

Annexes

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Appendix 1: Literature Review

Literature Review: Pacific Women Parliamentary Partnerships Project 2013-2018

1. Introduction

This brief literature review was commissioned by *Pacific Women* as part of the mid-term evaluation of the Pacific Women Parliamentary Partnership Project (PWPP) formative evaluation in mid-2016. The design and implementation of a program's quality is partly determined by having a good understanding of the theories of change and approaches that underpin the program. This understanding needs to be in the program's design and in its implementation. This document focuses on the theories and approaches relevant to the PWPP program and highlights lessons learned and success factors.

This literature review will also help answer three of the questions about relevance from the PWPP evaluation:

- Were there activities that could have been delivered that were not, and if so, why?
- To what extent were the activities delivered the right ones for addressing the needs of women parliamentarians, parliamentary staff and Pacific parliaments?
- To what extent was the chosen modality the most appropriate for achieving Project objectives?

The complete answers to these questions are not included in this report, but will be part of the final report for the PWPP evaluation (due in late 2016).

2. Best practice approach to development programs in the Pacific

The design of PWPP Project should reflect best practice approaches to development programs in the Pacific context. An experienced practitioner in this space is Deborah Rhodes. In 2014, she wrote a book 'Capacity Across Cultures: Global Lessons from Pacific Experiences' considering capacity development in the Pacific, centred on stories told by Pacific Islanders and their development partners about effective capacity focussed programs. In this she proposes that development activities will be 'more effective if they consider and respond to the cultural values which influence the existing and nature of capacity and how it changes over time' (2014).

Rhodes (2014) argues that aid activities often aim to change behaviour without acknowledging that for such changes to be sustained they need to be aligned with changes in values, which are deeply embedded in culture. There will be a higher chance of success with changing behaviour and values, and the sustainability of any changes, if programs are culturally informed. Her preferred method of capacity development includes 'engaging in development dialogue with people under their local condition, drawing upon their expert knowledge and values, and tapping into their already established capacities.'

The major elements and guidance highlighted by Rhodes (2014) are:

- Views of capacity are influenced significantly by cultural values;
- No-one can build another's capacity – Pacific Islanders are responsible for their own capacity and program managers will only influence this if their contribution makes sense in terms of cultural values;
- Context matters – cultural values which underpin the behaviour of organisations and communities in each context should influence the design, delivery and evaluation of external aid programs.

The design of PWPP does not currently reflect Rhodes thinking. Furthermore, the agency currently delivering PWPP does not have a good understanding of or experience in designing and delivering development programs in the Pacific.

3. Gender equality approaches, women's leadership approaches and gender mainstreaming

This review does not attempt to cover these topics in detail as they are well documented in other work. However, it is important to note that the design of PWPP needs to understand and position itself in relation to these sectorial and theoretical spaces, including Women's Leadership and Gender Mainstreaming. The important lessons learned here are that these two approaches whilst very similar and overlapping in this work need to be considered separately. This requires a distinct understanding of the focus on stakeholders within each area. In a Women's leadership the focus is on empowering women to be leaders and supporting them to enter decision-making spaces. Hence the approach is on individual or groups of women leaders and potential leaders. Alternatively Gender Mainstreaming is focused on Institutional and cultural change.

The Rao and Kelleher model¹, the Change Matrix articulates this difference by identifying four domains in which gender power structures operate. See Figure1.

Figure1. Rao and Kelleher Model of change.



Women's leadership work is primarily focused on the top two quadrants as it is Individual focused. And alternately Gender Mainstreaming work is positioned in the bottom two quadrants as it is systemic focused. The work of PWPP in working to 'increase Gender Equity in Pacific Parliaments' can be described as Gender Mainstreaming, situated in the bottom left quadrant and hence focused on Internal Culture and Deep Structural Change. Therefore, the stakeholders for this work are then all the people that are involved in the institution in question. Figure 2 gives more detail of the desired outcomes in each quadrant.

¹ Originally developed by Aruna Rao and David Kelleher at Gender at Work (2002) and adapted by Srilatha Batliwala(2008)

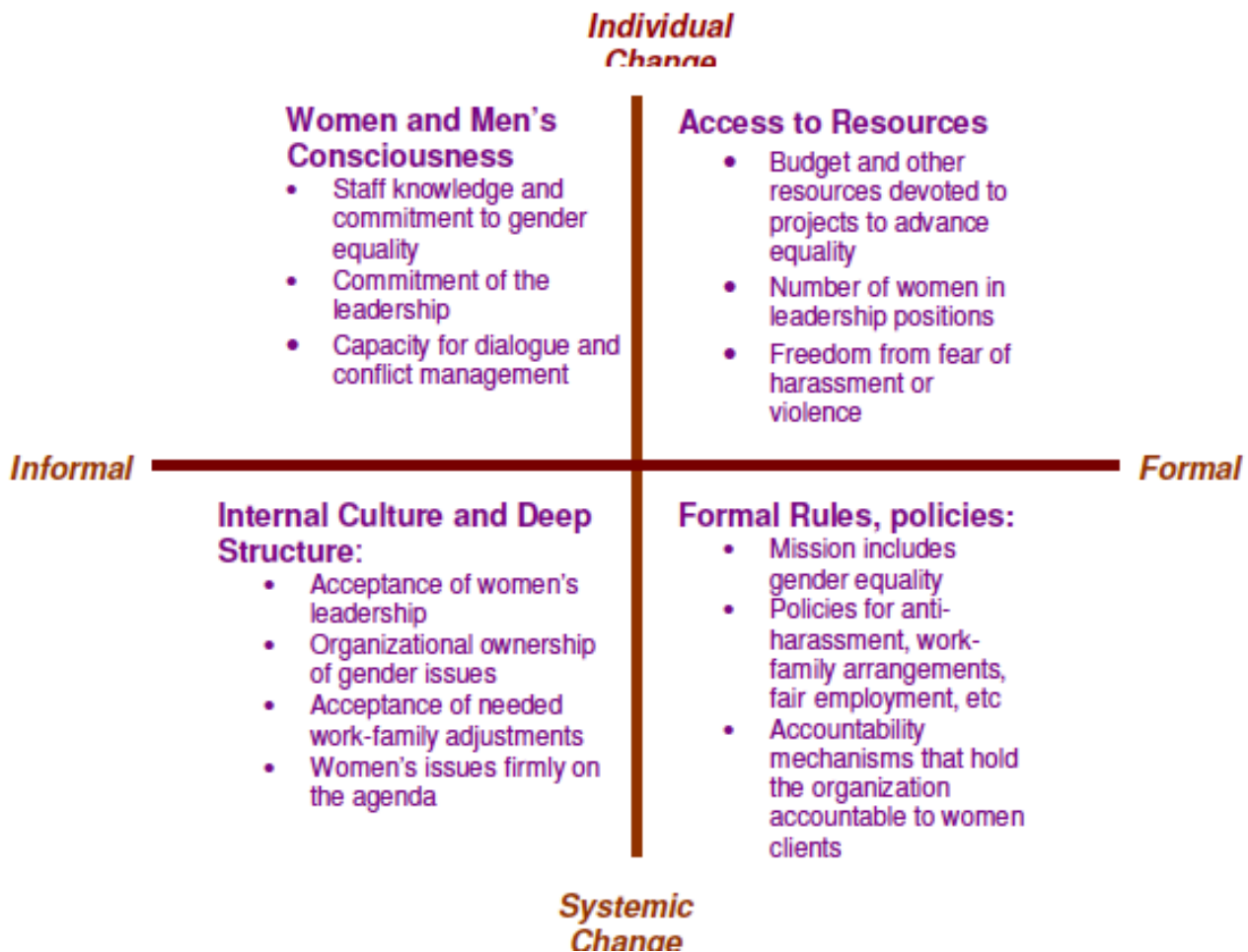


Figure 2: Gender at Work : Equality and Institutional change

The United Nations Development Programme (UNDP) developed and presents 6 actions to expand women's empowerment to gender equality in Elected Office in Asia Pacific (Norris, 2012). The 6 Action Steps are:

1. Constitutional Reform to remove any residual forms of sex discrimination or limits to equal citizenship
2. Implementation of new electoral systems and party laws to support more equal participation of women
3. Implementation of gender quotas, including reserved seats
4. Voluntary reform of political party rules to increase gender equality within the internal organisation, membership, selection rules and nomination procedures
5. Capacity building of potential of women candidates and elected members through *equal opportunity initiatives* (candidate training, recruitment initiatives, and knowledge networks), *initiatives to combat stereotypes and raise awareness* (monitoring and reporting the number of male and female candidates for elected office by national statistical offices, diversity audits, media campaigns and citizen education), and *political party initiatives* (party action plans, women's sections, fundraising, and women's parties).
6. Introduction of gender sensitive rules and procedures in legislative bodies, such as mainstreaming gendered policy issues, the hours of parliamentary sitting, the recruitment of leadership positions within the legislature, and the provision of childcare and maternal facilities

In 2014, Clark reviewed over 75 programs delivered by 26 organisations, including Pacific regional organisations, UN bodies, development agencies, national governments and women's NGO's. The study focussed on programs aimed at increasing women's participation in Parliament broadly (whereas PWPP focusses on supporting women after they are elected). Clark assessed the programs against the UNDP's 6 Action Steps with the aim of developing recommendations for UNDP's 2014-17 work program. Clark (2014) found all 26 agencies were delivering capacity development programs (Action 5). She also highlighted a gap - that very few activities being undertaken or planned for Action 2 or Action 4. Clark refers to PWPP as being aligned with Action 6 and describes it as being about the creation of gender sensitive parliaments.

The study also highlighted the need for more programs to specifically engage with men, particularly male MP's and male political leaders at local level, who could be encouraged to act as champions for change, advocate for women's political leadership and mentor women candidates. This is in line with the notion of Gender Mainstreaming outlined in the Rao and Kelleher model above. And, the design of PWPP should take this into consideration.

Norris (2012, pg. 13) also presents a decision tree to help nations decide which intervention to use to strengthen gender equality in their context as a 'one size fits all' approach is not appropriate. The prompt questions are:

- Is constitutional reform under debate?
- Is reform of your electoral laws under debate?
- Is the adoption of a gender law under debate?
- Is your own political party debating reforming its internal constitution, rule-book and nomination procedures?
- Are there debates about ways to expand the capacity and skills of aspirants and candidates for elected office?
- Is parliamentary reform under debate?

Another field of work worth considering is general Leadership Development Programs. In a report commissioned by Developmental Leadership Program (DLP), Lyne de Ver and Kennedy (2001) reviewed 67 Leadership Development Programmes (LDPs) as a tool for development policy. They argue that donor and recipient organisations need to be more discriminating when choosing or designing programs and that understanding the 'political' nature of leadership is the key to good design.

The report argues that, 'in addition to individual skills, leadership is a process that involves the fostering and use of networks and the formation of coalitions as a means of overcoming the many collection action problems that define the challenges of development. Programmes based on 'Western' organisational leadership training models tend to focus on the individual attributes of alleged 'good' leaders and presuppose the existence of robust institutions in the context in which participant's work. These programmes tend to overlook the importance of the 'political' and 'shared' nature of leadership, particularly in contexts where institutions are weak or absent. Effective 'leadership for development' programmes should include giving participants the understanding, tools and experience to foster networks, form coalitions and work politically in a positive sense'.

In a review of the literature on women's leadership in the Pacific, McLeod (2015) said 'given the limited number of Pacific women in parliament, little research exists on the factors underpinning their success and the outcomes of their representation. The exception was a paper by Corbett and Liki (2015), which examines the experience of women parliamentarians in the Pacific. Many of

these women are from political families or are the wives or daughters of prominent male chiefs, foreign nationals or businessmen. Such connections may influence women's success for two main reasons: access to wealth (and associated benefits like education), and access to the powerful networks required to mobilise support. Corbett and Liki (2015) also find that, consistent with global trends, women tend to enter politics at an older age than men, and typically have a civil service background.

Kenway et al. in Women's Leadership: Evidence Review, for the Office of Development Effectiveness DFAT (2014) reviewed the evidence about women's leadership (broadly, not just focussed on parliaments). The review covered academic and grey literature, and documents from AusAid, DLP, other donors and governments. They concluded that the root causes of gender inequality contributing to women's lack of leadership are complex. They suggest that the theories of change for women's leadership programs should incorporate changes at multiple levels to be effective. They suggest structuring theories against the following domains: **agency, relations and structures**.

- **'Agency'** refers to women's capacity, knowledge and skills and is a necessary precondition for exercising leadership. Engagement at this level prepares women to take on leadership roles. Women's agency is often the primary focus of leadership programs, but this level of change represents just one component contributing to women's leadership.
- At the **'relations'** level, women's leadership can be supported by promoting joint household decision-making including with men (in areas such as household spending, health and education), encouraging men and women to share in household tasks and care-giving, and facilitating links between women and coalitions and other types of collective action. Again, this is an essential pre-condition to women taking on leadership roles.
- At the **'structures'** level, critical elements include challenging harmful cultural and social norms, advocating for policy change including quotas and political reservation and, importantly, encouraging men to use more inclusive means of decision-making in their own leadership roles. In the parliaments context, this includes scheduling sessions late in the day (clashing with family responsibilities and posing security risks) and parliaments being in distant locations (causing problems relating to transport access and cost).

It is usually assumed that women leaders will act on behalf of women's interests and greater gender equality, but according to Kenway et al (2014), the literature suggests that this is not necessarily the case. For example, 'women may feel the need to limit the extent to which they voice their concerns to remain in power or to be respected by men in leadership positions'.

Relating the Kenway et al (2014) study to PWPP, we can see:

- Objective 1 of PWPP focusses on developing the capacity of individual. This aligns with the Agency domain.
- Objectives 2 and 3 are focussed at the Structures level.
- PWPP does not directly address the Relations domain.

4. Gender sensitive parliaments

The PWPP Project also aims to contribute to **gender sensitive parliaments**. In a report for the IPU, Palmieri (2011) states that a gender sensitive parliament is one that responds to the needs and interests of both men and women in its structures, operations, methods and in its work.

Recommendations from this report to increase gender sensitivity in parliaments include:

- Increase the number of women in parliament and strengthen their presence
- Institute or improve gender-sensitive infrastructure and parliamentary culture
- Expand the role of parliament in gender mainstreaming and develop adequate mechanism to implement mainstreaming processes
- Ensure that responsibility for gender equality is shared by all parliamentarians, men and women, and that the strategy for gender mainstreaming is evenly distributed across all parliamentary work
- Make political parties more democratic and transparent
- Strengthen gender equality legislation and policy
- Offer gender awareness training seminars for all members and parliamentary staff
- Improve the gender sensitivity of parliamentary staff

Please note, the IPU report (2011) is not only about parliaments in the Pacific region, but is a worldwide study.

5. Influencing approaches, including 'right to be heard' and networking

Oxfam Australia (2014) has six goals to change the world. Goal number one is 'The right to be heard' (RtBH). Oxfam Australia has developed an 'Outcomes Hierarchy' that expresses the RtBH theory of change. The second Goal is Gender Justice but Oxfam Australia sees Gender as a cross cutting theme and hence all their theories of change must consider and implement Gender Justice. Hence, the RtBH theory of change is relevant to PWPP. Oxfam's RtBH approach can be categorised as an 'influencing or advocacy' approach to change. This approach is like the influencing approach being taken by *Pacific Women*. There is one key elements of the RtBH Outcomes Hierarchy that is relevant to PWPP.

The RtBH Outcomes Hierarchy clearly distinguishes the difference between a network and a coalition and the different strategies to achieve each of them. One of the key activities of the PWPP project currently is to **build networks** amongst women parliamentarians and Parliamentary staff. Given this, it important to understand how networks form and operate to influence change and how networks are different from coalitions.

Reinelt (2016) describes 'networks' as the relationships that people have with each other through which information, ideas, resources, experience, interests and passions are shared. She makes the distinction between a network and a 'coalition', which are 'networks in action mode', partnerships amongst distinct actors that coordinate action in pursuit of shared goals. Coalitions often have a more formalised structure with members making a long-term commitment to share responsibilities and resources.

Reinelt also describes three functions of coalitions (connectivity, alignment and action) and the difference between command and control leadership and network leadership.

Reinelt then also describes five core capacities that are essential for coalition success – leadership, adaptive, management, technical and cultural capacity. She suggests the following two are the most important ones to focus on:

- Adaptive capacity - the ability of a coalition to monitor, assess, and respond to internal and external changes; and
- Cultural capacity - the ability of coalition members to foster trust; demonstrate respect.

It is important to note that is that networks are loosely conceived and not too intensely designed or implemented. Just by bringing a certain group of people together they will naturally network.

However, forming a coalition that takes effective action is a significantly more difficult task that requires good design and quality implementation. A coalition is a unified response to a 'wicked problem' that members have found they cannot overcome through normal interventions.

6. MENTORING and COACHING

Mentoring and coaching are recognised as effective ways of strengthening leadership. Rhodes (2014) argues that long-term mentoring, which emphasises confidence building, are more likely to result in a successful capacity building program in the Pacific than short term externally driven programs.

According to Leadership Victoria (2016) 'research shows that informal relationship based learning such as mentoring serves as the most powerful source of individual and career performance'. It is about developing a relationship over time which grows and is based on active listening, encouragement, constructive comments, openness, mutual trust, respect and willingness to learn and share.

The literature search revealed many different definitions of mentoring and coaching. Often the terms are used interchangeably and often the terms are used mean the opposite of each other. However, the most common definitions are:

- Mentor usually describes someone who has expertise or experience that they can then impart to another person.
- Coach usually refers to someone who focusses on facilitating a process and using reflective practice (pers. comm. H. Svendsen, 2016).
- A mentoring relationship is 'relational', whilst a coaching one is 'functional' (Management Mentors, 2015).

Regardless of whether a program is coaching or mentoring, informal or formal, it is essential that it is planned and managed in a programmatic frame. There are many examples of 'step by step' processes for developing such programs. For example, according to Capital Wave Inc (2010), the 7 steps to creating an effective mentoring / coaching program are:

1. Defining the goals of the program
2. Designing the program
3. Implementation
4. Measurement
5. Changing your program
6. Look for ways to expand
7. Make it permanent

According to Management Mentors (2015), formal mentoring programs need:

- a strategic purpose,
- a project manager, to design and implement the program including matching mentors and mentorees, monitor, evaluate and report progress
- a process whereby matching occurs depending on the specific needs of the mentoree
- training for mentors and mentorees
- a safe environment where mentors and mentorees feel safe to trust one another and share their experiences and emotions
- provide communication and support to both mentors and mentorees

7. TWINNING

In this context, twinning is defined as a relationship between two parliaments, similar to the 'sister city' relationships that exist between cities of different countries (CPA, 2016). Australian and Pacific parliaments that belong to the Commonwealth Parliamentary Association (CPA) are participating in a twinning program that provides the opportunity to enhance relations, exchange information and learn from each other. The concept of twinning is similar to the 'sister city' relationships that exist between cities of different countries. The twinned parliaments sign an agreement which commits them to exchanges of information, training activities together and exchanges of visits to assist with the professional development of parliamentarians and parliamentary staff.

The twinned Australian and Pacific parliaments are:

- Australian Capital Territory with Kiribati
- New South Wales with Bougainville and Solomon Islands
- Northern Territory with Niue
- Queensland with Papua New Guinea and Vanuatu
- South Australia with Tonga and the Marshall Islands
- Tasmania with Samoa
- Victoria with Nauru and Tuvalu
- Western Australia with Cook Islands

The national parliaments of Australia and New Zealand provide an overall coordination role for the twinning program, through the Pacific Parliamentary Partnerships Program.

Key elements of the twinning arrangements include:

- skill building workshops
- exchanges
- the development of long term relationships

8. Methodology and comments on the challenges

This literature review was undertaken in July – September 2016. The process involved following reference lists from key articles, Google searches, wider reading and sourcing papers from PWPP and Pacific Women. The focus was not on literature published in peer reviewed journals, but instead on grey literature (e.g. government reports, policy statements and issues papers, research reports, newsletters, fact sheets). Search terms included women's leadership, leadership, theory of change, twinning, mentoring, women parliamentarians and Pacific development.

Throughout this literature search, many papers were uncovered that described programs being delivered in this space, but there were limited papers on the *effectiveness* of these programs and the underpinning logic model was not always explicit.

There is 'surprisingly little existing research or analysis on the impact of women's leadership' Gill et al (2009) cited in Walton (2012). This is despite a growing range of measures and indicators to measure the efforts of women's leadership programs. Walton (2012) concluded 'measuring and evaluating women's leadership is difficult because individual leadership is not easily separated from its context or from its nature as a shared and political process; because efforts to promote leadership are highly varied in their methods and address a wide range of leaders; and because results can often be evaluated only indirectly'.

Kenway et al. (2014) also concluded that there needs to be more diverse monitoring and evaluation approaches to measuring women's leadership (this study was broader than leadership in Parliaments).

Norris (2012) also made similar comments about capacity building programs as a step toward gender equality. She said that there are numerous examples of these types of programs and they are often seen as successful, but it is often difficult to assess overall effectiveness.

McLeod (2015) also identified an evidence gap in this area and concluded that ‘we do not know if Pacific women legislate differently to men, nor how (or whether) they mobilise support for attention to issues of specific concern to women while in parliament’.

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Abbreviations

DLP – Development Leadership Program

LDP – Leadership Development Programs

ODE - Office of Development Effectiveness, Department of Foreign Affairs and Trade

ODI – Overseas Development Institute

PWPP – Pacific Women's Parliamentary Partnerships Project

UNDP – United National Development Programme

Appendix 2: Evaluation Fact Sheet

Pacific Women's Parliamentary Partnerships (PWPP) Program Evaluation 2016

Fact Sheet

BACKGROUND

The Pacific Women Parliamentary Partnerships (PWPP) Project (2013-2017)

Pacific Women Shaping Pacific Development project (*Pacific Women*), is a \$320 million, 10-year program (2012-2022) focused on enabling women and men across the 14 Pacific Island Forum countries to improve the political, social and economic opportunities for women. PWPP is a key project that contributes to one of the intended outcomes of *Pacific Women*: Women, and women's interests, are increasingly and effectively represented and visible through leadership at all levels of decision-making.

PWPP works with parliaments in the Pacific Islands Forum community and the parliament of the Autonomous Region of Bougainville. It is delivered through the Parliamentary Skills Centre, Department of the House of Representatives in Australia and has three end-of-project **objectives**:

- Pacific women parliamentarians are supported in their parliamentary and representational work and are better able to use parliamentary mechanisms to raise gender equality issues.
- Pacific parliaments have improved mechanisms to raise and effectively consider gender equality issues and engage their communities on those issues.
- Parliamentary staff have improved capacity to support the gender equality work of parliaments.

What do we want to know?

Leanganook Yarn has been commissioned by the *Pacific Women* Support Unit on behalf of the Australian Department of Foreign Affairs and Trade (DFAT) to undertake a formative mid-term evaluation of PWPP 3 years into implementation of the project. It is an independent evaluation focussed on establishing the extent of progress, effective strategies, and transferable lessons for engaging and supporting Pacific women parliamentarians and Pacific parliaments to identify, consider and respond to gender equality issues.

The evaluation will focus only on the evaluation domains of relevance, effectiveness and efficiency and hence will answer the following broad questions:

1. How relevant was the program design, including the activities delivered?
2. What has been the impact of the PWPP program so far?
3. How efficiently has the program been implemented so far?
4. What improvements could be made to the program in the future?

The methodology - how are we going to find out?

Evaluation methods include:

- A targeted literature review
- A desktop analysis of all relevant existing program documents.
- Interviews, surveys and a webinar with:
 - Pacific women parliamentarians and parliamentary staff
 - Australian and New Zealand parliamentarians and parliamentary staff.
 - PWPP program managers and Parliamentary Skills Centre staff
 - *Pacific Women* program staff, including funding agencies and managers (past and present); and

- Case studies will also be developed from some of the PWPP program participants.

Data will be analysed and recommendations developed about how PWPP can be improved in the final years of implementation.

The evaluators – who are we?

Leanganook Yarn (www.leanganookyarn.com), led by Natalie Moxham, is undertaking this evaluation. Natalie is an experienced evaluator who has worked as a design, monitoring and evaluation consultant for 10 years and as a facilitator and program manager undertaking participatory processes for over 20 years. Natalie is supported by:

- Vanessa Hood, a facilitator and evaluator (Rooftop Social) and
- Neil Penmnan an IT consultant (SMAP consulting), with experience in mobile and online data collection systems.

The team has evaluated programs both in Australia and overseas and are all members of the Australasian Evaluation Society (www.aes.asn.au), which binds their professional conduct to an evaluator's code of conduct and ethics.

Evaluation process – what is involved?

The stages and activities in the evaluation are described below:

Stage	Activity	Date
1. Planning	Development of the evaluation plan	July – August 2016
2. Data collection	Interviews, surveys, webinar, case studies	August – September 2016
3. Data analysis	Analysis of the evidence and development of recommendations	October 2016
4. Reporting	Report writing and presentation to key stakeholders	October 2016

Consent and confidentiality

An ethics process and policy has been developed for this evaluation in accordance with the Australasian Evaluation Society Code of Ethics. This will be followed throughout the evaluation. Full, prior and informed consent will be sought from evaluation participants and who will be given a clear explanation of the evaluation and the use of information that they provide.

Data collection methods, use and storage

The interviews and case studies will be recorded by hand. The surveys and webinar will be recorded online. Data will be held and used confidentially and information will be de-identified where possible. The information you provide will be put together with the other information collected from program staff and program participants. This will form a 'story' about the progress of the PWPP program to date. All the information collected will be kept in a confidential place by the Evaluation team and will only be used for evaluation purposes described above.

If you are telling a story it is recommended that you only include information in this story that you are happy to share freely. If you have something confidential to say, please let us know and we will make sure that this stays confidential.

The evaluation results will be provided to DFAT in a report in late 2016 and will be used to improve the program in the next phase of delivery.

More information

If you would like to know more about the evaluation or wish to communicate directly with the evaluators.

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Appendix 3: Interview and Survey Questions

Semi-structured interview schedule - comprehensive

The interviews focus on all three domains in the evaluation: i.e. relevance, effectiveness and efficiency.

Name of interviewer:	
Name of interviewee:	
Date and time of interview:	
Place of interview:	

Introduction: to the interviewee, to the PWPP evaluation, to how the results will be used.

RELEVANCE

1. Briefly explain your **role in PWPP**. Are you currently involved or were you only involved in the past?
2. Were you involved in the **original design of PWPP**?

If yes,

- a. What was your role?
- b. Why were the activities in PWPP chosen? What was the rationale for the choice? What evidence was used to make that decision? Prompt for each group:
 - i. women parliamentarians
 - ii. parliamentary staff
 - iii. Pacific parliaments
- c. What other activities were considered? Why were they not chosen? Prompt for each group:
 - i. women parliamentarians
 - ii. parliamentary staff
 - iii. Pacific parliaments
- d. What, if any, suitable activities do you know about that weren't considered in the design phase? Why not? Where can we find some information about these alternative activities and their effectiveness? Prompt for each group:
 - i. women parliamentarians
 - ii. parliamentary staff
 - iii. Pacific parliaments
- e. Was there a literature review carried out in the original design phase? If yes, where would we find a copy?
- f. In your opinion, do you think the chosen activities were the right ones for addressing the needs of:
 - i. women parliamentarians
 - ii. parliamentary staff
 - iii. Pacific parliaments?

Please explain each answer, including any evidence to support your view point.

3. Are you involved in any **other similar projects**? If so, briefly explain the project:

- a. Aims
- b. Funder and funding
- c. Nest users
- d. End users
- e. Interventions
- f. Results and lessons thus far, including any evaluation underway or completed
- g. Where we can find some information about this project
-
-

4. If you are involved in the delivery phase of PWPP,
 - a. what has **changed in the context** that may have impacted on the progress of the project (either in Australia or in the Pacific).
 - b. how has this change in context **helped or hindered progress** of PWPP? What evidence is

available about this?

5. What do you think is the **best vehicle or modality for delivery of such a project?**

EFFECTIVENESS

6. **What has been the most significant change as a result of the program?**

- Why is this the most significant?
- 7. What have been some of the **short and medium term outcomes** that are evident from the work to date?
- 8. Which activities or **strategies have been most effective** at achieving the outcomes?
- Why?
- 9. What have been the **barriers** and **enablers** to
 - a. support women parliamentarians in their role?
 - b. bring about gender sensitive parliaments?
- 10. As a result of PWPP, to what extent do you think that:
 - a. **gender equality** has been taken up by parliaments?
 - b. Women MP's have been enabled to **fulfill their roles** as MPs?

EFFICIENCY

- 11. Do you think there were alternate ways of delivering the activities that would have been more cost effective?
- 12. Do you think there were any areas of inefficiency that could have been streamlined?
- 13. Can you explain the governance of PWPP?
 - a. *What are the strengths and weaknesses of this?*
 - b. To what extent has the program been well managed and is accountable?
- 14. Were the required levels of personnel and skills in place to support program delivery?
- 15. Were the activities delivered on time and on budget?
- 16. Value for money?

Why should we do the project at all with Australian MPs? (optional question)

What is the politics of this? (optional question)

5. What do you think is the **best vehicle or modality for delivery of such a project? (if not asked earlier)**

Semi-structured interview schedule - short

- 1. What support do you think is needed for Pacific Women MP's to be effective Members of Parliament?
- 2. What support is needed to increase the gender equity of Pacific parliaments?
- 3. As a result of your involvement with the Pacific Women Parliamentary Partnerships Project, what do you think has been the most significant change? Why is this significant to you?
- 4. Which activities have you been involved in?
Which activities or **strategies have been most effective** at achieving the outcomes? Why?
- 5. What are the **barriers** to progressing this work?
What are the **enablers** / drivers to progress this work?
- 6. To what extent do you think that:
 - a. **gender equality** has been taken up by parliaments as a result of PWPP?
 - b. Women MP's have been enabled to **fulfill their roles** as MPs as a result of PWPP?
- 7. How could the PWPP program be **improved**?

8. What do you think is the best organisation or organisations to undertake this work?

Survey Questions:

About You

What is your name?

What is your age?

What is your gender?

What is your position?

Please specify

Which country?

How long have you been in your role?

What are the key issues that your constituency are asking you to address? [MP only]

How far away is the Parliament from your constituency? [MP only]

How long does it take for you to travel from your constituency to the Parliament? [MP only]

What support do you need to be an effective Member of Parliament? [MP only]

What support do you think Pacific women Members of Parliament need to be effective?

What support is needed to increase the gender equity of Pacific parliaments?

As a result of your involvement with the Pacific Women Parliamentary Partnerships Project, what do you think has been the most significant change?

Why is this significant to you?

Which activities have you been involved in?

PWPP Annual Forum [Forum]

Which Forum/s did you attend?

How useful was the Forum/s to your work?

Participation in the Forum/s has enabled me to understand the Parliamentary Processes

Participation in the forum/s has enabled me to understand gender equality

Participation in the Forum/s has enabled me to understand how to engage with my constituency

Participation in the Forum/s has increased my confidence in undertaking my role as a Parliamentarian

Participation in the Forum/s has enabled me to raise gender equality issues in the Parliament

Participation in the Forum/s has enabled me to build strong relationships with my colleagues

Through participation in the PWPP Annual Forum/s I realised that I am not alone in my parliamentary activities

As a result of my participation in the Forum/s I am now fully and effectively undertaking my role as a Parliamentarian

What are the strengths of the PWPP Annual Forum/s?

What are the weaknesses of the PWPP Annual Forum/s?

Exchange and Mentoring

What did you do as part of this activity?

How useful was this activity to your work?

This activity enabled me to understand the Parliamentary Processes

This activity enabled me to understand gender equality

This activity enabled me to understand how to engage with my constituency

This activity increased my confidence in undertaking my role as a Parliamentarian

This activity enabled me to raise gender equality issues in the Parliament

This activity enabled me to build strong relationships with my colleagues

Through this activity I realised that I am not alone in my parliamentary activities

As a result of my participation in this activity, I am now fully and effectively undertaking my role as a Parliamentarian

What are the strengths of this activity?

What are the weaknesses of this activity?

Development of the learning package (Outrigger)

How were you involved in the development of the learning package (Outrigger)?

How useful was this activity to your work?

This activity enabled me to understand the Parliamentary Processes
 This activity enabled me to understand gender equality
 This activity enabled me to build strong relationships with my colleagues
 This activity increased my *confidence* in supporting Parliamentarians to raise gender equality issues in Parliament
 This activity enabled me to *support* Parliamentarians to raise gender equality issues in Parliament
 I feel fully engaged in the development of the Outtrigger program,
 I want to deliver the Outtrigger program in my Parliament
 I think the Outtrigger program will make a positive impact in my Parliament
 What are the strengths of this activity?
 What are the weaknesses of this activity?

Clerks retreat / meeting [PWPP engagement with Clerks]

Which clerks retreat / meeting did you attend?
 How useful was this retreat / meeting to your work?
 The Clerks retreat / meeting has enabled me to understand the Parliamentary Processes
 The Clerks retreat / meeting has enabled me to understand gender equality
 The Clerks retreat / meeting has enabled me to build strong relationships with my colleagues
 The Clerks retreat / meeting has increased my *confidence* in supporting Parliamentarians to raise gender equality issues in Parliament
 The Clerks retreat / meeting has enabled me to *support* Parliamentarians to raise gender equality issues in Parliament
 What are the strengths of the PWPP engagement with Clerks?
 What are the weaknesses of the PWPP engagement with Clerks?

APEC conference [Engagement of Parliamentary Educators]

Which APEC conference/s did you attend?
 How useful was this activity to your work?
 This activity enabled me to understand the Parliamentary Processes
 This activity enabled me to understand gender equality
 This activity enabled me to build strong relationships with my colleagues
 This activity increased my *confidence* in supporting Parliamentarians to raise gender equality issues in Parliament
 This activity enabled me to *support* Parliamentarians to raise gender equality issues in Parliament
 What are the strengths of this activity?
 What are the weaknesses of this activity?

Parliamentary Research Scholarships

What year did you undertake your scholarship and research?
 What was the focus of your research?
 How useful is this activity to your work?
 The research scholarship has enabled me to understand how research is useful to Parliamentary processes
 The research scholarship has enabled me to understand how research is useful to raising gender equality in Parliamentary processes
 The research scholarship has increased my *confidence* in undertaking research
 The research scholarship has enabled me to *support* Parliamentarians to raise gender equality issues in Parliament through research
 I felt supported by the research library staff in Australia
 Evidence is used and valued during debates in my Parliament
 My research paper has been used in my Parliament
 Please explain - why your research has been used OR why it hasn't been used
 What are the strengths of the research scholarships?
 What are the weaknesses of the research scholarships?

Please rank the activities in order of usefulness to you:
 How useful are the activities in enabling you to participate in and use Parliamentary processes? Please rank
 How useful are the activities in enabling you to understand how to engage with my constituency [MP's only]. Please rank
 How useful are the activities in enabling you to raise and influence gender equality issues in the Parliament? Please rank
 How useful are the activities in enabling you to build strong relationships with my colleagues? Please rank

What other activities would help achieve Gender Sensitive parliaments in the Pacific?

What other activities would help you be an effective MP? [MP only]

Considering the activities you suggested previously, which organisation/s would be best to deliver them?

Please explain your answer.

The Pacific Women's Parliamentary Project was delivered efficiently.

Gender equality has been taken up by Parliaments

Women MPs in the Pacific have been enabled to fulfil their roles as MPs

If you could change one part of the Pacific Women Parliamentary Partnerships project, what would that be?

Please explain your answer.

If you could keep one part of the Pacific Women Parliamentary Partnerships project, what would that be?

Please explain your answer.

What else would you like to say about the Pacific Women Parliamentary Partnerships Project?

Appendix 4: Participation in evaluation by stakeholder group

Interview and survey participation

Stakeholders	Interviewed	Surveyed	Total
Women parliamentarians in the Pacific (past and present) (including 1 Male MP)	5	12	17
Australian parliamentarians and Australia's Ambassador for Women and Girls	4	3	7
New Zealand parliamentarians and parliamentary staff.	3	1	4
Pacific Clerks and Senior parliamentary staff	5	7	12
UN Women and UNDP, INGO's and relevant consultants	4	-	4
Australian Parliamentary staff Inc: Department of the House of Representatives and Parliamentary Skills Centre, Parliamentary Library.	7	-	7
DFAT staff in Canberra and at Posts	6	-	6
TOTALS	34	23	57

Appendix 5: Interviewees

First name	Family Name	Position, Organisation	Country, Region
Ms Siliva	'Atiola	Parliamentary Research Officer	Tonga, Polynesia
Ms Marissa	Beard	Parliamentary Educator, DHoR	Australia
Ms Anna	Burke	Former Federal Member of Australian Parliament (previous Speaker of HoR)	Australia
Ms Suzi	Chinnery	Senior Program Manager, International Women's Development Agency	Australia
Ms Joanne	Choe	Counsellor – Humanitarian Response and Recovery, DFAT Suva	Australia, based in Fiji
Ms Alison	Clegg	Committee Secretary, DHoR	Australia
Ms Catherine	Cornish	Clerk Assistant (Table) former PSC Director, DHoR	Australia
Hon Catherine	Cusack	MLC, Member of New South Wales Parliament	Australia
Ms Charlotte	Dawber-Ashley	New Zealand Parliamentary Clerk	New Zealand
Ms Seona	Doherty	Parliamentary Educator, DHoR	Australia
Ms Susan	Ferguson	Counsellor – Gender and Sport, Australian High Commission, Port Moresby, DFAT	Australia, based in PNG
Mr Isaac	Grace	Program Manager Governance, DFAT Suva	Australia, based in Fiji
Mrs Gloria L	Guttenbeil-Pole'o	Parliamentary Clerk	Tonga, Polynesia
Ms Jill	Hall	Federal Member of Australian Parliament	Australia
Mr Dyfan	Jones	Effective Governance Team Leader & Parliamentary Development Specialist, UNDP	UN, based in Fiji
Ms Deborah	Kanu	Parliamentary Research Officer	Papua New Guinea, Melanesia
Mr Marcus	Khan	First Secretary, Governance, DFAT Suva	Australia, based in Fiji
Dame Carol	Kidu	Former MP	Papua New Guinea, Melanesia
Ms Sulia	Makasini	Parliamentary Research Officer	Tonga, Polynesia
Dr Joy	McCann	Former Library Researcher DHoR	Australia
Ms Ronda	Miller	Clerk, NSW Parliament	Australia
Ms Gaye	Moore	Assistant Director, Gender Equality and Disability Inclusiveness Section, DFAT Canberra	Australia
Ms Tracey	Newbury	Director, Gender Equality and Disability inclusion Section, DFAT Canberra	Australia
Ms Sonia	Palmieri	Current Consultant, Former PWPP project manager, DHoR and UN Women	Australia
Mr James	Rees	PSC Director, DHoR	Australia
Ms Charmaine	Rodrigues	Consultant	Australia
Hon Julie	Soso Akeke	Governor of the Eastern Highlands	Papua New Guinea, Melanesia
Ms Natasha	Stott Despoja	Former Senator, Ambassador for Women and Girls	Australia
Ms Moka	Tano	Parliamentary Clerk	Niue, Polynesia
Mrs Alisi Numia	Taumoepeau	Former appointed Tonga MP	Tonga, Polynesia
Senator Jerrlyn	Uduch Sengebau-Senior	Senator, Palau Parliament	Palau, Micronesia
Lord	Vaea	Member of Tonga Parliament	Tonga, Polynesia
Ms Louisa	Wall	Member of New Zealand Parliament	New Zealand
Ms Poto	Williams	Member of New Zealand Parliament	New Zealand

Appendix 6: Original Design

Project design: Objective, Indicators and Activities and Assumptions in original PWPP Project proposal (revised) 2013.

Objective 1	Indicators	Objective 2	Indicators	Objective 3.	Indicators
Current Pacific women parliamentarians are better supported in the parliamentary and representational work and are better able to use parliamentary mechanisms to raise gender equality issues	<p>a. Community groups express views and recommendations to Pacific MPs who in turn raise these in parliament</p> <p>b. Questions on gender equality issues are asked by women MPs in parliament</p> <p>c. Women MPs better understand how to use parliamentary mechanisms to raise gender equality issues (e.g. by asking questions, encouraging constituents to start a petition, initiating a motion or bill)</p> <p>d. Knowledge and understanding increased of women's experience of politics in the Pacific</p>	Pacific Parliaments have improved mechanisms to raise and effectively consider gender equality issues and engage their communities on those issues.	<p>a. Pacific parliaments hold one debate on a gender issue each parliamentary year</p> <p>b. Pacific parliaments hold at least one public hearing or consultation on a gender equality issue each parliamentary year</p> <p>c. Pacific parliaments have implemented at least one additional mechanism by which to mainstream gender equality issues and/or strengthen existing mechanisms. Examples could include work towards gender responsive budgeting, requiring bills to include a gender impact analysis statement, or creating a network of gender focal points.</p>	Parliamentary Staff have increased capacity to support the gender equity work of parliaments.	<p>a. Parliamentary staff produce a research report on a gender issue to be used by MPs</p> <p>b. Parliamentary staff have improved understanding of gender equality, gender mainstreaming and gender budgeting</p>

Focus: Currently Elected Pacific Women MPs	Focus: Parliaments	Focus: Parliamentary Staff
1. Activities aimed at supporting Pacific women MPs:	2. Activities aimed at ensuring Pacific parliaments can address gender equality issues:	3. Activities aimed at parliamentary staff:
1. Women MP exchanges (trialled 13, expanded 2014-15)	1. In-country needs assessments and self assessments (trialled 13, expanded 2014-15)	1. Parliamentary Skills Scholarships (2 in 2013, & 3 each yr following)
2. Online networking platform (duration)	2. Follow up from needs assessments	2. Parliamentary research support service for parliamentary staff (%MPs (ongoing))
3. Parliamentary training	3. IPU workshop on improving parliaments capacity to address gender equality (July 2013)	3. Research workshop for Parliamentary staff (2014)
4. Community engagement forums (trialled 2013, expanded 2014-15)	4. Supporting parliamentary oversight on gender equality (duration)	4. Building a research base for pacific parliaments (from 2013 to2015)
5. Follow up on community engagement forums	5. Group study visits to Pacific countries without women MP's (2014&2016)	
6. Youth engagement forum (2014)	6. Regional workshop to discuss the project's progress (annually)	
Assumption I. That the activities outlined in the proposal will be sufficient to make a substantive difference to the knowledge and capabilities of Pacific women parliamentarians, the institution of parliament and its staff in the Pacific. In more specific terms, the project proposal assumes that exchanges between women parliamentarians in Australia and the Pacific will provide a particular value for capacity building of Pacific women parliamentarians.	Assumption II. That there is motivation and genuine interest by Pacific parliaments to address gender equality issues, so as to change the situation of women in parliament and in the wider community.	Assumption: III. That the provision of information through assessments, workshops and study visits will be sufficient to change attitudes and behaviours of parliamentarians, and that scholarships and workshops will be sufficient to change attitudes and behaviours of parliamentary staff.

Appendix 7: Documents Reviewed

#	Document
1	Pacific Women's Parliamentary Partnerships Project Proposal to AusAID, Original Project Proposal by, Mr Andres Lomp, Director International and Community Relations Office Parliament of Australia. March 2013. Including full proposal, AusAID feedback and elements of a Monitoring and Evaluation Framework.
2	Pacific Women's Parliamentary Partnerships Project Proposal to AusAID (Revised) April 2013.
3	Record of understanding No 43761, Between International and Community Relations Office, Department of the House of Representative and AusAID. January 2013.
4	Variation NO1. To Schedule No5 of the Record of understanding No 43761, Between International and Community Relations Office, Department of the House of Representative and AusAID. March 2014.
5	Pacific Women's Parliamentary Partnerships Project Progress Report February – December 2013
6	Pacific Women's Parliamentary Partnerships Project Progress Report 2014
7	Pacific Women's Parliamentary Partnerships Project Progress Report July – December 2015
8	Pacific Women's Parliamentary Partnerships Project Progress Report January – June 2015
9	2016-05-15 Letter to NZ Minister of Foreign Affairs from Commonwealth Parliamentarians women's group New Zealand.
10	2016-05-15 Letter to Australian Minister of Foreign Affairs from Commonwealth Parliamentarians women's group New Zealand.
11	Outrigger Facilitation Manual Draft 2016
12	Outrigger Workbook Module 1 Draft 2016
13	Outrigger Workbook Module 2 Draft 2016
14	AusAID Feedback on Original Project Proposal (estimated to be early 2013)
15	PWPP Project Work plan 2014
16	PWPP Project Work plan 2015
17	PWPP Project Work plan 2016
18	Regional Workshop for Pacific Parliaments, Modern Parliaments: Pacific Perspective 7-8 November 2013 Nuku'alofa, Tonga. Outcomes Statement
19	PWPP Pacific Clerk's retreat Katoomba, NSW, Australia 29-31 August 2014 Outcomes Statement.
20	PWPP Pacific Clerk's meeting Wellington, New Zealand 14-16 October 2015 Outcomes Statement.
21	PWPP Newsletter #1 March 2014
22	PWPP Newsletter #2 May 2014
23	PWPP Newsletter #3 July 2014
24	PWPP Newsletter #4 October 2014
25	PWPP Newsletter #5 February 2015
26	PWPP Newsletter #6 July 2015
27	PWPP Newsletter #7 June 2016
28	PWPP 2016-17 costs and project plan
29	PWPP (AusAID) financial status report as at 03 June 2016 (2012-2016)
30	PWPP Forum Summary of Attendees from 2013-2016

31	Gender Equality in Elected Office in Asia Pacific: Six Actions to Expand Women's Empowerment, Asia Pacific Regional Centre UNDP, September 2012.
32	Draft Women's Leadership Synthesis Report, for Pacific Women, C Rodrigues 2016
33	Women's economic empowerment in Kiribati, PWPP, November 2014, Research Scholars paper, S. I. Ileremia
34	PWPP Project, Establishment of a Gender Office in PNG Parliaments House, Research Scholars paper, D Kanu, November 2014
35	Advancing women's rights to land in Tonga, How can women's rights to land in Tonga be achieved? Research Scholars paper, Loupau Pahulu-Kuli, December 2015, PWPP.
36	Correspondence DFAT to DHoR 3 July 2015
37	Correspondence DFAT to DHoR 10 May 2016
38	Correspondence DHoR to DFAT 21 June 2016
39	'Lessons Learned' document drafted by DFAT, shared via email with DHoR, 12 May 2016.
40	Draft agenda and rough notes from regional workshop 'Innovating for Impact: A Pacific Regional Consultation on Women's Political Empowerment and Leadership'. UN Women and UNDP, Fiji, September 2016.
41	Pacific Islands Forum Declaration on Gender Equality of 30 August 2012.

Appendix 8: Analysis of support needs of Pacific women parliamentarians.

Analysis of support needs of Pacific women parliamentarians against implemented activities of the PWPP Project.

What support do Pacific women MP's need to be effective?			
Support Type	Interview / Survey responses detail	What Support PWPP has provided	How to fill the gap
Support needs to be LINKED to support for candidates and getting re elected	A: Support to be an effective MP is not perceived as being separate to support for getting women elected. There are a number of domains of support and a number of these cross over the divide of getting elected, being elected and staying elected (or re elected). PW need assistance to get elected, be an effective MP and stay elected including women's candidate training, media training etc.	No	Strong collaboration with other efforts in the pacific so that support is joined up
PERSONAL CONFIDENCE - Building and maintaining personal strength and confidence through sisterhood solidarity	B: Pw need support to build and maintain their personal strength and confidence. They are working in an environment where they can trust very few people, it is an extremely challenging role in every domain of life. Strong role models are important. The sisterhood or friends network is valued by its ability to support personal strength and confidence in a safe and trusting environment that the PW MP's do not have access to in their home environment. The Annual PWPP forum effectively provides this support. "Sisterhood is incredibly important" [I22], "Access to one other is critical" I26. "We need support to keep going because it is a extremely challenging role" I22	The annual PWPP Forum effectively provides sisterhood solidarity and builds personal strength and confidence	
IDENTITY & STRATEGY - Understanding of their role / their power and then a personal strategy for what they want to achieve	B2: Support to build an understanding of what their role or new identity is in a number of domains [including with their constituencies, the Parliament, their political party (if they have one), for the women of their nation and for their pursuit of gender equality]. They also need to develop and negotiate this within their family. They then need to develop a strategy of what issues and interests they will pursue while they are in office and how they will pursue them.	Only informally gained through the Forum	Individual and or country based strategies could be developed through individual or groups coaching and or political strategists
KNOWLEDGE & SKILLS - Knowledge, understanding and skills to be able to undertake their role and implement their strategy	C: Knowledge and skills to be a Parliamentarian were discussed by the majority of respondents. They mentioned the following elements: An understanding of how the parliament and the government work including the functioning of committees, drafting, debating and passing legislation. How to work with the Clerks, their role and an ability for the PWPs to get the Clerks to respect and support them. They need an understanding of how evidence (research) can be accessed and used to support an argument. They also need support to manage their office, workload and schedules. They need media and public speaking training	PWPP has provided some of this through sessions at the annual Forum	A lot more could be provided that is tailored and Pacific based

GENDER RELATIONS - Support to carefully and effectively redefine, in their cultural context, the gender relations between women and men in their country, beginning with relations between female MPs and male MPs.	C2: This is related to the above. Pwps need to learn how to speak up in the parliaments, effectively command the floor of the house, be heard, be taken seriously and effectively debate a point. This will be a process of redefining gender relations in their cultural context i.e. Pwp need to be seen to be expressing their cultural identity when they are doing this, not be perceived as importing a western style. Pwps need to learn how to do this in a culturally male dominated environment where it is a tradition for women to not publically challenge men. Pwps need to be supported to carefully and effectively redefine, in their cultural context the gender relations between male and female MP'. A small number of Pacific Women have achieved this and they need to be involved in support of other Pwps to do the same. 'Women get elected to the national assembly but then... 'how do I get my voice heard' - how can we network and support women to speak up is important' [I26] Only Pacific women working together on this together will develop the solution.	Informally gained through the Forum in a minor way	A lot more support could be provided here that brings Pwms and other Pacific women leaders together to discuss and work on this.
ENGAGE CONSTITUENCY - Support to engage their constituency and the general population.	D: Support to engage their constituency and the general population and then to be good at making things happen for their constituency. They need to be able to respond to issues and interested of importance to their constituency, mobilise support for the issue and to take it to the Parliament to be addressed. To do this they need two things; 1. access to resources to communicate and engage. and 2. access to community decision making spaces including Council Meetings and Kava circles both of which are male community spaces.	No	A lot more support could be provided that is tailored to need and Pacific based
ONGOING, tailored, strategic and culturally situated support	E: A number of respondents stated that they/I need tailored individualised support (coaching/mentoring). It needs to be targeted, tailored to need and maintained between Forums in a formal way. The types of support that a mentor/coach would provide were mentioned in relation to the topics raised above. In situ Pacific to Pacific coaching/mentoring support that is culturally situated, closer to home was seen as critical if key barriers to progress are to be overcome. The could also be men.	No	A tailored coach / advisor
POLITICAL ACUMEN - Political strategist / advice	F: Pwps need to be supported to have a political frame. They need to understand and know how to work within a political context including money, power and politics. They need to understand and effectively operate in the political processes at play as well as developing an ability to lobby for an issue. How build awareness of an issue and take it through to drafting legislation, debating and passing it in the House. How to get the government department behind you on an issue. How to get support from political parties. It was mentioned that a political strategist assisting them to set goals, develop a strategy and then implement that strategy would be helpful.	No	Access to a political strategist assisting them to set goals, develop a strategy and implement.
COLLECTIVE ACTION - establishment of an organising group	Support to form a women's caucus or similar collective action group is needed. An understanding of what a women's caucus is, how it works and can be used to mobilise an issue. Ditto to form a coalition of gender champions (potentially including civil society, business and the church etc) to actively pursue a gender agenda.	No	Access to a political strategist assisting them to set goals, develop a strategy and implement.
Gender equity general population AWARENESS	A small number of respondents mentioned the need for general support for gender awareness for the general population to take place	No	Whole of population gender equity campaigns

Appendix 9: Analysis of support needed to increase the gender equity of Pacific parliaments

2. What support is needed to increase the gender equity of Pacific parliaments?			
Support Type	Interview / Survey responses detail	What Support PWPP has provided	How to fill the gaps
General population AWARENESS raising on Gender Equity - most mentioned	A1: Clearly the most significant support mentioned was assistance in raising the general population's awareness of gender equality. Participants in the program see that general awareness raising on gender equity that leads to; the general population changing their beliefs in women's ability to lead; their right to equal representation and how this would lead to improvement for the Nation as a whole. Respondents requested support to do this and or a parallel program that did this.	No - But the 'event' of the Annual PWPP Forum contributes to this in the country where it is hosted & to a lesser extent regionally.	Need to link PW efforts to other agency efforts in the region
Effective Women Parliamentarians as ROLE MODELS	A2: A sub set of this was the important role that Elected and past Women MP's should play in being role models for their population to see how women can be leaders, representatives and be effective. A number of respondents stressed the importance of women MP's being effective so that they are then strong role models leading to changing gender beliefs. Another point here was the importance of these women MP's being transparent, having integrity and practicing good governance. And for this to be communicate to their constituency and the general public.	PWPP is contributing to this by supporting Pwps	More could be done
GETTING WOMEN ELECTED - second most mentioned	B: the second most mentioned support was getting women elected to parliaments. This topic included the importance of TSM. One respondent stated: "There needs to be an understanding that Quota or not we are going to have to do it (more women elected)"[I09]. Respondents then focused on what is needed to make this happen including: specific support to women to become leaders at a local level with local governments, NGO's, in business etc. They requested resources, financial support, training and support to do this. There were a number of mentions of the benefits of the Mock Parliaments and how this builds confidence to run. Also active 'prospecting for women leaders and equipping them'[S15]. Key points here is that there are leadership roles at a local level that women can pursue and that awareness and recruitment of women leaders should begin from the grassroots.	No	

MALE CHAMPIONS – third most mentioned	C: The importance of seeking out and working with Male Champions for change was mentioned by a number of the respondents. This included providing opportunities for men to learn about gender equality and what they can do about it including supporting Women MP's.	PWPP has invited a number of Male MP's to the PWPP forum. Implementation of the Outrigger Learning program will include the training of Male MPs	This component of the work needs particular and skilled attention
Change the FUNCTIONS of the PARLIAMENT - fourth most mentioned	D: The fourth most mentioned area was focused on the functions (policies, systems and practices) of parliaments. This includes; training for all staff and MP's on GE; working with committees; supporting parliaments to develop strategy to consider GE, develop a policy including targets and implement it including training; gender based budgeting, establishing a standing committee on women and gender, or a gender desk/office; developing, debating and passing gender legislation and human rights reform. A number of respondents mentioned the need to place targeted and strategic support to change makers to take specific action on the above. Key point here that respondents were making was that awareness on the need for change and aspirations to change had been achieved and that now action was needed to maintain momentum.	In a minor way, through discussion topics at the Forum, Content of the Outrigger training, networking of Clerks, Research Scholars	Targeted and strategic support to change makers to take specific action on changing functions (policies, systems and practices) of Parliaments
Change POLITICAL PARTIES	E: Across this question and the previous question there have been a small number of mentions for the need for political parties to address GE. This is partly because most Pacific parliaments do not have a political party system of politics. But there is an awareness that knowledge and skills in politics is important. The establishment of a cross party women's caucus was mentioned a number of times as a way to increase GE in parliaments.	No	

Appendix 10. PWPP Value for Money Rubric

Addressing the Evaluation question: *Has the PWPP Project delivered value-for-money and which strategies delivered greatest value for money?*

Overall, PWPP delivered a range of value-for-money from adequate to poor.

This question was answered using a value-for-money rubric based on DFAT's Four E's and OEDC DAC's domains (see Tables 14 and 15 below). This rubric was developed specifically for this evaluation and covers the following areas:

- appropriate selection of strategies, activities and outputs to be delivered;
- how effectively outputs are converted to outcomes and impacts;
- efficiency in managing costs; and
- ethical practices.

Each of these are assessed against 5 rankings being: High level, good, adequate, needs work and poor. Rankings 'good' and 'needs work' have been added by the evaluators to expand the scale from 3 to 5. Blue shading identifies the assigned ranking of performance. Evaluative criteria were defined and judgments were made based on the evidence that emerged during this evaluation across all of the evaluation questions.

Table 14: PWPP Value for Money Rubric

EVALUATIVE CRITERIA (see table 15 below)		STANDARDS					
		High Level	Good	Adequate	Needs Work	Poor	
		Very strong performance without gaps or weaknesses		Acceptable performance with no significant gaps or weaknesses		Performance is unacceptably weak with significant gaps	<i>Justification for ranking</i>
Relevance and Efficiency Evaluation Questions 3 & 4	Appropriate selection of strategies, activities and outputs to be delivered	Strong evidence base guides the selection of strategies, activities and outputs		Adequate evidence base is used to guide selection		Weak evidence base drives selection processes	There is very weak program design and program planning. A M&E Framework has not been developed or considered. There is no evidence of evidence being used to guide design decisions.
		High degree of proportionality in		Adequate degree of proportionality		Low degree of proportionality	Strategy of Annual Forum is now dominating using majority of funds

		the balance of investments					The majority of resources are allocated to international flights Allocation of funds seems proportional to activity
Effectiveness Impact and Sustainability Evaluation Questions 5,6,7	How effectively outputs are converted to outcomes and impacts	Strong results focus where outputs lead logically and sequentially to the intended outcomes, with ongoing reflection for program improvement		Adequate focus on results and program improvement		Weak performance with limited focus on results and program improvement	With extremely limited design this is difficult to assess. Majority of activities have focused on a networking strategy with outcomes that are relatively simple to achieve regardless of quality of implementation. Achievement of higher level outcomes is more difficult and requires higher quality implementation.
		Very good performance and risk management processes in place		Adequate performance and risk management		Poor performance and risk management	If assessing against DHoR's performance and management culture Project would rate as good. Assessed against DFAT and international development (ID) rates as poor.
		High levels of experimentation and innovation practiced		Adequate levels of experimentation and innovation practiced		Poor levels of experimentation and innovation in place	Similar to above. For DHoR project is innovative. For DFAT not to ID standards.
Efficiency Evaluation Questions 1, 2, 8	Efficiency in managing costs	Cost conscious principles are embedded in all aspects of program management and delivery		Adequate principles of cost consciousness evident		Inadequate cost consciousness principles practiced	There was adequate cost consciousness undertaken. Strategies implemented were at expected cost.
		High levels of competition practiced in procurement		Adequate competition practiced		Inadequate competition practiced	This is difficult to assess as all strategies were unique and not appropriate to tender. Outrigger could have been better managed to save costs however overall there is no issue here.
	Ethical practices	Very good processes in place for ensuring and demonstrating accountability and transparency		Adequate processes for ensuring accountability and transparency		Poor levels of accountability and transparency	There is no governance committee. It was planned but not convened. Reporting to funder and work plans poor. ROA arrangement has not established standards. DFAT advice has not been implemented. DFAT has not monitored closely enough. This said governance and management is to DHoR standards (interview).

Table 15: Basis for the Construction of the VfM Rubric

DFAT Four 'E's	Value for Money Principles	OECD-DAC Domains	Evaluation Focus in the assessment of VFM principles
Economy	Cost consciousness Encouraging competition	Efficiency	1. How efficiently were inputs (resources and funds) applied in the delivery of the program? 2. Was due diligence exercised?
Efficiency	Evidence-based decision making Proportionality	Relevance Efficiency	3. Were strategies, activities and outputs sufficiently founded in evidence to support achievement of intended outcomes? 4. How well were inputs used to support the right type and range of activities and outputs?
Effectiveness	Performance and risk management Results focus Experimentation and innovation	Effectiveness Impact Sustainability	5. How well did outputs lead to the intended outcomes and thereby meet objectives? 6. Did outcomes contribute to the intended program goal? 7. Were innovative practices supported?
Ethics	Accountability and transparency	Efficiency	8. Was there accountability and transparency in the delivery of outputs?