

REDEFINING



LEADERSHIP



**HOW GIRLS ACTION FOUNDATION
SUPPORTS YOUNG WOMEN TO
LEAD SOCIAL CHANGE**



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Lucy dreamed of giving sexual health presentations in schools and communities across the North. She is originally from Kimmirut, Nunavut, a community of 410 people. She noticed that people in her community don't have much knowledge about sexual health and that the nurses who come to live in the community often don't stay for very long—they come and go a lot—so the young people are unable to develop a trusting relationship with them.

A lot of the girls Lucy knows don't have the language, information, or skills to talk about sexual health, and she wants to change that.

In the summer of 2008, Lucy went to one of our young women's leadership programs called Make Some Noise North, in Whitehorse. At this event girls and women from across Canada came together for a one-week skill-building workshop. After the week, she said:

It was amazing to be with other girls and young women for a week. I never thought I would ever be with that many girls and women from different northern regions at the same time! While we all came from different places I still felt like we were the same. I felt like I belonged there. It was inspiring to be with elders and older women and learn from the knowledge and experiences that they generously shared for the betterment of our future. I wish every girl could do this.

The time she spent with other girls and women from across the North, sharing information and skills, gave her a boost of confidence along with the inspiration to act. When she got home, she got more involved in her community and shared her new knowledge. Lucy went on to attend a sexual health conference in Kuujuaq in northern Quebec, and she is currently one of the Inuit representatives on the Youth Committee of the National Aboriginal Health Organization. She creates workshops and writes reports, all for the promotion of youth sexual health.

Lucy's hope is that girls in her community can get information, learn more about their own health, and learn to take care of themselves. She also wants more girls from her community to have opportunities like those she had—to meet mentors, get access to training, and get connected.

Introduction

What matters to me are issues of social change, girls fighting for their rights and against racism and racial stereotyping. I like to work with media to show a different message of girls and women of colour. I want to do outreach to other girls so they don't feel isolated. I want to work with teachers so they can change how we are treated in schools, so we can change systemic racism, which affects us a lot.

—Sadaf Pourmand

We believe that leaders are all around us, yet they often go unnoticed. For over a decade **Girls Action Foundation** has facilitated girls and young women's programs and has created a National Network¹ of diverse programmers and organizations working with girls and young women. This work has privileged us to meet, get to know, and support many young women who are deeply implicated in their communities and who are doing a range of amazing and innovative work; building a more just and equitable society for everyone. Young women across Canada are leading change by: educating themselves and others about social justice issues; influencing policy; organizing conferences; taking action against discrimination and violence in their communities; creating safe and stimulating spaces in their communities; advocating for rights; and starting their very own organizations.

At the same time, we have also identified a number of barriers that hinder the development of young women's leadership. There is a lack of resources and of support and recognition for the initiatives that young women are leading.

¹ Girls Action's National Network is comprised of over 200 organizations and groups from across the country that support and work with girls and young women. Its purpose is to harnesses the power of like-minded people and create an interconnected web that fosters knowledge and resource sharing, collaborations, and action-oriented initiatives.

We provide our National Network Members with publications, resources and practical support, such as coaching, training and networking opportunities, which help develop community initiatives and girls' programs.

Over the years it has become clearer that, as the hub of a national network, Girls Action is uniquely positioned to foster exchanges between peers and mentors, facilitate learning opportunities, and create tools that can support young women's development as change makers. We have seen girls who were once program participants grow into young women who are creating and leading their own initiatives. Inspired by such successes, we realized that more young women could benefit from direct support and resources tailored to them.

For these reasons, Girls Action developed the *ELLE Project: Leadership Building for Young Women*. The ELLE Project is for young women aged 16 to 25 who want to make a difference. *Redefining Leadership: How Girls Action Foundation Supports Young Women to Lead Social Change* is a collection of Girls Action's reflections,



learnings and successful practices built up over ten years of developing and delivering leadership and mentorship programs for young women. In order to highlight the voices and experiences of



young women we have also included inspirational stories and anecdotes from the very change makers who have participated in our programs.

This publication focuses on Girls Action’s key practices in regards to our leadership program for young women. We make reference to many organizational and programmatic concepts, and invite you to refer to the following in-depth manual for clarification of any of the terms and concepts used—*Amplify Toolkit: Designing Spaces and Programs for Girls* (Girls Action Foundation 2010).



The ELLE Project:

**Girls Action's Leadership
and Mentorship Programs**

The ELLE Project: Girls Action's Leadership and Mentorship Programs

I think the most important part of what I took from ELLE project was empowerment. I feel empowered to start and support projects in my community, to apply for funding and to ask for help.

—Dilesha Williams

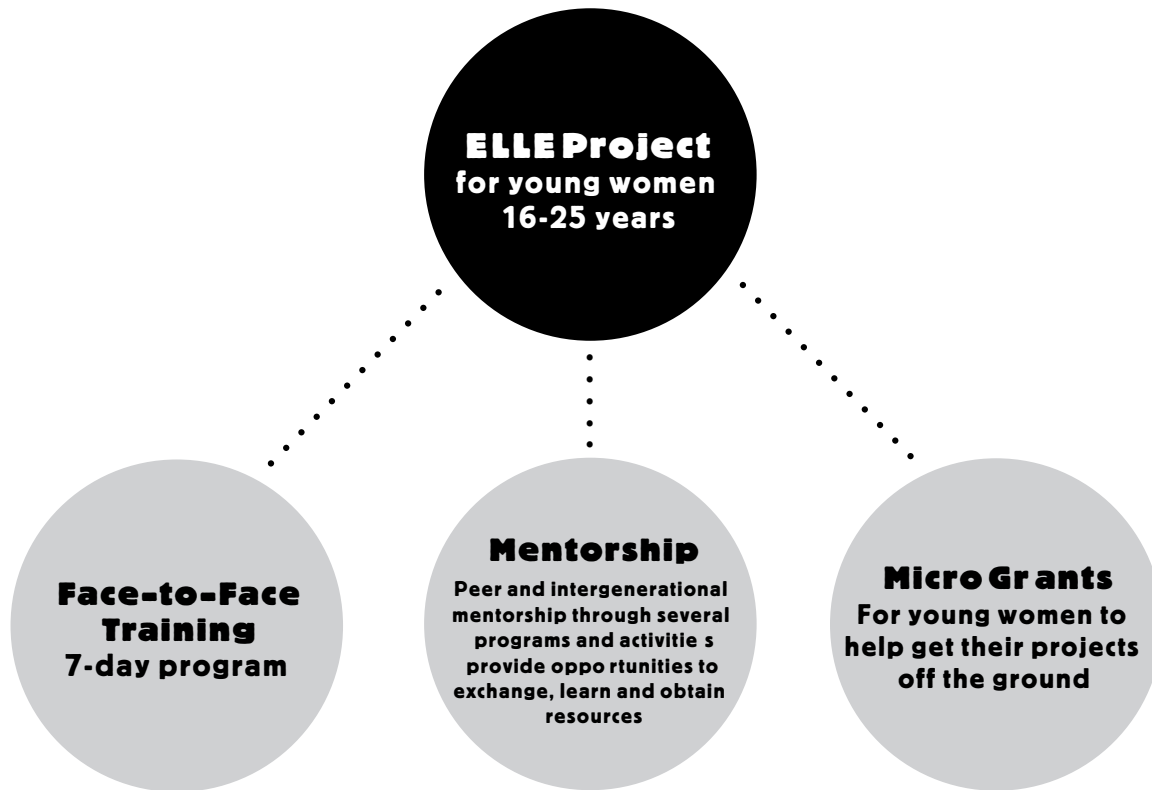
The vision behind the ELLE Project is to facilitate a long-term investment in the leadership of young women. To this effect, we offer resources and training along with networking opportunities to young women. We believe in creating a community of support for young women change makers.

The ELLE Project is composed of three main components: a face-to-face training for young women, a mentorship program, and micro grants. Girls Action believes in approaching leadership development and mentorship holistically, so in addition to these three components, we also weave the principles of mentorship and leadership opportunities into our organizational culture and practice.

The overall objectives of the ELLE Project are:

- To support the leadership of young women by providing skills and capacity building opportunities;
- To build intergenerational spaces, foster mentorship, and promote learning across generations;
- To create links between young women and organizational, community, and financial resources;
- To increase young women's ability to engage in community action and influence social change;
- To support a national peer network of young women change makers.

Let's Break it Down: the Three Components of the ELLE Project



Face-to-Face Leadership Training

Currently Girls Action offers one national leadership training program each year for 20 participants from across Canada. During this face-to-face training young women get to develop awareness of their own leadership qualities and their capacity for taking action. A team of diverse facilitators offer workshops that raise awareness about social justice issues in participants' lives and build knowledge and skills about project development.

The training is a unique opportunity for young women to develop peer and multi-generational networks to support their personal and project development. We work hard to create an inclusive and invigorating space for young women to learn from each other and from facilitators. Our hope is that young women will go back to their communities charged with new knowledge, inspiration and ideas for the next steps in realizing their dreams, and so increasing young women's involvement in community decision-making processes, policy-making, and global change.

Mentorship Program

The mentorship program is designed not only as follow-up activity for the face-to-face training participants, but is open to any young woman wanting to make change, connect with mentors, and who would benefit from project support. Since experience, rather than age, is what determines if someone has something to share in a mentor role, Girls Action has found that both peer mentorship and intergenerational mentorship are important to young women.

The mentorship program is in fact composed of many activities and relationships, including regional young women's meetups, one-on-one relationships with the Girls Action team and Network members, online learning groups, conference calls, and online communities like Kickaction.ca and Facebook. Young women are free to choose which activities best suit their needs and availabilities.

The mentorship program aims to: build relationships between young women, the Girls Action team and Network members; build young women's skills; link them to resources, contacts and information; and support the development of their projects over periods of months or years. Sometimes, being able to pick up the phone and connect with someone who has done it before can make all the difference in realizing projects.

Micro grants

The micro grants, or as we like to call it, "seed funding", is the final element in the ELLE Project. Realizing and implementing projects requires resources, and the lack of financial resources can sometimes act as a barrier to young women's initiatives. Supported by mentors and community organizations through the face-to-face training and/or the mentorship program, micro grants provide young women with financial support to start their very own projects aimed at positively influencing their communities. By encouraging these local action projects, young women gain practical experience in managing projects, as well as increased confidence and recognition of their strengths and assets. In addition, young women's initiatives help stimulate change and increase awareness of young women's priorities among community members and decision makers.



GIRLS ACTION'S approach

**to Developing Leadership
and Mentorship Programs**

Girls Action's Approach to Developing Leadership and Mentorship Programs

Our approach to developing leadership and mentorship programming is one that is grounded in our foundational principles—we value the active participation and input of young women and Network members, and see in-depth reflection and evaluation as integral to successful programming.

The following are the basis for the Girls Action approach to developing leadership and mentorship program for young women change makers.

Girls Action Foundational Principles

We approach young women's leadership and mentorship programs with the same foundational principles that guide all our projects and programs at Girls Action.

1. Popular Education

Popular education emphasizes that learning is not a top-down process. The popular education approach believes the main goal of learning is to create positive social change based on the needs of those involved in the process. Young women decide what issues are important and determine how to enact change.

Popular education:

- Recognizes that young women are experts in their own lives;
- Validates young women's diverse experiences and knowledge; and
- Builds opportunities for leadership and collective action.

2. Social Justice

- There is more than one experience of being a young woman, and young women have different levels of access to power and privilege.
- Supporting leadership means supporting a diversity of young women and the

different ways they engage in their communities, depending on their own unique experiences, contexts, and issues.

-Challenging widespread discrimination and inequality requires a range of leaders with broad perspectives.

3. Transformational Change

- Long-lasting social change requires engagement on many levels. We support young women in a variety of communities to enact change in their schools, neighbourhoods, governments, and in their own lives. This means that a diversity of young women are acting on a range of issues that affect them, and in turn, that they are changing society.
- When young women are connected across differences and across communities, they learn from each other and discover how their local issues are part of broader issues. With their awareness of the interdependence of local issues, young women can then lead projects to bring about large-scale change.

4. Young Women's Power and Strength

- Young women don't need to be saved. Emphasizing young women's own strengths and capabilities, and the value of their experiences empowers them in the face of adversity.
- With resources, support, encouragement and space, young women can be powerful change makers.

5. Young Women's Spaces

- Creating spaces for young women to come together can spark meaningful connections. They share experiences and struggles, break isolation, learn from each other and plan together.
- When these spaces are well structured young women can identify with a diversity of positive role models and leadership styles, and then move towards collective action.

Review of background documents & scans on leadership and mentorship research and practice

In order to understand where and how Girls Action's leadership and mentorship program might fit into the broader community of youth programming, a review was undertaken of the leadership and mentorship programs that are currently available to girls and young women in Canada and the United States.

Findings from these scans revealed that successful leadership programs:

- Facilitate ways to move from leadership into mentorship;
- Bring the arts and the outdoors into the training;
- Use a popular education model that is anti-oppression based and runs over several years;
- Ensure programs are youth led or youth supported;
- Support action oriented learning;
- Support deliberate, conscious and voluntary mentorship relationships between participants and mentors;
- These programs work best if:
 - The mentorship program is supported or sanctioned by a company, organization or association;
 - The outcome of the relationship is expected to benefit all participants; and
 - If the mentoring benefits the community.

Through these scans, we also learned that existing leadership and social justice programs for youth rarely focus on gender; many of the programs are costly for participants; and that most programs focus on just one issue or framework.

Participatory Planning and Information Gathering

- Girls Action conducted several formal and informal meetings and phone interviews with Network members, leadership training participants, facilitators, and staff to gain as much information as possible on the needs, expectations, and experiences of everyone involved, to best prepare the program.

- Before any young women's program is developed, we facilitate several young women's advisory committee meetings. Having young women's input to shape the direction of upcoming programs is key to creating engaging and meaningful leadership programs for those involved.
- Very detailed application forms allow us to get to know participants and select those who would most benefit from the program. In three years, over 350 young women have applied to take part in the ELLE Project. Participant application forms gather information about these young women's interests, skill development needs, and vision for their future projects.
- Gathering as much participant feedback about the program as we can, not only helps strengthen the ongoing program but can also help inform future programs. Participants in the face-to-face training provide feedback through written questionnaires and debriefs during the program. In addition, participants take part in an "Appreciative Inquiry" session during the program.
- One way to track the progress of participants and facilitate long-term project support is to maintain follow-up records. Records of ways that participants from the face-to-face training continue to benefit from, and contribute to, our other programs are maintained.

The Importance of Reflection and Evaluation in the ELLE Project

Evaluation is an integral part of the growth and development of all Girls Action projects. We believe that in order to create really great programming we need to reflect on what is being delivered, get feedback from those involved at all stages of the project, take stock of all that information, and turn it into stronger programming for future years. We use different evaluation techniques before, during, and after all programs to ensure that they are relevant, adaptable, and accountable.

We use developmental evaluation tools to help us learn from the ELLE Project. Developmental evaluation is designed to nurture innovative projects by capturing context specific reflections about the project planning, implementation and follow-up. Learning from the entire project process then informs any change in the project's direction and can help design new project elements and monitoring mechanisms.

Working with an experienced developmental evaluator to support the process, we asked ourselves the following questions throughout the development and pilot of the ELLE Project:

Why are we doing this project?

- To what extent does the program meet the leadership training needs of young women who may be marginalized?
- What are their needs? (Skills, resources, applied experiences)
- Is the program relevant to their needs? How? How not?

What are we delivering and how is it being received?

- What are participants experiencing through the ELLE Project? What are their beliefs and hopes? What is their understanding of leadership and mentorship? What are their leadership development and mentorship needs?
- How extensive is our current outreach? What are our needs so we can increase our outreach in the future?
- To what extent is the program effective in creating a transformative learning experience that reinforces young women's strengths and helps them advance their personal vision of social change?

Developmental Reflection

- What is the team's understanding of the development and delivery of the ELLE project?
- Have we been effective in delivering a unique program that meets specific needs of young, marginalized women?
- How well are we connecting the dots between our "vision" of a leadership program and the "here-and-now" reality of what young women need/want?
- What shifts, changes or new questions should we be asking?



LEARNING **from practice:**

**Insights and Best Practices in Young Women's
Leadership and Mentorship Programs**

Learning from Practice: Insights and Best Practices in Young Women's Leadership and Mentorship Programs

Over several years of developing and delivering leadership and mentorship programs with a particular focus on social justice and empowerment for young women, Girls Action has been able to identify key elements that make these programs so successful. Below are some of Girls Action's best practices for delivering this unique and powerful leadership development program for young women change makers. Our goal is to share these reflections in the hopes that they will inspire and support the development of other programs.

Use a Popular Education Approach

I felt like the ELLE Project was about sharing knowledge and experiences, and combining world-views to get a richer sense of the world for everyone.

Although there were facilitators, we were all learners, and we were all teachers.

An important part was the inspiration we got from each other: hearing stories and helping each other figure out next steps for how to put the amazing plans into action.

It was such a valuable thing for me. —Shoshana Erlich

Popular education methodology is very important, when trying to encourage meaningful participation, as a way to maximize learning and find ways to take action and create change. This means creating a space where participants can come together in dynamic and unpredictable ways, with activities that are centred on young women's interests and experiences—while at the same time sharing new information and skills, and planning for how to move forward.

Favouring a popular education approach also means really listening and observing where there is momentum in the group and following up on these important topics. Flexibility is key for this process to be successful. Sometimes it could mean putting a planned activity on hold to allow more time to address an emerging issue that is important to the group.

Work with a Diverse Team of Facilitators

The facilitators were an extremely talented, knowledgeable, compassionate and intelligent set of women with diverse experiences working together to create the change that they envision—that we can do a lot more than what we are told, or what we may be subjected to —Asheda Dwyer

Since young women are diverse and interested in different issues, it only makes sense to have a diverse team of facilitators to lead the face-to-face training and other networking and learning spaces. We have learned that it is important to select a team of skilled facilitators who share a passion for young women’s leadership, and who are very diverse in terms of personality, facilitation styles, organizing experience, communities of origin, and languages spoken. These elements are instrumental in creating a vibrant and inspiring space where a range of leadership styles can be modelled.

The work of selecting young women as project coordinators and facilitators should not be underestimated. They model peer-to-peer mentorship for participants and keep the program relevant.



Get to Know Participants

The more everyone involved knows about one another, the more effective the program can be. One of the ways we get to know the participants is through detailed application forms. Applicants are asked to describe what issues they are interested in and what projects they have on the go or would like to start. Participants also shared information about their communities and how they self-identify.

It is equally important to take the time to introduce the facilitators to the participants. Having facilitators share a detailed description (about one-page long) of their backgrounds with participants on the first day was a great success; they shared details about their pro-

fessional/activist/social justice work as well as the issues that they are passionate about. This allows the participants to really know what kind of expertise each facilitator brings to the table. This kind of introduction also allows participants to connect and identify more deeply with facilitators who share similar experiences and passions. Seen in this light, thoughtful introductions are a good way to lay the groundwork for mentoring relationships.

Exploring Leadership Skills that are Grounded in Social Justice

It was a great space to express, connect and share experiences, and critically discuss issues concerning young people in Canada. I learned a lot about issues happening locally within Canada; issues that are often silenced or made invisible by mainstream society.

—Mimi Duong

We believe that in order to be truly effective change makers we must work and act in a manner that reaches out and expands networks across communities. In other words, that we must create a program that is accessible to a group of diverse young women from a wide range of

communities who come together to learn from, and about, each other, while building solidarity across communities. In addition to offering new skills to participants, the ELLE Project also aims to increase participants' understanding of the



diverse challenges, oppressions, and strengths that they each experience. In this way, Girls Action supports the growth of a new generation of leaders who know how to work across differences to increase collaboration.

The importance of working within a social justice framework was often reinforced during the course of the ELLE Project. When working towards social justice with a group of diverse young women, having a shared basic understanding of anti-oppression is vital to create a functioning space.

Girls Action's programs are intended to reach and support young women who experience different forms of marginalization. By using what was happening in conversation and during group activities as examples, facilitators and some participants raised awareness about multiple and interlocking forms of oppression and demystified harmful stereotypes. Participants increased their understanding and analysis of the everyday experiences of marginalization they face, thereby gaining important tools to challenge oppression in their daily lives.

We have found that it is important to explain basic anti-oppression concepts at the beginning of the program, and practice them throughout the participants' time together. This approach provides an important "common ground" and language for all participants to express themselves. Facilitators are vital to presenting this framework consistently, in a "safe" and engaging way, throughout the duration of the program. This requires sensitivity and the skills to react to a diversity of issues that emerge during the training, while at the same time maintaining a productive learning environment. When doing this kind of work, both participants and facilitators need support in the form of training, debriefs, and extra facilitation support in order to ensure that this work happens effectively.

For more information on anti-oppression, what it is, what it means within girls programming as well as for facilitation tips and techniques, please consult our *Amplify Toolkit: Designing Spaces and Program for Girls*

Be Accessible

Part of working towards social justice means being accessible to all the young women who want to be part of our programs and training. The following list covers some of the things that need to be taken into account when trying to create accessible spaces:

- Promotional materials and outreach strategies should be reflective of the audience you are trying to reach. For the ELLE Project, this meant creating promotional material that was youth friendly, bilingual, and appealed to young women across the country. We also leverage our national Network,

social networking websites, and use cold calls to reach potential participants.

- When selecting participants from the pool of applicants, we prioritize young women who are living in marginalized communities and who may have difficulty accessing support and networking opportunities. Asking key questions on application forms such as: “Why would you like to be a part of the ELLE project?”; “Tell us what is happening in your community”; or “What issues are important to you?” help us select participants as well as get to know them.



- Use a combination of different facilitation approaches and activities. This means using artistic, movement-based, and hands-on or experiential learning methods as well as spoken and written word methods. This ensures that different learning styles are accommodated during programming.
- Try to be financially accessible. Girls Action has been able to pay the travel and accommodation costs for face-to-face trainings.
- We provide childcare.
- Offer choice in food.
- When possible, we present the training simultaneously in English and French, and provide American Sign Language interpreters when needed.
- We also provide letters of support and communicate with schools and parents, when needed, to facilitate a young woman’s participation.
- As much as possible, we try to make the language used as accessible as we can. This may mean taking the time to explain academic and organizational jargon.
- Even with these measures in place, we have learned that there are still some barriers to participation. For example, finding accommodations that are

fully wheelchair-accessible, ensuring access to Kosher and Halal foods, and integrating languages other than French and English have been important considerations that we are still working on. It is vital to consistently reflect on efforts made to be accessible, and work to strengthen them.

Work with Supportive Elders and Role Models

I found that I had a lot in common with one of the facilitators, and we stayed in touch; she provided inspiration and ideas. It's good for me to be able to see women who I respect and admire doing the kind of work that I want to be doing.

—Shoshana Erlich

We value intergenerational spaces and think that they create unique opportunities to learn from experience, reflect on the present and plan for the future. Meeting and connecting with supportive elders and role models whom participants are able to identify with has proven to be powerful and valuable for everyone involved, especially if young women do not have access to role models or mentors in their communities. Elders are often instrumental in navigating conversations around difficult topics, both one-on-one and between participants.

Be Flexible

As a project committed to remaining relevant and adaptable to the changing realities of young women's lives, our approach to leadership and mentorship is continuously evolving.

One example is the changing nature of the mentorship program. In its first year we developed a structured mentorship program in order to provide ongoing support for ELLE participants. While in the end, there was little interest from participants in the formalized program, momentum for building mentoring relationships grew naturally over Facebook. Members of the Girls Action team started an ELLE Project group on Facebook, befriended the participants, and were able to observe the back-and-forth between participants, answer questions, and link participants to other mentors, all in an informal capacity. Using Facebook was not part of the official strategy, but because both coordinators were young



women on Facebook, they were able to tap into this process of network building between the participants.

As a program that is based on popular education and innovation, the ELLE Project does not remain static in the way it meets its foundational goals from year-to-year. Being flexible is a source of strength, because it can better ensure that participants' needs are

being met through adaptable programming and facilitation. At the same time, it is also a challenge to successfully adapt to a wide range of needs, backgrounds, and experiences. Knowing your participants beforehand, having a diverse team of facilitators, and creating and often revisiting group agreements can facilitate this process and enable more relevant and adaptable programming.

Peer-to-Peer Mentoring

I want to learn about what other girls are doing across the country and bring the skills and good examples back to my community. I would also like to meet other girls who are doing the same work as I do and learn from them. Leadership training is so important because girls have a lot to share about how to make change happen.

—Sadaf Pourmand

I stayed in touch with many of the ELLE Project participants. It was a relief and empowering to connect with like-minded young women over the long-term. I think there's a lot of power in networking; young women in leadership roles face very unique challenges, and any opportunity to exchange knowledge, challenges, and resources is hugely beneficial.

—Joanne Cave

Peer mentoring refers to a process of exchange and learning between people of similar ages, but also, and more importantly, between those of similar experience levels. Peers can

support each other based on their lived experiences, expertise and knowledge, and can share their skills and assets with each other. The experience of peer mentoring promotes learning, helps build networks and break isolation, and supports the pooling of ideas and expertise to brainstorm about ways to move forward on challenges.



For the ELLE Project, this means facilitating opportunities for young women to get to know each other and talk about their communities, experiences, passions, and projects, as well as facilitating opportunities for participants to share knowledge, expertise, and help problem-solve with each other over the short and long-term. Peer mentoring is a successful strategy for leadership development, because it helps make the impossible seem possible for young women—they see others who are, like them, advancing their own projects.

Please see Appendix A for activities that support peer-to-peer networking.

Raise Awareness and Plan for Action

Sometimes young women come to the program having already figured out what projects they would like to undertake, while others are still working to identify an issue to work on, or may instead want to dig deeper to uncover “the issues”. To support this process of raising awareness in order to plan for action, we have found it useful to do activities that are grounded in anti-oppression and popular education. Combined, these frameworks help highlight forms of marginalization and injustices, and the ways they can manifest themselves in people’s lives day-to-day. This can mean discussing topics like poverty, violence, discrimination, etc. in ways that raise awareness about some of the root causes, and also discussing how they manifest themselves in the young women’s communities. By locating

girls and young women’s lived experiences within broader social and political contexts, it can break feelings of isolation and help locate areas for intervention. We then allow lots of time to plan for action based on participants’ unique experiences, communities, and context.

Offer Concrete Tools and Skill Building Opportunities

What caught my attention about this project is that I would like to do things in my community to make it better, but I know that I do not necessarily have all of the tools yet, so seeing that this was a leadership workshop, I see it as a perfect opportunity to put another tool in that toolbox.

—Danna Joy

While it’s important to allow time for deep reflection about the issues we want to tackle and why, it’s equally important to allow time to learn how to take action.

Therefore, throughout the programs, we assist young women in: developing and strengthening project planning, fundraising and financial management skills; identifying communication and promotional opportunities; working on outreach, team building, and community partnership development among other skills.

The Importance of Face-to-Face Time

Through feedback and evaluations we often received enthusiastic comments about the desire to have more time and opportunities to meet with other young women and mentors “face-to-face”. We’ve responded to these comments in two ways: regional young women’s meetups, and scheduled one-on-one time between participants and facilitators at the face-to-face training.

The young women’s meetups are one-night networking events tailored to young women from a particular region. The objectives of the meetups are to build on the relationships formed at the face-to-face training, increase regional cohesion and collaboration, and create intergenerational spaces that allow for networking and relationship building between girls and women of all ages.

At the face-to-face training we also try to maximize the value of this precious time together by programming one-on-one mentorship sessions, in which participants are able to get in-depth individual support on their project from experienced mentors and facilitators. We do this by borrowing on the “Dance Card” idea. Facilitators and mentors introduce themselves to the group formally and then participants have the opportunity to schedule in time with a facilitator or mentor of choice during the allotted slots in the program schedule. These one-on-one mentorship slots book up very fast, and mentorship sessions often carry over into lunch hours, program breaks, and well into the night.



Informal Time Together is Special and Should be Part of the Program

What participants almost always ask for more of, in any face-to-face program or event, is time. For programmers, this means resisting the temptation to over-program, and even being deliberate about leaving “free time” in the schedule. For us, there are so many ideas to discuss and so many workshop options that careful pruning is always necessary to leave ample time for chatting and connecting, for peer-to-peer mentorship, and for debriefing.

It is often in the informal time between activities, during dinnertime or on breaks, where participants can really connect with one another on a different level. Having so many ideas running through your head after an activity can often mean a need to talk about them, process them, and learn from what others thought about them in an informal way. These “down” moments are important to help participants pick up on items of interest someone may have mentioned in passing throughout the day—and often, it is these small moments of connection that lead to big things. To undervalue the importance of leaving time to connect would be to undervalue the importance of creating trust and building relationships.

Ensure Multiple Ways for Young Women to Engage and Access Support

It is important to be able to offer different avenues for young women to get involved and get support. This increases accessibility to leadership training and mentorship opportunities for girls who may otherwise miss out, allows for tailor-made types of mentoring experiences based on context and need, and breaks the isolation of young women who are organizing without community support.

Over the years, we have experimented with a variety of ways that girls and young women can get involved in our activities. Some of the methods and access points that have successfully engaged young women include:

- Face-to-face subsidized leadership training;
- “Learning Across Distance” seminars, where mentors with experience in a particular area lead training and topic-based discussions over a conference call;
- Organized online groups on girlsaction.ca and Facebook where young women and mentors share knowledge and answer questions;
- Informal networking and support over Facebook and e-mail;
- Blogging on kickaction.ca, our sister website for young girls and women, where they can write about issues that matter to them, and projects they are working on. Often these blogs lead to replies from peers about current issues, as well as about project planning and development;
- Regional meetups for young women in a particular city or region to allow for peer networking and to offer workshops that build skills;
- Informal face-to-face meetings when participants and facilitators are in the same



town, which can offer more in-depth and tailored support;

- Financial and promotional support for short-term projects or events through our National Day of Action;
- Inspirational “how-to” publications for young women that look at how to start or strengthen projects, explore different ways for them to get involved in their communities, offer information about where they can go for support, and which profile other young women who have created something amazing from the ground up.

Celebrate Success

One of the most rewarding aspects of working with young women who are passionate about making a difference, is being able to witness their growth. From identifying key issues in their communities, to posting a blog, to reaching out to mentors, to organizing a Day of Action, to starting their own project, Girls Action takes the time to acknowledge and celebrate all the hard work that young women are doing.

We help shine a light on young women’s social change initiatives through:

- Profiles in our publications or online;
- Validating their work and skills by inviting them to facilitate a discussion over a conference call, online, or at face-to-face training;
- Asking young women to contribute content to Girls Action publications;
- Inviting them to write blogs on kickaction.ca;
- Giving them the space to talk about their projects at our face-to-face training and National Network retreat;
- Disseminating media coverage of young women’s initiatives; and
- Recognizing and supporting innovative ideas through micro grants and mentoring.

Appendix A: Peer-to-Peer Mentoring Activities

One way Girls Action has facilitated peer learning is through an activity that looks a lot like speed dating. Divide the group into pairs. One person in each pair has five minutes to describe to their partner why they applied to the ELLE Project, the partner then gets two minutes to ask follow up questions and “dig deeper” (kind of like investigative journalism). Then it’s time to switch roles. It’s always great in these scenarios to have the smaller groups report back to the bigger group briefly, and then to allow time for participants to ask follow-up questions to people whom they were not paired up with.

Another way of creating a peer learning moment is to bring together peers who share common goals and are engaged in some level of project planning and development. Before you start the activity, allow participants at least one day to prepare the issues, challenges, and questions they have that are related to their project or passion. Divide a large group (of seven or more young women) into smaller groups (of three to five women). Ask one person from each small group to present a challenge or question she has in relation to her project. The rest of her group can ask questions for clarification if needed. The presenter who had the question must then turn her back on her group while her peers brainstorm about possible solutions or approaches to her challenge. The presenter just sits and absorbs all the knowledge that is being shared. If time allows, have each person in the small group present their challenge and sit back and listen to possible solutions.

Appendix B: The ELLE Project 2010 Loom

The loom is a central tool used in designing workshops or learning activities. It is referred to as “a loom” because of the horizontal and diagonal lines, like the warp and the weft used when weaving fabric. In the program context, the loom is used to craft workshop designs or learning activities.

The loom is a visual, logistical, and programmatic schedule of a workshop, activity or program. It is a useful tool because it provides important detail about the sequence of activities for a workshop or session. The loom helps you look at the overall objectives for the session and put together a flow of activities that balance elements such as: hands-on activities versus reflective periods, individual/small group versus large group activities, and deep thinking versus just-for-fun activities. This tool also helps you to time how long each activity will take within the flow of the whole workshop, remember what supplies you need to have on hand, and who is in charge of what. Facilitators will generally use the loom as a reference during a workshop. The loom can also be tweaked or changed based on the needs of the group. For example, you can easily shorten the time of an activity if you are behind schedule by adjusting the time column.

Below you will find an example of the ELLE Project Loom that was used in the 2010 face-to-face training program. Please note that our programs, and therefore our looms, change from year to year and also change during the programming itself to meet the needs of the participants. For every different context and group, ideally you should change and adapt your approach as a facilitator, and redesign your loom with the group’s needs in mind. The goal of sharing the 2010 face-to-face training loom is to offer a concrete example of what our leadership program looks like in practice and inspire program development; not direct it. The following loom was designed in consultation with participants, advisory committees, facilitators and staff for the needs of the 2010 participants and should not be duplicated in other programming contexts.

ELLE Project: Face-to-Face Training Program 2010

The goal of the face-to-face training program is to support young women in developing an awareness of their own personal leadership skills and capacities, so that in turn they feel more empowered and supported to participate in community and political leadership roles.

Objectives:

- To support the development of participants' awareness of their own leadership qualities, and increase their self-esteem along with their capacity for self-care;
- To build knowledge along with transferable skills in communication, community organizing and media strategies;
- To develop peer-to-peer networks of young women as well as multi-generational networks that connect young women with established organizations;
- To support participants' involvement in social justice work with the goal of increasing young women's involvement in community decision-making processes, policy-making, and global change;
- To create an inclusive and invigorating space for young women.

Core Program Components:

- **Emphasis on Peer Learning**
The face-to-face training program supports the exchange of learning and information sharing between peers. This important exchange leads to the creation and strengthening of relationships between participants. Peer learning also heightens each participant's awareness of their own contributions, skills and assets, thereby affirming their own leadership qualities along with the value of being a part of a diverse network of young women.
- **Redefining the Terms**
The training offers a unique time and place to deconstruct concepts like community, identity and culture to name just a few, and to redefine them in ways that are relevant to the young women's own experiences.

- **Anti-Oppression**

Sharing anti-oppression frameworks provides the participants with tools that can help identify and name different forms of oppression and privilege in their own lives. In turn this can support their mobilization around issues that matter to them. Understanding oppression, power and privilege helps to de-internalize harmful experiences, such as discrimination, and to see how these experiences relate to larger social or systemic abuses of power; rather than as a strictly “personal” experience. Such understanding along with the ability to name what has happened and mobilize to change it can also contribute to a stronger sense of self-esteem.

- **Creative Self-Expression & Movement**

Participants use art as a way of being, knowing, and communicating. Activities like dance, theatre, games, etc. invite participants to connect with themselves in an embodied physical way. Creative self-expression and movement serve to get participants considering the multiple ways that they live in and through their bodies, while at the same time encouraging them to become more conscious of the various roles that they can un/intentionally perform and play. These activities can energize participants and help them to develop a more positive relationship to their bodies.

- **Media Arts Focus**

Having a media arts component helps participants to build concrete skills in a variety of mediums such as photography, podcasting and video making. Participants then use these skills to develop media arts projects that communicate their realities and give different audiences information about the projects in which they are involved.

- **Self-Reflection and Critical Thinking**

Participants are encouraged to practice applying the skills and frameworks shared at the training sessions in their own daily lives. Similarly, they are also encouraged to question their own assumptions and to consider alternative perspectives on issues.

- **Skill Building**

There is an intentional focus in the training on creating action plans, identifying mentors and building support networks. As a result, participants develop concrete skills in project organizing, fundraising, partnership building, and communications.

Characteristics of the Training that make it Unique:

- **An Interlocking Feminist Analysis**

This analytical framework recognizes that young women have different lived realities based on their experiences of oppression, and depending on their access to power and privileges. An interlocking feminist analysis focuses on understanding structures of power and systemic issues and the way that these factors have an impact on young women's lives.

In order to build support networks and community among young women, we recognize and take into account the multiple and interlocking nature of their multiple and diverse experiences and identities.

- **A Sense of Community**

Participants from across Canada are brought together in a retreat-like setting. Through formal workshops and informal conversation and exchanges a sense of community emerges.

- **Capacity-Building**

The focus is on building young women's leadership skills through personal empowerment, skill building, awareness-raising and identifying communities of support.

- **Accessibility**

We strive to make the training as accessible as possible: this includes covering travel to the training, presenting the training in French and English when possible, and using a popular education approach that starts with the knowledge and needs of the participants.

Please note: Facilitation tips appear in italics

Day 1

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
3:00	Set-up space	Set-up	<ul style="list-style-type: none"> Organize book/resource table Set up slide show Organize welcome table 	Book table Resources Name tags Translation equip Packages for participants	Carina + Janine Valérie + Tatiana
5:00	Participant arrival + Staff unpack		<ul style="list-style-type: none"> Welcome participants Unpack supplies Participants set-up in their rooms 	Package for participants Supply boxes Direction to participants	Carina Karine Janine Valérie
6:00	Dinner				
6:45	Welcome		<ul style="list-style-type: none"> Participants get translation equipment and do their name tags 	Name tags Translation equip	Carina Janine
7:00	Intros		Welcome from Tatiana 1. Agenda of the night 2. About Girls Action Who we are What we do Resources table 3. About the Programs 4. The team <ul style="list-style-type: none"> Resources persons Guest Facilitators * Lead Facilitators 5. Useful information	All the resources for ELLE	Tatiana Valérie Janine Keetha Kat Wari

Day 1 (continued)

7:30	8:30	Establish atmosphere of fun, learn some names, energize group	Buses Large group	<p><i>Mindful facilitation is key. Be aware of power dynamics. Provide options for people to participate as they wish/ not or question what is asked of them. Also includes being mindful about how we learn together.</i></p> <p>Explain to the group that you are all at a very chaotic bus station where the buses have different destinations than what you are used to. The facilitator will call out the destination (category) of the buses and everyone is to quickly self-organize to “get on the bus that matches their destination.” Once in the groups, everyone can meet their group members and talk about how/why they are in this group.</p> <ol style="list-style-type: none"> 1. Start with a simple category. Once the facilitator calls out the category everyone must find those people in the group who match their choice and form a small group. For example, for season of birth, all the people born in the fall must find each other; all those born in the spring must find each other, and so on. 2. Once the chaos has settled, the facilitator can call for attention and do a go-around to ask what exactly the groups are. You can also take a moment and ask participants to introduce themselves to the whole group as they tell what bus they are from 3. Bus destinations (do not need to use all, and could use others instead): <ul style="list-style-type: none"> - How far you travelled to be here today? - Number of siblings, birth order in your family - Favourite food/colour - Number of languages spoken - Best thing about working with girls (create frozen image to show us) - First letter of first name to get names out and have them report back names with adjective beginning with same letter - Where you live? Once groups have formed, ask “How does where you live inform your work with girls?” - Who has worked together? Once grouped, ask “How have you collaborated and what existed because of your collaboration?” (This also highlights value of network.) <p>What organizations are present? Include group of “free radicals” able to join up or make their own group if they do not belong to one already. Invite these groups to introduce themselves to large group.</p> 	Nisha Christine Girls Action
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Day 1 (continued)

10:00		Goodnight		Night Keeper locks common rooms and does a participant scan.		Carina
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Day 2

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
7:45	1 hr 15	Breakfast		<ol style="list-style-type: none"> 1. Ask participants to stand in a circle. 1. Pass around the spool of string and scissors. 2. Ask participants to cut as much string as they think they need for themselves and then pass it on to the next person. 3. Once everyone has a piece of string, ask them to wrap it around their own pointer finger. 4. Explain that they will speak about themselves for as long as it takes them to unravel the string from their finger. It's more fun if you wait to tell everyone about this until AFTER they have their piece of string. <p><i>As the facilitator, you can lead with a demonstration of how the game works and then continue around the circle in one direction.</i></p>	<p>Spool of string Pair of scissors Flip chart Markers</p>	Keetha
9:00	15 mins	Offer participants an opportunity to get to know each other, relax, and have some fun.	Ice Breaker			
9:15	15 mins	Explain what to expect + introduce facilitators		<p>Review objectives / framework / agenda for ELLE Project Training</p> <p>Explain that the training will unfold through three phases beginning with an exploration of leadership in yourself, then in your communities, and then within a broader social, cultural, and political context.</p> <p>Review peer learning and reflection sessions</p>	<p>On wall: Schedule Objectives Dance cards Agenda Flipcharts + markers Participants' packages</p>	Keetha

Day 2 (continued)

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
9:30	30 mins	Establish Group Agreement	Create the group agreement together as an art piece	<ul style="list-style-type: none"> Everyone is on the floor, in a circle around a big piece of paper With partners, everyone puts hands down on large sheet of paper on the ground, so they create a circle of hands on the paper Taking turns with a partner, trace each others hand on the paper and write your name inside the outline Talk about the use of guidelines: to set tone for group, to be proactive around group dynamics, to act as a living document that can change Explain that we will write the things we would like to happen in the group on the paper inside the circle of hands and those we would not like to happen on the outside Model a few guidelines, and write them on the sheet of paper <ul style="list-style-type: none"> Respect a person's right to speak without interruption Everyone has the right to pass Volunteer yourself only Practice anti-oppression: avoid isms, be aware of space you take up (give examples) 	Large piece of paper, markers, tape	Kat
10	15 mins	Break				

Day 2 (continued)

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
10:15	1 hr 45	Grounding ourselves in our bodies Reflect on body image Have fun and play	The workshop should be a combination of moving reflecting and listening to our bodies	Afro-Caribbean <ul style="list-style-type: none"> • Grounding ourselves in our bodies • Warming up for the days ahead in a collective way • Facilitator provides cultural and historical background of particular dance and their relationship to it 	Stereo, Small towels	Guest Facilitator 1 Wari will introduce her
Noon	1 hr	Lunch				
1:00	30 mins			Dance Cards		Keetha Kat Wari Janine
1:30	5 mins	Energize group after break	Energizer All my neighbours	Set up chairs so that there is one less chair than there are participants Ask participants to sit in a circle The facilitator begins by taking a place in the centre of the circle. She says: "As you'll notice, there is one less place than people in the group. That's why I'm in the centre of the circle. So, I'll begin in the centre of the circle, but my task is to try and find a place on the outside of the circle and have someone else end up without a place. The way I'm going to do that is to make a statement that is TRUE for me. For example, if I am wearing tennis shoes, I might say 'All my neighbours who are wearing tennis shoes.' If that statement is also true for you, then you must come off your place and find another spot in the circle. Let's do this safely. No running. No body checking, kicking or pinching. OK. I'll start." When you think people have had enough, simply say "OK, this is the last round." Give a round of applause to the last person who ends up in the centre.	Chairs in a circle	Janine

Day 2 (continued)

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
1:35	1 hr		Placing ourselves within our communities	<p>Making the links between our individual (multiple) identities and where we are situated in our communities and our communities' identities</p> <ul style="list-style-type: none"> • Close our eyes and breathe together three times in and out (we are all different but bring forward solidarity through breath) • Energizer (whole group): 3 min • Identify the community (small groups): 10min • What do we mean by multicultural? Define it for themselves in activity format - whole group): 15 min • Circles of my cultural self (small groups or individually): 20 min • "Who am I" poem (first individually then sharing whole group): 20 min • Check out: 5 min <p>Close our eyes and breathe together three times in and out (we are all different but bring forward solidarity through breath)</p>	<p>Flip chart + markers</p> <p>Wari will bring handouts</p>	Wari
2:35	25 mins	Introduce the concept of Dance Cards Give a space for participants to start getting to know facilitators	Short presentations by facilitators	<ul style="list-style-type: none"> • The lunch time dance card concept is explained and each facilitator talks about their work and their interest • Make the links between how various identities and lived realities can carry over into their interests and community engagements 		<p>Janine</p> <p>Kat</p> <p>Keetha</p> <p>Wari</p>
3:00	15 mins	Break				

Day 2 (continued)

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
3:15	1 hr 30	Introduce participants to concepts and thinking around anti-oppression and intersectional identities	Anti- Oppression Workshop	<ul style="list-style-type: none"> Quick go-round to ask participants where their thinking is at around anti-oppression and what experience they have with it List of words: privilege, oppression, intersections, systematic, individual Brainstorm around what these words mean to people. Make sure that the idea that people can both face oppression and have privilege, that different situations can highlight these things in different ways, etc. Exercise: Break into small groups, come up with examples of an axis of oppression (for example: ableism) and come up with examples around who is positioned as "oppressed" and "oppressor," examples of how systematic oppression and individual oppression play out (chart out example on flipcharts) Back to larger group, invite participants to share any examples they thought were really relevant or interesting Discussion on what next: What can we do with this kind of framework? How can it be useful in our organizing? Sometimes there are feelings of defensiveness and frustration when we talk about anti-oppression (and sometimes there are a-ha moments when everything makes sense). Where do these come from? Quick go-round of the a-ha moments or positive moments people had. <p><i>Draw on the information that the participants shared in the session "Placing ourselves within our communities". The anti-oppression work done here will also be supplemented by another "How to do put together an anti-oppression workshop" at a later date.</i></p>	<p>Prepared flip charts with grid on them</p> <p>Flip chart + markers</p> <p>Stephen Harper "activity"</p> <p>Wari will bring a handout on Anti-oppression vocabulary</p>	Wari will lead Keetha Wari

Day 2 (continued)

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
4:45	15 mins	Closing of Day and debriefing	Go around	<ul style="list-style-type: none"> Discuss day and feelings, thoughts Go around: Each person says something that we did today that they would like to do more of, and something that they'd like to do less of - feel free to share or to pass Incorporate this feedback into schedule for upcoming days (need to be movement oriented) 	Post-its	Kat
5:00	1 hr	Free Time		Facilitator's debrief		
6:00		Dinner				
7:00		Evening activity		Stencil-making workshop	Kat will bring the materials needed	Kat

Day 3

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
7:45	1 hr	Breakfast				
9:00	25 mins	Warm up + review plan for the Day Revisit Group agreement		<ul style="list-style-type: none"> Participant lead energizer Review schedule for the day Ask participants if they have anything they would like to add to the group agreement. 		Wari
9:25	20 mins	Start to identify each participant's issue/project Set the stage for leadership brainstorming	In groups of fours	<p>Ask girls to do a go-round in their small group and to talk about:</p> <ol style="list-style-type: none"> The things and/or issues they are passionate about Where leadership is coming from around these issues Do they think leadership in their community is needed . 	Flip chart + markers	Keetha
9:45	30 mins	Allow the participants to examine their own experience of leadership Introduce concept of personal, community and political leadership	Visual Brainstorm	<p>What is leadership? Brainstorm:</p> <ul style="list-style-type: none"> What does leadership look like? Have the participants think about the different ways they are implicated or interested in leadership Create a visual map with drawings and words. All the ideas that they can come up with should be recorded on the paper. Divide participants into 3 groups. The groups are organized according to themes that matter to them. These themes were generated from Monday's conversations. <p>Themes identified were:</p> <ul style="list-style-type: none"> Self care, healing and leadership Community implication, volunteering and leadership 	<p>Roll of paper on wall + markers</p> <p>Start Something Fierce 'Zine</p>	Kat

Day 3 (continued)

10:15	15 mins	Ground previous session on leadership	Moment of individual reflection	<p>- Working within organizations and leadership</p> <ul style="list-style-type: none"> o Look at paper, notice what others have written, call out any words that really strike you o Ask people to draw links between words after a few minutes o Take a seat around piece of paper, comment on what they saw/links they made o From there introduce concepts of personal, community, political leadership and other concepts like leadership in support and quiet leadership o After commented on words, look for what is missing, what words, what experiences of leadership. Remember that historically a lot of women's leadership was limited: in the home, demure, etc. These roles are still valuable and important. Certain styles of leadership come from what is preferred - remember anti-o. Do we want to stick to patriarchal leadership model? <p><i>Challenge participants to get them thinking about themselves as leaders. Keep connecting them to the specific issue they are passionate about.</i></p>	Note pads for journaling	Keetha
				<p>Invite participants to think about leadership in the context of the issue they care about or are passionate about:</p> <ul style="list-style-type: none"> - What could/does their leadership look like around this issue - Introduce Start Something Fierce 'Zine or occasion for participants to use their journal 		

Day 3 (continued)

10:30	15 mins	Break	Workshop	<p><i>Wari will introduce and then, together with Keetha and Kat, they will divide the girls into three groups and each one will work with one group.</i></p> <ul style="list-style-type: none"> - How to action plan: setting goals and objectives - Discussion of different types of organizing, goals or different types of events, how to achieve those goals - Skill-sharing of tips & methods for organizing information, planning activities, conducting outreach & promotions - Ask participant to reflect on how they can apply what was just learned and if anyone wants to share it with the group - On a flip chart list what sort of questions are coming up for the participants <p><i>Facilitator needs to make segue and use the previous sessions as "substance" for how to put together an action plan. For example: "Staying with the themes and issues you are passionate about and which you explored in the last exercise, how could you develop your ideas further into an action plan?"</i></p> <p><i>Connect participants' specific project to what is being presented.</i></p> <p><i>Use the questions that come up questions for facilitators' debriefing.</i></p>	<p>Flip chart + markers</p> <p>Handouts on organizing and starting projects</p>	<p>Wari Keetha Kat</p>
10:45	1 hr 15	Basics of Getting Organized Get participants to apply what was just learned to own project				
12h	1 hr	Lunch				
1:00	30 mins			Dance Cards		<p>Keetha Kat Wari Janine</p>

Day 3 (continued)

1:30	5 mins	Energizer	Photography workshop	Participant lead energizer		
1:35	1 hr 10	Bring participants to identify + express appreciation for individual strengths and gifts through self-portrait	Photography workshop	Hands on media training session	<ul style="list-style-type: none"> - couple tripods - battery-powered portable flashes - spare cameras - coloured filters to use over the flashes - computers set up at the retreat - photo printer - power point projector 	Guest facilitator 2 (Kat will introduce her)
2:45	15 mins	Break				
3:00		Bring participants to identify + express appreciation for individual strengths and gifts through self-portrait	Photography workshop	Hands on media training session (connected with the last session)	Same as above	Guest facilitator 2

Day 3 (continued)

3:45	1 hr	Peer Mentoring	Peer Learning Process	<ul style="list-style-type: none"> - Explain activity (5 mins) - Peer Learning (40 mins) • Help the large group divide into groups of four • While in small groups, ask one person (the presenter) to present her challenge: <ul style="list-style-type: none"> ◦ Ask her to describe the situation to the group, including the context surrounding the situation (5 min) • The group then asks questions for clarification and to deepen their understanding of the context. (5 min) • The presenter turns her chair so that her back faces the group • Peers brainstorm on possible solutions or approaches to the challenge: <ul style="list-style-type: none"> ◦ The presenter only listens and does not participate in the brainstorming (10 min) • The presenter faces the group: <ul style="list-style-type: none"> ◦ Ask her to describe her experience of listening to the discussion and what she found helpful (5) • Repeat for another member of the group • Bring all the smaller groups together to debrief as a larger group. Facilitate discussion by asking questions: “What did everyone get out of this activity? What was applicable in their own work?” • Ask all participants to briefly summarize what they got out of this activity. 	Keetha
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Day 3 (continued)

4:45	15 mins	Closing of Day	Debrief	<ul style="list-style-type: none"> - Discuss day, feelings and thoughts - Go around: Each person says something that we did today that they would like to do more of, and something that they'd like to do less of. If you have a comment outside of this structure, feel free to share or feel free to pass. incorporate this feedback into schedule for upcoming days. 	Post its	Wari
5:00	1 hr	FREE TIME		Facilitator's debrief		
6:00		Dinner				
		Evening activity		Canoeing		Staff from the venue

Day 4

TIME	Duration	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
7:45 - 8:45	1hr	Breakfast				
9:00	15 mins	Warm Up Plan for the Day		<ul style="list-style-type: none"> Participant lead energizer Review schedule for the day Ask participants if they have anything they would like to add to the group agreement 		Kat
9:15	1 hr	It's all about getting your messages out!	Presentation, and reflections	<ul style="list-style-type: none"> Introduce communication tools Help participants apply tools to their project or issue 	Flip chart + markers Handouts: Communication plan Key questions to answer about project Evaluation sheet.	Guest facilitator 3 Keetha will introduce her
10:15	15 mins	Break				
10:30	30 mins	Intro to follow up mechanism	Explain seed-funding for local innovation projects	<ul style="list-style-type: none"> Explain what seed funding is, how it is going to work, how to apply, how to get help, etc. Explain meet-ups, what, where, and when and how to get involved 	Flip charts Post its MarkersTape Hand-out on local innovation projects	Janine Keetha will introduce her

Day 4 (continued)

11:00	1 hr	Community Mapping Personal Project Development	Each participant makes a map of the resources available in her community	<p><i>Explain the activity first, but ensure a facilitator has previously created her own Community Map to model the activity and also to share more about herself as a resource person for participants.</i></p> <p>Community Mapping of what is available to us in our work/ community/organizing and who we can go to for support:</p> <ul style="list-style-type: none"> o Draw self in the centre o Link around all the resources needed to support and idea and project o Link possible people, resources, support available in the community to help achieve what is needed o Tape maps to wall, walk around and see each others maps. o Intro to Step It Up! Zine as a resource 	Bristol board Markers Tape Step it Up! 'Zine	Kat
12:00	1hr	Lunch				
1:00	30 mins			Dance Cards		Keetha, Kat, Wari, Janine and Valérie
1:30	5 min			Participant lead energizer		

Day 4 (continued)

1:35	50 min	Help participants identify mentors in their communities	Brainstorm and discussion on mentorship	<p>Brainstorm and discussion: what is mentorship?</p> <p>Things to consider:</p> <ul style="list-style-type: none"> o Is mentorship always related to age? Is it ever related to age? Who are some of your mentors? Why? Make the link to the importance of outreaching. Ask for them to give one area in which connecting with people can be really helpful - like in areas where you've experienced curiosity or challenges o Share strategies on how to find mentors. <i>For example outreaching into your community; relate this to the community mapping session. Ask them who can or who are your mentors in your community map?</i> o Share the importance of taking an interest in others' and others' life experience o Talk about intergenerational scenarios o Build skills around how to talk about your project to other people. Make the link to the previous session on "communication tools" 	Flip chart Markers	Keetha
2:25	15 mins	Introduce Girls Action's Mentorship Program	Program introduction	<ul style="list-style-type: none"> • Describe Girls Action's approach to mentorship (multidirectional, peer-to-peer, group, intergenerational) • Explain how the program works 	Handout on follow-up mechanisms	Janine

Day 4 (continued)

2:40	10	BREAK					
2:50	1h30	Intro to influencing the world: Civic Participation workshop	Workshop	Influencing policy and campaign strategies	Power point projector Flip chart paper Markers Post it notes Pens Paper 2 bottles of water	Guest facilitator 4 Wari will introduce her	
4:20	45 mins	Peer mentorship	Peer learning process	Peer Learning Activity <ul style="list-style-type: none"> • Help the large group divide into groups of four • While in small groups, ask one person (the presenter) to present a challenge in her project: • Ask her to describe the situation to the group, including the context surrounding the situation. • The group then asks questions for clarification and to deepen their understanding of the context. • The presenter turns her chair so that her back faces the group. • Peers brainstorm on possible solutions or approaches to the challenge. <ul style="list-style-type: none"> ○ The presenter only listens and does not participate in the brainstorming. 		Wari	

Day 4 (continued)

				<ul style="list-style-type: none"> • The presenter faces the group. <ul style="list-style-type: none"> ◦ Ask her to describe her experience of listening to the discussion and what she found helpful. • Repeat for another member of the group • Bring all the smaller groups together to debrief as a larger group. Facilitate discussion by asking questions: <ul style="list-style-type: none"> - “What did the everyone get out of this activity?” - What was applicable in their own work? - Ask all participants to briefly summarize what they got out of this activity. 		
5:05	15 mins	Closing of the day	Debrief	<ul style="list-style-type: none"> • Discuss how the day went, talk about feelings and thoughts • Go-round <ul style="list-style-type: none"> ◦ - Each person says something that they did today that they would like to do more of, and something that they’d like to do less of. If they have a comment outside of this structure, they should feel free to share, or feel free to pass. <i>Incorporate this feedback into schedule for upcoming days.</i> <p><i>Ask girls to be prepared for physical activity tomorrow.</i></p>		Janine

Day 4 (continued)

5:20	45min	FREE TIME		Facilitator's debrief		
6:00		Dinner				
		FREE TIME		We can ask the girls to think about something fun to do!		

Day 5

TIME	DURATION	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
7:45	1 hr	Breakfast				
9:00	30 mins	Plan for the Day		<ul style="list-style-type: none"> Participant lead energizer Review schedule for the day Ask participants if they have anything they would like to add to the group agreement Revisit concept of group agreement <ul style="list-style-type: none"> - Make visible how and why it worked - Explore how can this tool be applied to their work 		Wari
9:30	10:30			Physical activity: Walk in the woods		
10:30	15 mins	BREAK				
10:45	45 mins	Connecting the dots	Presentation	<ul style="list-style-type: none"> Present networking tools that will help link to people, resources, support available in the community (refer to community mapping) Skill share networking skills and the importance of making connections in the context of organizing 		Valérie
11:30	30 mins	Evaluation of training	Handout Evaluation Sheets		Evaluation sheets	Janine
12:00	1 hr	Lunch				
1:00	30 mins			Dance Cards		Keetha Kat Wari Janine Valérie

Day 5 (continued)

1:30	45 mins	Evaluation - Evaluating the ELLE project training - Participants reflect on what they are gaining	Appreciative Inquiry	<ol style="list-style-type: none"> 1. Break into groups of 2 or three 2. Members of the group take turns telling their story 3. While one person presents, the other person (or other 2 people) take notes on what contributed to the situation working out so well 4. Back to large group, present the factors identified in part 4 	Post-its Flipcharts Markers (small)	Juniper Kat will introduce her
2:15	30 mins	Next Steps		<ul style="list-style-type: none"> - Next Steps <ul style="list-style-type: none"> - Revisit: what support would like from us when you go back home? - Role of ELLE participants at the retreat - Upcoming group mentorship sessions - One-on-one mentorship - Kickaction (blogging carnival, internships) - Meet-ups for young women - Young women's network - Mentorship beyond face-to-face training 		Janine
2:35	15 mins	Debrief		<ul style="list-style-type: none"> - Debrief of the day and week - Stand in a circle, introduce with movement, - Go around: Something that's staying with you that you're going to keep thinking about and something you want to talk about more or less -of. If you have a comment outside of this structure, feel free, or feel free to pass. 		Keetha

Day 5 (continued)

2:50	20 mins	CLOSING	Closing Circle	- Hold hands in a circle and offer one thing you gave and one thing you took away	Keetha
3:30	30 mins	Clean-up		Pick up ELLE material, hand-outs, notes etc... Is there something they want to leave up in the room	ELLE project participants
4:00	1 hr	Facilitator debrief		Facilitator's debrief (if time): Somemayneeded	

ELLE Project programming continues into the Girls Action Retreat program. Some Retreat workshops will be required for ELLE Project participants, for example the Intergenerational Workshop; How to create an anti-oppression space; and Fundraising.

KICKACTION.CA is a bilingual online community for girls and young women who think for themselves, take a stand, and act creatively to bring positive change to their communities and across the globe. Kickaction.ca is a Girls Action initiative.

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