The Model Parliament of Canada: 
Pilot Project Proposal

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Introduction

This is a proposal for the creation of a new institution for training future legislators. The Model Parliament of Canada would help individuals develop the skills and training that they need to become effective elected officials at the municipal, provincial, and federal levels of government. The purpose of the project is to encourage more Canadians of all ages, and from all regions and backgrounds, to seriously consider entering public life. This includes aspiring politicians as well as those who have never before considered running for public office. The Model Parliament of Canada would also function as a laboratory for experiments in parliamentary procedure and reform.

The aim is to create a standalone institution that would be housed in a building designed (or retrofitted) to feel and function like a real parliament. It would contain a legislative chamber made up of approximately 60 parliamentary seats. The chamber would be designed in a modular fashion in order to facilitate experimentation with alternative seating arrangements. It would be equipped with simultaneous translation services, electronic voting devises, as well as audio-visual equipment to be used for both teaching and promotional purposes. Like real parliaments, the building would also contain a public viewing gallery, a media gallery, committee rooms, lobbies, eating facilities, and offices.

The curriculum of the Model Parliament of Canada program would provide both theoretical and practical training to participants. The theoretical training would include topics such the history of democracy in Canada, the structure and purpose of democratic institutions, theories of political representation, the purpose and practice of lawmaking, policy development, and political ethics. The practical component of the program would provide participants with training in a complete program of relevant activities: seeking nominations, campaigning, media communications, speech making, raising money, managing a constituency office, drafting legislation, sitting on parliamentary committees, and participating in a legislative chamber.
There are a number of aspects of the Model Parliament of Canada project that make this initiative unique.

The Model Parliament of Canada would...

1. … be a Model Parliament for Everyone. Existing model parliament programs typically target young people and university students. These are worthwhile endeavors that encourage young Canadians to learn about Canadian politics and to participate in public life. The Model Parliament of Canada would aim to build strong partnerships with existing student-run model parliaments and other related programs. Unlike these other programs, the Model Parliament of Canada would be designed for individuals of all ages and from all backgrounds who are serious about seeking a nomination and getting elected to a real parliament, legislature, or municipal council.

2. … provide Extensive and Inclusive Training. Every parliament and legislature in Canada provides new members with some orientation training. Political parties also provide training for newly elected members. There are, as well, a number of independent training programs for elected officials, most of which target those who have been elected at the municipal level. With the exception of a few programs designed to encourage women to run for public office, most training programs target only those who have already been elected. The Model Parliament of Canada would be the first permanent institution in the country to: 1) help individuals of all ages and backgrounds get elected to public office; and 2) help prepare these individuals to become effective representatives once they have been elected.

3. … facilitate Institutional Experimentation. In addition to providing training for aspiring politicians and leaders, the Model Parliament of Canada would be used as a permanent laboratory for experimenting with innovative institutional designs. As far as we know, no country in the world that has a permanent institution dedicated to improving institutional designs and refining legislative rules and procedures.

4. … provide Leadership By Example. The Model Parliament of Canada could also be used to host debates on important political issues. In this capacity, instead of filling the chamber's seats with politicians-in-training, prominent and knowledgeable Canadians would be asked to prepare and participate in highly publicized debates on pressing or controversial topics. The objective would be to provide leadership by example; demonstrating that civil and productive debates on controversial issues can be conducted in a parliamentary setting.

5. … help Support Emerging Democracies. In addition to training aspiring politicians from this country, the Model Parliament of Canada could also be used to support those who aspire to build democratic institutions in other parts of the world. Those involved with the Model Parliament of Canada project could provide support, advice, and expertise to those in other countries who are interested in establishing similar training programs. At the same time, the facility in Canada could be used to train aspiring politicians visiting from other countries.
**Pilot Project: Recommendations**

As a first step towards establishing the Model Parliament of Canada as a permanent training institution, the Centre for the Study of Democratic Institutions at the University of British Columbia (UBC) will conduct a pilot project in partnership with other organizations including the Political Science Department at UBC, and the Manning Centre for Building Democracy. This pilot project will be used to demonstrate that there is a need for a training program of this sort in Canada.

We recommend that the pilot project be conducted in three parts: 1) an initial workshop; 2) an academic course; and 3) a parliamentary simulation. The pilot project will involve approximately 60 participants, each of whom will be expected to participate in each of the three components of the program. This proposal is based on an analysis of related programs, initiatives, and courses (see Appendix 1).

The following is a description of each component of the pilot project:

**Part 1: Workshop.**

**Structure:** This will be a short conference involving all participants, organizers, and instructors. It will be held over the course of two days or one weekend (e.g. Friday evening, all day Saturday, and Sunday morning).

**Purpose:** The workshop will provide participants with an opportunity to meet each other, the organizers, and the instructors. The purpose of the pilot project will be explained, the roles and obligations of the participants, organizers, and instructors will be outlined, and brief overviews of each component of the program will be provided. Participants will also be asked to form themselves into working groups or 'mock' political parties. Participants will continue to work with these groups in the academic course and during the parliamentary simulation.

**Location:** University of British Columbia, Vancouver, BC, Canada. (Point Grey Campus).

**Part 2: Academic Course.**

**Purpose:** This is the theoretical component of the pilot project. It will consist of a comprehensive course in Canadian Politics. Topics will include democratic theory, theories of representation, the nature of Canadian political institutions at the federal, provincial, and municipal levels, nomination procedures, political ethics, campaign strategies, speech making, media relations, lawmaking, and legislative rules and procedures.

**Duration:** This component of the project will be taught as one standard university course. If the course is taught over three weeks, there will be 6 hours of class each week (i.e. two, 3 hour sessions). If the course is taught over 6 weeks, one three hour session will be held each week.
**Structure:** Although this will be an academic course, it will also involve some practical skills training, including group or 'party' based activities designed to help participants develop and refine relevant skills such as speech making, writing press releases, and drafting legislation.

**Online Component:** The course will be taught in a classroom setting but it will incorporate substantial online components for those participants who are unable to attend in person. The objective will be to provide comparable experiences for those who are in attendance and for those participating online.

**Instructors:** The course content will be delivered by a team of instructors and guest lecturers with experience and expertise in political science, democratic theory, political institutions, law and legislation, constitutional politics, journalism and media relations, political campaigning, party politics, and parliamentary procedures and protocol.

**Course Curriculum:** The course material will be organized into 6 substantive sections. One section will be covered during each three hour session.

**Section 1: Representative Government.**
- Representative government in Canada
- Canada's constitution
- Theories of representation
- The rule of law
- Lawmaking

**Section 2: Constituency Work.**
- Getting nominated
- Running a campaign
- Constituency service
- Small office management
- Work/life balance

**Section 3: Communications.**
- Political communication
- Speech making
- Media relations
- Social media
Section 4: Parliamentary Work I.

- Parliamentary traditions and protocol
- Caucus meetings
- The role of cabinet
- The role of the opposition
- Question period
- Committee work

Section 5: Parliamentary Work II.

- Private member's bills
- House duty
- Voting on bills
- Budgets, estimates, and supply bills
- Policy development

Section 6: Relationships.

- Relations between elected officials and the bureaucracy
- The role of the judiciary
- The role and influence of lobbyists
- Political ethics
- Intergovernmental relations

Location: University of British Columbia, Vancouver, BC, Canada; and online.

Part 3: Simulation.

Purpose: The simulation will provide participants with an opportunity to experience what it is like to be a member of a legislative chamber. Activities will include caucus meetings, sessions on preparing for parliamentary debates and Question Period, 'mock' debates in the chamber, votes on bills, 'mock' media scrums, and committee meetings.

Structure: The simulation will be held over the course of 4 or 5 days. All participants will be required to attend. This component of the program will be conducted by a team of instructors and guest participants with experience and expertise in parliamentary protocol and procedures.

Location: British Columbia Legislative Buildings, Victoria, BC, Canada. Accommodations will be made available at the University of Victoria.
Pilot Project:
Organizers and Participants

The Model Parliament of Canada Pilot Project will be lead by the Centre for the Study of Democratic Institutions (CSDI) at the University of British Columbia (UBC), in partnership with the Political Science Department at UBC and the Manning Centre for Building Democracy.

There are three options for administering the pilot project:

1. The Department of Political Science Option.

Organization: With this option, the pilot project would be run by the Centre for the Study of Democratic Institutions in partnership with the Department of Political Science at UBC.

Participants: This option would bring together two types of participants. Approximately half of the participants (i.e. 30) would be UBC students, while the other half would be 'community participants' drawn from the general population. Most of the community participants will be residents of the Lower Mainland, but the pilot project will be designed to facilitate the participation of individuals from rest of British Columbia and from other parts of Canada.

Student participants would receive course credit for their participation through the Department of Political Science at UBC. Community participants would not receive course credit, but all those who complete the course would have their participation formally recognized by the CSDI.

2. The Continuing Education Option.

Organization: With this option, the pilot project would be run by the Centre for the Study of Democratic Institutions in partnership with the Continuing Education Program at UBC.

Participants: In this model, all 60 participants would be drawn from the general population. Some of these participants could be UBC students but they would not receive course credit for their participation in the program. All participants would receive formal recognition of having completed the Model Parliament of Canada program from the Continuing Education Program at UBC.

3. The Centre for the Study of Democratic Institutions Option.

Organization: With this option, the Pilot Project would be run independently by the Centre for the Study of Democratic Institutions, with some funding from the Political Science Department at UBC.

Participants: In this model, all 60 participants would be drawn from the general population. Some of these participants could be UBC students but they would not receive course credit for their participation in the program. All participants would receive formal recognition of having completed the Model Parliament of Canada program from the Centre for the Study of Democratic Institutions at UBC.
Appendixes

Appendix I outlines an inventory of courses, programs, and other initiatives that are of relevance to the Model Parliament of Canada project. Each of these is structured differently in terms of topic, duration, types of participants, and sources of instruction. Section I catalogues each program in terms of these variables and organizes them into five categories:

1. Leadership Programs
2. Model Parliaments
3. Elected Officials' Training Programs
4. Working Assemblies
5. Online Education Programs

Appendix II reviews six possible models for the structure of the Model Parliament of Canada program. Each of these models is based on the practices and experiences of the related programs, courses, and initiatives reviewed in Section I. The structure of each model is summarized, and the strengths and weaknesses of each are considered.

Section III provides a list of possible partners organized by thematic type and potential role. Types of partners include the following: Foundations; Polling Firms; Political Parties; Political Science Institutes; Journalism Programs; Engagement Organizations: Research Institutes; Elections Organizations; Organizations of Former Parliamentarians; First Nations Organizations; Women's Organizations; Disability Organizations; and International Elections Organizations.
# Appendix I:
## Related Courses, Programs, and Initiatives

The following is an inventory of courses, programs, and initiatives that are of relevance to the Model Parliament of Canada project. These are divided into five categories: Leadership Programs; Model Parliaments; Elected Officials' Training Programs; Working Assemblies; and Online Education Programs. What follows is not an exhaustive list but it is an extensive inventory that represents most of the possible variations in terms of topic, duration, types of participants, and sources of information.

### 1. Leadership Programs

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<tr>
<th>Program</th>
<th>Description</th>
<th>Structure</th>
<th>Type of Participants</th>
<th>Sources of Information</th>
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<tr>
<td>Action Canada</td>
<td>This is a program designed to develop and enhance participants' leadership skills, enrich their understanding of Canada, and help them build networks to other leaders in Canada. The purpose is to help make Canada better through the development of natural leadership talent.</td>
<td>Year long process. Each year focuses on a single policy theme, such as &quot;Canada as a world leader&quot;. 5 conferences, 4 to 6 days long, scheduled around weekends. Each conference held in a different location in Canada. 10 day-long 'Task Force' meetings. Travel, accommodation, and meal expenses are covered.</td>
<td>Around 20 participants per year. Mostly youth but open to individuals of any age. Nevertheless, targeted to individuals in the early stages of their careers.</td>
<td>Politicians, former politicians, business leaders, academics, artists, journalists. Involves extensive interactions with government, industry, media, academia, and NGOs. Participants hone their analytical, speaking, and writing skills with noted academics and journalists.</td>
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<tr>
<td>SFU Centre for Dialogue Certificate in Dialogue and Civic Engagement</td>
<td>This program is designed to encourage civic engagement at all stages of the policy process: agenda setting, planning, deliberation, decision making, implementation, and review. The program sees public dialogue as a tool that can be used to make civic engagement more effective.</td>
<td>A series of one, two or three day courses. Five are focused on models for improving policy, programs, and services. Four are experiential skills-building workshops. The last component of the course is a practicum in which participants design and implement their own engagement project. Each course costs between $300 and $600. Participants may take up to two years to finish the program.</td>
<td>Targets those who are already involved, in various capacities, in civic engagement: community leaders, public servants, members of NGOs, etc.</td>
<td>Academics and practitioners involved in civic engagement.</td>
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<td>Program</td>
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<td>UBC Summer Institute on Sustainability Leadership</td>
<td>This program is designed for those who are taking a leadership role on issues related to sustainability in the fields of policy, business, education, and government. The program is designed to help build partnerships, develop leadership skills, facilitate knowledge sharing, and encourage creative thinking on sustainability related issues.</td>
<td>This is a one week intensive program. Participants meet all day for 5 days of interactive seminars, panel discussions, applied case study analyses, guided field trips, and guided networking and strategizing sessions.</td>
<td>The program is open to all. Targets those who are already working the sustainability field in academia, government, business, government, or in NGOs.</td>
<td>Academics and practitioners involved in the sustainability field.</td>
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<tr>
<td>Local Government Leadership Academy - Certificate Program</td>
<td>The LGLA is an organization dedicated to supporting elected officials in local and First Nations governments in the province of BC.</td>
<td>The LGLA Certificate Program is an education and training program that is divided into two levels. 1. Certificate in Local Government Leadership - to be completed over 3 years time. Involves attending LGA seminars for newly elected officials, in addition to 15 hours of course work in other LGLA programs and approved events. 2. Advanced Certificate in Local Government Leadership - requires a Level 1 certificate and 30 additional hours in LGLA programs and other approved events.</td>
<td>Elected officials only, targeting those in local and First Nations governments.</td>
<td>Experts in citizen engagement, community planning, media relations, leadership skills development, municipal law, budget management, and other related topics.</td>
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<td>Program</td>
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<td>Governor General’s Canadian Leadership Conference</td>
<td>Every three year junior managers in the public service, private industry and labour unions are brought together to broaden their understanding of Canada and improve the decision-making skills of potential leaders.</td>
<td>An initial 2-3 day plenary is followed by study visits throughout the summer by break out groups and wrapped up with a reporting plenary held in Ottawa.</td>
<td>Participants are selected from open application, though employer sponsorship is required.</td>
<td>Plenary speakers (academics, public leaders) and team organized group tours to industry and program sites on the tours.</td>
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### 2. Model Parliaments

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<tr>
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<tr>
<td>Queens’ University Model Parliament</td>
<td>This is Canada's most extensive and well developed model parliament program. The program provides Queens' University students with opportunities to learn about public life as MPs and as journalists.</td>
<td>This program runs for one whole university term. Participants are selected by a committee, based on writing applications. They are divided into two groups: MPs and journalists. The learning phase runs from October to January and involves learning about parliamentary procedures, journalistic ethics and practices. MPs form themselves into parties, develop platforms, etc. Journalists observe and report on events leading up to the conference, hone their skills as writers and political commentators. Main event: 3 days spent in Ottawa debating in the House of Commons.</td>
<td>Queens' University students.</td>
<td>Academics: professors of political science and journalism. Working journalists. TV personalities. Sitting and former MPs. Party leaders. Ministers and other Privy Councilors. Senators. Other public figures (e.g. former GG Adrienne Clarkson).</td>
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<td>BC Youth Parliament</td>
<td>This is the next most extensive Model Parliament Program in Canada.</td>
<td>This program is unique in that it is <em>not</em> a model parliament <em>per se</em>. Instead, it is a registered charity that uses parliamentary procedures to conduct its business. As such, the BCYP is the only &quot;mock&quot; parliament that conducts debates that are binding on the actions of the participants and that result in real actions in the community. The BCYP is a year long program. The group's charitable projects are debated during a three day parliamentary session held each year in late December in the BC Legislature. The projects that are agreed upon in the parliament are enacted after the session. Members sit as independents, not as members of parties.</td>
<td>Youths ages 16 - 21.</td>
<td>The program is run by youths and led by experienced youth parliamentarians who form the cabinet and spends months preparing before the parliamentary session. Politicians, former politicians, journalists, academics, and other public figures play supporting roles.</td>
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<td>Program</td>
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<tr>
<td>Parliament of Canada - Model Parliament Units</td>
<td>This is a curriculum that has been developed by the Parliament of Canada. It provides teachers with a well develop course of lessons about parliamentary government and procedures.</td>
<td>There are three components of this curriculum: 1. The pre-simulation component provides background lessons, group and role assignments, and student activities to help prepare students for their Model Parliament. 2. The simulation component provides role descriptions and scripts summarizing the positions and duties of parliamentarians and officials. 3. The post-simulation component includes notes about debriefing along with assessment activities to help students review and remember what they learned.</td>
<td>Elementary and high school students.</td>
<td>Teachers.</td>
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The following is a list of other model parliament programs, each of which is a variation on the three models described above:

- Youth Parliament of Canada (now defunct)
- Western Canada Youth Parliament
- TUXIS Parliament of Alberta
- Saskatchewan Youth Parliament
- Manitoba Youth Parliament
- Parlement Jeunesse du Québec
- Newfoundland and Labrador Youth Parliament
- Maritime Youth Parliament
- Laurentian University Model Parliament
- Universities' Model Parliament Society of British Columbia
### 3. Elected Officials' Training Programs

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<th>Program</th>
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<tr>
<td>Alberta Municipal Affairs - Elected Officials Education Program</td>
<td>This program provides elected officials at the municipal level with knowledge and skills training aimed at rising the quality of government at the municipal level and at helping elected officials achieve their personal and community-oriented goals.</td>
<td>A series of one day courses, which can be taken in person or online. Each course costs between $250 and $340. Participants must take a total of seven courses to graduate. There are core courses and electives. The course are structured around four objectives designed to help participants be more: 1. Strategic (finance, HR, planning, political strategy, etc.) 2. Effective (leadership, ethics, partnerships, decision making, etc.) 3. Collaborative (citizen engagement, community development, economic development, etc.) 4. Influential (communications, media relations, negotiation skills, etc.)</td>
<td>Elected politicians at the municipal level (i.e. only those who have already been elected).</td>
<td>Management specialists, business coaches, community planners, academics, elected officials.</td>
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<td>Florida League of Cities and Dailey Institute of Government - Institute for Elected Municipal Officials</td>
<td>This program provides elected officials at the municipal level with intensive training designed to assist them in meeting the demands of being in elected office.</td>
<td>There are two levels: introductory and advanced. Each level is a three-day program that runs over the course of a weekend (i.e. Friday through Sunday). The cost of each program is $275. The introductory curriculum is divided into six modules: structure of municipal government; being an effective member of council, taxes and other revenue, budgeting and accounting, intergovernmental relations, and ethics. The advanced curriculum is divided into six modules: being an effective member of council (part II); growth management; creative financing for municipalities; and building teams (i.e. HR).</td>
<td>The introductory course targets recently elected officials (i.e. less than one year in office). The advanced course targets those who have completed the first level or who have been in office for more than one year.</td>
<td>Courses are taught by &quot;top professionals&quot; in each field.</td>
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<td>Michigan Municipal League - Elected</td>
<td>This is an initiative designed to provide training to elected officials at the municipal level.</td>
<td>The courses are conducted online (primarily) or in person on the weekend (i.e. friday evening and saturday). This program is also unique because it is both academic and practically oriented. It is organized into four levels. The first is purely academic, the three others also require participants to play some role in their communities. The four levels are: 1. Education Award — courses 2. Leadership Award — courses as well as activities for credit, e.g. giving radio interviews, giving testimony before the state or federal legislature, attending conferences. 3. Governance Award — courses as well as activities for credit, e.g. giving testimony before the state or federal legislature, serving on a Municipal League issues committee. 4. Ambassador Award — courses as well as activities for credit, e.g. mentoring another elected official, serving on a committee outside the Municipal League.</td>
<td>This program targets elected officials at the municipal level including mayors, presidents, council members, commissioners, as well as elected administrative officials such as clerks and treasurers.</td>
<td>Trained educators, experts in related fields, as well as current and former elected officials.</td>
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<td>Program</td>
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<td>Equal Voice - Getting to the Gate Program</td>
<td>Equal Voice is a multi-partisan organization dedicated to promoting the</td>
<td>This is a free online course that is organized into six sections. 1.</td>
<td>Women of all ages and from all backgrounds.</td>
<td>All information is provided in online</td>
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<td>election of women to all levels of government in Canada. The Getting to the</td>
<td>Why consider politics? (e.g. Statistics on women's representation, the</td>
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<td>modules.</td>
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<td>Gate program provides training to women to prepare them to enter public life.</td>
<td>impact of women in politics, etc.) 2. What do you need? (Deals with self</td>
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<td>preparation, self-awareness, getting one's personal life organized in</td>
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<td>order to run.) 3. Which level of government? 4. When to run? (When</td>
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<td>nominations start, how to get nominated, what the rules are etc.) 5.</td>
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<td>How to run? (Difference between a nomination campaign and an election</td>
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<td>campaign, advice on team building financing, and media communications.)</td>
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<td>6. Train the trainer. A followup program to provide women with</td>
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<td>information and tools for organizing a campaign school or to support</td>
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<td>other women running for public office.</td>
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<td>Canadian Women Voters Congress - Women's</td>
<td>The Canadian Women Voters Congress is an organization dedicated to helping</td>
<td>The Women's Campaign School is a three day training program designed to</td>
<td>Women of all ages and from all backgrounds.</td>
<td>Experienced politicians, political</td>
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<td>Campaign School</td>
<td>women succeed in politics and leadership.</td>
<td>help give women the tools that they need to get involved in the political</td>
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<td>advisors.</td>
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<td>process, at all three levels of government. It is located in Surrey, BC,</td>
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<td>and the program has run every year since 1999.</td>
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<td>Nova Scotia Community College - Campaign</td>
<td>This program provides practical information designed to help individuals</td>
<td>This is a one day program that includes the following topics: identifying</td>
<td>All those who are interested in running</td>
<td>Academics, media specialists, experienced</td>
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<td>School</td>
<td>get elected at the municipal level.</td>
<td>election issues; organizing campaigns; media relations; raising money;</td>
<td>office at the municipal level, as well as</td>
<td>politicians.</td>
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<td>effective campaign strategies; getting out the vote; post-election activities and responsibilities.</td>
<td>those who want to help get others elected.</td>
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</tbody>
</table>
The following is a list of other elected officials training programs. Each is a variation on the models described above:

The University of Tennessee Institute for Public Service - Elected Officials Academy
Kent State University's Centre for Public Administration and Public Policy - Elected Officials Academy
The California Latino Legislative Caucus: Institute for Public Policy — Drucker Institute at Claremont Graduate University and the Institute for Local Government, Elected Officials Training Academy
Pennsylvania League of Cities and Municipalities’ Center for Municipal Development — Elected Officials Leadership Training Program
National Conference of State Legislatures

There are also a number of additional Campaign Schools for women, including:
The Women's Campaign School - Yale University
Municipal Campaign Schools for Women - Union of Nova Scotia Municipalities.

### 4. Working Assemblies

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<th>Program</th>
<th>Description</th>
<th>Structure</th>
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<tbody>
<tr>
<td>British Columbia Citizens' Assembly on Electoral Reform (2004)</td>
<td>The BCCA was charged with the task of reviewing the province's existing electoral system and designing a working alternative. The assembly was also empowered to trigger a provincial referendum on the issue of electoral reform.</td>
<td>The BCCA meet and deliberated for a total of 12 weekends. Each member also attended at least one public meeting. The process was organized into three phases. 1. The learning phase (6 weekends) — in which members learned about BC's electoral system and alternative models used around the world 2. The consultation phase — in which members read public submissions and held public meetings in communities around the province. 3. The deliberation phase (6 weekends) — in which members deliberated with each other and selected and designed an alternative electoral system to be used in the province.</td>
<td>The members of the BCCA were randomly selected. One man and one woman were selected from each of BC's electoral ridings plus two aboriginal members for a total of 160.</td>
<td>Academics, policy advisors, internationally renowned experts, former politicians, fellow citizens, and policy advisors.</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Structure</td>
<td>Type of Participants</td>
<td>Sources of Information</td>
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<tr>
<td>The Ontario Citizens Assembly on Electoral Reform (2006-07)</td>
<td>The ONCA was closely modeled on the BCCA. Like the BCCA, the ONCA was charged with the task of reviewing the province's existing electoral system and designing a working alternative. The assembly was also empowered to trigger a provincial referendum on the issue of electoral reform.</td>
<td>The ONCA meet and deliberated for a total of 12 weekends. Each member also attended at least one public meeting. The process was organized into three phases. 1. The learning phase (6 weekends) — in which members learned about ON's electoral system and alternative models used around the world 2. The consultation phase — in which members read public submissions and held public meetings in communities around the province. 3. The deliberation phase (6 weekends) — in which members deliberated with each other and selected and designed an alternative electoral system to be used in the province.</td>
<td>The members of the ONCA were randomly selected. One member was selected from each of ON's 103 electoral districts. 50 percent of the members were women.</td>
<td>Academics, policy advisors, internationally renowned experts, former politicians, fellow citizens, and policy advisors.</td>
</tr>
<tr>
<td>UBC Centre for Applied Ethics — RDXTalk (2010)</td>
<td>This initiative convened a group of randomly selected citizens to discuss the ethical, political, and social dimensions of issues related to the remediation of the environmental pollutant RDX.</td>
<td>The RDXtalk assembly meet over the course of two non-contiguous weekends. The first day was dedicated to learning about RDX and related topics. The second day was reserved for planning the agenda for the second weekend. The second weekend was dedicated to deliberating the issues and formulating policy recommendations. These policy recommendations were forwarded to relevant government departments and to academics working in the field.</td>
<td>This assembly was made up of 25 randomly selected citizens, 50 percent of whom were women.</td>
<td>Scientists, academics, lawyers, policy analysts, fellow citizens.</td>
</tr>
</tbody>
</table>

The following is a list of other working assemblies, each of which is modeled on the Citizens' Assemblies on Electoral Reform.

The Burgerforum - A Dutch Citizens' Assembly on Electoral Reform (2005-06)
Center for Applied Ethics - UBC - Sequencing the Salmon Genome Deliberation (2008)
Center for Applied Ethics - UBC - The Biolibrary Deliberation (2009)
MASS:LBP - Cancer Care Transformation: The Ottawa Hospital Patients' Reference Panel (2011)
MASS:LBP - The Citizens' Priorities for the Halton Region (2011-2014)
5. Online Education Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Structure</th>
<th>Type of Participants</th>
<th>Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athabasca Online University</td>
<td>Athabasca University is a distance learning university that provides courses in most major academic disciplines.</td>
<td>Athabasca University provides students with a range of individualized study courses. In these courses students can work at their own pace and according to their own schedule. Three-credit courses must be completed within six months. Six credit courses must be completed within twelve months. The University also offers a smaller number of group based online courses, in which students listen to lectures online and do group based online activities with other students. The University offers courses at both graduate and undergraduate levels.</td>
<td>All those who are 16 years and older who are admissible for undergraduate or graduate studies.</td>
<td>Academics.</td>
</tr>
<tr>
<td>NextGenU</td>
<td>NextGenU is a free online, international university that provides learners with access to university level courses regardless of their economic background, location, previous level of education, etc.</td>
<td>NextGenU uses a range of online resources as education tools, including texts, videos, interactive activities, chat rooms, peer generated case studies, and mentorship programs. Currently, NextGenU offers courses in the health sciences field. The aim is to expand the program to offer courses in all major academic disciplines. In some cases, participants can receive academic credit at their home university for courses completed at NextGenU.</td>
<td>Anyone.</td>
<td>This initiative does not employ regular academic faculty. The program does make use of existing education resources from a range of academics, teachers, experts, and mentors.</td>
</tr>
</tbody>
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Appendix II: 
Six Pilot Project Models

In this section, we review six possible models for the Model Parliament of Canada pilot project. Each of these models is based on the practices and experiences of the programs, courses, and initiatives reviewed in the previous section. The structure of each model is summarized, and the strengths and weaknesses of each are considered.

Model 1: One-Day Courses

Modeled On:
Elected Officials Training Programs;
Nova Scotia Community College - Campaign School

Outline:
This program model would consist of a series of short courses each of which would be independent from the others and taught over the course of several hours during one day.

Strengths:

Flexible. Participants would be able work their way through the course load at their own pace, taking courses only when they have time to do so. In addition to providing core curriculum material to everyone (e.g. media communications or parliamentary procedures), this model would also allow individuals to focus their attention on those topics that they know they need to learn more about (e.g. negotiation skills or human resource management).

Accessible. This program would be accessible to a diverse range of participants, including those with other full time commitments or unpredictable schedules. One individual might attend courses one at a time, spreading the load over many months (or years). Another might work through the course over only a few weeks or months.

Weaknesses:

Lack of Integrated Learning. This model would make it difficult to build coherent cohorts of participants, which in turn would make group-based activities, such as forming parties or holding caucus meetings, more difficult to do. In order to properly model many of the practices of public life — working in teams, building networks and relations with colleagues and the media, effectively critiquing partisan opponents — it is likely necessary to build stronger connections between participants within a single cohort than this model would allow.
Costs. As this model is often used for Elected Officials Training programs at the municipal level, the assumption is that participants will be concentrated in a relatively small geographic area. This will not necessarily be the case for participants in the Model Parliament of Canada program. As such, costs in terms of travel and time might make it impractical for participants to attend multiple one day sessions held at different times.

Model 2: Multi-Day Courses.

Modeled On:

Simon Fraser University, Center for Dialogue - Certificate in Dialogue and Civic Engagement; Canadian Women Voters Congress - Women's Campaign School

Outline:

According to this model, the program would be organized around a series of multi-day courses or events, each of which would be independent of the others. These courses could be scheduled on weekdays — like the SFU program — or on weekends. The SFU program involves a number of separate multi-day courses. Participants are encouraged to take the program as part of a cohort, but some allowances are made for part-time participants to register for individual courses.

Strengths:

Accessible. The time commitments required would be significant, but the model is nevertheless designed to be accessible to those who have other full-time commitments. If courses were to be scheduled around weekends, it would be possible for participants to continue to work full-time. If the courses were to be scheduled during work days those who have commitments on the weekends would be able to attend, and it would make it possible for some participants to attend as part of other professional development programs.

Mix of Theory and Practice. The SFU model provides a mixture of theory and practice. Each theory course is held approximately two weeks apart over the course of one academic term. The practicum component is held over the course of another academic term but only requires two group meetings (one at the beginning and one at the end). Given that this model is quite flexible, there are many ways in which theory and practice could be combined.

Integrated Learning. As this model encourages most participants to join for the whole program, it would be possible to build coherent cohorts of participants and to conduct on-going team building activities such as forming 'mock' parties, running leadership campaigns, building cabinets and shadow cabinets, etc.

Flexible. Despite being focusing on cohorts, this model also provides a lot of flexibility because each course is a self contained unit. If this model is used for the Model Parliament of Canada program, the theoretical units could be completed by any individual at any time, but it is likely
that the more practical components would have to be taught to coherent cohorts of participants. Providing additional flexibility could help maximize the number of participants.

Weaknesses:

Time Period. Given the amount of substantive content that would need to be covered in the Model Parliament of Canada curriculum, it is not clear that a relatively small number of separate courses would provide enough learning time in any one area. It might, instead, be necessary to have a more integrated set of courses in which content covered in one session is re-introduced and re-enforced in subsequent sessions.

Costs. As participants in the Model Parliament of Canada program will not (ordinarily) be from the same geographic region, multiple short face-to-face meetings could make it prohibitively costly for some participants in terms of travel costs and time.

Model 3: Online Courses.

Modeled On:

NextGenU - Free Online University;
Athabasca Online University;
Equal Voice - Getting to the Gate Program

Outline:

Online programs can provide students with access to a large number of training courses. Most of the courses offered by Athabasca are individualized study courses which students can begin at any time and complete within a certain number of weeks. A smaller number are group-based courses that function more like conventional university classes with scheduled lecture times and groups activities. The courses at Athabasca University are taught by professors and teaching assistants. By contrast, the Equal Voice program 'Getting to the Gate' is self-guided.

Strengths:

Economical. This model is extremely economical for participants because there are no travel or accommodation costs. It is also very economical for the organizers because there would be no need to provide meeting spaces, food, or to incur the costs of organizing events.

Very Flexible. This is the most flexible model. Students would be able to work through substantive learning materials at their own pace while getting feedback from instructors and other mentors. There would be few practical limits on the number of participants taking any one course at a time.

Accessible. Given the flexibility of online courses, this model would help maximize the number and type of participants. This model appears to be especially effective in attracting those who are
typically underrepresented in both university-level courses and in public life. To illustrate, the following is a list of demographic statistics describing the student body at Athabasca University:

The average undergraduate is 29 years old.
The average graduate student is 38.
83 per cent work while they study.
67 per cent are women.
31 per cent of graduates support dependents.
70 per cent of graduates are the first in their family to earn a university degree.

source: www.athabascau.ca/aboutau/glance.php

Weaknesses:

Possibly Inconsistent with Objectives. Much of public life is not conducted online. Participants in the Model Parliament of Canada program will need to engage in team building exercises, they will need to practice giving speeches to live audiences, talking to the media, working together in caucus meetings, etc. While it would be possible to do some group activities online (e.g. writing press releases or sending around campaign materials), many of the critical skills that elected officials require cannot be developed online.

Integrated Learning. Although it is possible to conduct group-based courses online, it will be easier to develop coherent cohorts if participants all take the same set of courses at the same time and in the same place. Like Models 1 and 2, the online model is focused on self-contained learning modules as opposed to a single integrated program of learning. It might, instead, be necessary to have a more integrated set of courses in which content covered in one session is re-introduced and re-enforced in subsequent sessions.
Model 4: Multiple Short Conferences.

Modeled On: Action Canada.

Outline:

This model would involve multiple short conferences. These might each be self-contained units, or they could be offered to coherent cohorts of participants. Action Canada, is an intensive cohort based program that utilizes this model. In the Action Canada program, 20 participants meet for five 4 to 6 day conferences over the course of one year. These meetings are scheduled around weekends and each is held in a different region of the country. In addition to the five full-cohort conferences, participants are asked to attend up to 10 one-day task force meetings, as well as a number of 'signature sessions' on various topics such as 'The Power of the Question', 'How Ottawa Works', or 'Dialogue Dinners with Key Decision-Makers'.

Strengths:

*Integrated Learning.* This model is very effective at building strong cohorts of participants. By holding a number of intensive face-to-face meetings, the program gives participants plenty of time to get to know each other, to work together, to break off into teams, and to engage in group-based activities and practical learning exercises. This type of integrated learning environment will be essential for the success of the Model Parliament of Canada program.

*Accessible.* This model would require participants to make a substantial time commitment but it is designed to be accessible to those who have other full-time commitments. The Action Canada meetings are held over weekends to make it possible for those who work during weekdays to attend.

*Time Period.* The Action Canada program is held over the course of one full year. This model would provide Model Parliament of Canada participants with a substantial period of time in which to learn the course material. Another advantage of this model is that it would provide participants ample time between meetings to conduct research, read, build personal and professional networks, and refine the practical skills that they learn.

Weaknesses:

*Costs.* The travel and accommodation costs of holding several short conferences are high. This model is also very costly with respect to time commitments.

*Less Flexible.* This model is relatively inflexible with respect to when, where, and how individuals participate. There is a single program schedule that everyone must follow. Nevertheless, it would be possible for participants to engage in individualized learning during interval periods.
**Time Period.** A year long course would require substantial commitment from participants. In addition, although there are some advantages to having considerable periods of time between meetings, there are also disadvantages. Unless there are sufficient communications between meetings, team building efforts and cohort development may be made more difficult and less effective. Lastly, this model would greatly restrict the number of graduating cohorts produced each year — unless it were possible to hold concurrent sessions with a number of different cohorts of participants.

**Considerations:**

A variation on this model would be to hold multiple 4 day sessions over a shorter period of time, such as 6 months rather than a year.

The Governor General’s Leadership Conference, which is more irregular (about once every three or four years) and meets twice as a plenary with study group meetings in between, has similar characteristics to the Action Canada model.

**Model 5: Multiple Weekend Sessions.**

**Modeled On:**

British Columbia Citizens' Assemblies on Electoral Reform;
Ontario Citizens' Assembly on Electoral Reform;
Center for Applied Ethics - UBC - Sequencing the Salmon Genome Deliberation (2008)
Center for Applied Ethics - UBC - The Biolibrary Deliberation (2009)

**Outline:**

This model is similar to the previous one except that there would be many more shorter meetings with less time between each. The citizens' assemblies met twice monthly on non-contiguous weekends for a total of 12 weekends. The Center for Applied Ethics assemblies were held over the course of two non-continuous weekends, two weeks apart. The Model Parliament of Canada program would likely require between 6 or 8 weekend meetings. Like the Action Canada model this would also be a cohort-based approach.

**Strengths:**

*Accessible.* The citizens assembly processes were designed to accommodate a very diverse range of participants from all educational and cultural backgrounds, as well as those in all stages of adult life. To achieve this objective the meetings were held only on non-holiday weekends with the assembly meeting for a full day on Saturday and a half day on Sunday. Many participants
held full time jobs in addition to attending the assembly meetings. Of course, those who have work or family commitments on weekends would not be able to attend a program based on this model.

*Integrated Learning.* This model is very effective at building strong cohorts of participants. By holding a number of intensive face-to-face meetings over the course of a relatively short period of time, this model would give participants plenty of time to get to know each other, to work together, to break off into teams, and to engage in group-based activities and practical learning. This type of integrated learning environment will be essential for the success of the Model Parliament of Canada program. This model would also make it possible to provide an integrated set of courses or topics in which content covered in one session is re-introduced and re-enforced in subsequent sessions.

*Time Period.* This model would provide participants with a substantial period of time in which to learn the course material. As the Model Parliament of Canada program would be quite intensive, it is necessary to ensure that enough time is devoted to each substantive topic.

**Weaknesses:**

*Costs.* The travel and accommodation costs of holding several multi-day meetings are high. This model would also be very costly with respect to time commitments.

*Less Flexible.* This model is relatively inflexible with respect to when, where, and how individuals participate. There is a single program schedule that everyone must follow. Nevertheless, it is possible for participants to engage in individualized learning between sessions.

**Model 6: Weeklong Intensive Session.**

**Modeled On:** UBC, Summer Institute in Sustainability Leadership.

**Outline:** In this model, participants would attend a single intensive program of learning conducted over the course of 5, 6, or 7 days.

**Strengths:**

*Economical.* Although this model would require a significant commitment of time, it would involve fewer travel and accommodation costs when compared to Models 4 and 5 (above). Instead of 4, 6, or 8 return trips, this model would only require participants to make only one return trip.
Accessible. By being held over the course of only a single week, this model would be accessible to diverse range of participants, including those who have other full time commitments. It would also be possible to produce a number of cohorts of graduates over the course of a single year.

Integrated Learning. Like Models 4 and 5, this model would provide participants with a lot of face-time to get to know each other, to develop networks, to break off into teams, to form 'mock' political parties, and to engage in group-based activities and practical learning.

Weaknesses:

Very Intensive. This design might be overly intensive, and thereby fail to provide participants with adequate time to process learning materials, or engage in individualized study. The Summer Institute on Sustainability Leadership is structured around a very intensive program of lectures, courses, and activities. These are held from 9 am until 5 pm over the course of 5 full days. The intensity of the weeklong conference might be reduced if some theoretical content were to be covered online before the start of the session.

Time Period. Give the amount of material that would have to be covered in the Model Parliament of Canada program, a week might not be long enough. This is a particular concern because participants will not have much 'down time' to process what they are learning. In addition, given that there would be no interval break between sessions, participants would not have the opportunity to speak with others (outside the program) about what they are learning, to conduct individualize research, or to engage in online activities with other participants (such as developing campaign materials, etc).

Consideration:

A variation on the intensive weeklong session would be to hold two intensive weeklong or 5 day sessions over the course of one summer or any two month period. This model would provide more time to cover the material. It would also provide participants with more time to process the material they are learning over the interval break between sessions. The cost would be increased, requiring two return trips and accommodation for a longer period of time (total), but these costs would be less than those associated with Models 4 and 5. We discuss a variation of this in our recommendations in section IV.
Appendix III:
List of Potential Partners

The following is a list of possible partners organized by thematic type and potential role.

This list is not meant to be exhaustive; instead, each section provides a select sample of potential partners.

**Foundations** — (Potential Role: Funding)

Max Bell Foundation, [http://www.maxbell.org](http://www.maxbell.org)

The Maytree Foundation, [http://maytree.com](http://maytree.com/)

Ontario Trillium Foundation, [www.trilliumfoundation.org/](http://www.trilliumfoundation.org/)

Foundation J. Armand Bombardier, [http://www.fondationbombardier.ca](http://www.fondationbombardier.ca)

Vancity Community Foundation, [https://www.vancity.com](https://www.vancity.com)

Aurea Foundation, Peter and Melanie Munk, [http://www.aureafoundation.com](http://www.aureafoundation.com)

Killam Trusts, [www.killamtrusts.ca](http://www.killamtrusts.ca)

Chastell Foundation

Cecil and Ida Green Green Foundation and Trust

**Polling Firms** — (Potential Roles: Funding and Development)

Environics, [www.environics.ca/](http://www.environics.ca/)

Innovative Research Group, [www.innovativeresearch.ca](http://www.innovativeresearch.ca)

**Political Parties** — (Potential Role: Development and Recruitment)

The Liberal Party of Canada

The Conservative Party of Canada

The New Democratic Party

The Green Party
The Conservative Party of BC
The BC Liberal Party
The New Democratic Party of BC
The Green Party of BC

**Political Science Institutes** — (Potential Role: Development and Delivery)

Center for the Study of Democratic Institutions, UBC, [http://www.democracy.arts.ubc.ca/](http://www.democracy.arts.ubc.ca/)


Canada Research Chair in Electoral Studies, University of Montreal, [http://www.crcee.umontreal.ca/mission_a.html](http://www.crcee.umontreal.ca/mission_a.html)

**Journalism Programs** — (Potential Role: Development and Delivery)

University of British Columbia, Graduate School of Journalism, [www.journalism.ubc.ca/](http://www.journalism.ubc.ca/)

Carlton University, School of Journalism and Communication, [http://www1.carleton.ca/sjc/](http://www1.carleton.ca/sjc/)

Ryerson University, School of Journalism, [www.ryerson.ca/journalism/](http://www.ryerson.ca/journalism/)

Etc.

**Engagement Organizations** — (Potential Role: Development and Delivery)


Samara, [www.samaracanada.com/](http://www.samaracanada.com/)

Student Vote, [www.studentvote.ca/](http://www.studentvote.ca/)


Apathy is Boring, [www.apathyisboring.com/](http://www.apathyisboring.com/)

Local Government Leadership Academy (British Columbia), [www.lgla.ca/](http://www.lgla.ca/)


Get Your Vote On, [http://www.getyourvoteon.ca/](http://www.getyourvoteon.ca/)

Your Canada, Your Constitution, [http://ycyc-vcvc.ca](http://ycyc-vcvc.ca)
MASS:LBP, www.masslbp.com/

Research Institutes — (Potential Role: Development)

Institute for Research on Public Policy, www.irpp.org


Elections Organizations — (Potential Role: Development)

Elections Canada, www.elections.ca

Elections BC, www.elections.bc.ca

Elections Ontario, www.elections.on.ca

Etc.

Organizations of Former Parliamentarians — (Potential Role: Development and Delivery)

Canadian Association of Former Parliamentarians, www.exparl.ca

Association of Former MLAs of British Columbia

Association of Former Manitoba Members of the Legislative Assembly, www.formermanitobamla.ca/

Etc.

First Nations Organizations — (Potential Role: Development and Recruitment)

Assembly of First Nations, www.afn.ca

Indigenous Leadership Development Institute, http://www.ildii.ca


Manitoba Metis Federation, www.mmf.mb.ca

Indspire (former National Aboriginal Achievement Foundation), http://indspire.ca

Women’s Organizations — (Potential Role: Development and Recruitment)


Canadian Federation of University Women, www.cfuw.org
Native Women's Association of Canada, nwac.ca

**Disability Organizations** — (Potential Role: Development and Recruitment)
Canadian Paraplegic Association, http://www.canparaplegic.org/national

**International Elections Organizations** — (Potential Role: Development and Delivery)
International Institute for Democracy and Electoral Assistance (IDEA), www.idea.int