional of my gender/being a woman**

Afterwards review “What is gender”?

If not answered, explain that gender differences related to your being female and male are social differences i.e. women do _____ men do _____. These can be changed

Biological differences are related to physical characteristics. These are difficult to change i.e. women bear children.

WHY WOMEN? WHY THE BUDGET?

TIME: 15 Minutes (8 minutes for video)

STYLE: Lecture and Interactive

MATERIALS:

- Women and Economy video (cued up)
- TV & VCR (ready to go!)

PURPOSE: To ensure we are all on the same page with regards to our understanding of women's economic inequality.

Ask questions: why are we talking about women and the budget? Why do we have a workshop for women about the budget? Why don't we have workshops for men about the budget?

Invite a couple of answers, show the **video**, and then go back to soliciting feedback. Why are we talking about women and the budget?

1. Women are poorer, both in money and time.
2. Much of the decision-making around budgets still lies with men. In Manitoba, out of 57 MLAs (Members of the Legislative Assembly) how many are women? 13 out of 57. That's less than _.
3. Women's lives and experiences are different from men's (b/c of our gender) so the budget impacts us differently. For example, because women live longer than men, home care and subsidized housing for seniors is more important for women. Because men generally earn more money, tax cuts tend to benefit them more. Because women still assume most of the

responsibility for children, child care is much more important for women. Other examples?

And why are we talking about the budget in the first place?

1. Because budgets are how governments implement policy (can't do much if the money's not there no matter what has been promised)
2. Because we are more than half the population and the budget should work for us (a budget that works for the most vulnerable citizens will work for everyone)
3. Because budgets have the potential to make women's lives more equal – or less equal.

LEARNING ABOUT BUDGETS

WHAT IS A BUDGET?

TIME: 5 Minutes

STYLE: Interactive

MATERIALS:

- Expenditure/Revenue tables written out on laminated board (we do one on each side with household on left and government on right)
- Dry-erase markers

PURPOSE: To get participants thinking about what's in a budget and to recognize that they do already have much of this knowledge.

Ask participants what are the two parts to a budget. Prompt so they talk about Income/Revenue and Expenses/Expenditures – what comes in and what goes out.

Start with Expenditure and ask them to list expenses in a household, then a government.

Move on to Revenue and ask them to list income in a household and in a government.

Let people know that there is not a huge difference between household and government budgets. If they can understand their household budget they can understand the government budget.

Note: Don't let this exercise drag on. It's just to get people started.

OUR EXPERIENCES OF BUDGETS

TIME: 15 Minutes

STYLE: Interactive

MATERIALS: Questions written out on Bristol board

PURPOSE: To demystify the word "budget" and to allow participants to identify prior experience and knowledge of budgets.

We each have experiences of budgets. Budgets are something we can understand. A government budget is not a lot more complicated than our household budget, it's just bigger.

Have participants break into groups of two, three, or four. Ask for a recorder and reporter from each group.

Have the questions prepared and invite participants to work through the three questions and record their answers on flip chart paper.

1. When you hear the word "budget" how does it make you think or feel? (3 minutes)
2. When have you had the opportunity to work with a budget? (i.e. at home, at work, through a community organization?) What have been your experiences with these budgets? (4 minutes)

Share back (or save until after next part) (3 minutes)

Back in groups (OR reflecting individually):

3. Give an example of when you needed to make a difficult budget choice – when crunched, how did you make hard choices? (5 minutes)

Let participants know that we will come back to this question.

THE MANITOBA BUDGET

TIME: 20 Minutes

STYLE: Interactive

MATERIALS:

- Laminated Budget Pie Charts for Revenue and Expenditures
- Dry-erase markers
- Pie Chart overheads and hand-outs
- Overheads: pie charts, list of what's included in each category

PURPOSE: To demystify the budgets and identify where the money comes from and where it goes

Give groups the pie charts, pie pieces, and a dry-erase marker. Allow them 10 minutes (5 minutes per pie) to guess which piece fits where. Start with expenditure, then do revenue.

Back in large group go over charts with overhead. Reveal sections slowly. There are usually questions (ie. What's equalization?). Pass out hand-outs after the overheads are revealed.

Question: Are you surprised about any of this? Why do you think health is so big? Why did you think XX was so much smaller/bigger than it is?

Ask people how big the Manitoba budget is. Answer: about \$8 billion.

BUDGETS AND VALUES

TIME: 5 Minutes

STYLE: Interactive, Lecture

MATERIALS: Pie charts (as props)

PURPOSE: To identify that budgets are about choice and values and priorities not just the technical process of accounting.

Take another look at the pie charts. Why are some pieces bigger than other pieces?

Think back to example of when you needed to make a difficult budget choice.

We're guessing that what you came up with depended on what you believed to be most important.

Take a few minutes to quietly on your own think about "How did you make that decision?"

What were your priorities in making that decision? Name aloud.

What priorities or values does government use in making budgetary decisions? Consider current trends in government spending?

(balanced budget legislation, tax cuts, votes, short-term rather than long term thinking). Is gender equality a value?

Write ideas on flip charts if you wish.

(Cite example of federal government recently taking money out of programs like adult literacy and putting money onto paying down the debt. Would you choose to pay your entire mortgage in one year? How might that impact your family life during that year?)

Budgets can seem to be simply technical exercises – all about numbers – but really, they are just as much about what governments think is most important – their values.

Although governments frequently claim they have no choice in making budget decisions, they do! Like households, governments make their choices according to what they think is most important.

THE MANITOBA BUDGET PROCESS

TIME: 10 Minutes

STYLE: Lecture and Visual

MATERIALS:

- Overheads of the Budget process (cartoons)
- Handouts of the Budget process

PURPOSE: To demystify the budget process

Using overhead go over the Manitoba Budget process:

1. The process really starts with the fall Throne Speech when the Premier makes promises about government priorities for the coming year. Governments need money to implement these promises so the Throne Speech gives us our first clues about what will be in next spring's budget.
2. Our Finance Minister Greg Selinger tours the province every fall visiting 8-10 different communities and inviting input for his public budget consultations. Anyone is welcome to attend. Has anyone here attended? What was it like? If you can't attend you can always fill in the on-line survey or mail your comments directly to the Minister. He wants our ideas!
3. Meanwhile, what the public doesn't necessarily see are the months of budget planning done by every government department. Staff start with last year's budget and then increase money for new initiatives and decrease money for programs that are ending. Each department tries to create as tight a budget as possible. Governments are always trying to do more with less.

4. Also, in the fall, the Minister of each government department goes before Treasury Board to defend his/her department's budget. Treasury Board is a committee of different Ministers including the Finance Minister. Their job is to make the whole budget work.
5. **Turn over page** to Treasury Board.
Treasury Board takes each department's budget and makes sure there is enough money in the entire budget for what each department wants to do. Remember there is only \$8 billion total.
6. **Turn over** to Budget process again.
Finally, in the spring the budget is released to great fanfare at the Legislature. Media camp out at the Legislature and community organizations, members of the business community, municipal politicians and others make themselves present to comment on the new budget.

WOMEN INFLUENCING BUDGETS AROUND THE WORLD

TIME: 5 Minutes

STYLE: Lecture and Interactive

MATERIALS:

- Handouts (available on display table)
- Overhead: Map

PURPOSE: We are not the only or the first women talking about the budget.

So here we are, women talking about the budget. We are not alone. There are women all over the world talking about government budgets – how they affect our lives, how they can work better for us, how we can influence them.

Show map overhead.

Women started to talk about budgets because they recognized a long history of governments making promises for women's equality but not following through.

Remind group that b/c of our different life experiences and social situations, budgets impact us differently.

Reference hand-outs available on display tables and pull out some key points from each of them. List one or two examples from the "What have gender budgets accomplished?" hand-out.

If time, show some resources from resource table. Give a few concrete examples from them.

Question: What are local examples of how women's voices have influenced the provincial or federal budget? (ie. childcare debate in recent federal election,

Caution: Note that the term gender budget can be misleading/confusing. Remind people that they are not separate budgets but a way of analysing budgets to see their impact on women/men, girls/boys.

CHECK IN...

ARE WE MISSING ANYTHING?

IS THIS CLEAR?

ARE THERE QUESTIONS?

LUNCH

DURING LUNCH PASS AROUND SIGN-IN SHEET (WE FIND PEOPLE ARE MORE WILLING TO SIGN AND CHECK ALL BOXES MID-WAY THROUGH THE WORKSHOP RATHER THAN AT THE VERY BEGINNING.)

CONSULTATION & ACTION

BUDGET BRAINSTORMING

TIME: 35 Minutes (10 min Large Group + 15 Small Group + 10 Reporting Back)

STYLE: Interactive

MATERIALS:

- Questions written out on coloured slips of paper for each group (should have at least 3 people per group, 4-5 is better)
- Flip Charts
- Markers

PURPOSE: To hear participants' budget priorities. To let women know that they have good ideas that can go places.

In large group ask what women's priorities are in this community. Write answers on flip chart. (10 minutes)

Break into small groups and give each group one question to work on. (15 minutes)

Remind people to speak from their own experiences and perspectives (not others') and to listen to each other. Introduce with Pep Talk – you have a chance to do the real work of budgets. You're helping out the Government.

- 1. What Government programs and services in your community have really worked to meet women's needs and concerns? How could they be expanded upon or made better? What ideas do you have for new programs and services that could meet women's needs?**
- 2. Women often don't have enough money to do the things they need to do and they often don't have enough time to do the things they need to do either. Where are you crunched for time? What could the government do to give you more time to do the things you need to do? (For example, child care to accommodate shift work**

might allow you to do paid work, or less complicated forms for applying for benefits might give you more time to ... ?)

- 3. What ideas do you have on how the government could earn more money? Examples include: raising existing taxes, introducing new taxes, or stopping programs that don't work. Use the creativity you have learned from your experience as a woman living with a tight budget.**

Gather in a large group and report back to each other. (10 minutes)

Take a few minutes to let women know what women in the rest of Manitoba are saying about their budget priorities.

ACTION BRAINSTORM

TIME: 10 minutes

STYLE: Lecture, Interactive

MATERIALS: Flip chart and marker

PURPOSE: For participants to be encouraged to discuss issues and priorities emerging from this workshop with others and to share ideas about how to change government values and public opinion.

Tie together/summarize key points from workshop:

This morning we talked about how the government's budget and spending choices are really about **what they value**. Just as a household's priorities shape how money is spent, the government's priorities shape how they spend money.

We've also discussed how government values **impact women's lives**. Current government values include: balanced budget legislation, tax cuts that hurt social programs, short-term thinking. Where does that leave us? Well, it leaves us **responsible to tell the government** that what they value does not reflect what we, and many people, value. It also gives us reason to **share what we've learned with others** so that they can do the same.

Now, how can we take action? How do we spread the word? How do we affect change? How do we get more people talking and acting?

Invite discussion and brainstorm. Take notes on flip-chart.

FEMME FISCALE

TIME: 8 minutes

STYLE: Lecture, Video

MATERIALS:

- Femme Fiscale video clip
- Femme Fiscale 'Winnipeg Sun' photo
- Femme Fiscale's 10 facts for action and news release hand-outs (in folders)
- Femme Fiscale postcard series

PURPOSE: For participants to see what creative action UNPAC has done to affect change. To share more facts about why action is important for women.

We've just done some great brainstorming about what we can do to affect change. This is something that UNPAC has done.

Show video and overhead of media photo of Femme Fiscale and Finance Minister. Talk about why this action received good media attention.

Point out Femme Fiscale's 10 Facts for Action hand-out. These are some facts that are good to have on-hand when meeting with politicians and talking with media.

Give each participant a set of Femme Fiscale postcards. Invite them to take more if they wish. Remind them not to keep them in their kits but to hang them on their fridge, give them to their friends, spread them around, etc.

Point out the Femme Fiscale news release in their kits. Let them know it's humorous and encourage them to read it.

UNPACTION: USING YOUR VOICE

TIME: 10 minutes

STYLE: Lecture, Interactive

MATERIALS:

PURPOSE: For participants to see that their contribution is important for change. To practice using our voices in a clear way. To provide tools to do so.

Transition to action practice piece: This is about practicing your voice. We are providing tools and strategies if you want to take action and more generally, how to clarify your thoughts and opinions and voice them. Take what's useful, do what you feel comfortable doing and challenge yourself too!

Go over tips about message and voice:

- 🕒 one issue
- 🕒 clear, simple
- 🕒 incorporate stories and facts
- 🕒 different angles
- 🕒 suggest ideas for change

We're now going to invite everyone to practice expressing yourself to the media! We are going to do a role-play, in which you will have a chance to play two roles.

Does everyone know what we mean by role-play? Explain. Acknowledge different levels of comfort, remind people that there are no right and wrong answers, this is a chance to learn and have fun.

Ask everyone to line up in two lines (or depending on room, scattered in pairs), facing each other, so that everyone has a partner. Have a facilitator step in if there is an odd number.

Set the role-play scene: As we've explained, someone writes an article after every gender budget workshop we do. So, imagine that the person in the group who decided to write the article approaches you at the end of the day and asks,

1. What did you learn today?
2. What are your priorities for the Manitoba budget?
(put these up on the overhead as well)

Take a few seconds to decide who is who.

OK, We're going to give you a few minutes to talk it out!

Two minutes. Stop. Get everyone's attention. Same question, switch roles.

Another two minutes.

De-brief:

- ⌚ what happened?
- ⌚ observations?
- ⌚ what was hard for you? What was easy for you?

UNPACTION: TALKING WITH YOUR MLA

TIME: 25 minutes

STYLE: Lecture, Interactive

MATERIALS:

- Tips for unpACTION hand-out
- MLA office sign
- Hand-out: Who's responsible for what?

PURPOSE: To provide tools for change. To practice using tools. To encourage women to meet with their MLA.

Introduce the idea that one tool for local action (that may have come up in de-brief) is meeting with your MLA (or MP).

Read over section in tip sheet.

- 🕒 emphasize that women have the experience and knowledge and skills needed to meet with politicians.
- 🕒 it's important in affecting policy/government values
- 🕒 politicians need our ideas!
- 🕒 remind people about the “Tips for action” hand-out as a good resource

Ask if anyone here has ever asked to meet with their MLA. Ask if they want to briefly share what they learned.

You have another chance to use and practice your voice and skills in a role-play! This time the scenario is that a group of women got so excited about gender budgets after this workshop, they decided to meet with their MLA.

Invite volunteers:

- ⌚ 1 MLA.
- ⌚ 1 assistant for MLA
- ⌚ 3 or 4 women to meet MLA (depending on the size of the group)

MLA and assistant go to a separate space to confer about what approach they are going to take (with facilitator).

Meeters and rest of group confer about what they want to talk about and brainstorm about facts, stories, ideas. (5 minutes)

Refer to hand-out on “Who’s responsible for what?” in government. (so right issue goes to right politician)

Allow 10 minutes (maximum) for the role-play.

De-brief (5 minutes)

- ⌚ How was that? What happened this time?
- ⌚ How did people feel in their role?
- ⌚ What worked?
- ⌚ What could I have changed?
- ⌚ Observations? Learnings?

Let us know if you want to plan a meeting! Maybe several people from this workshop can go together.

As a provincial election approaches we will be encouraging action. We’d love it if different communities could organize election forums on issues relevant to women and families (many do already).

We have an action group – let us know if you want to be on the list.

Note: If the group is too small this role-play won’t work. Instead, hold a discussion around meeting with politicians and invite people to share their ideas and experiences.

ACTION Now: LETTERS, ARTICLE, SUPPORT

TIME: 15 minutes

STYLE: Self Reflection, Interactive

MATERIALS:

- Letter to MLA
- Fridge reminder

PURPOSE: For participants to take one concrete action and start processing what they have learned today. Practice formulating their message. Encourage ongoing connection with UNPAC.

What would you like from UNPAC? How can we support you? Please contact us if you have any ideas. We want to hear from you and want to support you.

Remind people how the ideas will be used. Our contact information in package. Facilitation guide available. Share each other's contact information if you gave permission (go over Sign-In sheet again to see if there are any changes.)

One idea we suggest is writing a letter to your MLA. We have letters, envelopes, and stamps here if you're interested. **NO REQUIREMENT.**

Hand-out Fridge Reminder listing MLA's name and address.

Mention that we (or another volunteer) will be writing an article and submitting it to the local newspaper. Or local media may show up at end of workshop. Invite people to be interviewed later.

EVALUATION & DEMOGRAPHIC QUESTIONNAIRE

While people are writing their letters hand out evaluations and **demographic questionnaires**. Doing all of this together lessens the pressure on those who don't wish to write letters. Remind them the evaluation has two sides.

CLOSING

TIME: 10 Minutes

STYLE: Self Reflection

MATERIALS: Markers and Table Tents

PURPOSE: To reflect on workshop learning

Invite participants to write on the back of their table tent (name card) one thing they have learned from today, one thing they will take a way with them from the workshop.

Go around in a circle and invite each participant to share their learning with the larger group.

Take time to thank:

- ⌚ Local host, organizer, space
- ⌚ Caterers
- ⌚ Child care providers

RAINSTORM

BY ROBERT CHAMBERS. PARTICIPATORY WORKSHOPS: A SOURCEBOOK OF 21 SETS OF IDEAS & ACTIVITIES. LOONDON: EARTHSCAN PUBLICATIONS LTD., 2002.

TIME: 3 Minutes

STYLE: *Group exercise*

PURPOSE: To remind ourselves that together we can have an impact.

Gather in a large circle and invite people to watch the leader. When she changes her movement follow one after another going around the circle.

She will start with rubbing her hands together, then snap fingers lightly, then clap softly, then clap louder with feet stomping and then do the whole exercise in reverse.

Once finished remind people that while working alone we may not be able to do much, together we are capable of making a great noise.

Thanks for coming and for your marvellous contributions!

FOLLOW-UP CHECKLIST

| Tasks | ✓ | Initial | Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|-----------------|
| To do immediately | | | |
| Document workshop numbers for master list | | | |
| Debrief workshop among facilitators | | | |
| Read over evaluations and ask for verbal comments from hosts | | | |
| To do later | | | |
| Mail and/or deliver letters to MLAs (photocopy for our files) | | | |
| Transcribe ideas generated | | | |
| Send proceedings document to all participants for review | | | |
| If permission granted, circulate workshop contact list for community capacity building and in case folks want to get in touch later | | | |
| Incorporate new budget ideas into compilation document | | | |
| Follow-up with local media (if necessary, write article and submit to them along with a photo). Circulate newspaper article for approval/corrections to participants prior to submitting it | | | |
| Incorporate e-mail sign-up sheet into our mailing list | | | |
| Follow up with participants who requested specific information | | | |