

Practice Parliament for Women TRAINING MANUAL



PACIFIC ISLANDS
FORUM SECRETARIAT



*Empowered lives.
Resilient nations.*

TABLE OF CONTENTS

PREFACE	6	4. Developing the programme	18
1. Introduction	7	4.1 Designing the Practice Parliament	18
1.1. What is a Practice Parliament	7	Training agenda	18
1.2. Why run a Practice Parliament	8	- <i>Training on procedural issues</i>	18
2. Preparing for the Practice Parliament	9	- <i>Training on substantive topics of public interest</i>	19
2.1 Setting up a Practice Parliament	10	- <i>Training on electoral and campaigning issues</i>	20
Taskforce	10	4.2 Organizing for resource people	20
2.2 Deciding who the participants will be	10	4.3 Preparing documentation	21
2.3 Deciding on the duration for the training	11	5. The Practice Parliament Training	22
2.4 Securing the venue for the Practice Parliament	11	5.1 Delivering the training	22
2.5 Engaging the media early	11	5.2 Getting ready for the Practice Parliament Session	22
3. Key elements of the Practice Parliament	13	- <i>Choosing a Presiding Officer over the House</i>	23
Sitting	13	- <i>Dividing into "teams" (Government and non-Government)</i>	23
3.1 Rules of Procedure	13	5.3 Rehearsing within Parliament	23
3.2 Practice Question Time (Westminster parliament)	13	5.4 Preparing the final documents	25
3.3 Debating a Practice Resolution (Congress)	14	6. Running the Practice Parliament	26
3.4 Debating a Practice Motion	15		
3.5 Debating a Practice Bill	16		
3.6 Identifying a topic	16		
3.7. Using gender equality and human rights frameworks	17		



TABLE OF CONTENTS

ANNEXES

Annex 1: Sample terms of reference for practice parliament organizing committee	28
Annex 2: Sample expression of interest	30
Annex 3: Sample questions on notice - Kiribati	33
Annex 4: Sample resolution - Palau	34
Annex 5: Sample motion - Solomon Islands	36
Annex 6: Sample youth reproductive health bill	37
Annex 7: Sample training agenda - Papua New Guinea	39
Annex 8: Sample guidance on procedures during the practice parliament - Nauru	43
Annex 9: Sample order paper & questions on notice - Papua New Guinea	47
Annex 10: Sample order paper & motion - Kiribati	55
Annex 11: Sample evaluation questionnaire for participants	57

This manual has been developed through the UNDP Pacific Regional Programme supported by the Australian Government.



ACRONYMS

ABG	Autonomous Bougainville Government
AIDS	Acquired Immune Deficiency Syndrome
BTC	Betio Town Council
CSO	Civil Society Organizations
DSIP	District Service Improvement Programme
EOI	Expression of Interest
HIV	Human Immunodeficiency Virus
LNG	Liquefied Natural Gas
MP	Member of Parliament
NCD	National Capital District
NGO	Non-Governmental Organizations
OKE	Olbiil Era Kelulau (Palau National Congress)
PIFS	Pacific Island Forum Secretariat
PNG	Papua New Guinea
PNYC	Palau National Youth Council
RDF	Rural Development Fund
RMI	Republic of Marshall Islands
ROP	Republic of Palau
SIS	Small State Islands
TUC	Teinainano Urban Council
TSM	Temporary Special Measures
TV	Television
UNAIDS	United Nations Programme on HIV/AIDS
UNICEF	United Nations Children's Fund
UNDP	United Nation Development Programme

PREFACE

In 2016, Pacific island countries as a region still have the lowest number of female parliamentarians in the world. Papua New Guinea (PNG) currently has three women MPs, Kiribati two, and Tuvalu, Tonga, Solomon Islands and Nauru each have one, while the Federated States of Micronesia and Vanuatu currently have no women in Parliament. Despite the low numbers, in recent years there has been a clear rise in the number of women being elected into Pacific parliaments, with an almost 50% increase in female parliamentarians over the last decade, and a historic high of 35 women in national legislatures currently.¹

In an effort to improve women's political participation within the Pacific region, considerable work has been done to raise awareness with policy-makers about the need for temporary special measures (TSM) to promote women's representation. In 2011, the Pacific Islands Forum Secretariat (PIFS) and United Nations Development Programme (UNDP) - in collaboration with national partners in Kiribati, Marshall Islands and Palau - tried a novel approach to building the capacity of women candidates by running the first ever Practice Parliaments for Women in the Pacific (these first trial attempts were called "Mock Parliaments").

The idea of a Practice Parliament for Women drew on the positive experiences reported from youth parliament forums in the region and elsewhere. The idea was first proposed in 2010, at a Pacific Islands Forum Small Island States Meeting on "Advancing Women's Participation in Decision Making Processes", where delegations endorsed the convening of a Practice Parliament for Women in their respective countries. PIFS and UNDP supported three pilot Practice Parliaments for Women in 2011 (in Kiribati, Marshall Islands and

Palau). The Practice Parliaments were organized in partnership with the National Parliaments and the National Departments of Women. Since the initial Practice Parliaments for Women, PIFS and UNDP (latterly in collaboration with UN Women) have been asked by a number of national partners for support to run Practice Parliaments in their home countries. Practice Parliaments have since been run in PNG (2012), Palau (2013), Tuvalu (2013 and 2016), Solomon Islands (2014), Tonga (2014), Samoa (2015), Nauru (2016) and Fiji (2016).

Feedback from the Practice Parliaments for Women has been positive. Women participants commented on their increased confidence in being a part of parliament, and a number of women indicated their interest in running as candidates in the future, either in local government or for their national parliament. Subsequently, two women involved in the Practice Parliaments – Honourable Maere Tekanene in Kiribati and Honourable Hilda Heine in Marshall Islands – were elected for their legislature. Both have been appointed as Ministers in their Governments. In February 2016, Honourable Hilda Heine made history by becoming the first ever female head of State/Government of an independent Pacific country.

Responding to the success of this initiative, UNDP has produced this publication to provide guidance to national partners on how to organize and run a Practice Parliament. We hope that this is helpful and we look forward to working with more of our Pacific island partners on initiatives to promote women's political participation in the region.

OSNAT LUBRANI

Resident Representative, UNDP Pacific Office in Fiji

¹ See the Pacific Women in Politics website for more - <http://www.pacwip.org/women-mps/national-women-mps/>.

1. INTRODUCTION

The initial Practice Parliaments for Women were designed as pilot activities to test the value of running a “learning by doing” form of training. The objective of these trainings was to enable women to develop skills relevant to public policy and legislative participation, and to give them an opportunity to apply these new skills immediately. Direct feedback from participants, as well as anecdotal feedback from parliamentarians, development partners and the public, indicate that the Practice Parliaments exceeded expectations and have been successful in directly upskilling women who are interested in being leaders within their communities and their nations. By broadcasting the Practice Parliaments on national radio and television(tv), they have also indirectly contributed to building the general public’s recognition of the capacities and value of women’s engagement in decision-making and politics.

This Handbook draws on lessons learned from the Practice Parliaments that have been run so far in the Pacific region. It aims to provide guidance on how a Practice Parliament for Women can be planned and implemented to support women’s political participation.

1.1. What is a Practice Parliament

The Practice Parliament for Women has been designed to support political skills development for aspiring women leaders, as well as to immediately enable them to test out their newly acquired skills in a practical setting. The Practice Parliament usually comprises two parts:

- (i) A 3-5 day Practice Parliament Training for women participants.
- (ii) A 1-2 day Practice Parliament Sitting, whereby the women spend time in the national legislature (or a mock-up of a legislative chamber if this is not possible) running a practice parliament sitting.

During the Practice Parliament Training, participants are trained on key parliamentary procedures, as well as substantive national policy issues. Practice Parliaments for Women may be run prior to elections, in order to train potential women candidates. In those cases, part of the training can also focus on the upcoming elections, with sessions explaining the electoral processes. As part of the initial preparation, participants also run through a dress rehearsal in the actual parliament chamber, prior to the Practice Parliament Sitting.

The Practice Parliament Sitting can run for 1-2 days. During this session there are up to three parts to the proceedings, which are to be determined by the country’s type of legislative system and the number of days reserved for the Practice Parliament Sitting:

- Participants can start by engaging in a period of Question Time in countries with a Westminster parliamentary system (see Part 3.2 for more) or debate resolutions in congressional systems (see Part 3.3 for more).



PNG Practice Parliament Training, 2012.

Photo: UNDP

- Participants may then debate a Practice Motion, which provides an opportunity to debate an issue of national interest and call on the government to take a particular action in response (see Part 3.4 for more).
- Participants can then debate a Practice Bill, including a discussion over proposed amendments (see Part 3.5 for more).

1.2. Why run a Practice Parliament

The idea for a Practice Parliament for Women came about as a direct response to the call from women around the Pacific region to be supported, and to have their political and policy skills developed. The Practice Parliaments are designed to fill some of the gaps in the existing efforts to support women's political participation by developing a broader set of skills and by giving women participants the opportunity to immediately apply those skills. A core part of the training tackles how the legislature actually works. This helps demystify the institution and assists women in better understanding the "job" they would be applying for if they ever decide to be nominated as a candidate.

Additionally, the training aims to build women's skills on a range of relevant policy issues. In this context, the training is not limited to "women's issues" but covers a wide range of topics; such as climate change, economic development, employment/ livelihoods challenges and foreign affairs, as well as topics such as gender-based violence and temporary special measures to increase the political participation of women. The impact of these trainings can extend far beyond the electoral cycle, as it enables women participants to engage on these issues beyond the legislature as well.

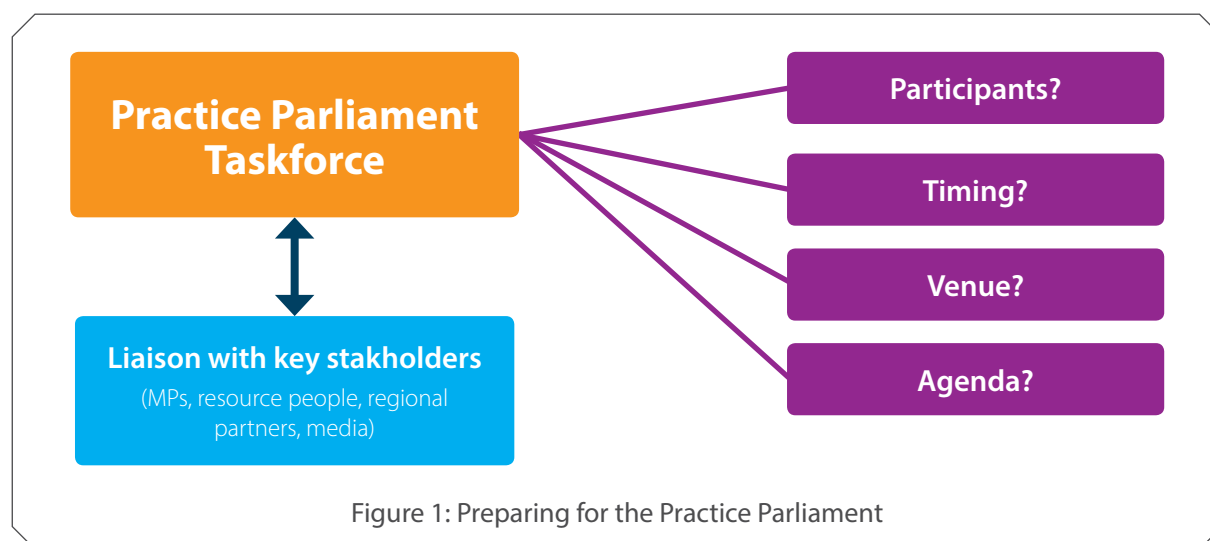
The pilot Practice Parliaments were initially run 3-4 months prior to national elections and were designed to contribute to the preparations being made to support women's political participation. However, consideration could be given to running Practice Parliaments more regularly. This would give more women an opportunity to participate, and it would establish these trainings as a regular capacity development activity which recognises that women can be involved in public policy-making and decision-making outside of formal legislative processes and electoral cycles. Moreover, many countries organize local elections in years without national elections; these could provide similarly fruitful opportunities for women intending to run for a seat in a provincial legislature or local council.

2. PREPARING FOR THE PRACTICE PARLIAMENT

The Handbook suggests the establishment of a multi-stakeholder Taskforce (also referred to as ‘Organizing Committee’ or ‘Steering Committee’) to organize the Practice Parliament. This Taskforce will need to decide on the design of the Practice Parliament Training and Practice Parliament Sitting; taking into account the local context, structure of the national legislature, needs of the participants, relevant national issues and commitment of the partners. In particular, the Practice Parliament will need to be tailored to the type of legislature (parliamentary or congressional), noting that different legislatures have different rules of

procedure and processes for law-making and oversight (see Part 3.1 for more).

Good preparation is the key to conducting a successful Practice Parliament. Good partnerships, solid outreach and meaningful buy-in from the Government, Parliament and the public are essential. These partnerships are built during the preparatory phase of the Practice Parliament. As such, it is important that proper time is given to planning. Ideally, experience has shown that at least two months is needed to prepare for the Practice Parliament.



2.1. Setting up a Practice Parliament Taskforce

The Practice Parliament for Women is designed to promote women's political participation, but it should be designed with the active participation of male and female stakeholders from within and outside of government and parliament. Having buy-in from senior leaders, many of whom are male, can be useful in signaling to the community that male leaders also recognize the importance of women's political participation.

The Practice Parliaments have most commonly been developed as a partnership between:

- ***The National Parliament:*** The support of the parliamentary staff – in particular the Clerk - is crucial, as their technical expertise in procedural parliamentary issues will form a core part of the training. More importantly, the endorsement of the Speaker / Presiding Officer, who is the head of the parliamentary branch, is vital. The Speaker / Presiding Officer is responsible for the parliamentary premises and they will need to give permission for the parliament chamber to be used as the hosting venue of the Practice Parliament (see below for more details).
- ***The Department of Women:*** The Department of Women usually has a useful network of local and regional contacts that can be drawn on in support of the Practice Parliament. The national Departments of Women have typically also taken on the responsibility for public outreach, so that a suitably diverse mix of women candidates could be identified for participation.

Parliament and the Department of Women should jointly lead on the activity, but it is important that a broad range of Government and community stakeholders are also involved, ideally through a Taskforce which will meet regularly. The Taskforce could include departments which will give presentations at the Practice Parliament (see Part 4.2 for more), as well as civil society organizations with expertise in gender issues and/or networks that can be utilized for outreach purposes.

The Taskforce will be responsible for:

- Deciding how many participants will be selected to participate in the Practice Parliament;
- Reviewing Expressions of Interest for partake in the Practice Parliament, although this can be done by a smaller Taskforce sub-group if preferable.
- Deciding how many days of training should be undertaken prior to the Practice Parliament.
- Finalising an agenda and resource people (see Part 4 for more).
- Promoting the Practice Parliament throughout the country.

2.2. Deciding who the participants will be

A key issue for a successful Practice Parliament is the identification of a broad cross-section of women participants. It is important that the Practice Parliament is not seen as an elite activity in which only women from urban centres can participate. In this context, it is notable that in Kiribati, out of 30 participants, 13 were from the main island of Tarawa, but 17 were supported to participate from the outer islands. In Marshall Islands, a special effort was made to reach out to the outer islands and the budget for the Practice Parliament, included support for travel and accommodation costs for non-Majuro based participants.

To ensure a fair selection of candidates, the Practice Parliaments can ask interested participants to fill out an Expression of Interest (EOI). A sample EOI can be found in Annex 1, and can be translated into the local language, as appropriate. The EOI should be designed to focus interested participants on outlining their commitment to gender equality, explaining why they want to participate, and what they believe to gain from their participation. This process is a means of getting participants to demonstrate their commitment, as well as ensuring that they have a base level of communication skills. This is important if they are to effectively engage in the Practice Parliament. The dissemination of the EOI should ideally be done as widely as possible; the appropriate channels (radio and tv, newspapers, local non-government organization (NGO) groups and so on) should be identified by the Taskforce.

2.3. Deciding on the duration for the training

Since the inception of the Practice Parliaments for Women, the duration of training, and the duration of the Practice Legislative Session itself, has varied across different Practice Parliaments. For example:

- In Kiribati, 4 days of Practice Parliament Training were followed by a day's break to enable participants to prepare their speeches. This was followed by a 2-day Practice Parliament Sitting.
- In Marshall Islands and Papua New Guinea, 4 days of training were followed by a 1-day sitting.
- In Palau, 3 days of training were followed by a 1-day sitting.
- In Solomon Islands, Tonga, and Nauru, 3 days of training were followed by a half day Sitting.

Lessons learned indicate that training can be tailored from anywhere between 3 to 5 days, depending on how many issues are on the agenda and how many participants are involved. If the budget is tight, efforts can be made to fit both the Practice Parliament Training and the Practice Parliament Sitting within one week. However, this may require a shorter Practice Legislative Session because participants should not have to prepare after hours for a full two days of parliamentary debate. Alternatively, consideration can be given to running the training during one week, having a break for the weekend - during which the women can prepare their speeches - and then holding the Practice Parliament Sitting the following week.

2.4. Securing the venue for the Practice Parliament

Ideally, the Practice Parliament for Women will be held in the real parliament chamber. This lends gravitas to the occasion and will contribute to the community's recognition of its value. As noted earlier, ideally the Speaker and Clerk of the Parliament will be members of the Taskforce organizing the Practice Parliament for Women; they should be able to provide early advice on whether the parliamentary Chamber can be used. If the Chamber cannot be used, the Taskforce will need to find an alternative venue. It is advisable that this venue allows to copy the layout of the

actual parliament Chamber. Microphones should be available at each participant's seating place and there should be room at the front for the Speaker of Parliament to preside over the session.

2.5. Engaging the media early

Experience with the Practice Parliaments for Women has shown that a major positive outcome is awareness raising within the community. In Kiribati, the Practice Parliament Sitting was broadcast on the radio; many women later reported that members of their village communities, including in outer islands, had discussed the Practice Parliament with them and commented on how impressed they were with the women's debates. With this in mind, it is essential that the media are involved early in the process of organizing and running the Practice Parliament.

It is important to develop a communications plan that sets out key media opportunities, including press releases, interview slots, and social media content. Stories should be run before the Practice Parliament - both as a means of encouraging women participants to apply and to raise general awareness - as well as during the event. Where possible, organizers should arrange for the entire Practice Parliament, or at the very least selected highlights, to be broadcast on tv and/or radio. Organizers can also facilitate interviews with participants and the media.



Nauru Practice Parliament for women, 2016.

Photo: UNDP

PRATICE PARLIAMENT PREPARATIONS CHECKLIST

■ Has a Practice Parliament Taskforce been established?

- Does the Taskforce include members from Parliament, Government and NGOs?
- Does the Taskforce have an agreed terms of reference?
- Does the Taskforce have a clear budget?

■ How many days will the Practice Parliament Training be run for? Where will the Practice Parliament Training be held?

■ How many days will the Practice Parliament Sitting be run? Where will the Practice Parliament Sitting be held?

■ How will participants be identified and selected?

- If an open selection process is used, have you developed an expression of interest? Who will be on the selection committee? What will be the selection criteria?
- Do you have a plan for promoting the inclusion of a diverse range of women from different regions, sectors, background and life experiences?

■ Has the media been engaged?

- Will the Practice Parliament be broadcast on the radio or TV?
If so, have partnerships been developed with the relevant media organizations?
- Will the Practice Parliament be taped? If so, has this been organized?

3. KEY ELEMENTS OF THE PRACTICE PARLIAMENT SITTING

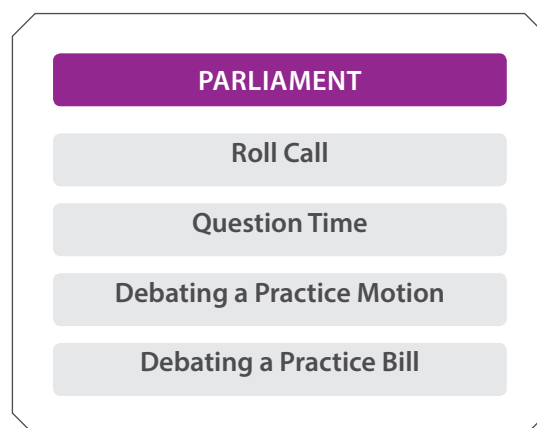
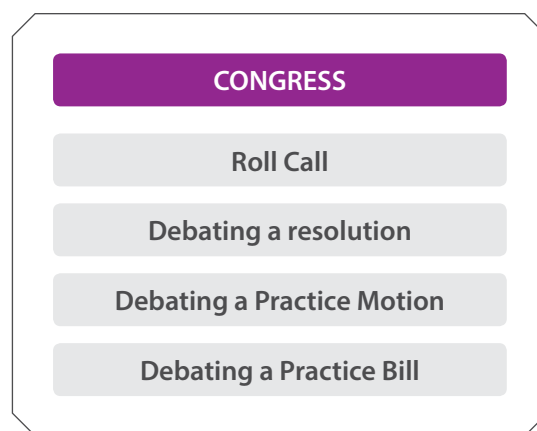
In the Pacific Region, legislatures all operate differently. Palau and the Federated States of Micronesia have a Congress with a clear separation of powers vis-à-vis the Executive. As such, they have very different procedures to the rest of the Pacific, which follow the Westminster model of parliament. Even within the Westminster parliaments however, each parliament has developed its own procedures. When setting up a Practice Parliament, the organizers will have to carefully review the key elements described below to decide on a locally appropriate approach.

3.1. Rules of Procedure

The Rules of Procedure or Standing Orders are the rules which guide how each legislature operates. Each legislature has its own distinct processes and procedures. The organizers will need to review the relevant Rules and Standing Orders to identify which parts of a daily sitting the Practice Parliament Sitting should include. Below are two simple Practice Parliament Sitting programmes, one for a country with an independent Congress and one for a country with a parliamentary system.

3.2. Practice Question Time (Westminster parliament)

Every Westminster-style Parliament in the Pacific – namely, Cook Islands, Niue, Fiji, Kiribati, Marshall Islands, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu – has what is known as ‘Question Time’. Question Time is the time during parliament where any Member of Parliament (MP) – also known as a government or opposition backbencher – can ask a question of any Minister.



As such, Question Time can be a very exciting part of the Westminster parliamentary system. In general, Questions focus on issues of national or public interest. They are relatively short and ask for specific information that is not readily available about what the Government is doing.

Depending on the rules of each Parliament, questions can be on notice (i.e. provided in advance so that the Minister has time to prepare an answer) or without notice (i.e. asked on the spot, with no notice given). In practice, in most parliaments questions are only directed towards government ministers (though in the Cook Islands, any member can ask any other member a question during Question Time).

To facilitate Question Time during the Practice Parliament, in Pacific countries with a Westminster parliamentary system, participants will need to be split into Government and non-Government members. These two groups should be approximately the same size, though the Government group must be bigger by at least one Member (as the Government is defined as the group which has the majority of Members in the House). Within the Government group, some participants will be designated 'Ministers' and others 'Government backbenchers'.

Each non-Government Member and each Government backbencher will draft one Question on a topic of their choice. Experience has shown that the organizers will need to provide technical assistance to participants to help them draft their question, to ensure that the question is properly worded and can be answered by another participant. Organizers may need to allow time for translation of drafts and final questions if they are not familiar with the local language. In Kiribati for example, many participants wrote their questions in i-Kiribati but the trainers worked only in English. As such, the Clerk and his team translated the questions into English, the trainers then worked with each participant to refine the question, and then the question was translated back into i-Kiribati so that it could be finalized.

Once finalized, the Questions will be distributed. During the Practice Parliament, each participant will then either ask or answer at least one Question. For example:

Honourable Minister, consequent to the coming into force of the amended Public Service Act, is it mandatory for all civil servants intending to stand in the upcoming national elections to resign from office 3 months prior to elections? Has there been any consideration on the gender impact of this provision?

In practice, in most Pacific parliamentary systems, once a Member has asked a Question, if they are not satisfied with the response or want further information, they can follow up with Supplementary Questions. These Supplementary Questions must relate to the initial topic of the Question. They cannot be argumentative and should not "debate" the response. They must be directed at finding out more information from the Government side, by using additional questions. These Supplementary Questions are not written in advance, but will be asked spontaneously, in response to the responses given. The Speaker of the Practice Parliament will need to manage the process of asking and answering Questions and Supplementary Questions. Examples of Questions on Notice from Kiribati are attached at Annex 3 and are also included in the Papua New Guinea Order Paper at Annex 9.

3.3. Debating a Practice Resolution (Congress)

Palau and the Federated States of Micronesia have Congress-style legislatures, rather than parliamentary systems. This means that they have a very strict separation of powers, whereby the Executive is completely separate from the legislature (see Figure 2). The Government does not sit inside the legislature and therefore it does not face Question Time.

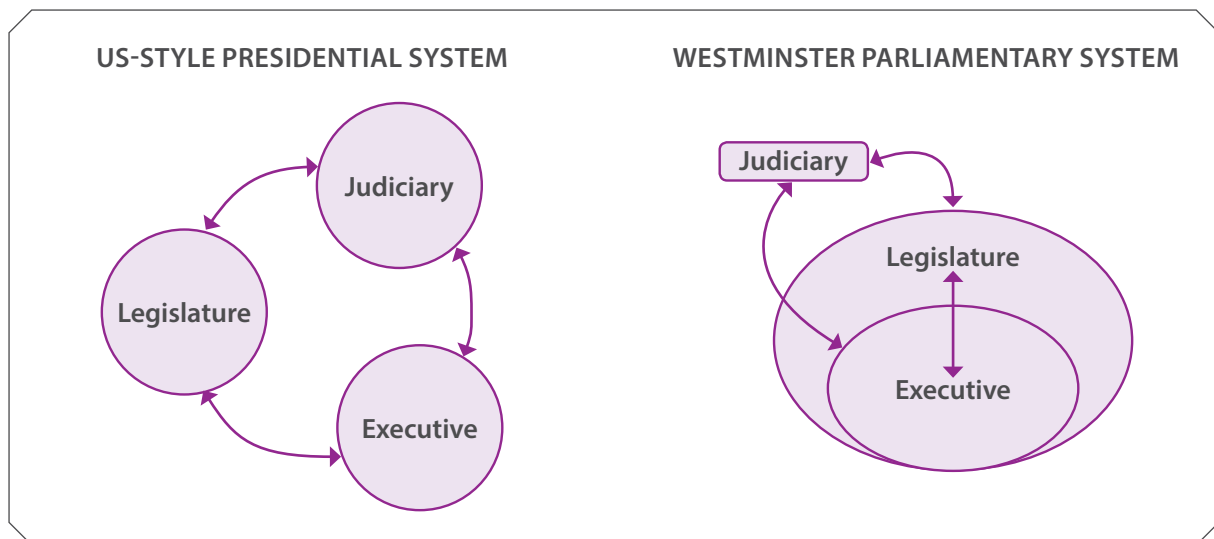


Figure 2: Separation of Powers in Presidential and Westminster Systems

As with Question Time, each participant will need to be supported to develop a resolution on a topic of their choice. This may well be a topic covered during the training session itself. Support from the congressional staff will be very useful because resolutions are longer than simple questions and require more assistance in terms of drafting the text in a form which is appropriate. Usually the resolution will begin with some background, which is summarized through a form of particular language such as:

"WHEREAS, the Palau National Youth Policy Committee was established through Executive Order No. 233 in January 4, 2004 and then produced the ROP Government's Palau National Youth Policy 2005-2010;...."

It will then call on the Government to actually do something specific, again, in specific legislative language, such as:

"BE IT FURTHER RESOLVED that the President of the ROP be urged to review, revise and update the 2005-2010 National Youth Policy in collaboration with the Youth Policy Committee members identified in the first addendum to Executive Order No. 233 and other interested stakeholders;..."

Depending on the number of participants involved in the Practice Parliament, it may not be possible to debate every single participant's Practice Resolution. As such, organizers may want to consider having participants work in small groups to develop 5-10 Practice Resolutions, which can then be debated during the Practice Parliament. Examples of Resolutions from Palau are attached in Annex 4.

3.4. Debating a Practice Motion

Another mechanism often used by legislators to draw attention to issues of national importance is a Motion. A Motion raises an issue and calls on the legislature to act or to express an opinion on a topical issue. Motions are not legally enforceable in the same way that legislation is, but they can nevertheless be a useful way of focusing attention on an issue of public importance, giving legislators an opportunity to discuss and debate how an issue can be dealt with. For example:

Motion No. 1: That this House urges the Government to recognize that climate change is a key issue for Kiribati and in responding to climate change, the Government of Kiribati should focus primarily on "migrating with dignity" by training our young people in readiness for migrating to other countries and focus less on climate change mitigation activities.

Compared to Question Time, where questions are commonly asked either with notice or without notice, motions are usually put on the agenda for the day's session "with notice". This allows legislators to prepare for the debate on the Motion. Motions are introduced by the person "moving" the Motion and are then debated. They can be amended during the course of the debate, in accordance with the rules of procedure. A Motion presents a good opportunity to have participants debate a current issue of national importance. Because it is debated with notice, they will have time to prepare their arguments and do some research, which helps participants further develop their skills. An example of a Practice Motion used in Solomon Islands is attached in Annex 5.

3.5. Debating a Practice Bill

One of the most important activities that a legislator engages in is law-making. Reviewing, debating, revising and enacting legislation is a critical element of a legislator's work. Accordingly, a core part of the Practice Parliament Sitting involves debating a proposed law. In most Pacific parliaments, a real proposed law – called a "Bill" – has to pass through a number of stages or "readings" in the Parliament. Bills usually pass through either two or three readings, depending on what is required by the Rules of Procedure / Standing Orders.

Noting the time limitation of the Practice Parliament, it will not be feasible to run a Practice Bill through every stage of the ordinary process of law-making. As such, the Taskforce will need to consider which parts of the process will be covered. Two main options will need to be considered, but in a 1-day Practice Parliament Sitting, it is unlikely that there will be enough time to choose both options:

- **Debate on the merits (First or Second Reading):**
As noted, different Rules of Procedure require a different process of readings. Nonetheless, whether it is a First Reading or a Second Reading, at some point, the Bill will be open for a general debate on its merits. At this point, the details of the Bill are not discussed provision-by-provision. Rather, the general aims and the key elements

of the Bill will be debated. For the Practice Parliament, this allows participants on both sides to debate the general issues involved in the Bill.

In practice, the Government is usually responsible for introducing most Bills. As such, for the purposes of the Practice Parliament, participants on the Government side will argue in favour of the Bill and explain their reasons, and participants on the non-Government side will argue against the Bill.

- **Amendments and detailed debate (Committee of the Whole):** All Pacific legislatures allow for a Bill to be amended at some point in the process. This means that one Member will propose a specific change in the wording of the Bill, usually another Member will second the change, and then the Parliament will debate the change, before finally voting on whether to allow it. In most Pacific Parliaments, this amendment process is done during what is called the "Committee of the Whole" House.

Based on lessons learned from the Practice Parliaments to date, it is recommended that the Practice Parliaments focus on the simpler process of debating the Bill on the merits. This will simply require that participants review the Bill and prepare speeches highlighting what they see as the strengths and weaknesses of the Bill. While the Committee of the Whole process allows for more detailed discussion of the Bill, it is much more complex. Participants will need to review the Bill during the preparatory training and then draft proposed amendments in time for them to be circulated to other participants in advance of the Practice Parliament. If a longer 5-day training is undertaken, with a break that allows participants to prepare their responses, this may be feasible. If the training and Practice Parliament are all run within one week however, this may be too burdensome for participants.

3.6. Identifying a topic

To ensure that discussions are lively and that all participants actively engage, the Practice Bill must be topical enough to encourage real debate. For example, developing a Practice Bill on preventing



Nauru Practice Parliament for women, 2016.

Photo: UNDP

domestic violence will limit the effectiveness of this exercise, because most (if not all) of the participants will simply vote in favour of it! Avoid topics such as legislation to eliminate violence against women, prosecute child trafficking or address climate change because it is likely that all of the participants will be in favour. This should not, of course, keep participants from raising these important issues in question time or through motions, should those options be available.

Considerable thought needs to be given to identifying an issue that is nationally important, topical and has two sides which can both be legitimately argued. Other substantive, important and controversial topics could include:

- A bill on compulsory education, which would enable participants to debate the year up to which students should be compulsorily required to attend school and the budget implications of any such decision;
- A bill on natural resource extraction (eg. fishing rights, logging rights, mining), which would enable participants to discuss issues around land rights, environmental protection and taxing of resource profits;
- A bill on the institutional frameworks for tackling corruption, which would participants to discuss the merits of tackling corruption while still debating what institutions are most effective (eg. Ombudsman, anti-corruption commission, stronger police powers).

A Practice Bill is attached in Annex 6 as a template for consideration. This Bill looks at reproductive health and sex education for young people – a topic which has many elements to it and legitimately raises questions of what approaches are most effective. The Bill was used in the pilot Practice Parliaments and resulted in very stimulating and engaging debates between participants.

3.7. Using gender equality and human rights frameworks

An important feature of the women's practice parliament training is sharpening the gender and human rights based analysis on a motion, bill or part of general debate on any development issue. A dedicated session by gender equality and human rights practitioners such as the National Department of Women, Women's Organizations, National Human Rights Commission or Civil Society can provide key information on the following;

- National, regional and international gender and human rights normative framework
- Using rights based and gender analysis tools to dissect a policy issues
- Understanding key gender and human rights issues

Participants will benefit from using these tools consistently at the training. Based on past experience the introduction of rights based and gender equality tools led to rich and deeper debate on development issues. These tools are valuable for the Practice Parliament Initiatives and also for formal parliament trainings.

4. DEVELOPING THE PROGRAMME

One of the most intensive parts of preparing for the Practice Parliament is designing the training programme and the Practice Session Agenda, and then identifying and securing resource people to deliver the required technical advice and support. The final programme will have to be tailored according to the number of days allocated to the Practice Parliament Training and to the Practice Parliament Sitting.

If the Practice Parliament Sitting is short, care should be taken not to overwhelm the participants with too much information. It is a lesson learned that it is better to cover less but to do so in more depth, than to touch on too many issues and run the risk of confusing participants by giving them insufficient time to prepare for the Practice Parliament Sitting.

4.1. Designing the Practice Parliament Training agenda

When designing the training agenda, consider the three possible objectives for running a Practice Parliament and clarify which of these objectives the training should be meeting:

- (i) To familiarize potential women candidates with key parliamentary processes in order to demystify parliament and give them more confidence that they can be effective legislators if elected.
- (ii) To train potential women candidates on key policy issues, which would strengthen their ability to identify their own policy priorities when campaigning, and meaningfully discuss issues with voters.
- (iii) To train potential women candidates on basic campaigning strategies.

It is not necessary to cover all of these issues if there is not enough time. However, it is important to be clear at the outset on the objectives of the Practice Parliament, so that the agenda is then developed to meet those objectives. Ideally, the training programme needs to include presentations from parliamentary and subject experts, but it will also need to include sufficient time for individual and group work, to ensure that the women are given the opportunity throughout the training to take the information they are learning and immediately apply it. An example of a Practice Parliament Training Agenda used for the 3-day Papua New Guinea Practice Parliament is inclosed in Annex 7.

Training on procedural issues

At the outset, it is important to know whether the Practice Session will be 1 or 2 days long, and what elements of legislative practice it will include. Will there be a one day session to debate a Practice Motion, as was done in Solomon Islands - or will there be a two day session which covers Question Time, as well as debate of a Practice Motion and debate of a Practice Bill, as was done in Kiribati? This decision will need to tie back to the training that is delivered.

At a minimum, every Practice Parliament Training needs to include sessions on how parliament works, the main parliamentary activities that the participants will be engaging with (e.g. Question Time, debating a Practice Motion and/or debating a Practice Bill) and the parliamentary procedures which are relevant to what they will be doing during the Practice Parliament Session itself. One of the lessons learned from previous Practice Parliament is that participants typically know little or nothing about parliamentary procedures. Sufficient time should therefore be allocated to work through the different parliamentary procedures in detail.



Nauru Practice Parliament for women, 2016.

Photo: UNDP

In Nauru, a short guide was produced for participants which described the key elements of the Practice Parliament Session and actually set out the special wording that participants should use at particular points during the session (for example, when tabling a Bill, proposing an amendment or raising a “point of order” - see Annex 8 for more). Such a “handy guide to procedure” has proven to be useful. Consideration should also be given to producing a specific guide for the participant who is eventually selected to be the Presiding Officer / Speaker for the Practice Parliament Session. This can be quite a challenging role to play, as it requires a greater understanding of the rules of procedure.

Training on substantive topics of public interest

A key objective of the Practice Parliaments is to develop the skills of participants to speak on topics of public interest with knowledge and authority. It is a key element of the job of a legislator to be able to engage in public policy discussions and a candidate for the legislature should therefore be able to confidently speak to voters about the public issues that they are interested in. The training of participants consequently needs to include some training on substantive policy issues, in order to enable them to engage more effectively in the Practice Parliament Sitting as well as to prepare them to participate more actively in the electoral process and more broadly as leaders within their communities.

When designing the training agenda then, it is important that the Taskforce reflect upon what it considers to be the current issues of national importance that spark people’s interest. At a minimum, it is useful to have sessions on topics such as human rights and gender equality, but consideration could also be given to briefings on issues like tackling corruption, addressing climate change, responding to disasters, funding local infrastructure or budgeting for better service delivery to local communities. Identifying a good cross-section of subject briefings is critical because the training is a key opportunity to upskill potential women candidates on a range of issues, which ensures that they do not only focus on “women’s issues”. The Practice Parliament provides an opportunity to demonstrate women’s capacity to engage with national issues, and participants therefore need to be supported to develop their knowledge of these issues.

Experience has shown that it can be useful to put the issues-based presentations near the start of the training agenda, so that the participants are already mulling over issues and ideas when they come to developing their Practice Questions or Practice Resolutions. This will also give them time to ask more questions of the resource people and do their own research after hours, in preparation for the eventual Practice Parliament Sitting.

Training on electoral and campaigning issues

Depending on how much time you have for the Practice Parliament Training and during what stage of the electoral cycle the training is being run, you may also want to include sessions which specifically discuss the electoral process and campaigning approaches. Ideally, a Practice Parliament will not be run during the election period because it will likely be too late to then be effective as a means of encouraging women to stand as candidates. In many countries, Practice Parliaments were run in the months preceding the calling of elections. However, as Practice Parliaments are now becoming a more common training approach in the region, consideration is being given to holding them as a regular capacity building opportunity rather than simply as a pre-election activity.

At a minimum, consideration should be given to including training on the electoral system in the country, the process and criteria for nominating for elections. This will enable participants to better assess whether they are ready to run and what they need to do in order to be nominated. Usually the national Electoral Management Board should deliver this training to ensure that it is accurate and impartially conveyed. In addition, some Practice Parliaments have also included training on campaigning strategies and approaches, though increasingly this training is being delivered separately as part of a bigger support package to potential women candidates.

4.2. Organizing for resource people

The programme for the training needs to be finalized by the Taskforce at least three weeks in advance, to allow sufficient time to invite resource people. In this context, the key resource people will likely need to include:

- **Current or former Members of the legislature:** It is important to encourage current MPs to participate. This will not only enable the participants to learn from the real-life lessons of experienced political and parliamentary campaigners, but also raise awareness amongst MPs of the importance of promoting women's

political participation. In the longer-term, it may also encourage MPs to continue to mentor some of the participants. Consider in particular:

- **Current or former women MPs:** Where the country has current or former female legislators, it will be invaluable to involve them as resource people. They may want to talk about their work inside the parliament in terms of law-making, committee engagement or even networking with other legislators more generally, and they can also share their experiences of undertaking campaigning and getting elected in the first place.
- **Opposition MPs:** Ideally the Practice Parliament will be run as a non-partisan (or at least multi-party) activity which brings in expertise from across the political spectrum. To this end, when designing the programme it is useful to identify opportunities to utilize Opposition legislators to share their experiences of actually being a part of the legislature, in terms of asking Questions, proposing resolutions and/or debating Bills. Their insights can be very useful and this exposure may enable women to identify future mentors who are politically like-minded.
- **Government officials:** In order to build ownership for the Practice Parliament for Women across the Government as well as across the community, ideally the resource people for the issues-based sessions will come from the relevant Government departments. This will also ensure that the participants have an opportunity to develop their own local networks of expert contacts.
- **Civil society organizations:** As appropriate, Civil Society Organizations (CSOs) can also be invited to participate as resource people in areas where they have specific expertise. In the Pacific, women's CSOs in particular often have very strong expertise and knowledge that can be shared.



Women's Parliament Fiji, 2016.

Photo: Parliament of the Republic of Fiji

- **Media:** As noted below, the media should be a key partner, in terms of public awareness raising. However, the training programme may also include training on how to most effectively use the media during campaigning. As such, the local media may also be able to supply resource people who can explain how participants can most effectively engage with the media.

For Practice Parliaments held to date, UNDP and the Pacific Islands Forum Secretariat have been available to provide the Taskforce with technical support for the drafting of the necessary documents where required. It is worth repeating that the documents provided should be simple enough to allow all participants to actively engage, but topical enough to encourage real debate. Once again, it is critical to select an issue that not only has strong national relevance, but that allows the participants to identify two sides which can be legitimately argued.

4.3. Preparing documentation

As discussed in Part 3, a key component of the Practice Parliament for Women will require the participants to engage in parliamentary activities, such as debating a Practice Motion or a Practice Bill. Experience suggests that it is simplest if the Taskforce prepares these documents in advance. This may take some time, particularly if translation is required. The examples attached are in English but may need to be translated into the local language in accordance with parliamentary procedure and/or local preferences.

5. THE PRACTICE PARLIAMENT TRAINING

The training that is done with the participants is critical to preparing them for the Practice Parliament Sitting itself. As one facilitator commented at the opening of a training session, “For the next few days, we will work together to build your skills and develop your knowledge, but once we are done here you are on your own. Once you are in the Practice parliament, there will only be YOU – you will be responsible for how well things go. I won’t be able to help you anymore”. This is an important reminder of one of the most critical elements of the Practice Parliaments: they are designed to immediately give participants an opportunity to apply their skills. This means it is critical that participants are properly capacitated to do so through the training sessions.

5.1. Delivering the training

When the time comes to run the Practice Parliament training, the most important tip is to *remain flexible* about timing, content and delivery! Experience has shown that each group of participants has its own unique set of expertise, expectations and personalities. It is important to accommodate this by – to the extent possible – delivering a training that meets their needs. Be prepared for rowdy, raucous, engaging, confronting discussions. This will test the skills of facilitators to manage for time, but at the same time this should be positively harnessed; it reflects a diversity of opinions and approaches which is representative of real life legislatures.

Experience shows that good facilitation is a critical

factor in the success of the Practice Parliaments. The facilitators need to be clear on the objectives of the training, the flow of the agenda and the contribution required from the different resource people. If resource people veer off topic, the facilitators may need to steer the conversation back and/or to supplement the presentation to ensure participants come away with the most crucial information. Ideally, one of the facilitators will come from the parliamentary team and one from the Department of Women, with additional support being provided by development partners and other officials as appropriate.

In many countries, the training was delivered in the local language, with English only used by non-local presenters. This is entirely appropriate – it is most important that the participants communicate and receive information in whatever form helps them understand it quickly and most effectively.

5.2. Getting ready for the Practice Parliament Session

Once the training has covered issues of parliamentary procedure and substantive topics, the latter stages will focus more on practical preparations for the Practice Parliament Sitting itself. This means that it will be necessary to identify the “role” that each participant will be playing during the session. Who will be the Presiding Officer? Who will be a Government legislator? Who will be part of the Opposition? Ideally, this will be done at least 1-2 days before the end of the training portion of the Practice Parliament Sitting. This will give the

participants time to start preparing their Resolutions and/or Questions for Question Time, because these will need to be finalised and given to the organizers by the end of the training for printing, in readiness for debate/response during the Practice Parliament Sitting.

Choosing a Presiding Officer over the House

One of the most important roles in the Practice Parliament is that of the Presiding Officer (also referred to as the “Speaker” in Westminster parliaments). The Presiding Officer is the person responsible for managing the running of legislative sessions, with the assistance and support of the Clerk of the legislature. In real life, the Presiding Officer is commonly a member of the legislature, but in some Pacific parliaments they are a non-member who is considered an eminent person.

The job of the Presiding Officer is quite challenging, because whoever fills the role will be responsible for keeping the Practice Parliament Sitting moving and helping other participants move through the agenda, all the while using correct parliamentary procedures. Ideally, participants will nominate for the position and be endorsed by the rest of the group through an open process, but facilitators may need to assist to ensure that the final selected participant has sufficient skills. Another option could be that the organizers select a suitable person beforehand to be the Presiding Officer.

If possible, the actual Presiding Officer of the legislature should be on hand to provide guidance and advice to the Practice Presiding Officer. At a minimum, the Clerk of the legislature – the person who is responsible for advising the Presiding Officer on issues of parliamentary procedure – will be one of the resource people. Facilitators and/or the Clerk should set aside separate time during the training days to work with the Practice Presiding Officer / Speaker to talk them through exactly what needs to be done, in order to ensure they feel confident to manage the proceedings and are ready to play their role.

Note: A participant should not be chosen to play a Practice Clerk as this role is merely administrative and will not give a participant any opportunity to speak publicly and practice their new skills.

Dividing into “teams” (Government and non-Government)

Globally, most parliaments use the political party system as a means of organizing how MPs interact inside the legislature. In the Pacific, alliances and divisions are much more blurred. In fact, it is also notable that in the Pacific, many legislatures do not have political parties and/or do not have a formally recognized Opposition within the legislature.

Nonetheless, for the purposes of being able to debate Practice Motions, Resolutions and/or Bills, it is necessary to have some participants who are recognized as being part of the “Government bloc” and some who are recognized as being part of the “non-Government bloc”. These two groups should be approximately the same size, though the Government group **MUST** be bigger by at least one Member because, in reality, the Government is defined as the group which has the support of the majority of Members in the House.

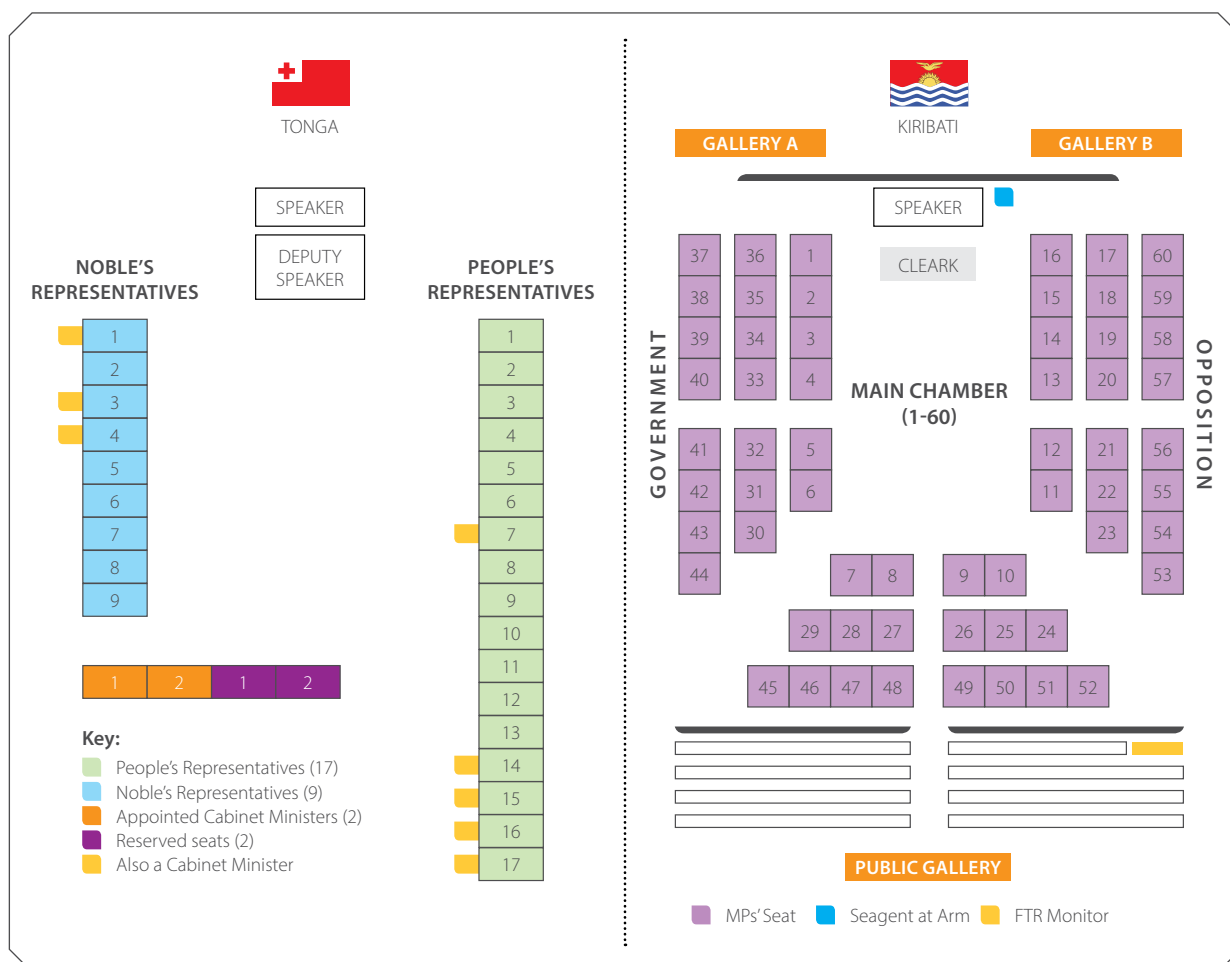
Ideally, participants will choose whether they want to be a member of the Government team or the non-Government team. Within the Government team, they can then choose who will be the Ministers and who will be the backbenchers. In countries where the Practice Parliament is held a Westminster-style legislature, the big difference will be that during Question time non-government MPs and government backbenchers will ask questions and Ministers will answer questions. For the rest of the Practice Session, participants from both teams will have a chance to debate a Practice Motion and/or a Practice Bill.

5.3. Rehearsing within Parliament

One of the most crucial parts of the Practice Parliament Training is a rehearsal within the legislative chamber itself. Experience has shown that this has been a critical opportunity for participants to become familiar with the formal environment of the legislative chamber and start to focus on the reality of participating as a Practice Legislator. If the Chamber is not available for use, participants should still have an opportunity to undertake a rehearsal in a space set up to resemble the Chamber.

Ideally, the Presiding Officer and/or Clerk of the House will walk the participants through the various physical elements of being inside the chamber, as well as give them an opportunity for practicing what they will say and do during the Practice Parliament Session. At a minimum, the rehearsal will need to:

- Explain where the Presiding Officer sits and how they will interact with the Clerk on the day if they have any questions or need assistance;
- Identify where each participant will be sitting during the Practice Parliament Session. This is necessary so that the Clerk can produce a seating chart, which will have each participants name listed and can be used by the Practice Presiding Officer to call on participants during the Session;
- Talk through some of the protocols of coming into the chamber, taking a seat and rising to speak or make a point of order;
- Talk through the agenda for the Practice Parliament Sitting, explaining in detail how each part of the session starts and finishes and how to move from one session to the next. For example, Question Time finishes when the questions are exhausted, but at the end of the debate of a Motion, Resolution or Bill an actual vote will need to be taken. As such, the process for calling for a vote and then voting will also need to be explained;
- Explain again the different language that the participants will use when engaging in the different parts of the Practice Parliament Sitting. At this stage, time should be taken to allow participants to actually practice what they might say. For example, participants can practice standing up and asking a Question on Notice, introducing a motion or introducing a resolution. They can also practice the process of voting.





PNG Practice Parliament Training, 2012.

Photo: UNDP

Ensuring that participants feel comfortable in the Chamber is very important. Be sure to allocate sufficient time to enable participants to ask as many questions as they need to in order to feel comfortable, and for each participant to have at least one opportunity to practice standing up and speaking in the Chamber.

5.4. Preparing the final documents

Before the end of the final training session, it is critical that all of the documents that will be used during the Practice Parliament Sitting are ready. In practice this means that:

- Participants will have produced a final Question for Question Time which has been translated in readiness for inclusion in the Order Paper (also known as Notice paper) for the Practice Parliament Session. It is imperative that Questions are completed in advance because they must be shared with the participant who will be answering them during the Practice Parliament Session so that they have time to do some research and prepare their answer;

- Participants will have produced the final form of any Practice Resolution(s). Practice Resolution(s) can take some time to develop and finalise because they require both substantive knowledge and thought, as well as good drafting skills to get the wording into parliamentary-style language. Ideally, the real-life legislative counsel can assist with the drafting and formatting of Practice Resolution(s);
- The Practice Bill and any Practice Motion(s) will already have been shared with participants during the training session so that they can start to prepare their responses.

The organizers will take what the participants have produced and then draft up an Order Paper, which is basically the official running sheet for the Practice Parliament Session (See Annexes 9 and 10 below for examples). The Order Paper needs to be printed and ready to be put on each participants table inside the Chamber prior to the commencement of the Practice Parliament Sitting.

6. RUNNING THE PRACTICE PARLIAMENT



Tuvalu Practice Parliament for women, 2016.

Photo: UNDP

On the day of the Practice Parliament Sitting, the focus of attention will be on the participants themselves. Ideally, there will be little for the organizers to do, beyond ensuring that the Chamber is ready for the participants and that the session begins on time.

Usually, the Practice Parliament Sitting will begin using the same procedures as a normal legislature. The Practice Members will be seated in readiness for the start of the Session and the Clerk will then call the House to order, at which point the Practice Presiding Officer will walk in and sit in the Presiding Officer's chair, ready to commence.

The Practice Presiding Officer will then use the Order Paper as a guide for the rest of the session, moving through each of the agenda items. Usually the Session will be run in two parts, from 10.00am

to 12.30pm and then 1.30pm to 4.00pm, in order to allow sufficient time for discussion but without exhausting the participants. The sessions can be quite intensive with participants required to listen and be ready to engage at all times.

A key aspect of the session will be ensuring media coverage (see Part 2.5 above for more). The media should have been officially invited to cover the day, capturing news stories and interviewing participants if possible. Ideally, the organizers will have organized to broadcast coverage of the day's session. In Kiribati, Papua New Guinea and Solomon Islands for example, the Practice Parliament Sessions were broadcast live on the national radio, meaning that voters across the nation had an opportunity to hear the Practice Women Legislators as they debated issues of national importance.



Women's Parliament Fiji, 2016.

Photo: Parliament of the Republic of Fiji

Experience has shown that broadcasting the Practice Parliament Session can have positive impact in terms of exposing the public to the capabilities of potential women. Anecdotal feedback suggests that many listeners were very impressed, with some in PNG even contacting the radio station to ask whether a new parliament had been elected!

Consideration should also be given to filming the Practice Parliament Sitting, so that it is recorded for posterity, but also can be used for future training and/or awareness-raising of the value and capacity of women politicians. A video of the Practice Parliament for Women in Kiribati was produced by

UNDP and PIFS and is on YouTube to assist others who may want to run a similar event (see <https://www.youtube.com/watch?v=SfLDGizQbYw>).

At the end of the Practice Parliament Sitting (or the end of each day if it is run for more than one day) it is important to organize a feedback session. This is a very important opportunity for participants to reflect on how they felt during the Session, what they learned, what they enjoyed or struggled with and what they think they might go on to do with the knowledge they have gained during the Practice Parliament programme. This session is also an opportunity to share an official evaluation form which can be used to systematically collect feedback (see Annex 11 for a sample) which can be used to inform future activities and/or plan for follow up initiatives in response to the expressed needs of participants.

The Taskforce should leave sufficient time to facilitate a final feedback session, as participants have reported that they were very keen to discuss their experiences and share the feelings, reflections and hopes for the future. Empowering women to feel confident to engage with their peers and their communities is a critical outcome of the Practice Parliament and one which should be supported to the very end of the process.

ANNEX 1: Sample terms of reference for practice parliament organizing committee



TERMS OF REFERENCE OF THE WORKING COMMITTEE for the PRACTICE PARLIAMENT FOR WOMEN

Background:

The Parliament of Tonga will host the first ever Practice Parliament for Women here in Tonga on April 10th and 11th, 2014. A Working Committee for the Practice Parliament will be formed to provide direction and implementation all the work in relation to the Practice Parliament for Women. The Working Committee is also to identify the participants for the Practice Parliament.

Terms of Reference for the Working Committee:

- 1. Name of the Committee:** The Working Committee for the Practice Parliament for Women.
- 2. Membership:** It is proposed that the Working Committee be comprised of members from related organizations that will have a clear representation of the key organization stakeholders and the local community at large. It is proposed that the Working Committee be comprised of 6 members and achieves a gender balance. It will be chaired by the Lord Speaker of the House with representatives from the Parliament Office, Ministry of Internal Affairs, the Civil Society Organization and the Electoral Commission. The members of the Working Committee are proposed in the following table:

Proposed members for the Working Committee

Organization	Member Proposed	Role in the Committee
1. Members of Parliament	1. Lord Fakafanua (Speaker of the House)	Chair
	2. Dr. 'Ana Taufe'ulungaki (MP)	Member
2. Parliament Office	3. Gloria Pole'o – Clerk	Member
3. Ministry of Internal Affairs	4. Mrs. Polotu Paunga – Head of Women's Affairs Division (MIA)	Member
4. Civil Society Organization	5. Mrs. Siale 'Ilolahia – Director	Member
5. Electoral Commission	6. Mr. Pita Vuki – Supervisor of Elections	Member

6. Tonga Governance Strengthening Program	7. Mr. Richard Mark Burton – TGSP Project Co-ordinator	Member
7. Parliament Office Support Team	8. Elsie Tupou, Sulia Makasini Tensie Ngalu & Loupua Kuli	Secretariat

3. Function of the Working Committee:

The Working Committee has two core functions:

- a. To allocate and supervise the implementation of the tasks in the Project Document for the Practice Parliament for Women; and
- b. To select the participants for the Practice Parliament and a reserve candidate for each participant, from the applicants who will submit the required Application Form.

The selection process will involve considering and approving or rejecting applications. There will be one successful applicant per seat and a reserve candidate.

4. Selection Criteria:

The Working Committee will be entrusted to select the most appropriate candidates for the Practice Parliament, without bias. At the very least, the selection criteria for the potential candidates for the Practice Parliament will follow closely the conditions for the registration of candidates to be Members of Parliament, as outlined in the Electoral Act 2010. These conditions will require that candidates must:

- Be a Tongan subject;
- Be 21 years of age or older;
- Have not been convicted of an unpardoned criminal offence punishable by imprisonment for more than two years;
- Have resided in their constituency for at least three months before their application was submitted.

5. Deliverables:

The Working Committee will produce the final list of successful applicants and their reserves and a short summary of their work, to be submitted to the Clerk of the Legislative Assembly of Tonga, Gloria Pole'o.

6. Term of the Working Committee:

The Working Committee begins on the week of January 14th, 2014.

The Working Committee will dissolve after the Practice Parliament is completed on the 11th April 2014.

7. Deliverables:

The Working Committee will produce the final list of successful applicants and their reserves and a short summary of their work, to be submitted to the Clerk of the Legislative Assembly of Tonga, Gloria Pole'o.

8. Term of the Working Committee:

The Working Committee begins on the week of January 14th, 2014.

The Working Committee will dissolve after the Practice Parliament is completed on the 11th April 2014.

ANNEX 2: Sample expression of interest

Practice Parliament Session for Women [country]

[dates]

Background:

A range of international and regional commitments have been made to promote women in decision-making in the Pacific, including in national parliaments. The Republic of Marshall Islands (RMI) has also made the same commitments. Despite this array of international and regional commitments to advance women in political decision making, Pacific women are still grossly under-represented in parliament. In the Republic of Marshall Islands, only one woman has been elected into the 33 member Nitijela (3%).

At a meeting for Small Island States (SIS) on “Advancing Women’s Participation in Decision Making Processes”, held in November 2011 by the Pacific Islands Forum Secretariat (PIFS) and supported by UNDP and UNWomen, the Republic of Marshall Islands and other SIS member countries of the Pacific Islands Forum² highlighted the need to increase the capacity of women to enter parliament and endorsed the convening of a Practice Parliament for Women in their respective countries.

The idea of a Practice Parliament for Women draws on the very positive experiences that have been reported from recent youth parliaments, for example, in Tonga, Samoa, Marshall Islands and Niue. Such Practice Parliaments have been shown to provide a practical forum to expose participants to the realities of policy-making and parliamentary engagement. While a range of training opportunities have been provided to Pacific women, it has been a criticism that these have not often resulted in concrete impacts in terms of leading to women actually engaging in parliament processes. This activity seeks to directly address that concern by specifically training women on parliamentary engagement, and then immediately providing them with a forum to apply the skills they have learnt.

The Activity: 1 week Skills Training & Practice Parliament for Women in RMI

The Nitijela of RMI, the Ministry of Internal Affairs, the UNDP Pacific Centre and the Pacific Islands Forum Secretariat (PIFS) are collaborating on this activity. The partners propose to convene this activity as a 5-day programme will provide participants the opportunity to build their capacity and awareness on various areas and then apply that learning in a Practice Parliamentary sitting.

The programme will be developed in a robust and participatory way. It will include sessions with key local stakeholders, including current parliamentarians who will be invited to participate. Participants will be exposed to issues that affect them and their communities, including principles of democracy, election

² Other member countries of the PIF Small Island States include Cook Islands, Kiribati, Nauru, Niue, Palau and Tuvalu.

processes, parliamentary processes and development issues. Participants will also have an opportunity to acquire/improve upon and then apply skills such as public speaking, debate, presentation and research. The media will also be invited to participate, both as resource people on the role of the media during and in the lead up to the elections, and in order to cover portions of the week long workshop in print and radio.

Who is eligible to apply:

This workshop is primarily directed at:

- Women who are considering standing for the 2011 national elections or local elections;
- Women community leaders who wish to develop their leadership, advocacy and policy skills;
- Women who have a commitment to supporting women/gender equality, in particular in partnership with national / local government bodies.

Workshop arrangements:

- The training and Practice Parliament will be held from 29 August – 2 September 2011
- The organizers will provide morning tea/afternoon tea and lunch for the duration of the workshop.
- For successful participants travelling from the outer islands, a return economy airfare will be purchased by the organizers for your travel.
- Other workshop arrangements will be made available to successful participants in due course.

How to apply:

There are only 30 spaces available for this training. In order to be considered to be a participant in this training, you are requested to complete the attached form.

First Name:	Last Name:
Phone:	Fax:
Email:	
Organization:	
Occupation:	
Mailing address:	

QUESTIONS

(1) Why do you wish to participate in this Training and Practice Parliament?

(2) What issue do you think the Practice Parliament should focus on?

(3) What are two key development issues which are affecting men and/or women in RMI and what do you think should be done to address them (by Government or communities or the people)?

(4) Please provide some concrete examples where you have been involved in advancing gender equality or human rights in your community:

ACCOMMODATION: All accommodation reservations for sponsored participants will be undertaken by the organizers as per the participants travel itinerary. Accommodation will be made available to participants from the outer islands. A small stipend will be provided to participants from the outer islands for meals not provided by the organizers such as breakfast and dinner and for any other incidentals.

Please send completed nomination forms by [xxxx] to:

[insert contact details]

ANNEX 3: Sample questions on notice – Kiribati

Q.1 By Ms Toka Tataua MP (Betio)

Currently on South Tarawa, school children are not being picked up by buses. Can the Minister responsible for this issue consider acquisition of bus transport for school children?

Q.2 By Ms Teewata Rokete MP (TUC)

Is there a disability policy in place for people with disabilities disabled to enable delivery of more support by the Government to people with disabilities?

Q.3 By Ms Terinan Arawaia MP (Makin)

What is the Government's policy on promoting women in local government, in particular, will this Government accept the request by women to include a seat for women in all island Councils?

Q.4 By Ms Roise Kabwaua MP (Abemama)

The Government has committed to the Convention on the Elimination of All Forms of Discrimination Against Women which allows for discrimination in favour of women in certain circumstances, called "temporary special measures". Noting the very low numbers of women in the Kiribati Parliament, will this Government consider introducing reserved seats for women in the House of parliament?

Q.5 By Ms Bereti Teraweia MP (BTC)

There is a high number of registered voters but voting turnout is low. It can be difficult for voters in remote villages to get to polling stations to vote. Can the Government commit to increasing the number of polling stations at the next national elections?

Q.7 By Ms Moia Tetoa MP (South Tarawa)

One of Government's priorities to the World Bank is fixing of public roads. Work by Ministry of Works on fixing of pot holes on the roads after rainy days have been done repeatedly. When is the government going to start on this project by World Bank to address this issue?

ANNEX 4: Sample Resolution – Palau

FIRST PRACTICE OLBIIL ERA KELULAU FOR WOMEN

First Special Session, September 2011, House Resolution No. 11-001

A HOUSE RESOLUTION

To urge the President of the Republic of Palau to review, revise and update the 2005-2010 National Youth Policy in collaboration with the Youth Policy Committee members identified in the first addendum to Executive Order No. 233 and other interested stakeholders; and to ensure that any updated National Youth Policy prioritizes programs and strategies to address youth unemployment, youth political empowerment and issues regarding youth reproductive health rights and identifies the establishment and/or formalisation of an elected National Youth Council to represent the interests of Palauan youth nationally, regionally and internationally, as an immediate priority.

WHEREAS, as part of the implementation strategies in the Palau 2020 National Development Plan it is recognized that the nation's youth should play a key role in nation-building and that the Government should therefore support initiatives to increase opportunities for youth employment and youth empowerment, and implement measures to strengthen the Government of the Republic of Palau's (ROP) capacity to address youth-related matters; and

WHEREAS, according to UNICEF's 2011 State of Pacific Youth Report "unemployed youth are often perceived as threats to the social order due to alcohol abuse and their readiness to resort to violence";

WHEREAS, the Palau National Youth Policy Committee was established through Executive Order No. 233 in January 4, 2004 and then produced the ROP Government's Palau National Youth Policy 2005-2010;

WHEREAS, the Palau National Youth Policy 2005-2010 identified that:

The nation shall promote and environment and opportunities for youth to benefit from national development (Policy Mandate #7);

The nation shall ensure that youth people's voices are heard on all matters that concern them, including development and sharing of natural resources (Policy Mandate #8);

The nation shall ensure active participation of young people in decisions regarding resource appropriations (Policy Mandate #9); and

WHEREAS, in 2009 the OEK passed the Palau National Youth Congress Act of 2009 which was designed to formally establish a Palau National Youth Congress, mandated to assist our youth in preparation to meet the challenges of the future, make recommendations to the OEK regarding pertinent legislation and to coordinate with international, regional, sub-regional, national and state Government agencies with youth programs, and to help streamline the implementation of the Palau National Youth Policy of the Ministry of Community and Cultural Affairs;

WHEREAS, in 2009 the Palau National Youth Congress Act of 2009 was referred back to the OEK by the President for reconsideration;

WHEREAS, the Palau National Youth Council was established following the Post-National Youth Convention held in 2010;

NOW, THEREFORE,

BE IT FURTHER RESOLVED that the President of the ROP be urged to review, revise and update the 2005-2010 National Youth Policy in collaboration with the Youth Policy Committee members identified in the first addendum to Executive Order No. 233 and other interested stakeholders;

BE IT FURTHER RESOLVED that any updated National Youth Policy prioritize programs and strategies to address youth unemployment, youth political empowerment and issues regarding youth reproductive health rights;

BE IT RESOLVED that any updated National Youth Policy formally recognize the National Youth Council (PNYC) as the body to represent the interests of Palauan youth nationally, regionally and internationally and identify and implement concrete options to support the work of the PNYC, including by providing assistance to programmes run by the PNYC; and

BE IT FURTHER RESOLVED, that certified copies of this House Resolution be transmitted to the Minister of Community & Cultural Affairs; all State Governors; Honorable Johnson Toribiong, President of the Republic of Palau; Honorable Noah Idechong, Speaker of the House of Delegates and Honorable Mlib Tmetuchl, President of the Senate of the Eighth Olbiil Era Kelulau.

Date: _____

Introduced by: _____

Sunny Ngirmang

Emy Katosang

ANNEX 5: Sample Motion – Solomon Islands

NATIONAL PARLIAMENT OF SOLOMON ISLANDS PRACTICE WOMEN'S PARLIAMENT SITTING DAY OF THURSDAY 13 FEBRUARY 2014 BUSINESS PAPER

NO 1. NEW ITEM OF BUSINESS

1. MOTION (Standing order 26)

Motion No. 1 – Establishment of a Special Select Committee Mrs. Everlyn Kahia to move:

1. That a Special Select Committee be established according to Standing Order 73 to inquire into and report on the impacts of the Rural Development Fund (RDF) in our communities, in particular to the improvement of:
 - (a) Education as a human right;
 - (b) Reproductive Health;
 - (c) Eliminating Violence against women;
 - (d) Rural Development; and
 - (e) Any matter related to socio-economic development in Solomon Islands.
2. Notwithstanding anything contrary in the Standing Orders for the purpose of this inquiry:
 - (a) The Committee shall comprise only Members of Parliament appointed by the Speaker.
 - (b) Members may at any time be discharged from the Committee by the Speaker and other members appointed or added.
 - (c) The Committee shall have power
 - (i) To adjourn from time to time
 - (ii) To adjourn from place to place
 - (iii) To send for and examine persons, papers, records and things
 - (iv) To make visits of inspection,
 - (v) To request the attendance of and examine members of the House.
 - (d) The Committee shall take all evidence in public unless the Committee decides otherwise.
 - (e) The committee may authorize the recording of its public hearings and require an official record to be prepared by Hansard.
 - (f) Any persons or body may make written or recorded submissions to a committee with respect to the inquiry and the committee has power to authorize publication, before presentation to the House, of submissions received and evidence taken; and
 - (g) The Clerk is to fix the time and place for the first meeting of the committee in such manner as the Clerk thinks fit.
 - (h) That the Committee report to Parliament prior to the final meeting of Parliament in 2014.

ANNEX 6: Sample Youth Reproductive Health Bill

A BILL FOR AN ACT

To make male and female condoms available free of charge in government primary and secondary schools, and to make sex education compulsory for all students in Grade 5 and above.

BE IT ENACTED BY THE NITIJELA OF THE REPUBLIC OF THE MARSHALL ISLANDS:

1. Short title.

This Act may be cited as the Youth Reproductive Health Rights Bill, 2011.

2. Interpretation.

For the purposes of this Act, unless the context otherwise requires:

- (a) “sex education” means education on human reproduction, contraception, sexual health, sexually transmitted diseases and family planning;
- (b) “student” means any student in a school fully or partly subsidized by the Government of Marshall Islands.
- (c) “Ministry of Education” means the Ministry of Education of the Republic of the Marshall Islands.

3. Provision of free condoms.

- (1) Each Principal of a government primary and secondary school shall be responsible for ensuring that condoms are available in all bathrooms on school property.
- (2) The Ministry of Education shall ensure that all government primary and second school Principals are provided with a sufficient supply of male and female condoms to comply with sub-section (1) above.

4. Provision of sex education.

- (1) Each Principal of a government primary and secondary school shall be responsible for ensuring that all students above the age of 8 years old are required to attend sex education classes at least once a year.
- (2) Parental consent is not required for students to participate in sex education classes.

5. Sanctions for failure to comply.

- (1) Any Principal of a government primary or secondary school who fails to implement sections 3 or 4 above may be liable to:
 - (a) A personal fine of up to \$500; and/or
 - (b) Disciplinary action in accordance with Public Service Regulations.

6. Effective date.

- (1) This Act shall come into effect on the date of certification in accordance with the Constitution and Rules of the Nitijela.

BILL SUMMARY

This Bill seeks to implement the Government's commitment to addressing the challenge of high rates of teen pregnancies and sexually transmitted diseases amongst the youth population of the Republic of the Marshall Islands.

Section 1 gives the short title for citing the law.

Section 2 sets out key definitions. It clarifies the minimum content of sex education classes and defines who is a student for the purposes of the Act.

Section 3 requires Government school principals and the Ministry of Education to ensure that all students can have free access to condoms at their school. This will ensure that cost is not a barrier to the use of contraception. It requires condoms to be available in primary and secondary school, which recognizes that young people are becoming sexually active at a young age in the Marshall Islands.

Section 4 requires all young people over the age of 8 to be given sex education. This is intended to make them aware of reproductive health issues, including how some diseases are transmitted through sex, and how to protect their health. As such information is so important to young people's health, sex education is made compulsory under this law and parental consent is not required.

Section 5 imposes penalties if the School Principal fails in their obligations under the Act. This is to ensure that schools prioritise implementation of this Act.

ANNEX 7: Sample Training Agenda

– PAPUA NEW GUINEA

Papua New Guinea Practice Parliament for Women

PROGRAMME

17-21 April 2012

TIME	TOPIC	RESOURCE PERSON
DAY 1 – Monday 23 April 2012		
<i>Objectives: (i) Provide an overview of the 5-day meeting; (ii) Begin building participants understanding of key parliamentary procedures</i>		
9.00am	Welcome	UNDP
9.05am	Keynote Address	Secretary, Office for Development for Women
9.20am	Vote of thanks	UNDP Resident Representative
9.30 – 10.00am - Official photographs & Morning Tea		
10.00am	Overview of the Practice Parliament for Women <ul style="list-style-type: none"> - 3 days Skills Building - Procedures: Question Time, Committee hearings, Motions, Bills - 1 day Practice Parliament - 1 day Campaign / Media training 	Ms Charmaine Rodrigues. UNDP Pacific Centre
10.20am	Questions / Comments	
10.30am	Good Governance & Parliamentary Leadership in Papua New Guinea <ul style="list-style-type: none"> - Principles of good leadership - The importance of women's voices 	Chief Ombudsman
11.00am	Questions / Comments	
11.15am	The role of the Government and the Opposition – inside and outside Parliament	Ms. Tabora Isorua D/Dean, School of Law UPNG
11.45am	Questions / Comments	
12.00pm – 1.00pm : Lunch		
1.00pm	Learning the language of Parliament - Specific vocabulary of parliamentary proceedings <ul style="list-style-type: none"> - What are the Rules of Procedure? - What is a point of order? - How to speak in Parliament 	Mr Albert Kabui, Legal and Procedural Clerk, Solomon Islands Parliament
1.30pm	Questions / Comments	

1.45pm	Question Time – principles and tips	Mrs Taeasi Sanga, Clerk of Solomon Islands Parliament
2.15pm	Question / Comments	
2.45pm	Wrap up and homework - Participants choose to be either a Government or Opposition MP - Read the Bill	Charmaine Rodrigues
3.00pm – 3.30pm – Afternoon Tea		
3.30pm	Media work - identifying priority policy issues for inclusion in campaign flier - Photos for new PacWIP website	Charmaine Rodrigues
3.45pm	Small Group work to develop campaign fliers	
6.00pm	Welcome Cocktail and Opening Launch of the Practice Parliament	PNG Prime Minister (TBC) Resident Representative Development partners Media

Day 2 – Tuesday, 24 April 2012

**Objectives: (i) Building understanding of key parliamentary procedures;
(i) Develop policy / analytical skills**

9.00am	Understanding Key Policy Issues in PNG – - Reproductive health issues - HIV and AIDs	Dr. Dakulala (NDOH) Dr. Moale Kariko (NACS)
9.30am	Questions / Comments	
9.45am	Understanding Key Policy Issues in PNG: - Promoting good governance & human rights - Tackling corruption	Department of Justice and Attorney General, Mr. Molean Kilepak
10.15am	Questions / Comments	
10.30am – 11.00am - Morning Tea		
11.00am	Understanding Key Policy Issues in PNG – - Climate Change & the Environment - Sustainable natural resource management	Office of Climate Change Ms. Gwen Sissou
11.30am	Questions / Comments	
11.45am	Understanding Key Policy Issues in PNG: - Violence against women legislation - Temporary special measures	Family Sexual Violence Action Committee – Ms. Ume Wainetti
12.15pm	Questions / Comments	
12.30pm – 1.30pm – Lunch		
3.30pm – 5.00pm	Breakout exercise - Developing Questions on Notice for submission to Clerk (Opposition) - Develop speeches in favour of the Bill (Government)	Participants
3.00pm – 3.30pm – Afternoon Tea		
3.30pm	Media work – continue to - identifying priority policy issues for inclusion in campaign flier - Photos for new PacWIP website	
4.45pm	Wrap up	

Day 3: Wednesday, 25 April 2012

9.00am	Law-making process <ul style="list-style-type: none"> - Tabling/introducing a Bill - Responding to a Bill - Formulating amendments - Proposing amendments to a Bill - Committee of the Whole - Voting 	Mrs Taeasi Sanga & Albert Kabui (Solomon Islands Parliament)
10.00am	Questions / Comments	
10.30am – 11.00am - Morning Tea		
11.00pm	Breakout Exercise <ul style="list-style-type: none"> - Finalise Questions on Notice + Analyse Bill and develop arguments or amendments (Opposition) - Develop speeches in favour of the Bill + develop answers to Questions on Notice (Government) 	Participants
1.00pm – 2.00pm - Lunch		
2.00pm	Rehearsal in Parliament	Participants / Clerk / Resource person
4.00pm	Comments / reflections / Wrap up	
4.15pm –Afternoon Tea		

Day 4: Thursday, 26 April 2012 PARLIAMENTARY DEBATE

8.30am	Preparation for Practice parliament & final briefing	Participants
10.00am - 3.30pm	See separate Order Paper	
3.30pm	Feedback	Resource group
4.15pm	Final Exercise – Feedback and analysis of Program	Participants
5.00pm	Closing Ceremony	

Day 5: Friday 27th April 2012

Objectives: Develop participants understanding of running in elections, including campaign and media strategies

9.00am	Election Procedures <ul style="list-style-type: none"> - the process of elections - rules applying during campaigning period - reviewing the ballot counting 	Chief Electoral Commissioner Mr. Andrew Trawen
9.30am	Questions / comments	
9.45am	Political parties in PNG <ul style="list-style-type: none"> - Legal obligations - Ethical campaigning 	Registrar of Political Parties, Dr Alphonse Gelu
10.15am	Questions / comments	
10.30am – 11.00am - Morning Tea		
11.00am	Views from the field <ul style="list-style-type: none"> - Campaigning lessons learned - Ethical campaigning 	<ul style="list-style-type: none"> - Dame Josephine Abaijah (Former MP) - Janet Sape (former candidate)
11.30am	Questions / Comments	

11.45am	Developing a campaign timetable <ul style="list-style-type: none"> - Who are your priority targets? - What are your entry points? - Who can help you? 	- Dame Josephine Abaijah Janet Sape
12.15pm	Questions / Comments	
12.30pm – 1.30pm – Lunch		
1.30pm	Developing campaign messages <ul style="list-style-type: none"> - Identifying key issues - Integrating policy analysis - Reaching out to the public - Slogans + stickers + pamphlets + posters 	UNDP & Media
2.00pm	Questions / Comments	
2.15pm	Working with the media <ul style="list-style-type: none"> - Sound-bites and messages - Tips on public speaking - Press releases 	Media FM 100 Operation Manager, Mr Bonner Tito (BRIDGE participant)
2.30am	Questions / Comments	
3.00pm – 3.30pm – Afternoon Tea		
3.30pm	Group work <ul style="list-style-type: none"> - Campaign Messaging - Key targets - Campaign timetabling / priorities 	Communication Resource Person
4:30 pm	Overview of the training/Review of expectations Closing Remarks Certificates, Closure	UNDP Department For Community Development National Council of Women

ANNEX 8: Sample guidance on procedures during the Practice parliament – NAURU

Nauru Parliament Sitting – Steps During the Session

1. Bell rings

2. Speaker say Grace.

3. Message from the Speaker. Optional

4. Message from the President. Optional

5. Speaker: "Are there any **Petitions?**"
if none, Speaker proceed on to Question on Notice.

6. Speaker: "Are there any **Questions on Notice?**"

Questions will be on the Notice Paper.

Answers must be in writing and can also be verbally answered.

Supplementary Questions are to be asked when all questions on notice are asked and answered.

If none/after Questions are presented and dealt with, Speaker will proceed on to Questions without Notice.

7. Questions Without Notice (45 minutes)

Speaker: "Are there any Questions without Notice?"

Minister/Member: "Mr. Speaker, I wish to direct my question to the Minister responsible for health?"

Minister/Member: pose the question.

Speaker will advise the House if the time for asking or answering a question has expired. If time allowed is insufficient, either Member/Minister may ask for an extension.

Minister/Member: "Mr. Speaker, I move to seek indulgence of the Chair for an extension of 1 or ½ half to Question Without Notice.

Speaker to put the question to the House.

Speaker: "The question is that Question Without Notice be extended another 1 or ½ Hour, those in favour say aye, and against? The ayes have it.

Question resolved in the Affirmative or Negative.

When question time is completed the Speaker will proceed on to Ministerial Statement and Tabling of Papers.

8. Speaker: "Are there any Ministerial Statements or Presentation of Papers?"

Ministerial Statement

Minister/Members: "Mr. Speaker, I would like to give a brief statement on the Health and Medical Services Report." Read the full report.

Tabling of Papers

Minister/Member: "Mr. Speaker, pursuant to section of Act/Article..... of the Constitution, I lay on the Table the (title of Paper).

If the papers are not required to be tabled by statute

Minister/Member: "Mr. Speaker, for the information of Honourable Members, I lay on the Table the (title of paper)

9. Motions:

Matters on the Notice Paper presented during/at previous Sittings.

Presentation of Bills

Bills without prior notice

Sponsoring Minister/Member: Mr. Speaker, I seek leave of the House to move a motion.

Speaker: To put question to the House "Is leave granted?"

Ministers/Members: Aye

Speaker: "The ayes have it."

Question resolved in the affirmative.

Sponsoring Minister/Member: "Mr. Speaker, I move to present the (title of the Bill)

Minister/Member: to second the move.

Speaker: "The question is that the Bill be now read a first time, those in favour say aye and those against say nay?"

Ministers/Members: Aye

Speaker: "The ayes have it."

Question resolved in the affirmative.

The Clerk: To read title of the Bill.

First Reading (completed)

Sponsoring Minister/Member: "I move that the Bill be now read a second time."

Minister/Member: To second the move.

Speaker: "Question is that the Bill be now read a second time, those in favour say aye and those against say nay?"

Ministers/Members: Aye

Speaker: "The ayes have it."

Question resolving in the affirmative.

Sponsoring Minister/Member: To read the Speech.

After Second Reading Speech

To proceed the Sponsoring Minister/Member has to suspend Standing Order 159 to allow the debates to proceed forthwith.

Sponsoring Minister/Member: "Mr. Speaker, I move to suspend Standing Order 159 to enable the debates to proceed forthwith?"

Minister/Member: To second the motion.

Mr. Speaker: "The question is that Standing Order 159 be suspended to enable debates to proceed forthwith, those in favour say aye and against say nay?"

Ministers/Members: Aye

Speaker: "The ayes have it."

Question resolved in the affirmative.

"The floor is open for those who wish to debate on (Title of Bill)."

Debates ensued.

All debate is to be closed by the Sponsoring Minister/Member.

Sponsoring Minister/Member: "Mr. Speaker, I move that the Bill be now read a second time?"

Minister/Member: To second the Motion.

Mr. Speaker: "The question is the Bill be now read a second time?"

Minister/Members: Aye.

Question resolved in the affirmative.

The Clerk: To read the Title of Bill the second time.

Second Reading (completed)

Sponsoring Minister/Member: "Mr. Speaker, I seek leave of the House for the third reading of the Bill?"

Minister/Members: To second the motion.

Mr. Speaker: To put the question. "Is leave granted?"

Minister/Members: Aye.

Question resolved in the Affirmative.

Mr. Speaker: "The ayes have it."

Sponsoring Minister/Member: I move that the Bill now read a third time.

Minister/Member: To second the Bill.

Mr. Speaker: The question is that the Bill now read a third time.

Question resolved in the Affirmative.

The Clerk: Read the title of the Bill the third time.

Third Reading (completed)

Bill passed.

10. After Orders of the Day have completed,

One participant will say: "Mr. Speaker, I move that Parliament at its rising to adjourn to time and date to be set by the Chair?"

Member: To second the move.

Speaker will say: "The question is that Parliament at its rising to adjourn until a time and date to be set by the Chair, those in favour say aye and against?"

Minister/Members: Aye.

Question resolved in the Affirmative.

One participant will say: "I move that the Parliament to now adjourn."

Minister/Member: To second the move.

Speaker: "The question is that the Parliament do now adjourn."

Ministers/Members: Aye.

Question resolved in the affirmative

Adjournment debates ensued

11. After Adjournment:

Speaker: "The question that the Parliament at its rising to adjourn to a time and date by the Chair, those in favour say aye and against?"

Ministers/Members: Aye.

Question resolved in affirmative

Speaker: "The ayes have it. Parliament stands adjourn to a time and date to be set by the Chair."

ANNEX 9: Sample Order Paper and questions on notice – PAPUA NEW GUINEA

PAPUA NEW GUINEA | PRACTICE PARLIAMENT FOR WOMEN



ORDER PAPER

THURSDAY, 26 APRIL 2012
10.00am

1. PRAYERS
2. SPEAKER'S ANNOUNCEMENT
3. ASKING AND ANSWERING OF QUESTIONS

Question No. 1

Ms Regina Sophie Kambe (Madang) to ask Daphne Togabe Kepao (Morobe)

PNG has the worst maternal health statistics in the world. Out of every 100,000 births, 733 women die during childbirth. The Government provides some health services to women, but these are not enough. Because of this, in addition to the normal health services delivered by Government, there are silent women working in community organizations, advocating and delivering health services to rural women. For example, the Country Women's Association of Medang and other such organizations advocate and deliver services to address infant and maternal mortality. What is the government's policy on NGO delivery of health services and what is Government doing to support such non-government organizations to do this work, in terms of financial and technical support?

Question No. 2

Ms Sarisari Apelis (Western) to ask Rose Pihei (Bougainville)

The state of public facilities and economic and social infrastructure is deteriorating, and there is poor implementation of various development project and programmes, despite millions of Kina being given to implementation. Public servants have failed to implement and deliver tangible services to both rural and urban populations. With this in mind, what is the Government doing about improving performance of the public service and dealing with non-performance by many public servants?

Question No. 3

Ms Darina Niap (Enga) to ask Ms Matilda Koma (Central)

The District Services Improvement Programme (DISP) is intended to be used to assist people in rural areas, but the development situation in rural areas remains very bad. There are no roads, lack of basic services and very few community development projects. This means that the funds are not being used for the correct purposes. What is the Government's position in terms of making the implementation of the DSIP more transparent and accountable?

Question No. 4

Ms Linda Tule (National Capital District - NCD) to ask Ms Oini Kevari (Gulf)

The Government has endorsed the National Youth Policy 2007-2017. However, the National Youth Policy is not well implemented because not much awareness has been disseminated to educate stakeholders who need to work together to implement the Policy. The Policy is a sleeping giant waiting to be woken up. Youth are in the streets, going to prison for stealing while others get shot or killed by the police for stealing to survive. What is the Government planning to do to implement the National Youth Policy, in particular in relation to youth employment and youth crime?

Question No. 5

Ms Theresa Jaintong (Bougainville) to ask Ms Mion Kila (Morobe)

Many leaders in this country are not honest, not articulate, not vibrant and abuse their positions. They engage in nepotism and are corrupt. What is the Government doing about addressing corruption in leadership?

Question No. 6

Ms Mittie Katu Bradford (Morobe) to ask Ruth Francis (Manus)

As a person with a disability, living a positive life, I know there is a National Policy on Persons with Disabilities, which was launched by the Department of Community Development in 2008. The Convention on the Rights of Persons with Disabilities was signed by PNG in 2009 but has not yet been ratified or implemented. Does the Government agree that this Convention is important and if so, what is the Government doing to ratify the Convention so that the rights of people with disabilities in PNG are recognized and protected?

Question No. 7

Ms Rubbie Kamung (Morobe) to ask Ms Jeane Sliviak-Kidu (East Sepik)

I am a woman who is planning to run in the national elections in June. I have attended a very intensive and valuable training with 50-60 other very strong women leaders this week in Port Moresby. These women leaders have said that they want the Government to allocate more funds to train women candidates in national and local government elections, especially now that there will not be reserved seats for women in the national parliament. What is the Government's plan for supporting women candidates?

Question No. 8

Ms Josephine Toure Mandane (Madang) to ask Caroline Abani (Milne Bay)

Parents all over PNG commend the Government for implementing the Free Education policy last year. Unfortunately, this well-intentioned deed has created complications in schools that must be addressed immediately if every child is to truly enjoy their right to education. In particular, what is the Government doing to address the high rise in student enrollments and shortages of teachers and classrooms?

Question No. 9

Ms Rita Salangia (Madang) to ask Laeko Bala (Central)

89% of the people of Papua New Guinea depend on agriculture to sustain their livelihoods, especially in our rural areas. Women do much in of the agricultural work. What is the Government doing to help women in agriculture, in particular, to help women become better farmers and earn more money?

Question No. 10

Ms Angela Mandie-Flier (NCD) to ask Ms Balim Pokpok Sumanop (Madang)

A study on the link between violence against women and HIV/AIDS in four provinces in PNG – namely Western, Western Highlands, Morobe and NCD – by Dr Ione Lewis indicated that women who experience domestic violence are more vulnerable to HIV and experience violence when they reveal their HIV positive status. Women in a violent relationship were also less likely to practice safe sex due to the fear of violence. Violence against women and children is both a cause and a consequence of HIV and AIDs. Noting what a big problem HIV is in PNG and the connection between HIV and gender-based violence – what is the Government doing to address gender-based violence, violence against women and family and sexual violence?

Question No. 11

Ms Joan Jerome (Bougainville) to ask Ms Schola Kakas (Enga)

I am a member of the Autonomous Bougainville Government (ABG). The Constitution of Bougainville gave women three reserved seats in our parliament, from the South, Centre and North electorates. We are very proud that our constitution recognizes the valuable role of women in our House. In our first House of Parliament, the women Members who won in our reserved seats were Ms Maggie Toroasi and Ms Laura Appa – who at different times were Ministers in the ARB Government – and Ms Francesca Semoso, was the Deputy Speaker. In our second House, we now have the Hon Elizabeth Bouraine, who was elected as Chairperson for the Pacific Commonwealth Women in Parliament Group, Minister for Community Development, Hon Rose Pihei, who is with us today and myself.

ABG always has three women at a minimum, but the PNG National Parliament has only one women MP, Lady Kidu. We do not understand why the National Parliament passed the Equality and Participation Act for women, but then didn't move forward with amending the Organic Law, when that could have been don't before the 2012 elections – especially when ABG has shown that such seats work. What is the Government going to do to push for women's seats in 2012, and at least in 2017, to help women get elected to the National Parliament?

Question No. 12**Ms Janet Nisa (Southern Highlands) to ask Ms Julie Timothy (Madang)**

Our National Youth Policy defines youth as young people between the agenda of 12-25 years old. Our young people are our greatest natural resource, but at the moment, many are lost. Young people are involved in tribal fights, drugs and rascalism. These youth are not bad people, but often are without a job and this is why they are causing problems. What is the Government's plans to support young people, particularly in rural areas, to help them lead more productive lives?

Question No. 13**Ms Ori Bessi Posu (Morobe) to ask Ms Dorothy Tekwie (Sandaun)**

97% of the land in PNG belongs to the PNG people, but in the last two years the Government has passed a law to remove a further 20% of the land under the Government's Special Purpose Agriculture Business Lease. My question for the Government is – what mechanisms are in place to protect our land from being sold to foreign businesses using indigenous people as a front?

Question No. 14**Ms Jocerberth John (NCD) to ask Ms Martha Kare (Morobe)**

The National Government's Development Plan Goal Number 5 prioritises poverty alleviation. One way of reducing poverty is through vocational training which trains people to get more skilled and to get a job. What is the Government's policy on supporting vocational training, in particular through building vocational training centres throughout the provinces of PNG?

Question No. 15**Ms Margreth Apakia (East Sepik) to ask Ms Janet Sape (NCD)**

As raised in other questions, the women of Papua New Guinea have been very disappointed that the Equality and Participation Act was not implemented and that the 22 women's seats were not introduced for women. However, there are other options for promoting women in politics, in particular through political parties. What is the Government's position on introducing policies or legislation requiring all political parties in PNG to nominate a minimum 30% of women candidates, with the Registrar of Political Parties being able to fine or penalize political parties who don't nominate proper numbers of women?

Question No. 16**Ms Rachel Silas to ask Ms Delilah Kelly (Morobe)**

Everyone in the country knows that corruption is eating up the resources of our country. We are rich - but our people are poor and they don't get the services they deserve. Part of the problem is that our public servants know that things are going wrong but they are scared of reporting corruption to people for investigation because they worry that they will lose their jobs or get into even bigger trouble. What is the Government's position on enacting whistleblower legislation, setting up an anonymous hotline for people to report corruption or implementing any other reforms to stamp out corruption in the public service?

Question No. 17**Ms Ellie Waka (Southern Highlands) to ask Ms Gilam Michael (Morobe)**

In the Melanesian society, we have some very strong cultural values, supported and strengthened by our Christian principles. In the process of a man and a woman coming together, they live together and are recognized as husband and wife. In the process, they develop certain obligations to each other, particularly when there are children borne inside the relationship. However, in PNG it is becoming very common for the man to desert the woman, and take on another wife. So we are ending up with fatherless children, and women who have no support. What is the Government doing – through legislative reform, policies and programmes – to ensure that women and children who are deserted are still protected and taken care of, including with financial support?

Question No. 18**Ms XXXX to ask Ms Rita Saulei**

After two decades of work, HIV and AIDS is still a big challenge for PNG. UNAIDS has reported that there have been almost 30,000 cases reported of people living with HIV in the Pacific, and more than 5000 new HIV cases diagnosed in 2008. Of those cases, over 99% were in PNG. In PNG, there are more than 28,000 reported cases, but UNAIDS estimates that more than 50,000 people are living with HIV. What is the Government doing in health and education to tackle the challenge of HIV, including by promoting condom use and educating young people?

Question No. 19**Ms Nahau Rooney (Manus) to ask Ms Effo Mare (Morobe)**

In the last 10 years, we have seen an increase in foreign investors who are operating and involved in the sale of goods in the market place, who are owning and operating trade stores and who are generally involved in the informal economic sector. The informal sector is a key means of livelihoods for poor Papua New Guineans. With that in mind, what is the Government's policy on restricting informal economic activities to indigenous PNG citizens only?

Question No. 20**Ms Jennifer Mondia (Eastern Highlands) to ask Ms Grace Nari (Enga)**

The "Mama Law" – our National Constitution – was originally written, debated and endorsed by our founding fathers of the Haus, together with our colonisers in the late 1960-70s. Since Independence, the Constitution has never been thoroughly reviewed by consultations throughout the whole country. Noting the challenges our constitution is facing, what is the Government's position on starting a participatory constitutional review process involving the whole nation?

Question No. 21**Ms Sophie Mangai (East Sepik) to ask Ms Maureen Duwang Bakaia (Northern)**

The Government has acceded to all of the major six international human rights treaties. However, the Government has not yet acceded to the Convention Against Torture, even though the right to freedom from inhuman treatment is identified in the National Constitution as a fundamental right. PNG has big problems with police brutality and a number of human rights reports have shown that the levels of brutality inflicted by the police amounts to torture. In that context, what is the Government's position on ratifying the Convention Against Torture and protecting people's rights against torture, including by the police?

Question No. 22**Ms Martha Kaiun (Simbu) to ask Ms Opa Tamean (Enga)**

People cannot live good lives if they are not healthy. The Government has agreed to the Millennium Development Goals and three of the goals focus on good health. Goal four is on maternal health, goal five is on infant health and goal six is on dealing with HIV and other diseases like that. We all know that health services are important, but can the Government explain how the health services are specifically reaching out to the remote area and district and provincial level areas?

Question No. 23**Ms Michelle Tony (East New Britain) to ask Ms Maria Kale (Simbu)**

PNG is a rich country and we are getting more and more money from LNG. But we still have very bad infrastructure and our roads in provincial and local areas are very bad. Can the Government please tell us what they are doing to provide feeder roads to all the wards that need them and to make sure that money given for roads is used properly to deliver good roads for the people?

Question No. 24**Ms Loujaya Toni (Morobe) to ask Ms Jennifer Baing (Morobe)**

Multi-national resource extraction companies are given ten year tax holidays as incentives to bring development to Papua New Guinea within the given time frame, but the development they supposedly bring does not offset the amount of environmental damage being caused by their activities. Drawing on experiences in other countries, it has been suggested that tax holidays should be abolished and a 30% annual income tax should be imposed on these companies to compensate for the damage they are doing. What is the Government's policy on ensuring resource extraction companies implement environmentally friendly practices and offset any damage they do to the environment?

Question No. 25**Ms Cecellia Kimagle (Simbu) to ask Ms Margaret Loko (NCD)**

Law and order is a problem in PNG. In particular our women and children often face violence, both inside their houses and outside their houses in the street. Rape is a big problem and women are also being attacked because people say they are involved in witchcraft. Can the Government inform Parliament what the Government is doing to protect women and children in the absence of law and order, and in particular, what the Government is doing to amend laws so that women cannot be attacked for witchcraft?

Question No. 26**Ms Maria Hayes (NCD) to ask Ms Antonia Ganim (East Sepik)**

What policy or law does the Government have in place to encourage investors from outside the country to develop the geothermal places in our country, such as Victoria Bay, or places in East Sepik and East and West New Britain?

3. **BILLS**

Bills – Second Reading

‘The Youth Reproductive Health Rights Bill 2012’

Ms Maureen Bakaia to introduce the Bill.

Bills – Committee Stage

‘The Youth Reproductive Health Rights Bill 2012’

Ms Loujaya Toni to move the following amendment:

“That the definition of “sex education” in Clause 2 (a) is replaced entirely with the clause “ethics and morality education” means education based on Christian principles about one’s identity, the sanctity of human reproduction, the liabilities of promiscuity and teenage pregnancies, including education on ethical conduct and principles that guard the framework of one’s existence and education on morality which covers spiritual and mental values that one holds within the Christian education framework”

And all references to “sex education” throughout the Bill be replaced accordingly with this new definition of “ethics and morality education.”

Ms Regina Kambe to move the following amendment:

“That Clause 3 (1) is amended to add after the words “Principals” the word “and Head Teachers”,

And that all references to “Principals” throughout the Bill be amended accordingly.

Ms Kem Hesingut to move the following amendment:

“That Clause 3 (1) is amended to replace the words “government primary and secondary schools” with the words “government and private-owned and church-owned primary and secondary schools”,

And that all references to “government primary and secondary schools” throughout the Bill be amended accordingly.

Ms Sarisari Apelis to move the following amendment:

“That Clause 3 (1) is amended by removing the words “available in all bathrooms on school property” and replacing them with “available from the class patron’s office”.

Ms Angela Mandie-Flier to move the following amendment:

"That Clause 3 (1) is amended by removing the words "all students above the age of 8 years old" and replacing them with the words "all students from the elementary grade through all grades of primary and secondary school".

Ms Rachel Silas to move the following amendment:

"That Clause 3 (2) is amended to add after the words "Ministry of Education" the words "working with the Ministry of Health and the National Aids Council".

Bills – Third Reading

'The Youth Reproductive Health Rights Bill 2012'

4. MOTIONS

Motion of Adjournment

Ms Francesca Semoso to move the following amendment:

"That Parliament do now adjourn."

Thursday 26th April 2012

ANNEX 10: Sample Order Paper and Motion – Kiribati

KIRIBATI PRACTICE PARLIAMENT FOR WOMEN



MANEABA NI MAUNGATABU

ORDER PAPER

MONDAY 8 AUGUST 2011

10.00am

1. PRAYERS
2. ORAL QUESTIONS AND ANSWERS (refer to white sheets attached)
3. MOTION

3.1 Ms Rakeiti Mackenzie, MP (TUC) will move;

Motion No. 1

That this House urges the Government to recognize that Climate change is a key issue for Kiribati and in responding to climate change, the Government of Kiribati should focus primarily on “migrating with dignity” by training our young people in readiness for migrating to other countries and focus less on climate change mitigation activities.

Translation/Rairana

Bwa te Auti aei e kairoroa te Tautaeka bwa ena kina bibitakin kanoan boong bwa e kakawaki ibukin Kiribati ma ngaia are e butiaki te Tautaeka bwa ena moanibwaia te mwainginako man te konabwai rinanon wakinan kataneiai nakoia ara roronkirake bwa ana tauraoi ni mwainginako aban tinaniku ao ni kauarerekea taekan kakaeen bwain aorakian te rotaki man bibitakin kanoan boong.

4. BILL – FIRST READING

4.1 Youth Reproductive Health Rights Bill 2011

Hon. Moia Tetoa will move;

That the Youth Reproductive Health Rights Bill 2011 be read the first time.

Translation/Rairana

Bwa te Biira ae te Youth Reproductive Health Rights Bill 2011 ena warekaki te moan tai.

5. ADJOURNMENT MOTION

Hon. Tetibe Tabwea will move;

That this House do now adjourn.

Translation/Rairana

Bwa te Auti aei e nang motirawa moa ngkai.

ANNEX 11: Sample evaluation questionnaire for participants

EVALUATION QUESTIONNAIRE

This questionnaire seeks to assess participants views of the usefulness of the Training & Practice Parliament for Women held on [insert date]. In particular, this questionnaire seeks qualitative feedback on the value of the training as an input in support of women candidates for the next National Elections.

Name: (OPTIONAL) _____

Overview

1. Have you ever run as a candidate in national elections before? YES ☐ NO ☐
2. Have you ever run as a candidate in local council elections before? YES ☐ NO ☐
3. Before you attended this training, were you intending to run in the 2011 National elections? YES ☐ NO ☐
4. (a) Are you now intended to run in the next National elections? YES ☐ NO ☐
(b) If your answer is No, then what will you do to in order to make use of what you have learnt?

3-day Parliamentary Training Feedback

5. What were your expectations of the training and Practice Parliament?

6. To what extent were your expectations met?

1	2	3	4	5
Fully	Very well	Quite well	Not very well	Not at all

7. **Content:** How do you feel about the content of the training program (e.g. objectives, topics and sub-topics presented?). Was the training relevant and useful? Did the content of the programme match your objectives in attending?



Indifferent



Disappointed



Frustrated



Happy



Delighted

8. **What was your favourite session(s)? Why?**

9. **What was your least favourite session(s)? Why?**

10. **To what extent do you expect this training will assist you to better run a campaign as a candidate in local or national elections? (if you are not intending to run, to what extent do you think the skills you have gained will help you more effectively engage in Kiribati politics?)**

1
No
Difference

2

3

4

5
Tremendous
Difference

11. **Do you have any suggestions for how the training could be improved?**

2-day Practice Parliament

12. How would you rate the Practice Parliament in terms of (please tick one box):

	Excellent	Good	Average	Poor
Question Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debating the DV Bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debated the RHR Bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What did you value most about the Practice Parliament?

14. What did you value least about the Practice Parliament?

15. Do you have any suggestions for the how the Practice Parliament could be improved?

16. Do you have any suggestions for follow up?

17. Any other comments or suggestions:

Thank you.

60

PRACTICE PARLIAMENT FOR WOMEN **TRAINING MANUAL**



*Empowered lives.
Resilient nations.*

UNITED NATIONS DEVELOPMENT PROGRAMME

Level 8, Kadavu House, 414 Victoria Parade
Private Mail Bag, Suva, Fiji
Tel: 679 331 2500 | Fax: 679 330 1718
Email: registry.fj@undp.org | www.pacific.undp.org