

ADVANCE GENDER EQUALITY IN CANADA
Women's Leadership
WORKPLAN

Organization: PARO CENTRE FOR WOMEN'S ENTERPRISE

Project Number: ON16270

Add details on major activities and indicate timeframe for activities in columns at left.	Year 1				Year 2				Year 3			
	Month Apr- Jun 2017	Month Jul- Sept 2017	Month Oct- Dec 2017	Month Jan- Mar 2018	Month Apr- Jun 2018	Month Jul- Sept 2018	Month Oct- Dec 2018	Month Jan- Mar 2019	Month Apr- Jun 2019	Month Jul- Sept 2019	Month Oct- Dec 2019	Month Jan- Mar 2020
Key Activity A: Active participation and contribution to the development of a pan-Canadian network of key women leaders (as specified).												
<i>A1. Two women leaders to participate in the pan-Canadian network, including the five in-person, three-day national working meetings in locations across Canada over the course of the project</i>		X	To Be Defined (TBD)									
Key Activity B: Project planning												
<i>B1. Develop a work plan including activities and timelines</i>	X	X										
<i>B2. Identify and hire staff and contractors including set up project advisory committee</i>	X											
<i>B3. Develop a Gender Based Analysis (GBA) framework including methodology and key questions to identify and address the barriers to gender equality and to women's participation in leadership, political and democratic processes, and to ensure that the specific needs of diverse women in NWO (Northwestern Ontario) are met.</i>	X	X										
<i>B4. Identify and consult potential allies, partners, and stakeholders mindful of target communities (Fort Frances/Atikokan, Sioux Lookout/Kenora, Marathon, Greenstone, Fort William First Nations and Thunder Bay)</i>	X	X	X	X	X	X						
Key Activity C: Conduct a needs assessment through focus groups and literature review												

C1. Conduct focus groups, key information interviews, and community conversations to identify the challenges, opportunities and strategies to address the system issues and challenges that women in NWO experience when wishing to be community leaders, to exercise their democratic participation and to run for political office			X	X	X							
C2. Carry out a Literature review	X	X	X									
C3. Write a Needs Assessment Summary Report to document findings from B4, C1 and C2 to guide the project in developing strategies and supports in order to influence systemic change for women in NWO who seek gender equality as leaders and to influence others, while working collectively to mobilize efforts in the region.		X	X	X	X							
Key Activity D: Implementation of gender equity strategies and supports												
D1. Design and set up a support program including strategies for increased gender equality within systems that influence women's leadership, especially for those women who wish to run for political office or school board positions.									X	X	X	X
D2. Identify women interested in running for local municipal councils, school boards or any board position.	X		X		X		X		X		X	
D3. Set up a database of mentors who are willing to support women running for public office.		X	X	X	X	X	X	X				
D4. Develop a "Tool Kit" outlining gender equity policies, various systems that are pertinent to women entering the political process, and the context within various government levels and school boards as a guide for women who wish to run for local municipal council or school board positions and for those who wish to support gender equality within the systems, including information on influencing policy, election fundraising and support teams, as well as speaking in public debating.				X	X	X	X					
D5. Host Information sessions in support of gender equity and in support of women running for municipal council or school boards.	X		X		X		X		X		X	
D6. Hold one event annually with a high-profile speaker about the importance of and the role of women in government.			X				X				X	
Key Activity E: Youth engagement infrastructure												
E1. Contact civic class teachers to consider gender equity and women in politics as part of their local curriculum.		X	X			X	X			X	X	
E2. Network with college and university gender equality groups					X	X	X	X	X	X	X	X
E3. Organize a "Take a girl to vote" campaign prior to an election and/or "One day at office" campaign during the school year.							X	X	X	X	X	X

<i>E4. Develop a speaker's bureau of secondary school, college and university in support of encouraging them understanding the importance of gender equity, and for them to consider being leaders and running for politics as they reach maturity.</i>								X	X	X	X	X	X
<i>E5. Ensure youth are a part of information sessions and the annual Event.</i>	X	X			X	X				X	X		
Key Activity F: Implementation of engagement strategies to reduce barriers to women's political engagement													
<i>F1. Participate and/or encourage partners, and advisory committee members to participate in political organizations and community forums for example, Women in Politics, Northern Ontario Municipal Organization, Common Voice, Municipal Leagues, AMO, Equal Voice, etc.</i>	X	X				X	X				X	X	
<i>F2. Sit on political committees representing PARO and Women in Politics and the goals of the project.</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>F3. Develop and distribute Success Stories of women leaders including political leaders</i>		X	X	X	X	X	X	X	X	X	X	X	X
<i>F4. Write articles on women leaders, successful female political leaders, and the value of gender equality to community for local media.</i>	X		X			X		X		X		X	
<i>F5. Carry out Social Media Campaign.</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>F6. Participate in Evaluation as defined by those contracted to support the grantees for this SWC call for proposals.</i>										X	X	X	X
<i>F7. Carry out evaluation as per the project Canada-wide evaluation plan.</i>										X	X	X	X
<i>F8. Complete Interim and final Report to SWC</i>		X		X					X				X

*This is a generic template. The nature and number of key activities and sub-activities may vary, in some instances your project may have more or less than 5 key activities, and more or less than 4 sub-activities. Please delete or add rows as needed for your project. It is also important to note that the descriptions of your activities and sub-activities should be concise and to the point. Example; Delivery of workshops in Montreal, Calgary, and Vancouver.