



## ***Contribute to change: young women in political careers***

**CSP-2009-156279**

### **Report based on Needs Analysis questionnaire**

“This project has been funded with support from the European Commission. This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”

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## **Introduction**

The aim of the ‘Contribute to change: young women in political careers’ participatory programme is to change target a group of 10-15 women from each country aged 16-35 and change the mentality of young women in the target group: to increase self esteem and their ability to express themselves freely. As previously mentioned, this is to be achieved by means of participatory workshops, in which the target groups will be supported in improving their knowledge on participatory democracy, the importance of their involvement in the political life at local and European level, but also the role of the vote.

It was agreed that prior to the development and delivery of workshops, a needs analysis would be undertaken with members of the target group to ensure maximum effectiveness of all activities. Thus, each partner country organized a needs analysis workshop.

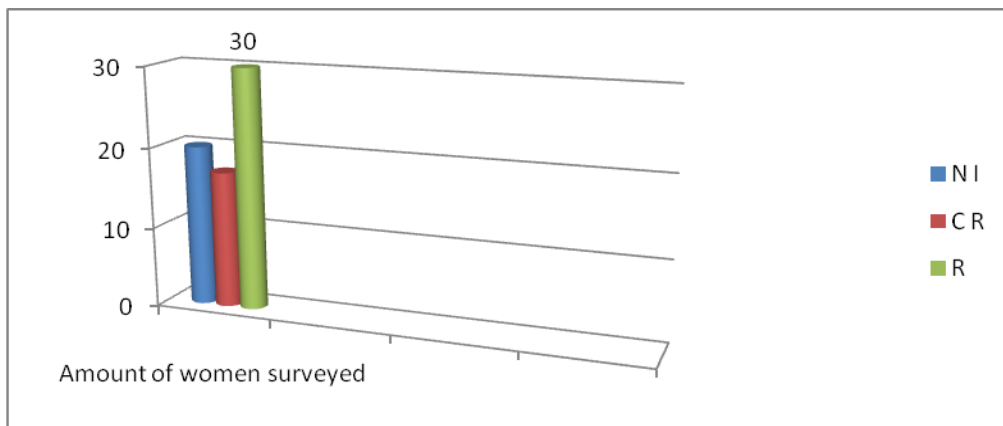
This report details the results of each needs analysis workshop and makes suggestions regarding programme planning based on the results.

## Analysis

This analysis will take the format of the questions outlined in the questionnaires used for the needs analysis workshops in all three partner countries. However, it should be noted that some questions requiring a factual or written response have not been displayed graphically, but are included in the database of results. In addition, whilst reading this analysis based on comparing and contrasting the results, it may be evident that there was a variation in the amount of women who participated in the needs analysis workshops in each partner country as demonstrated in question one analysis. This should be borne in mind when comparing results graphically and reading the report.

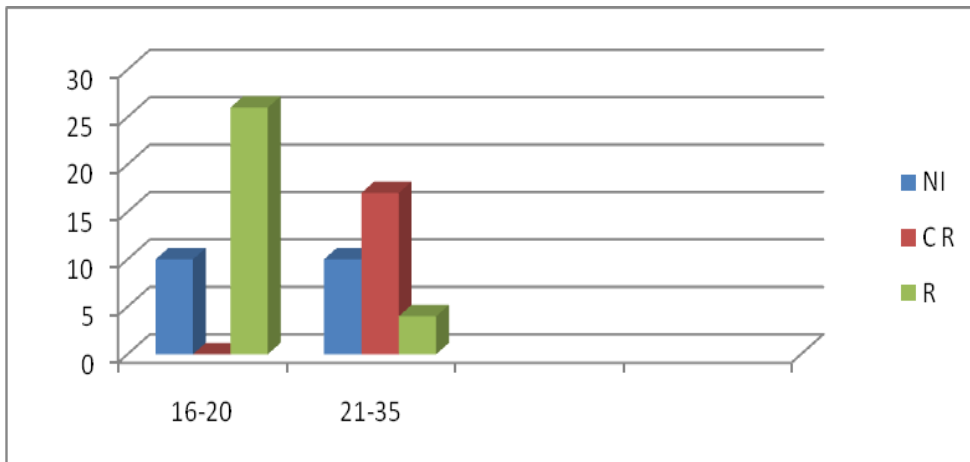
### Profile of Participants of Needs Analysis Workshops (questions 1-4)

#### 1. Women surveyed in participating countries



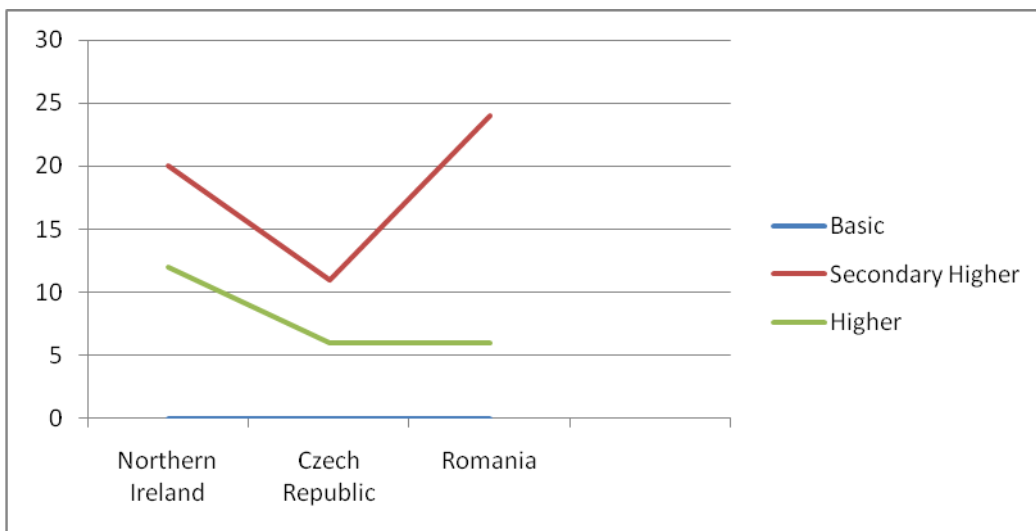
As this graph reveals, the highest amount surveyed for the programme was in Romania (30) with Northern Ireland (20) and the Czech Republic (17) just polling less.

## 2. Age of participants who filled in questionnaires



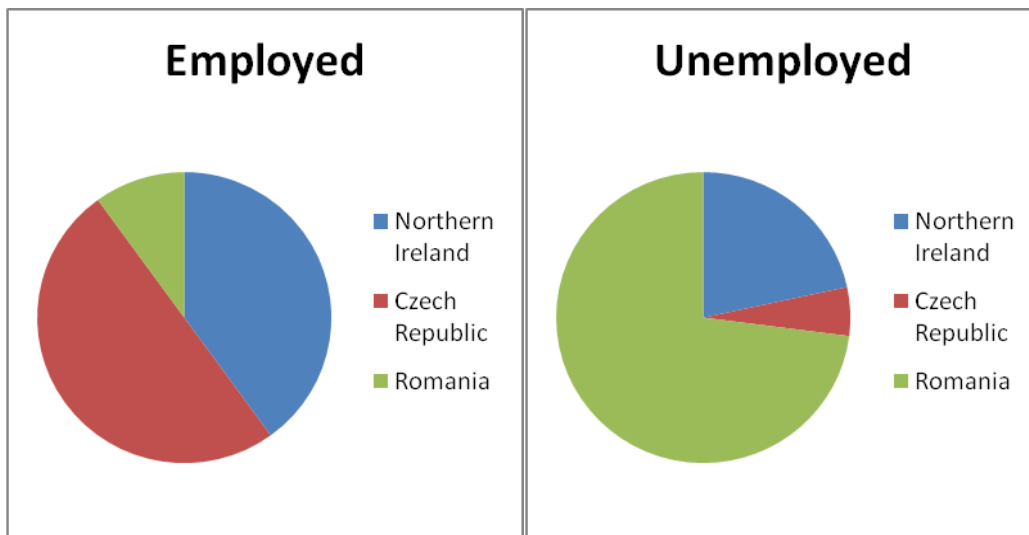
As the bar chart illustrates, Romania surveyed mainly young women aged 16-20 year olds, with Czech Republic surveying only 21-35 year olds and Northern Ireland surveying ten from each age group.

## 3. Response to Education and Qualifications



As the response to question 3 showed, the majority of those participating in the workshops from all 3 partner countries were educated to a Secondary or Higher level.

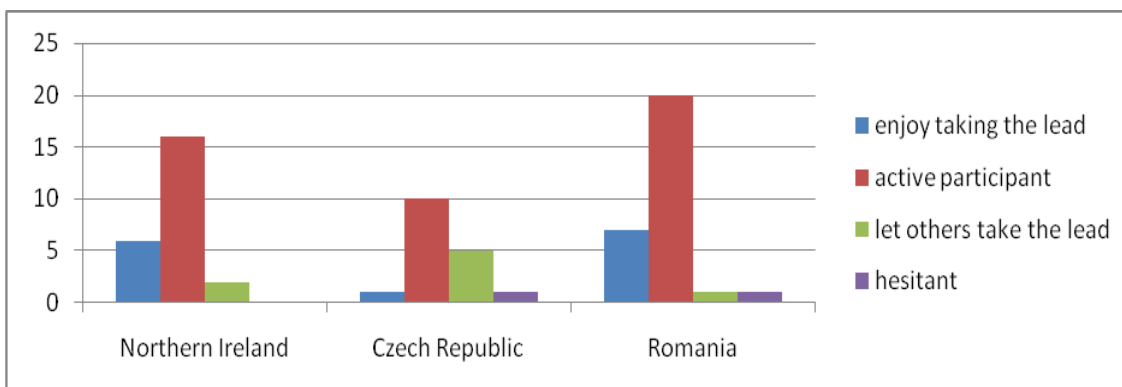
#### 4. Employment status of participants from partner countries



As the pie charts reveal the largest amount of people employed are located in Northern Ireland, with the highest amount of unemployed participants residing in Romania.

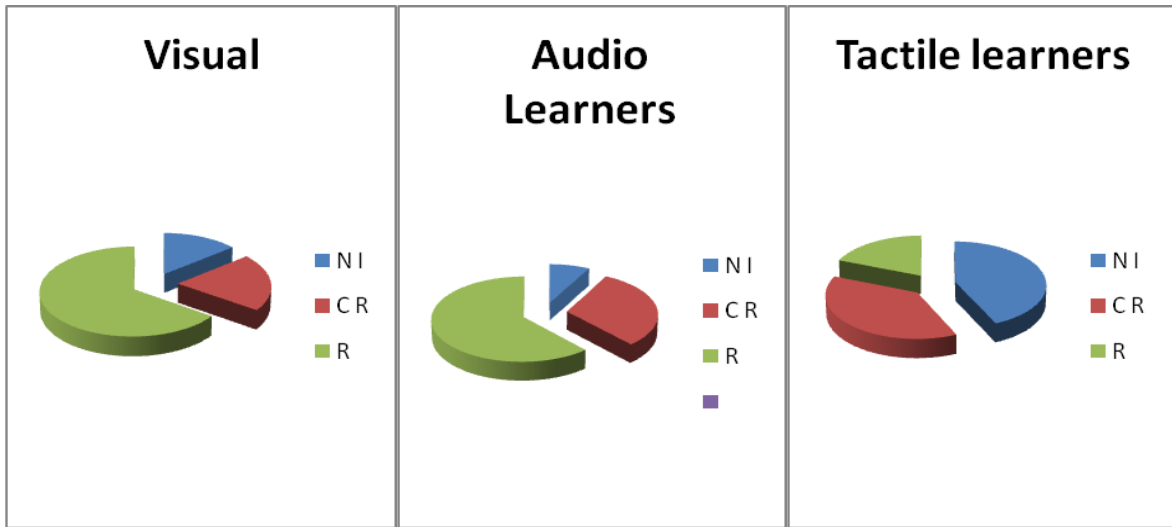
#### Learning Styles (questions 5 and 6)

#### 5. Participants feelings in relation to learning in groups



The results of this question reveal that in each partner country the majority of participants enjoy actively participating in group workshops, with a variety of contributors enjoying taking the lead in sessions or happy to let others take the lead. Positively the minority in each country are hesitant to participate in group scenarios.

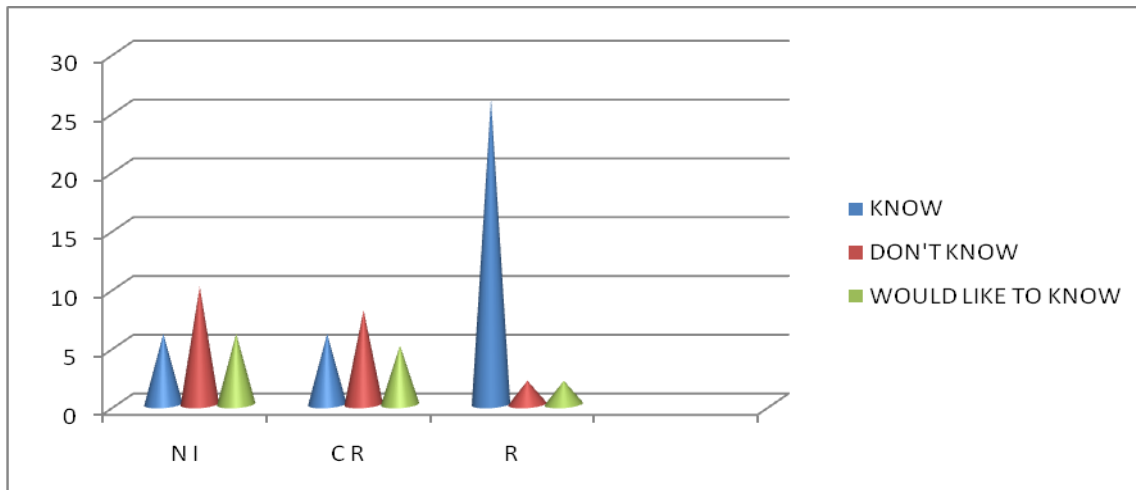
## 6. Preferred learning styles



As the above pie charts demonstrate the most popular learning style was tactile learning, or physically interactive learning, as this was highest in Northern Ireland and the Czech Republic. This was followed closely by visual learning, as this rated highest in Romania. Audio learning was lowest in Northern Ireland and Czech Republic, whilst appearing as the second most popular in Romanian results.

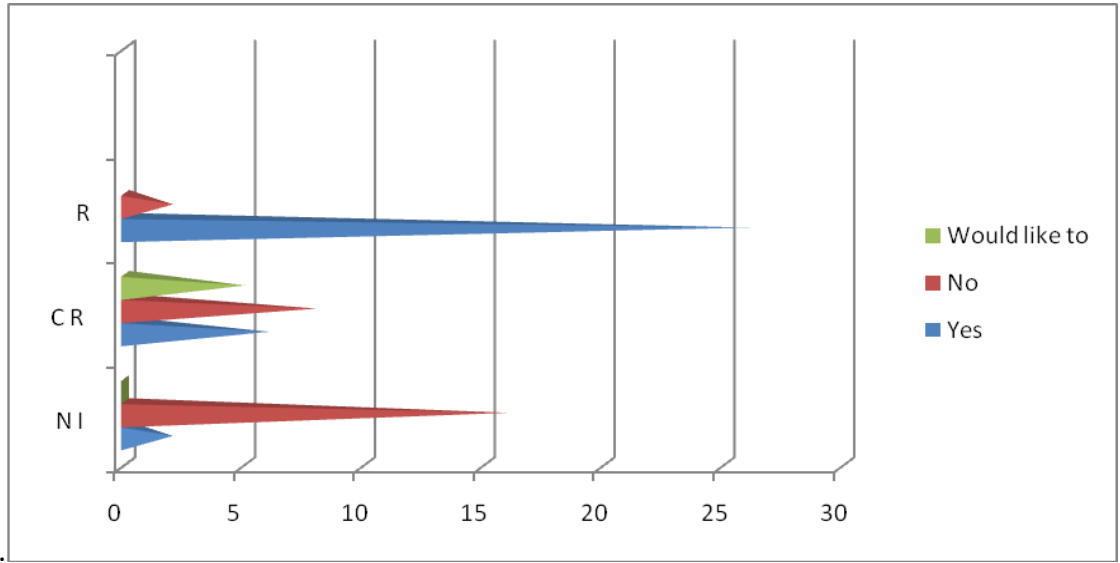
## Knowledge of Politics (questions 7-18)

### 7. Participants' knowledge of their local MEPs



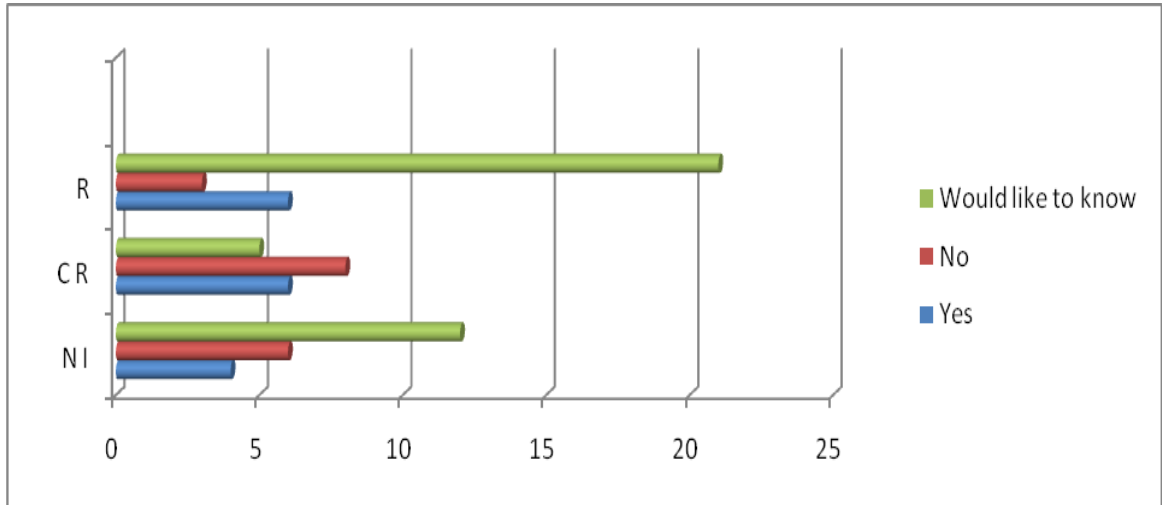
The results of question seven revealed that there were a large proportion of Romanian women surveyed (26/30), who knew the name of their MEPs, whereas Northern Ireland (2/20) and Czech Republic (8/17) participants were less informed.

### 8. Participants responses to voting in European Parliament Elections



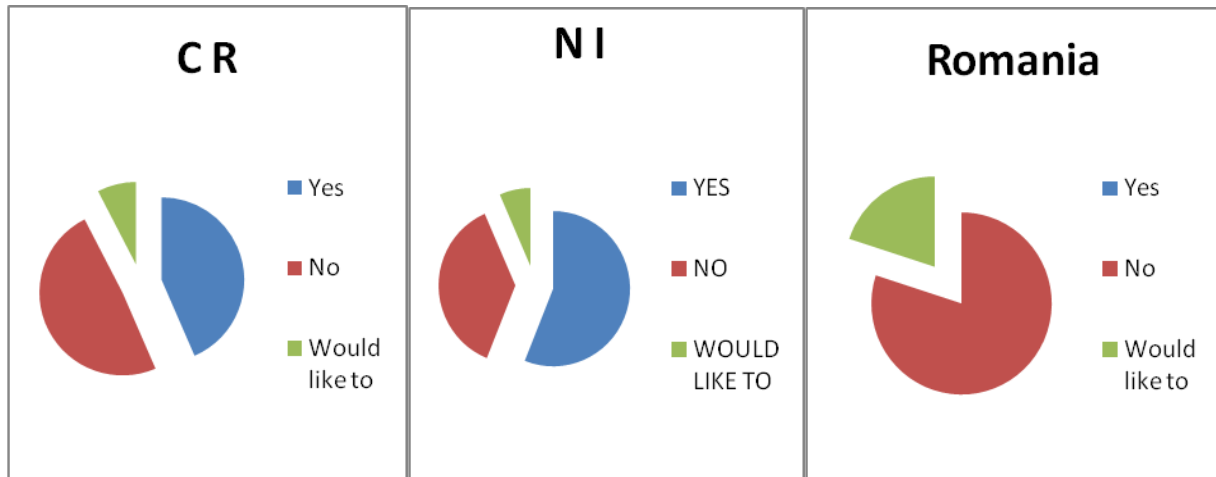
A large proportion of Romanians have previously voted in European Parliamentary elections (26), whereas fewer Northern Irish (2) and Czech participants (8) have done so.

### 9. Participants' response to knowledge of EU Citizenship and rights



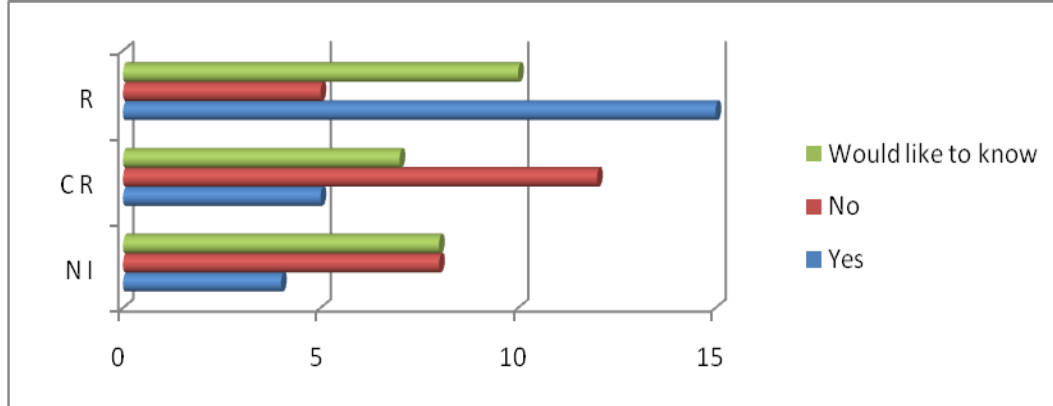
Question 9 results reveal that the majority of Northern Irish and Romanian participants want to know more about their rights as EU Citizens and would like information on what rights European Citizens have.

## 10. Participants experience and opinions of visiting local parliaments



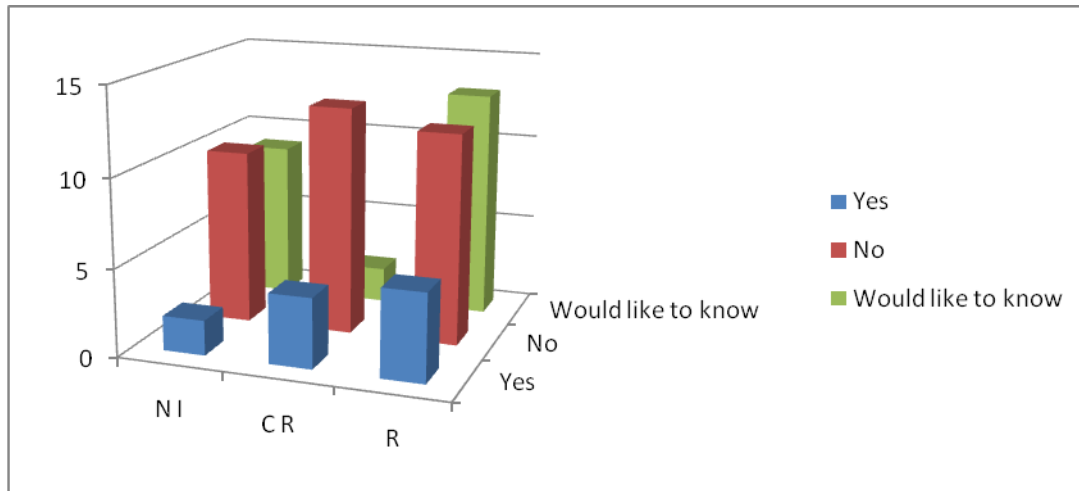
The Romanian response in this question was prominent, with no participants having ever visited local parliament. The majority of Northern Irish participants have visited their local parliament, whereas the majority of Czechs have not. Q11. Participants' knowledge of what is meant by an 'active' or 'passive' citizen

## 11. Participants' knowledge of citizenship terms



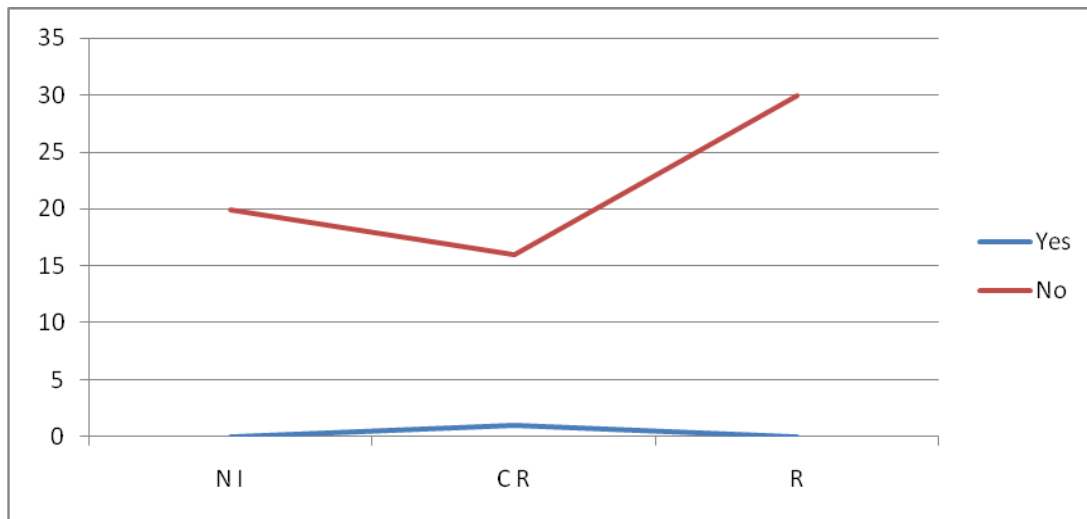
Question 11 reveals that Romanian participants were best informed about what the terms 'active' and 'passive' meant in relation to European citizenship, with the majority of Czechs and Northern Irish feeling ill informed and wanting to know.

### 12. Do you know what your local MEP does on your behalf in Europe?



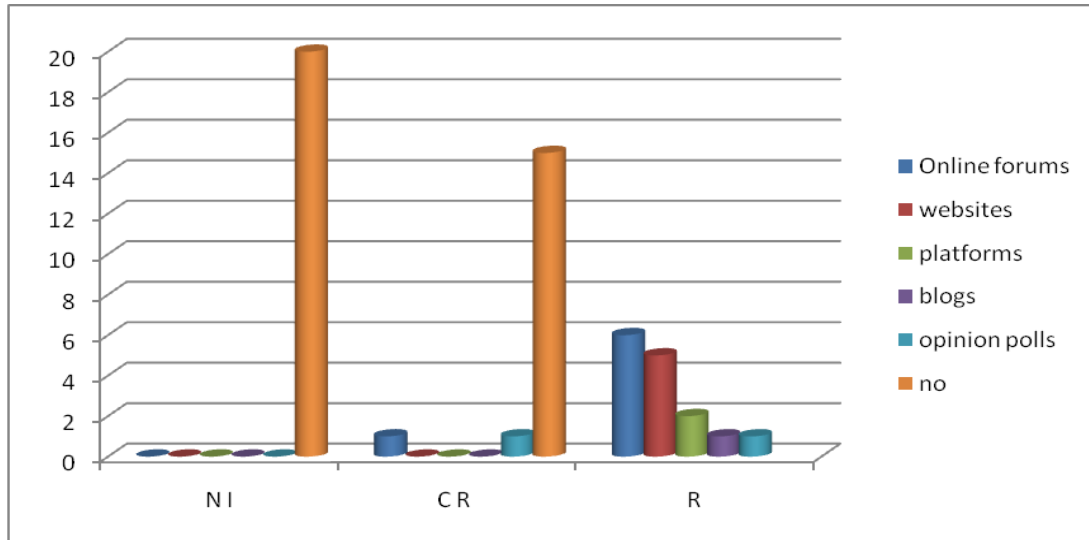
A major finding in question 12 was that neither Romanian, Czech or Northern Irish have much knowledge of what MEPs do in Europe or what they are involved in.

### 13. Participants response to having been involved in Europe for Citizens programme before



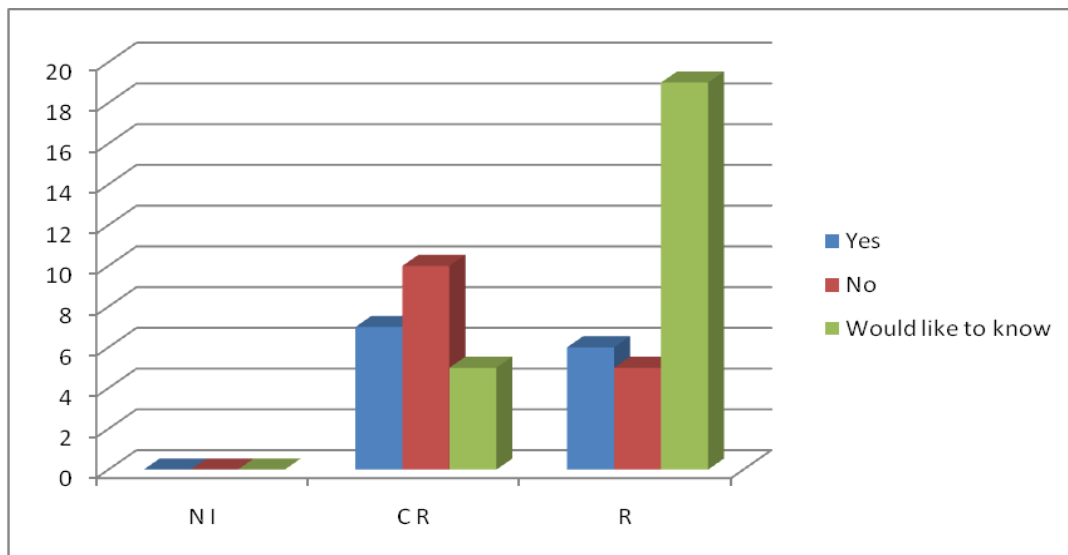
This reveals that the majority of participants from the 3 partner countries have no been involved in the programme before.

**15. Participants' response to having participated in European debate before through various media**



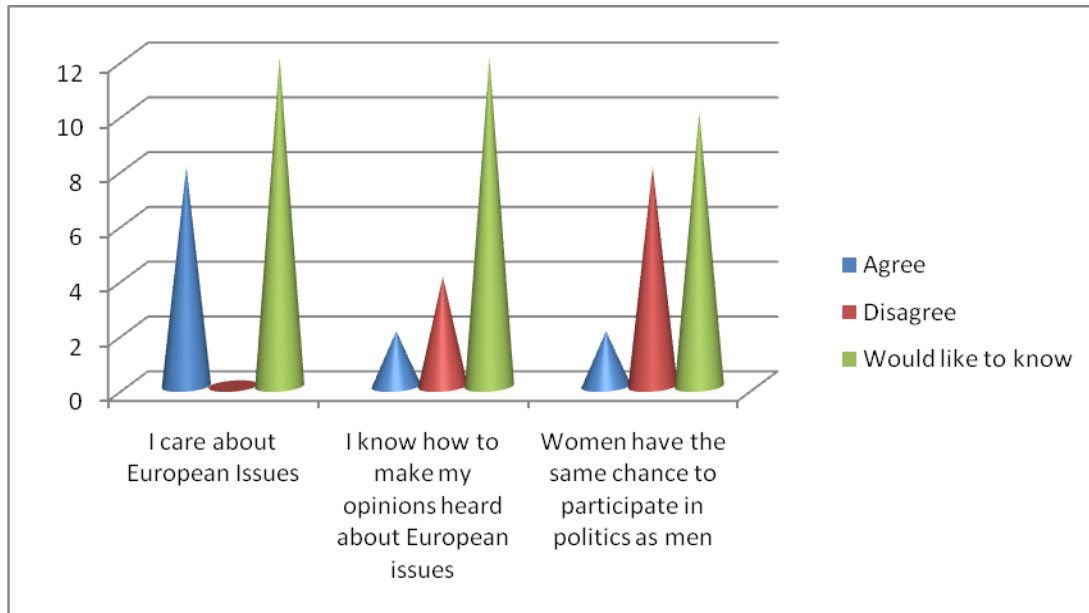
The majority of respondents had not participated in debates before, with a smaller amount of participants in the Czech Republic and from Romania who had used online forums, websites and platforms.

**16a Participants' knowledge of European institutions**

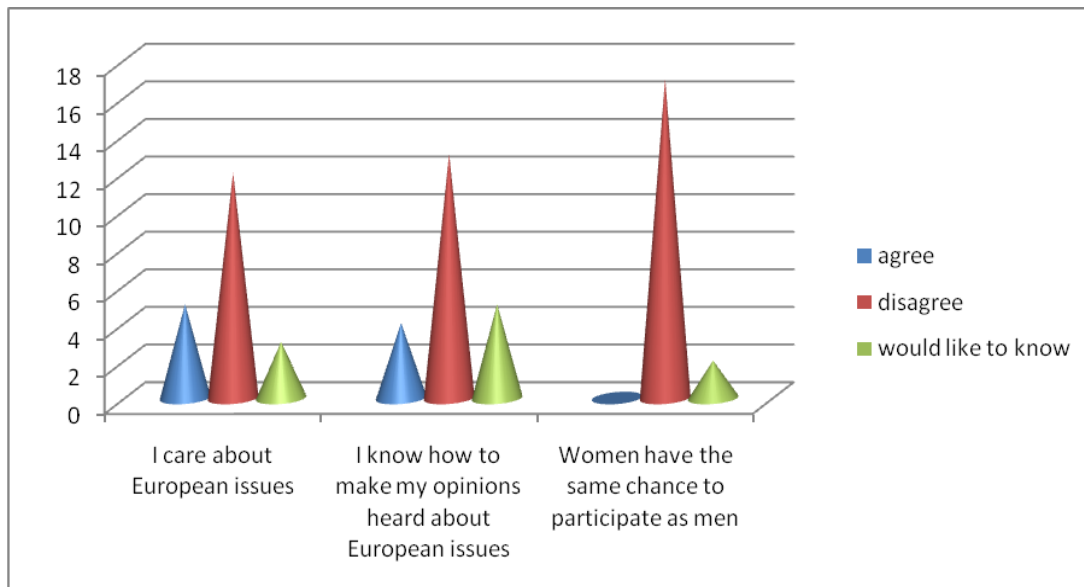


The bar chart reveals that the Northern Irish participants had no knowledge of European institutions in existence or what they do.

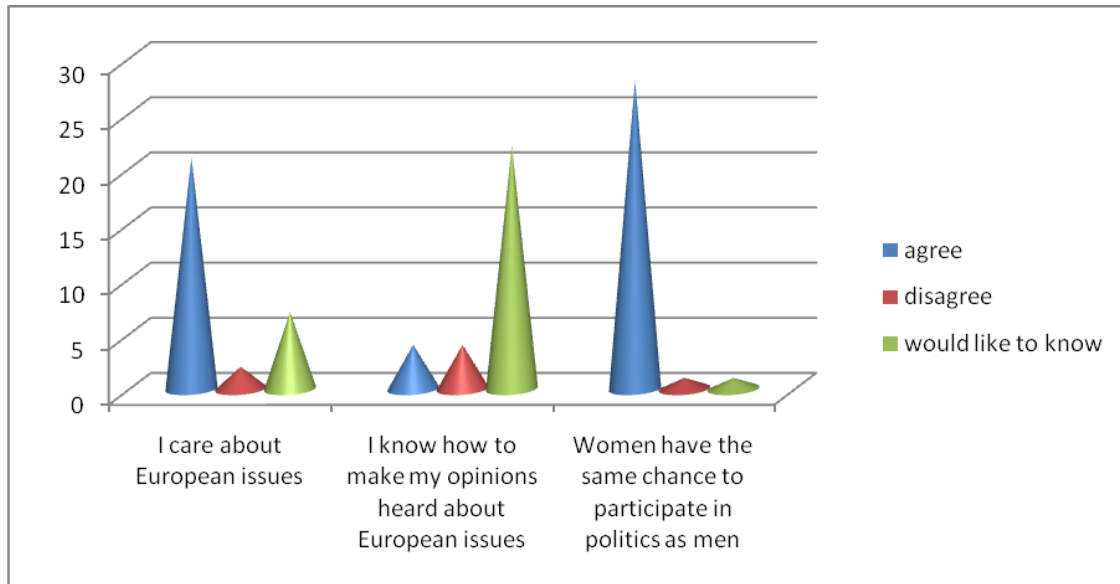
### 16b Northern Ireland response to statements



### Czech Republic response to statements

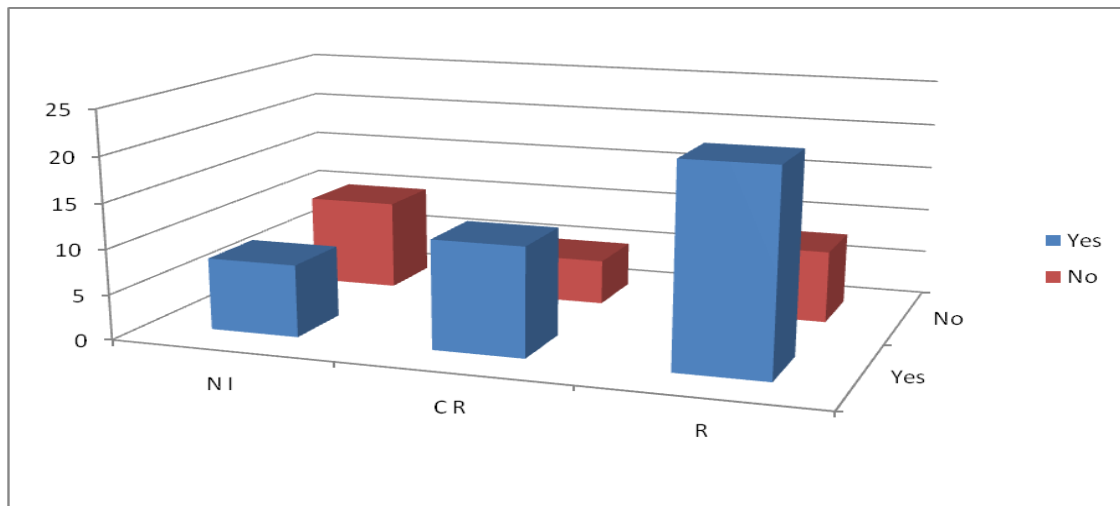


### Romanian response to statements



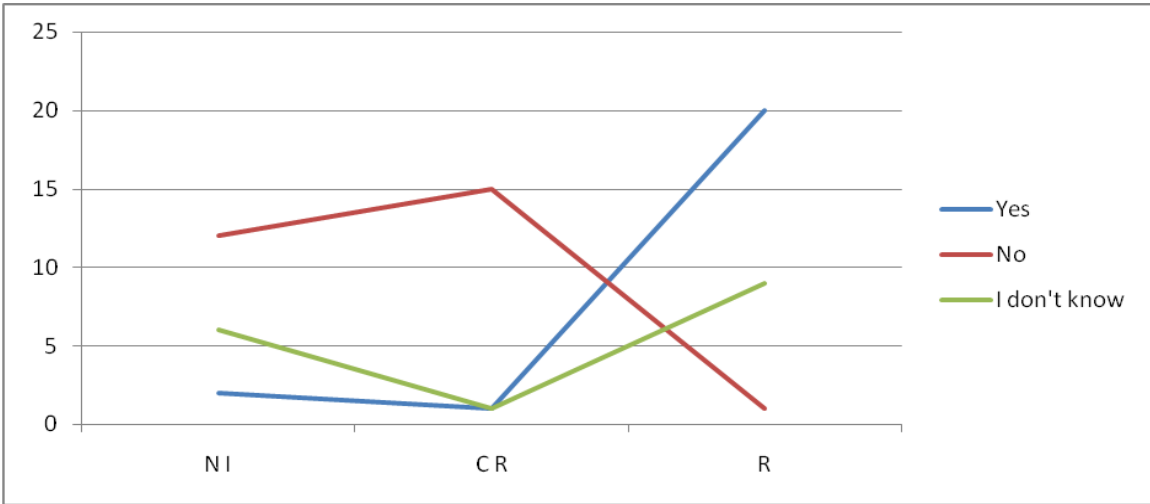
Question 16 results revealed that Romanians were in the majority who cared about European issues and it was evident that the Czechs in particular, felt that women do not have the same chance to participate in politics as men.

### 17 Participants' knowledge of women involved in their country's politics



The first part of this question (as graphically represented above) reveals that Romanian participants were best informed about their representatives, followed by Czechs and Northern Irish.

**18. Would you like to get involved in politics?**



It is evident in the response to question 18 that the majority of Romanian participants would like to be involved in politics (20/30), whilst Northern Irish and Czech participants seemed to be unenthusiastic about being involved in politics.

## Conclusion and Recommendations

Overall the needs analysis has revealed that the programme designed should reflect the needs of both age brackets surveyed: 16-20 and 21-35 as in most countries there was an even spread of both age groups eager to participate. It should be noted that the Czech Republic partner may wish to increase the amount of women in the younger age bracket who participate in the programme to provide a greater range of results and impact younger women too.

The questionnaire further revealed that the programme should cater for those employed and unemployed, this is particularly important given that the majority of those surveyed in question four from Romania were unemployed. Furthermore, question five revealed that the majority of women in all three partner countries are active participants, but that this should not deter facilitators from encouraging all women to become more confident and assume roles of leadership, or listen to others and be willing to take less participatory roles if called for.

In addition there are a wide range of learning styles that need to be catered for when planning the programme, as the results of question five portrayed, therefore learning should be interactive and visually stimulating and as question three revealed not assume that the participants have had experience of this type of learning, given that many women had not progressed to further education.

Conversely the results of question seven and eight highlighted that the Romanians were the best informed about the names of their MPs and seemed to have been active voters in comparison to Northern Ireland and Czech Republic participants. This is surprising considering Czech Republic has been a member of the European Union for longer and currently boasts to have control of the Presidency, with Romania having joined in 2007. It may be worth highlighting particularly to Czech participants how much involvement the Czech Republic has in Europe. The response from Northern Irish participants to this question also suggest a great deal of ignorance or lack of knowledge about precisely what European elections are for, which confirms what 2009 election figures showed, with under 50% of Northern Irish people voting in European elections. This may suggest a lack of confidence in Northern Ireland's assembly and it would be worth highlighting and educating participants from Northern Ireland about these issues during the programme.

Similarly question nine and 16 hinted that it would be useful to include information on what rights European citizen have and what European institutions exist and what they do, as the majority of Northern Irish and Romanian participants responded wanting to know more about these issues. Question ten revealed that it may be useful to build a visit to local parliament into the programme, particularly in Romania where 0 respondents had seen their parliament.

The results of questions eleven and twelve implied that it would be useful to include content in the programme addressing what the terms 'active' and 'passive' mean with regards to European citizenship and clarifying what an MEP does in Europe on behalf of constituents. The

questionnaire results demonstrated that few needs analysis respondents had ever participated in the 'Europe for Citizens' programme before, with only the Czech Republic having been involved previously. Therefore the programme should be user-friendly and simple enough for newcomers to understand.

The Romanian participants' knowledge of their own MEPs, their enthusiasm, passion and also their expectations from the programme in questions 14, 16, 17 and 18 suggest that the programme should foster and nurture the enthusiasm Romanian women have shown in becoming more active citizens in their constituencies and indeed in their country. By contrast this enthusiasm may need to be stimulated in the Northern Irish and Czech countries, and the programme should seek to promote a more active role for these women.