



NATIONAL OCCUPATIONAL SKILLS STANDARDS

COMMUNITY DEVELOPMENT WORKER

**Edition 2
September 2012**

ACKNOWLEDGEMENTS

These Industry Competency Standards were originally developed by the Industrial Technical Panel (ITC) for Community Development, as part of the PNG Occupational Skills Standard Project (POSSP) and with assistance from the Community Development Scheme (CDS). Trialling and use of these Standards through to 2012 has led to this revised edition of the National Occupational Skills Standards for Community Development Workers. Assistance to the NATTB and the ITC for Community Development to revise these Industry Technical Standards has come from *Strongim Pipol Strongim Nesen* (SPSN).

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The NATTB and SPSN express their thanks to the members of the ITC and their employers for their work and commitment to improving the skills of the workforce in PNG.

The contribution of SPSN through the input of Rebecca Robinson and Lucinda Kisip is also acknowledged.

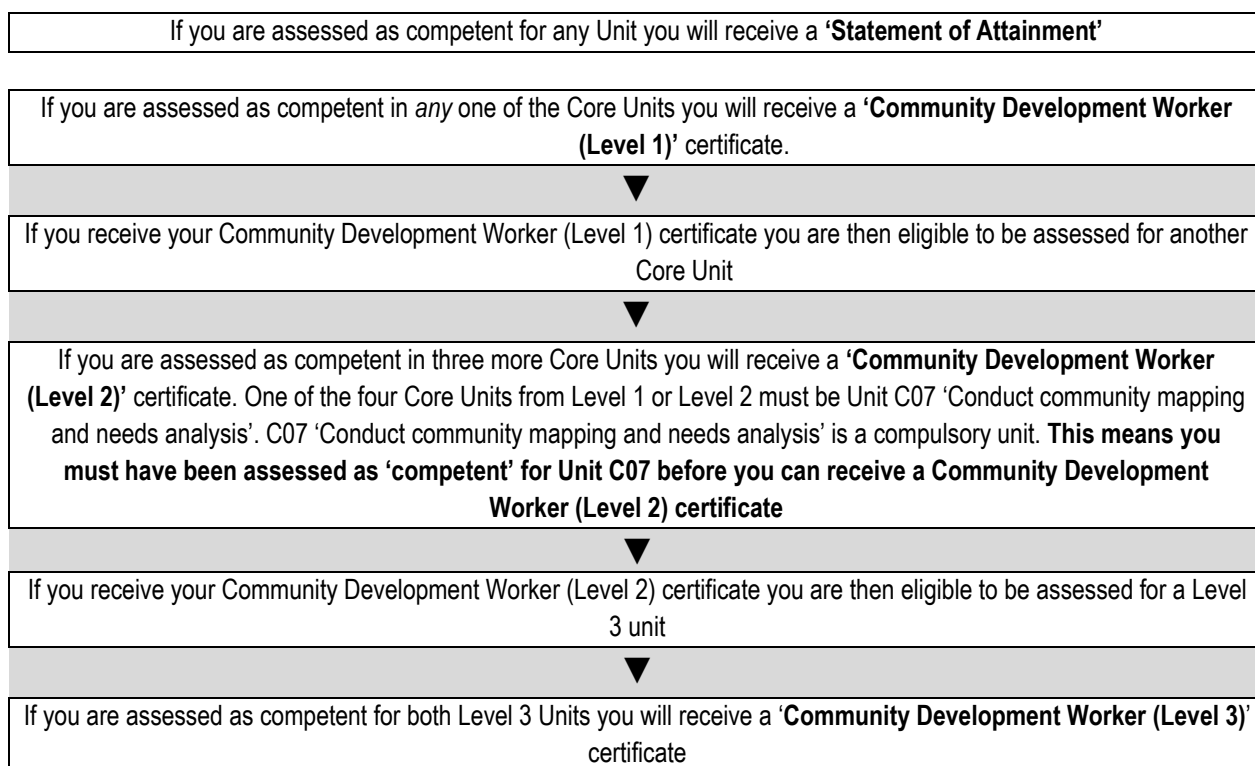
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EXPLANATION OF THE NATIONAL OCCUPATIONAL SKILLS STANDARDS (NOSS)

These NOSS have been developed by the ITC to be used by any person who is currently working as a Community Development Worker, or who wishes to be trained as a Community Development Worker. NOSS are developed by industry and are based around the functions of a job. That is, they are developed by people who do the job and they specify the skills, knowledge and attitude that a person requires to complete the job. NOSS measure a person's ability to perform tasks to a standard of performance required in the workplace. NOSS are endorsed by the NATTB. They are national standards and can be used by any industry employing Community Development Workers, or any training institution that wishes to provide Community Development Worker training.

NOSS can be used for things such as:

- Providing benchmarks for training courses and issuing of qualifications
- Providing benchmarks for assessment of skills and knowledge
- Work organisation and developing job descriptions
- Formally recognising existing skills and knowledge held by people in both formal and informal employment
- Identifying training needs

SOME DEFINITIONS

NOSS define the skills, knowledge and attitude required for effective performance in the workplace. Standards are expressed in outcome terms and have a standard format comprising Unit, Elements, Performance Criteria, Range Statement and Evidence Guide.

Each unit of competency identifies a discrete workplace requirement. It is generally regarded as the job function of a single person.

An Element of Competency is the basic building block of the Unit of Competency. Elements are expressed as an outcome, and an individual is assessed against the Element and must demonstrate they have the skills, knowledge and attitude to carry out that task or duty.

Performance Criteria are evaluative statements that specify what is to be assessed and the required level of performance. They specify the activities, skills, knowledge and attitude that provide evidence of competent performance for each element.

The Range Statement sets out a range of contexts in which performance can take place. The Range Statement helps the assessor to identify the specific industry or enterprise application of the unit of competency. A Range Statement is a part of the format of a competency standard and provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. The meanings of key terms used in the performance criteria will also be explained in the range statement

The Evidence Guide provides a guide to assessment of the unit of competency in the workplace. The evidence guide specifies the context of assessment, the critical aspects of evidence and the required or underpinning knowledge and skills. The evidence guide relates directly to the performance criteria and range statement defined in the unit of competency. The Evidence Guide should be used when designing training programmes.

LEVELS IN THE COMMUNITY DEVELOPMENT WORKER STANDARD

Community Development Worker Core Units (Level 1 and Level 2)			
Conduct community awareness	Conduct community mapping and needs analysis	Assist group to develop a plan	Facilitate agreement
Facilitate the start of group activity	Transfer skills and knowledge to group members (trainer)	Monitor Community Activity	Evaluate activity outcomes
Community Development Worker Level 3 Units			
Train trainers	Assess Community Development Workers against the National Standard for CDWs		

ASSESSMENT FOR THE COMMUNITY DEVELOPMENT WORKER STANDARD

To perform to the standard required in industry, an individual will need to demonstrate competency to the level specified in each unit of competency by showing they have the level of skills, knowledge and attitude required by industry.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant unit of competency. An assessment judgement involves an assessor evaluating whether the evidence is current, valid, authentic and sufficient to make an assessment decision. The assessment system is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations, are consistent, fair, valid and reliable.

If a Community Development Worker is assessed as meeting the National Standard benchmarks for a Unit then they are 'competent' for that Unit. Assessors are experienced Community Development Workers, and assessment will be on-the-job. This means the candidate will be assessed while doing the work they normally do. After each assessment the candidate will receive a **Statement of Results** from NATTB. If the candidate has been assessed as 'competent' for a Unit then the Statement of Results will also include a **Statement of Attainment** for the Unit.

The Community Development Worker Core Units can be assessed in any order. When a Community Development Worker has been assessed as competent for all four elements of one of the Core Units they receive a certificate from NATTB to show they are a **Community Development Worker (Level 1)**.

When a Community Development Worker receives their Level 1 certificate they are eligible to be assessed for any of the remaining Core Units. It is possible to be assessed for more than one of the remaining Core Units at the same time. Because Element 1, Element 2 and Element 4 are exactly the same for each of the Core Units, and the candidate's Level 1 certificate demonstrates they have already been assessed as competent for these Elements, they will only need to be assessed for Element 3 for other Core Units. To receive a **Community Development Worker (Level 2)** certificate a CDW must have been assessed competent in at least Four Units (including the previous Level One Unit), and one of the four units must be "Conduct community mapping and needs assessment".

You can only be assessed for a Level 3 Unit if you already have a Level 2 certificate. Level 3 Units require advanced skills and knowledge, and extensive experience in the industry. If a Community Development Worker is assessed as competent for both Level 3 Units they will receive a **Community Development Worker (Level 3)** certificate.

You can read the **Community Development Worker Assessment Handbook** for a full explanation of the National Standard and the assessment process.

UNIT TITLE: Conduct Community Awareness

UNIT CODE: CDW C01

This unit describes the job tasks required to conduct community (or group) awareness. Awareness is conducted to pass on information or promote a message to people so that they can use that information to benefit themselves in some way.

ELEMENTS	PERFORMANCE CRITERIA
1. Make preparations	1.1 Find out information about the place and people to be visited 1.2 Communicate effectively with key people from the place to be visited 1.3 Prepare a suitable work plan (activity plan) 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities	2.1 Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Communicate effectively with key people 2.4 Show respect for local culture and be sensitive to gender roles 2.5 Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6 Follow workplace health and safety practices while conducting field activities
3. Conduct the awareness	3.1 Support and encourage effective participation while conducting awareness 3.2 Communicate effectively while conducting awareness 3.3 Work in a way that is appropriate to local culture while conducting awareness 3.4 Demonstrate understanding of how people learn (principles of adult learning) when conducting awareness 3.5 Discuss how the awareness information is relevant to the needs of the community 3.6 Share the awareness information using effective techniques 3.7 Respond to any misunderstanding or confusion when conducting awareness 3.8 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.9 Discuss with the group how or if the visit has been useful for them 3.10 Thank participants, without rushing, and explain again what the visit has been for
4. Prepare a report	4.1 Maintain diary (journal) of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Working with the group may include (but is not limited to) awareness activities for:

Formal education (e.g. elementary schools, primary schools, vocational training)
 Water Supplies
 Youth projects
 Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
 Special Needs - health and education
 Leadership
 Good governance
 Basic financial management
 Forestry
 Fisheries (e.g. sea rights, marine resource rights)
 Land (e.g. ownership, tenure, mobilization)
 Income generation
 Information Technology and communications
 Tourism (e.g. eco-tourism)
 Agriculture (e.g. crops, livestock)
 Environmental protection
 Rights and responsibilities (e.g. human rights, child rights, animal rights)
 Law and justice
 Government (electoral processes, representation, legislation)
 Community education (formal and non-formal)
 Community service delivery
 Community planning, activities and projects
 Consultative and planning committees
 Sectoral development initiatives

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others: CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Opportunities for community members and groups to participate in awareness may include:

Informal and formal conversations, discussions and meetings
 PRA activities
 Focus groups on relevant issues
 Participation on committees (e.g. ward development, water and sanitation, health, etc.)
 Through publications (various media – radio, newspapers, etc.)
 Group facilitation
 Peer education

Key people may include (but are not limited to):

Individuals, groups or communities most likely to be affected by the topic or issues of the awareness
 Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, resource development, etc.)
 People who have visited the community before
 Keepers of records of the community
 Policy and decision makers in the community
 School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
 Business leaders

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	People with formal and informal representative roles
<i>Information and resources may include (but are not limited to):</i>	<p>Awareness materials (e.g. posters, pamphlets, flip charts, videos, computers, white boards, blackboards, etc)</p> <p>Locally improvised materials</p> <p>Theatre performers</p> <p>Local knowledge and people with local knowledge</p> <p>Staff skills and time</p> <p>Information on funding availability for potential activities coming out from awareness discussions</p> <p>Financial support for awareness activity</p> <p>Facilities (e.g. for sleeping, eating, etc)</p> <p>Administrative support</p> <p>Physical transport, venues, materials, equipment</p>
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Principles of adult learning may include</i>	<p>The learner (target “audience”) clearly understands what they are supposed to learn (the message of the awareness)</p> <p>The learner can see that the knowledge is worth knowing (i.e. they see the usefulness of the information)</p> <p>The new learning or information builds on what the learner already knows (i.e. the information makes sense based on their previous understanding)</p> <p>The facilitator explains by show and tell</p> <p>The learner has a chance to learn by doing</p> <p>The learner feels comfortable and supported</p> <p>The learner gets to reflect on what they have learned</p>
<i>Communicating effectively includes:</i>	<p>Using appropriate materials correctly (in some cases no materials at all may be necessary)</p> <p>Using clear language that the people targeted will understand</p> <p>Delivering or explain the message in a way that will gain people’s interest and is appropriate</p> <p>Using appropriate body language and wearing appropriate clothing</p> <p>Listening and responding to the people the message is targeted at</p> <p>Encouraging questions and discussion</p> <p>Being respectful of what people say even if there is disagreement</p>

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EVIDENCE GUIDE:

Most important parts of assessment:

The candidate will need to demonstrate the ability to carry out awareness activities in ways that encourage participation, and involvement by groups and individuals, and that are most likely to result in greater awareness or understanding by the targeted groups or individuals

Required knowledge:

Effective community awareness approaches
 Basic understanding of cultural, social and political differences between and within the groups involved or targeted by the awareness
 How government policies or strategies relate to the awareness activity (e.g. one or more of the five National goals and directive principles)
 If needed, what funding or support resources may be available (e.g. contributions from local people, and contributions from outside the group)
 Purpose or reasons for reporting and keeping records of awareness work
 Workplace strategies for HIV&AIDS prevention
 Workplace strategies for ensuring workers living with HIV&AIDS are treated fairly in the workplace
 Basic health and hygiene principles so that the candidate can reduce their risk of ill health during the awareness work

Essential skills:

Ability to effectively communicate awareness information so that the purpose of the awareness activity is achieved
 Ability to report on the awareness in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of the awareness.

Resources needed for assessment:

Demonstration of competency in this unit requires the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment:

This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, and case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Conduct community mapping and needs analysis

UNIT CODE: CDW C07

This unit describes the job tasks required to help a community (or group) to identify and analyse their development situation, identify their needs, and prioritise their needs

ELEMENTS	PERFORMANCE CRITERIA
1. Make preparations	1.1. Find out information about the place and people to be visited 1.2. Communicate effectively with key people from the place to be visited 1.3. Prepare a suitable work plan (activity plan) 1.4. Put together suitable materials for the activities 1.5. Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities	2.1. Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2. Discuss roles, expectations, and the purpose of the visit with key people 2.3. Communicate effectively with key people 2.4. Show respect for local culture and be sensitive to gender roles 2.5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6. Follow workplace health and safety practices while conducting field activities
3. Conduct community mapping and needs analysis	3.1. Support and encourage effective participation while conducting community mapping and needs analysis 3.2. Encourage key people to take the lead while conducting community mapping and needs analysis 3.3. Communicate effectively while conducting community mapping and needs analysis 3.4. Work in a way that is appropriate to local culture while conducting community mapping and needs analysis 3.5. Explain the purpose of community mapping and needs analysis to the participants 3.6. Work with the participants to analyse their development situation 3.7. Work with the participants to identify their needs 3.8. Work with the participants to prioritise their needs 3.9. Discuss what the group or community can do to address their priority needs 3.10. Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.11. Discuss with the group how or if the visit has been useful for them 3.12. Thank participants, without rushing, and explain again what the visit has been for
4. Prepare a report	4.1. Maintain diary (journal) of activities and movements according to workplace practices 4.2. Report what was done during the visit, including relevant measurable information 4.3. Report outcomes clearly 4.4. Provide an analysis of outcomes 4.5. Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Community mapping and needs analysis activities may include those done for:

- Formal education (e.g. elementary schools, primary schools, vocational training)
- Water Supplies
- Youth projects
- Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
- Special Needs - health and education
- Leadership
- Good governance
- Basic financial management
- Forestry
- Fisheries (e.g. sea rights, marine resource rights)
- Land (e.g. ownership, tenure, mobilization)
- Income generation
- Information Technology and communications
- Tourism (e.g. eco-tourism)
- Agriculture (e.g. crops, livestock)
- Environmental protection
- Rights and responsibilities (e.g. human rights, child rights, animal rights)
- Law and justice
- Government (electoral processes, representation, legislation)
- Community education (formal and non-formal)
- Community service delivery
- Community planning, activities and projects
- Consultative and planning committees
- Sectoral development initiatives

Opportunities for people to participate in community mapping and needs analysis activities may include:

- Informal and formal conversations, discussions and meetings
- PRA activities
- Work-shopping ideas and skills
- Using interest groups or focus groups for different issues
- Conducting or being a part of surveys and questionnaires
- Participation in committees e.g. ward development, water and sanitation, health, etc
- Contributing to and learning from publications (various media – radio, newspapers, etc)
- Group facilitation
- Peer training
- Presentations, workshops and meetings

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

- Individuals, groups or communities which have a direct interest in the social, economic or environmental resources being mapped or in the needs being discussed and prioritized
- Local project or activity leaders
- Potential resource providers (suppliers, donors, sponsors)
- Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
- Keepers of records of the community
- Policy and decision makers in the specific community
- School teachers and Boards of Management

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Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
 Business leaders
 People with formal and informal representative roles

Information and resources may include (but are not limited to):

Locally improvised materials
 Local knowledge and informants
 Staff skills and time
 Information on funding availability
 Financial support for community mapping
 Facilities (sleep, eat, etc)
 Skills/administrative support
 Physical transport, venues, material, equipment
 A budget plan (resources needed) for visit

“Respect” means

To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them

“Culture” means

What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.

“Gender roles” means

The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.

“Participation” means

The most disadvantaged people or people with low status are not left behind or left out, but instead are invited along with more advantaged or higher status people to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds direct and influence decisions.

Communicating effectively means:

Using appropriate materials correctly (in some cases no materials at all may be necessary)
 Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand
 Delivering or explaining things in ways that people will want to listen
 Looking confident and encouraging (body language and facial expressions)
 Listening and responding to the people involved
 Encouraging questions and discussion
 Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)
 Being respectful of what people say and believe

EVIDENCE GUIDE:

Most important parts of assessment

The candidate will need to demonstrate the ability to carry out activities in ways that encourage participation and involvement by groups and individuals, resulting in effective community analysis of their situation, needs, and priorities

Required knowledge

Community development principles and practice
 Cultural, social and political differences between and within groups
 How government policies or strategies relate to the community mapping activities (this may include one or more of the five National goals and directive principles)

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Funding or support sources available (including both contribution from local people, and contributions from outside)
 Purpose or reasons for reporting and keeping records
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace
 Basic health and hygiene principles

Essential skills: Ability to assist people to map their situation (such as social, environmental, physical, or economic resources)
 Ability to assist people to use their community mapping to identify opportunities or needs, and then prioritise which needs or opportunities they will put their efforts towards
 Ability to report on the community mapping and needs analysis in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of community mapping and needs analysis.

Resource implications: Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Assist group to develop a plan

UNIT CODE: CDW C05

This unit describes the job tasks required to work with a group (or community) to develop a plan that can be implemented

ELEMENTS	PERFORMANCE CRITERIA
1. Make preparations	1.1. Find out information about the place and people to be visited 1.2. Communicate effectively with key people from the place to be visited 1.3. Prepare a suitable work plan (activity plan) 1.4. Put together suitable materials for the activities 1.5. Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities	2.1. Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2. Discuss roles, expectations, and the purpose of the visit with key people 2.3. Communicate effectively with key people 2.4. Show respect for local culture and be sensitive to gender roles 2.5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6. Follow workplace health and safety practices while conducting field activities
3. Assist group to develop the plan	3.1. Support and encourage effective participation while assisting the group to develop the plan 3.2. Encourage key people to take the lead while assisting the group to develop the plan 3.3. Communicate effectively while assisting the group to develop the plan 3.4. Work in a way that is appropriate to local culture while assisting the group to develop the plan 3.5. Review the community mapping and needs analysis on which the plan is based 3.6. Explain the purpose of planning to the participants 3.7. Explain what needs to be included in the plan and any terms that people might find confusing 3.8. Work with the group to identify the information to include in the plan 3.9. Work with the group to review and confirm the plan 3.10. Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.11. Discuss with the group how or if the visit has been useful for them 3.12. Thank participants, without rushing, and explain again what the visit has been for
4. Prepare a report	4.1. Maintain diary (journal) of activities and movements according to workplace practices 4.2. Report what was done during the visit, including relevant measurable information 4.3. Report outcomes clearly 4.4. Provide an analysis of outcomes 4.5. Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Working with the group may include activities associated with developing and producing plans for:

Formal education (e.g. elementary schools, primary schools, vocational training)
 Water Supplies
 Youth projects
 Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
 Special Needs - health and education
 Leadership
 Good governance
 Basic financial management
 Forestry
 Fisheries (e.g. sea rights, marine resource rights)
 Land (e.g. ownership, tenure, mobilization)
 Income generation
 Information Technology and communications
 Tourism (e.g. eco-tourism)
 Agriculture (e.g. crops, livestock)
 Environmental protection
 Rights and responsibilities (e.g. human rights, child rights, animal rights)
 Law and justice
 Government (electoral processes, representation, legislation)
 Community education (formal and non-formal)
 Community service delivery
 Consultative and planning committees
 Sectoral development initiatives

Opportunities for community members and groups to participate in developing and producing plans may include:

Informal and formal conversations, discussions and meetings
 PRA activities (following on from PRA tools used in community mapping and needs analysis)
 Focus groups on relevant issues
 Participation on committees (e.g. ward development, water and sanitation, health, etc.)
 Group facilitation
 Peer education

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
 CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities which have a direct interest in the planned activities
 Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
 People who have visited the community before
 Keepers of records of the community
 Policy and decision makers in the specific community
 School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Individuals, groups or communities most likely to be affected by strategies or action plans
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, P&GO officers, elders)

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	Business leaders People with formal and informal representative roles
<i>Information and resources may include (but are not limited to):</i>	Planning materials (action plans, Gantt charts, network diagrams, electronic software, etc) Locally improvised materials and tools (e.g. PRA diagrams) Local knowledge and informants Staff skills and time Information on funding availability Financial support for planning activity Facilities (sleep, eat, etc) Skills/administrative support Physical transport, venues, material, equipment Developmental training
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity to direct and influence decisions.
<i>Communicating effectively means:</i>	Using appropriate materials correctly (in some cases no materials at all may be necessary) Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand Delivering or explaining things in ways that people will want to listen Looking confident and encouraging (body language and facial expressions) Listening and responding to the people involved Encouraging questions and discussion Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing) Being respectful of what people say or believe

EVIDENCE GUIDE:

Most important parts of assessment: The candidate will need to demonstrate the ability to carry out activities in ways that encourage and include appropriate participation by groups to produce realistic plans

Required knowledge: Community development principles and practices
Planning principles and processes
Cultural, social and political differences between and within groups
Funding or support sources available (including both contribution from local people, and contributions from outside)
Purpose or reasons for developing plans

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Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace
 Basic health and hygiene principles
 Community or group background and situation
 Action plans, calendars or time-charts

Essential skills: Ability to work with groups to pull together their key ideas and priorities (identified through Community Mapping and Needs Analysis covered in Unit C07) and from this produce a plan that is understood and owned by the group.
 Ability to report on the plan development in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of the development of the plan.

Resource implications: Demonstration of competency requires the ability to work with key people and focus groups in the community to develop plans. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. This unit covers the tasks carried out following on from tasks covered by Unit C07 (Community Mapping and Needs Analysis). Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Facilitate agreement

UNIT CODE: CDW C04

This unit describes the job tasks required to work with a group (or community) to help them reach agreement. Facilitating agreement is the process for helping to organize, validate and formalize a general agreement that has already been reached.

ELEMENTS	PERFORMANCE CRITERIA
1. Make preparations	1.1. Find out information about the place and people to be visited 1.2. Communicate effectively with key people from the place to be visited 1.3. Prepare a suitable work plan (activity plan) 1.4. Put together suitable materials for the activities 1.5. Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities	2.1. Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2. Discuss roles, expectations, and the purpose of the visit with key people 2.3. Communicate effectively with key people 2.4. Show respect for local culture and be sensitive to gender roles 2.5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6. Follow workplace health and safety practices while conducting field activities
3. Facilitate agreement discussion	3.1. Support and encourage effective participation while facilitating agreement 3.2. Encourage key people to take the lead while facilitating agreement 3.3. Communicate effectively while facilitating agreement 3.4. Work in a way that is appropriate to local culture while facilitating agreement 3.5. Confirm that people necessary to reach a valid agreement are involved 3.6. Work with the group to review and discuss the purpose, terms and conditions of the agreement 3.7. Work with group to identify and address any concerns to help reach agreement 3.8. Work with the group to see if a valid agreement can be reached 3.9. Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.10. Discuss with the group how or if the visit has been useful for them 3.11. Thank participants, without rushing, and explain again what the visit has been for
4. Prepare a report	4.1. Maintain diary (journal) of activities and movements according to workplace practices 4.2. Report what was done during the visit, including relevant measurable information 4.3. Report outcomes clearly 4.4. Provide an analysis of outcomes 4.5. Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Working with the group may include activities associated with reaching agreement in activities such as:

Formal education (e.g. elementary schools, primary schools, vocational training)
 Water Supplies
 Youth projects
 Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
 Special Needs - health and education
 Leadership and good governance
 Basic financial management
 Forestry
 Fisheries (e.g. sea rights, marine resource rights)
 Land (e.g. ownership, tenure, mobilization)
 Income generation
 Information Technology and communications
 Tourism (e.g. eco-tourism)
 Agriculture (e.g. crops, livestock)
 Environmental protection
 Rights and responsibilities (e.g. human rights, child rights, animal rights)
 Law and justice
 Government (electoral processes, representation, legislation)
 Community education (formal and non-formal)
 Community service delivery
 Community planning, activities and projects
 Consultative and planning committees
 Sectoral development initiatives

Opportunities for community members and groups to participate in reaching agreement may include:

Presentations, workshops and meetings
 Informal and formal conversations, discussions and meetings
 PRA activities
 Focus groups on relevant issues
 Participation on committees (e.g. ward development, water and sanitation, health)
 Group facilitation

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
 CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities with direct interest in the agreement outcome
 Advocacy groups (e.g. promoting or opposing particular issues)
 People who have visited the community before
 Keepers of records of the community
 Policy and decision makers in the specific community
 School teachers and Boards of Management
 Health Workers
 Special needs (Disadvantaged peoples)
 Individuals, groups or communities most likely to be affected by agreement
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
 Business leaders
 People with formal and informal representative roles

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<i>Information and resources may include (but are not limited to):</i>	<ul style="list-style-type: none"> Agreement materials (agreement procedures, contracts, plans, etc) Local knowledge and informants Staff skills and time Information on funding availability Financial support for facilitating agreement activity Facilities (sleep, eat, etc) Skills/administrative support Physical transport, venues, material, equipment
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Communicating effectively means:</i>	<ul style="list-style-type: none"> Using appropriate materials correctly (in some cases no materials at all may be necessary) Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand Delivering or explaining things in ways that people will want to listen Looking confident and encouraging (body language and facial expressions) Listening and responding to the people involved Encouraging questions and discussion Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing) Being respectful of what people say or believe

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate must demonstrate the ability to facilitate agreement in ways that include and encourage appropriate participation by groups and individuals so that the group are more able to reach agreement
<i>Required knowledge:</i>	<ul style="list-style-type: none"> Community development principles and practices Cultural, social and political differences between and within groups Problem solving techniques (cultural sensitivity brainstorming, small group, etc) Funding or support sources available (including both contribution from local people, and contributions from outside) Purpose or reasons for reporting and keeping records Workplace strategies for HIV & AIDS prevention Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly Basic health and hygiene principles

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Essential skills: Ability to facilitate agreement discussions and meetings so that people are more likely to reach agreement with each other
 Ability to report on the agreement facilitation work in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of facilitating agreement

Essential skills: Collect information on the people and place
 Ability to use and adapt a range of presentation methods in different situations
 Promotion and sharing of ideas and information
 Ability to communicate clearly and sensitively to a wide range of people (includes verbal and non-verbal skills – body language skills). People may include different ethnic groups, men or women, different clans...)
 Report writing and analytical skills (reports may be verbal, written or electronic)
 Negotiation, liaison, networking
 Listening skills
 Public Relations skills
 Facilitation skills
 Use appropriate language in a variety of situations

Resource implication: Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Facilitate the start of group activity

UNIT CODE: CDW C03

This unit describes the job tasks required to work with a group (or community) to begin a group activity. It describes how to assist people to organise and arrange themselves to implement their group's planned activity.

ELEMENTS

PERFORMANCE CRITERIA

1. Make preparations
 - 1.1. Find out information about the place and people to be visited
 - 1.2. Communicate effectively with key people from the place to be visited
 - 1.3. Prepare a suitable work plan (activity plan)
 - 1.4. Put together suitable materials for the activities
 - 1.5. Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities
 - 2.1. Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities
 - 2.2. Discuss roles, expectations, and the purpose of the visit with key people
 - 2.3. Communicate effectively with key people
 - 2.4. Show respect for local culture and be sensitive to gender roles
 - 2.5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes
 - 2.6. Follow workplace health and safety practices while conducting field activities
3. Facilitate the starting of the activity
 - 3.1. Support and encourage effective participation while facilitating the starting of the activity
 - 3.2. Encourage key people to take the lead while facilitating starting of the activity
 - 3.3. Communicate effectively while facilitating starting of the activity
 - 3.4. Work in a way that is appropriate to local culture while facilitating starting of the activity
 - 3.5. Work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what
 - 3.6. Discuss ways to encourage community participation and support when implementing the activity
 - 3.7. Confirm what will be done next, by whom, and when, to begin implementing the activity
 - 3.8. Discuss with the group how or if the visit has been useful for them
 - 3.9. Thank participants, without rushing, and explain again what the visit has been for
4. Prepare a report
 - 4.1. Maintain diary (journal) of activities and movements according to workplace practices
 - 4.2. Report what was done during the visit, including relevant measurable information
 - 4.3. Report outcomes clearly
 - 4.4. Provide an analysis of outcomes
 - 4.5. Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Working with the group to start-up activities may include activities for:

Formal education (e.g. elementary schools, primary schools, vocational training)
 Water Supplies
 Youth projects
 Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
 Special Needs - health and education
 Leadership
 Good governance
 Basic financial management
 Forestry
 Fisheries (e.g. sea rights, marine resource rights)
 Land (e.g. ownership, tenure, mobilization)
 Income generation
 Information Technology and communications
 Tourism (e.g. eco-tourism)
 Agriculture (e.g. crops, livestock)
 Environmental protection
 Rights and responsibilities (e.g. human rights, child rights, animal rights)
 Law and justice
 Government (electoral processes, representation, legislation)
 Community education (formal and non-formal)
 Community service delivery
 Community planning, activities and projects
 Consultative and planning committees
 Sectoral development initiatives

Opportunities for community members and groups to participate in start-up may include:

Informal and formal conversations, discussions and meetings
 PRA activities
 Focus groups on relevant issues
 Inviting participation on committees (e.g. ward development, water and sanitation, health, etc.)
 Through publications (various media – radio, newspapers, etc.)
 Group facilitation
 Peer education

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
 CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities involved in implementing the activities (directing, managing, providing resources, providing labour, providing advice, providing funds)
 Local project or activity leaders
 Resource providers (suppliers, donors, sponsors)
 Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
 Keepers of records of the community
 Policy and decision makers in the specific community

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School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates,
 Peace and Good Order officers, elders)
 Business leaders
 People with formal and informal representative roles

Information and resources may include (but are not limited to):

Activity Plan
 Locally improvised materials
 Local knowledge and informants
 Staff skills and time
 Information on funding availability
 Financial support for implementation
 Facilities (sleep, eat, etc)
 Skills/administrative support
 Physical transport, venues, material, equipment
 A budget plan (resources needed) for visit

“Respect” means

To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them

“Culture” means

What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.

“Gender roles” means

The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.

“Participation” means

The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.

Communicating effectively means:

Using appropriate materials correctly (in some cases no materials at all may be necessary)
 Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand
 Delivering or explaining things in ways that people will want to listen
 Looking confident and encouraging (body language and facial expressions)
 Listening and responding to the people involved
 Encouraging questions and discussion
 Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)
 Being respectful of what people say or believe

EVIDENCE GUIDE:

Most important part of assessment:

The candidate will need to demonstrate the ability to facilitate the starting or commencement of the activity in a way that includes and encourages appropriate participation

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Essential knowledge: Community development methods and their principles and practices
 Strategies for encouraging community input and participation
 Budget and funding allocations for the plan
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace.

Essential skills: Ability to work with groups to assist them to review their planned activity/ies and organise activities necessary to begin planned activities
 Ability to report on the visit in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of facilitating the starting of activities.

Resources needed for assessment: Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, and case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Transfer skills and knowledge to group members (trainer)

UNIT CODE: CDW C06

This unit describes the job tasks required to pass on skills and knowledge to members of a group (or community). Transferring skills may be formal or informal.

ELEMENTS	PERFORMANCE CRITERIA
1. Make preparations	1.1. Find out information about the place and people to be visited 1.2. Communicate effectively with key people from the place to be visited 1.3. Prepare a suitable work plan (activity plan) 1.4. Put together suitable materials for the activities 1.5. Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities	2.1. Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2. Discuss roles, expectations, and the purpose of the visit with key people 2.3. Communicate effectively with key people 2.4. Show respect for local culture and be sensitive to gender roles 2.5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6. Follow workplace health and safety practices while conducting field activities
3. Transfer Skills and knowledge	3.1. Support and encourage effective participation while transferring skills and knowledge 3.2. Communicate effectively while transferring skills and knowledge 3.3. Work in a way that is appropriate to local culture while transferring skills and knowledge 3.4. Demonstrate understanding of how people learn (principles of adult learning) when transferring skills and knowledge 3.5. Discuss how the skills and knowledge are relevant to the needs of the group 3.6. Transfer skills and knowledge using effective training techniques 3.7. Respond to any misunderstanding or confusion while transferring skills and knowledge 3.8. Confirm what the next steps following the visit will be, and who will be responsible for making them happen 3.9. Work with the group to evaluate the transfer of skills and knowledge 3.10. Thank the group, without rushing, and explain again what the visit has been for
4. Prepare a report	4.1. Maintain diary (journal) of activities and movements according to workplace practices 4.2. Report what was done during the visit, including relevant measurable information 4.3. Report outcomes clearly 4.4. Provide an analysis of outcomes 4.5. Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Working with the group may include activities to transfer of skills and knowledge in:

Formal education (e.g. elementary schools, primary schools, vocational training)
 Water Supplies
 Youth projects
 Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
 Special Needs - health and education
 Leadership
 Good governance
 Basic financial management
 Forestry
 Fisheries (e.g. sea rights, marine resource rights)
 Land (e.g. ownership, tenure, mobilization)
 Income generation
 Information Technology and communications
 Tourism (e.g. eco-tourism)
 Agriculture (e.g. crops, livestock)
 Environmental protection
 Rights and responsibilities (e.g. human rights, child rights, animal rights)
 Law and justice
 Government (electoral processes, representation, legislation)
 Community education (formal and non-formal)
 Community service delivery
 Community planning, activities and projects
 Consultative and planning committees
 Sectoral development initiatives

Opportunities for people to participate in activities to transfer of skills and knowledge may include:

Formal and informal training
 Informal and formal conversations, discussions and meetings
 PRA activities
 Work-shopping ideas and skills
 Using interest groups or focus groups for different issues
 Participation in committees e.g. ward development, water and sanitation, health, etc
 Contributing to and learning from publications (various media – radio, newspapers, etc)
 Group facilitation
 Peer training
 Presentations, workshops and meetings

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
 CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities targeted as trainees or learners
 Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
 Keepers of records of the community
 Policy and decision makers in the specific community
 School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates,

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Peace and Good Order officers, elders)
 Business leaders
 People with formal and informal representative roles

Information and resources may include (but are not limited to):

Training materials (posters, pamphlets, flip charts, video, computers, white boards, blackboards)
 Locally improvised materials
 Local knowledge and informants
 Staff skills and time
 Information on funding availability
 Financial support for training activity
 Facilities (sleep, eat, etc)
 Skills/administrative support
 Physical transport, venues, material, equipment
 A budget plan (resources needed) for visit
 Further training opportunities

“Respect” means

To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them

“Culture” means

What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.

“Gender roles” means

The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.

“Participation” means

The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.

Principles of adult learning include:

The learner clearly understands what they are supposed to learn
 The learner believes that the knowledge or skills are worth learning (i.e. they see the usefulness of the information and skills)
 The learner gets to choose what they will learn or how they will learn it
 The new learning builds on what the learner already knows (i.e. the information or skills make sense based on their previous understanding)
 The trainer explains by show and tell
 The learner has a chance to learn by doing
 The learner feels comfortable and supported
 The learner gets to reflect on what they have learned

Communicating effectively means:

Using appropriate materials correctly (in some cases no materials at all may be necessary)
 Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand
 Delivering or explaining things in ways that people will want to listen
 Looking confident and encouraging (body language and facial expressions)
 Listening and responding to the people involved
 Encouraging questions and discussion
 Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)

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Being respectful of what people say and believe

EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to transfer skills and knowledge in ways that encourage and include appropriate participation and result in greater skills and knowledge amongst participants
<i>Essential Knowledge:</i>	Thorough understanding of the topic of the skills and knowledge being transferred Community development principles and practices Cultural, social and political differences between and within groups How government policies or strategies relate to the training activity (this may include one or more of the five National goals and directive principles) Funding or support sources available (including both contribution from local people, and contributions from outside) Purpose or reasons for reporting and keeping records Workplace strategies for HIV & AIDS prevention Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace Basic health and hygiene principles Community/group profile
<i>Essential Skills:</i>	Ability to transfer chosen skills and knowledge to other people Ability to report on the transfer of skills in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of transferring the skills and knowledge.
<i>Resource Implications</i>	Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment
<i>Context of assessment:</i>	This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Monitor Community Activity

UNIT CODE: CDW C02

This unit describes the job tasks to monitor a community (or group) activity. Monitoring a community activity means working with the community to check on the progress of an activity, and assisting them to decide on actions or changes to improve implementation

ELEMENTS	PERFORMANCE CRITERIA
1. Make preparations	1.1. Find out information about the place and people to be visited 1.2. Communicate effectively with key people from the place to be visited 1.3. Prepare a suitable work plan (activity plan) 1.4. Put together suitable materials for the activities 1.5. Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities	2.1. Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2. Discuss roles, expectations, and the purpose of the visit with key people 2.3. Communicate effectively with key people 2.4. Show respect for local culture and be sensitive to gender roles 2.5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6. Follow workplace health and safety practices while conducting field activities
3. Conduct monitoring	3.1. Support and encourage effective participation while conducting monitoring 3.2. Encourage key people to take the lead while conducting monitoring 3.3. Communicate effectively while conducting monitoring 3.4. Work in a way that is appropriate to local culture while conducting monitoring 3.5. Explain the purpose of monitoring to the participants 3.6. Work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what 3.7. Work with the group to check progress of the activity against the plan 3.8. Assist the group to identify any problems or issues and decide on solutions and actions to improve implementation 3.9. Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.10. Discuss with the group how or if the visit has been useful for them 3.11. Thank the group, without rushing, and explain again what the visit has been for
4. Prepare a report	4.1. Maintain diary (journal) of activities and movements according to workplace practices 4.2. Report what was done during the visit, including relevant measurable information 4.3. Report outcomes clearly 4.4. Provide an analysis of outcomes 4.5. Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Monitoring includes but is not limited to activities in:

Formal education (e.g. elementary schools, primary schools, vocational training)
 Water Supplies
 Youth projects
 Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
 Special Needs - health and education
 Leadership
 Good governance
 Basic financial management
 Forestry
 Fisheries (e.g. sea rights, marine resource rights)
 Land (e.g. ownership, tenure, mobilization)
 Income generation
 Information Technology and communications
 Tourism (e.g. eco-tourism)
 Agriculture (e.g. crops, livestock)
 Environmental protection
 Rights and responsibilities (e.g. human rights, child rights, animal rights)
 Law and justice
 Government (electoral processes, representation, legislation)
 Community education (formal and non-formal)
 Community service delivery
 Community planning, activities and projects
 Consultative and planning committees
 Sectoral development initiatives

Opportunities for community members and groups to participate in monitoring may include:

Informal and formal conversations, discussions and meetings
 PRA activities
 Focus groups on relevant issues
 Inviting participation on committees (e.g. ward development, water and sanitation, health, etc.)
 Through publications (various media – radio, newspapers, etc.)
 Group facilitation
 Peer education

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
 CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

Individuals, groups or communities affected by the activities being monitored
 Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, resource development etc)
 People who have visited the community before
 Keepers of records of the community
 Policy and decision makers in the community
 School teachers and Boards of Management
 Health Workers
 Disadvantaged peoples
 Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)

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	Business leaders People with formal and informal representative roles
<i>Information and resources may include (but are not limited to):</i>	Monitoring materials (e.g. a copy of the plan or outline of the activity to be monitored, and a plan or list of resources needed for the visit) Locally improvised materials Local knowledge and people with local knowledge – particularly those most involved in managing the activities and those most effected by the activities being monitored Staff skills and time Information on funding availability for the activities being monitored (if appropriate) Financial support for the monitoring visit Facilities (e.g. for sleeping, eating, etc) Administrative support Physical transport, venues, materials, equipment
<i>“Respect” means</i>	To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them
<i>“Culture” means</i>	What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (<i>kastom</i>) or accepted ways of doing things may be different.
<i>“Gender roles” means</i>	The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.
<i>“Participation” means</i>	The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.
<i>Communicating effectively means:</i>	Using appropriate materials correctly (in some cases no materials at all may be necessary) Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand Delivering or explaining things in ways that people will want to listen Looking confident and encouraging (body language and facial expressions) Listening and responding to the people involved Encouraging questions and discussion Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing) Being respectful of what people

EVIDENCE GUIDE:

Most important parts of assessment: The candidate will need to demonstrate the ability to carry out monitoring in ways that encourage appropriate participation and involvement by groups and individuals, and that result in updated information on the progress of an activity, and any changes needed to improve implementation

Required knowledge: Community Development principles and practices
Monitoring methods and their principles and practices
Basic understanding of cultural, social and political differences between and within the

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groups involved in the activities being monitored
 How government policies or strategies relate to the activities being monitored
 What funding or support sources are being used for the activities being monitored (e.g. contributions from local people, and contributions from outside the group)
 Purpose or reasons for reporting and keeping records of monitoring work
 Basic health and hygiene principles so that the candidate can reduce their risk of ill health during the monitoring work
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly in the workplace.

Essential skills: Ability to work with groups to conduct monitoring of the progress of activities and make appropriate changes to improve implementation
 Ability to report on the monitoring in a way that can be clearly understood, and that demonstrates a clear understanding of the purpose of the monitoring.

Resource implications: Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, and case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Evaluate activity outcomes

UNIT CODE: CDW C08

This Unit describes the job tasks required to work with stakeholders after an activity has been implemented (completed) to identify the activity outcomes and the impact of activity outcomes, including whether the objective of the activity has been achieved

ELEMENTS	PERFORMANCE CRITERIA
1. Make preparations	1.1. Find out information about the place and people to be visited 1.2. Communicate effectively with key people from the place to be visited 1.3. Prepare a suitable work plan (activity plan) 1.4. Put together suitable materials for the activities 1.5. Follow workplace health and safety practices while doing office-based activities
2. Conduct community entry and organising activities	2.1. Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2. Discuss roles, expectations, and the purpose of the visit with key people 2.3. Communicate effectively with key people 2.4. Show respect for local culture and be sensitive to gender roles 2.5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6. Follow workplace health and safety practices while conducting field activities
3. Conduct field evaluation of activity outcomes	3.1. Support and encourage effective participation while conducting evaluation 3.2. Encourage key people to take the lead while conducting evaluation 3.3. Communicate effectively while conducting evaluation 3.4. Work in a way that is appropriate to local culture while conducting evaluation 3.5. Explain the purpose of evaluation to stakeholders 3.6. Work with stakeholders to review the objective and expected outcomes of the activity being evaluated 3.7. Work with stakeholders to identify expected and unexpected activity outcomes 3.8. Work with stakeholders to evaluate the impact of activity outcomes, including whether the objective of the activity has been achieved 3.9. Work with the stakeholders to learn lessons from the evaluation 3.10. Discuss what the next steps will be to follow up on lessons learned, including who will be responsible 3.11. Discuss with the group how or if the visit has been useful for them 3.12. Thank the participants, without rushing, and explain again what the visit has been for
4. Prepare a report	4.1. Maintain diary (journal) of activities and movements according to workplace practices 4.2. Report what was done during the visit, including relevant measurable information 4.3. Report outcomes clearly 4.4. Provide an analysis of outcomes 4.5. Provide recommendations for future action based on analysis

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RANGE STATEMENT:

Evaluation of activity outcomes is carried out to allow support organisations and community groups (community, village, clan, association, etc) to learn lessons from what they have done so that they may use that knowledge in their future activities. Evaluation is done when activities have been implemented and completed (or ended). Evaluation is done by or for organisations and groups that have implemented or attempted to implement a community development initiative.

Working with the group may include evaluation of activities in:

- Formal education (e.g. elementary schools, primary schools, vocational training)
- Water Supplies
- Youth projects
- Health (e.g. sanitation and water, HIV & AIDS, Mother-Child-Health, nutrition, family planning, mental health)
- Special Needs - health and education
- Leadership and good governance
- Basic financial management
- Forestry
- Fisheries (e.g. sea rights, marine resource rights)
- Land (e.g. ownership, tenure, mobilization)
- Income generation
- Information Technology and communications
- Tourism (e.g. eco-tourism)
- Agriculture (e.g. crops, livestock)
- Environmental protection
- Rights and responsibilities (e.g. human rights, child rights, animal rights)
- Law and justice
- Government (electoral processes, representation, legislation)
- Community education (formal and non-formal)
- Community service delivery
- Community planning, activities and projects
- Consultative and planning committees
- Sectoral development initiatives

Opportunities for community members and groups to participate in evaluation may include:

- Formal and informal systems
- Focus groups on relevant issues
- Inviting committee participation e.g. ward development, water and sanitation, health)
- Through publications (various media – radio, newspapers, etc)
- Group facilitation
- Peer education
- Presentations, workshops and meetings

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others: CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people may include (but are not limited to):

- Individuals, groups or communities which are directly affected by the evaluation
- Individuals, groups or communities indirectly affected by the evaluation
- Advocacy groups (e.g. promoting or opposing particular issues such as environmental protection, women’s rights, etc)
- People who have visited the community before
- Keepers of records of the community
- Policy and decision makers in the specific community
- School teachers and Boards of Management
- Health Workers
- Disadvantaged peoples

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Community leaders (e.g. clan leaders, big-men, church leaders, village magistrates, Peace and Good Order officers, elders)
 Business leaders
 People with formal and informal representative roles

Information and resources may include (but are not limited to):

Plans and reports (needs assessment, planning, monitoring and implementation)
 Awareness materials (posters, pamphlets, flipcharts, video, computers, blackboards)
 Locally improvised materials
 Local knowledge and informants
 Staff skills and time
 Information on funding availability
 Financial support for awareness activity
 Facilities (sleep, eat, etc)
 Skills/administrative support
 Physical transport, venues, material, equipment

“Respect” means

To be polite, considerate and to avoid offending people. You can be respectful of cultural practices and beliefs without agreeing with them

“Culture” means

What a “group” or “society” believe or do and the ways that they behave. Different “cultures” may speak different languages or have different accepted ways of speaking, and the customs (kastom) or accepted ways of doing things may be different.

“Gender roles” means

The ways men or women are expected to behave and tasks they are expected to do within their society or culture. Gender roles are shaped by the culture and, because of this, accepted gender roles of women (or men) in one culture or group can be completely different in another.

“Participation” means

The most disadvantaged people or people with low status are not left behind or left out, but instead are invited, along with more advantaged or higher status people, to be included, to contribute their ideas, share their experiences, and understand and learn from each other. Local people of all backgrounds are given the opportunity direct and influence decisions.

Communicating effectively means:

Using appropriate materials correctly (in some cases no materials at all may be necessary)
 Speaking clearly, using ideas and words to explain things in ways that people are more likely to understand
 Delivering or explaining things in ways that people will want to listen
 Looking confident and encouraging (body language and facial expressions)
 Listening and responding to the people involved
 Encouraging questions and discussion
 Being respectful even if participants give incorrect answers to questions or do things incorrectly (finding ways to correct that are not embarrassing)
 Being respectful of what people say and believe

EVIDENCE GUIDE:

Most important parts of assessment:

The candidate will need to demonstrate the ability to carry out evaluation activities in ways that encourage participation and involvement of appropriate groups and individuals so that the impact and lessons learned can be identified

Required knowledge:

Community development activity evaluation principles and practices
 Cultural, social and political differences between and within groups
 Evaluation techniques (questionnaires, buzz or focus groups, brainstorming, small group

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processes, etc.)
 How government policies or strategies relate to the activity being evaluated (this may include one or more of the five National goals and directive principles)
 Funding or support sources available (including both contribution from local people, and contributions from outside)
 Purpose or reasons for reporting and keeping records
 Workplace strategies for HIV & AIDS prevention
 Workplace strategies for ensuring workers living with HIV & AIDS are treated fairly
 Basic health and hygiene principles

Essential skills: Ability to facilitate a process so that appropriate people/stakeholders are free to discuss their successes and failures, challenges and achievements in the activities that have been done or attempted.
 Ability to facilitate a participatory process so that stakeholders can draw lessons from the activity outcomes, and so that these lessons can be drawn on to improve the development and implementation of future activities.
 Ability to report the evaluation in a way that can be clearly understood, and that demonstrates a clear understanding of the process and purpose of the evaluation.

Resource implication: Demonstration of competency will require the candidate to work with key people or stakeholders in the community. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment

Context of assessment: This unit will be assessed in the workplace (on-the-job) under the normal range of workplace conditions. Assessment methods may include observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Train trainers

UNIT CODE: CDW 301

This Unit describes the job tasks required to train people to be competency-based trainers of Community Development Workers

ELEMENTS	PERFORMANCE CRITERIA
1. Explain how to prepare a competency-based training program	1.1 Explain what 'competency' means 1.2 Explain the purpose of competency-based duty statements, training, and assessment 1.3 Explain the National Standard for Community Development Workers 1.4 Explain the purpose of the National Standard for Community Development Workers 1.5 Explain how to do a training needs assessment 1.6 Explain how to work out the objectives for a competency-based training program 1.7 Explain how to work out the topics for each session 1.8 Explain how to prepare activity plans 1.9 Explain how to develop a timetable 1.10 Explain how to evaluate a competency-based training program
2. Explain how adults learn	2.1 Explain the principles of adult learning 2.2 Explain how to apply the principles of adult learning 2.3 Explain how to facilitate adult learning 2.4 Explain how to learn from experience
3. Explain various training techniques	3.1 Explain presentation techniques 3.2 Explain brainstorming techniques 3.3 Explain small group activities 3.4 Explain plays and role plays 3.5 Explain case studies 3.6 Explain field visits 3.7 Explain energisers and icebreakers 3.8 Explain seating arrangements 3.9 Explain visual aids 3.10 Explain action plans
4. Demonstrate how to be a competency-based trainer	4.1 Follow workplace health and safety practices 4.2 Demonstrate understanding of how to prepare a competency-based training program 4.3 Demonstrate understanding of how adults learn 4.4 Demonstrate understanding of various training techniques

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RANGE STATEMENT:

Working with the trainees may include the following activities:

Self directed learning
 Participative learning
 Reflective learning
 Experiential learning
 Providing feedback to students
 Listening, seeing and doing activities
 Analysis of lessons learned
 Developing action plans
 Setting training objectives
 Structuring the learning activities to meet the objectives
 Timekeeping and bringing people back to attention
 Giving instructions
 Making sure everyone is participating
 Giving information and opinions
 Clarifying and summarizing main points
 Making decisions
 Facilitating small group work
 Setting clearly the direction of the course
 Planning the content of the course to meet the training needs of the participants
 Select the best training techniques to use
 Keep the training program on track
 Evaluate the success of the training program

Opportunities for key individuals, groups to participate in training of trainers may include:

Formal training programs
 Workshops

Groups are:

In all units of the Standard the candidate may be assessed while working with groups or communities. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others:
 CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people include (but are not limited to):

Trainers
 Mentors
 Colleagues
 Supervisors
 Other organizations

Information and resources may include (but are not limited to):

Training materials (posters, pamphlets, flip charts, white boards, blackboards, butcher’s paper, competency standards, training notes, session plans)
 Audio visual aids (computer, videos, OHP, PowerPoint presentation)
 Staff skills and time
 Information on funding availability
 Financial support for training activity
 Facilities (sleep, eat, etc)
 Skills/administrative support
 Physical transport, venues, material, equipment

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EVIDENCE GUIDE:

<i>Most important parts of assessment:</i>	The candidate will need to demonstrate the ability to carry out a range of training activities with trainees, so that they gain the skills necessary to conduct Training of Trainers themselves.
<i>Required knowledge</i>	Principles of how adults learn Multi-Sense Learning (hearing, seeing, doing) How to continually improve courses and delivery through experience, reflection, analysis, and making changes accordingly (i.e. Experiential Learning Cycle) Competency standards (if available) How to work with small groups Competency based assessment Occupational health and safety and safe working practices
<i>Essential skills</i>	Ability to pass on the skills necessary for trainees to be able to train other trainers (i.e. to pass on train trainer skills)
<i>Resource implications:</i>	Demonstration of competency includes the ability to work with key people and focus groups to train them as trainers. For this reason the assessor and the candidate need access to appropriate structures, people or organisations during the assessment. Assessors should also have access to the normal equipment used by trainers, such as blackboards, butchers paper, writing materials, audio visual aids, etc.
<i>Context of assessment:</i>	This unit can be assessed while the candidate conducts a real ToT, or simulated in a classroom. Assessment of the candidate may include methods such as observation, oral questioning, case studies, assignments, skills demonstrations, and portfolio.

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UNIT TITLE: Assess Community Development Workers against the National Standard for Community Development Workers

UNIT CODE: CDW 302

This Unit describes the job tasks required to assess a Community Development Worker against the National Standard for Community Development Workers

ELEMENTS	PERFORMANCE CRITERIA
1. Prepare the assessment	1.1 Coordinate with NATTB and the candidate’s employer 1.2 Agree to Terms of Reference with the candidate’s employer 1.3 Check that the candidate has received the Assessment Questions and Tasks 1.4 Make preparations for the field and prepare necessary assessment documents
2. Discuss the assessment	2.1 Explain the National Standard for Community Development Workers and what will be assessed 2.2 Find out about the background and experience of the candidate and inspect any NATTB accreditation awarded to them 2.3 Present Assessor credentials 2.4 Explain the CDW Assessor Code of Conduct and feedback page and provide copies 2.5 Discuss roles and responsibilities 2.6 Discuss how evidence will be gathered 2.7 Discuss expectations and possible outcomes of the assessment 2.8 Explain the importance of doing the assessment properly 2.9 Read the Assessment Instructions with the candidate and sign the Assessment Instrument
3. Conduct the assessment	3.1 Assess the Performance Criteria in an Element 3.2 Assess the candidate without influencing their performance 3.3 Complete the Element Outcome page 3.4 Complete the Unit Outcome page 3.5 Apply the Assessor principles 3.6 Follow the CDW Assessor Code of Conduct 3.7 Follow workplace health and safety practices
4. Report the assessment	4.1 Discuss the assessment result with the candidate 4.2 Discuss the assessment result with the candidate’s employer 4.3 Finalise assessment documents with the candidate and their employer 4.4 Send assessment documents to NATTB

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RANGE STATEMENT:

This Unit is for Assessors who assess candidates against the National Standard for Community Development Workers. Candidate Assessors receive training as Assessors from NATTB and by studying the Assessment Handbook. However assessment against this Unit is evidence that the candidate Assessor can put what they have learned into practice on-the-job. This Unit is especially important because assessments for the National Standard for Community Development Workers are conducted in the field (on-the-job) without high levels of supervision and support for the Assessor.

Assessing the candidate against the National Standard for Community Development Workers includes the following activities:

- Coordinating with NATTB and the candidate’s employer
- Developing a Terms of Reference with the candidates employers
- Preparing for the assessment
- Briefing the candidate before the assessment begins
- Discussing roles and responsibilities
- Assessing the candidate
- Completing the Assessment Instrument
- De-briefing with the candidate and their employer after the assessment
- Submitting assessment documents to NATTB

Opportunities for Assessors to conduct assessments:

The candidate Assessor can assesses the CDW candidate for any Unit from the National Standard for Community Development Workers which the candidate Assessor is already competent in. This assessment will be a live assessment. However, it is a very good idea if the assessment of the CDW against the National Standard for Community Development Workers is for a Level 2 Unit (i.e. Element 3 only) or for a re-assessment as this will save time and expense. For more information on the assessment process for Unit 302 refer to Appendix 6 of the Assessment Handbook (‘Explanation of the assessment process for Unit 302’).

Groups are:

In all Units of the Standard the CDW candidate is assessed while working with groups or communities. The candidate Assessor will not be directly involved with the community or group, but in most cases will assess the candidate CDW while they work with the community or group. For the purposes of the Standard the words “group” and “community” can have the same meaning and include amongst others: CBOs, NGOs, CSOs, associations, *haus-lain*, villages, clans, social groupings, alliances, clubs, committees, boards, etc.

Key people include (but are not limited to):

- The candidate Assessor
- The CDW candidate who the candidate Assessor will assess
- The CDW Candidate’s employer
- The candidate Assessor’s employer
- The fully qualified CDW Assessor who will assess the candidate Assessor

Information and resources may include (but are not limited to):

- The candidate Assessor should refer to Step 1.4 from the Assessment Handbook for a description of resources necessary for the assessment. An Assessor will normally need to prepare the following documents before any assessment takes place:
- Your own copy of the Community Development Worker Assessment Handbook
 - A copy of the Community Development Worker Assessment Handbook to give to the candidate and their employer
 - A copy of the CDW Assessor Code of Conduct to give to the candidate and their employer
 - A copy of the CDW Assessor Code of Conduct feedback page to give to the candidate and their employer
 - A copy of the Assessment Instrument for the Unit to be assessed (NATTB will send this to the Assessor before the assessment begins)
 - Your Assessor credentials to present to the candidate and their employer

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EVIDENCE GUIDE:

Most important parts of assessment: The candidate Assessor will need to demonstrate the ability to conduct assessment in accordance with the Assessor principles of reliability, flexibility, validity, and fairness. This can be demonstrated by following the steps in the Assessment Handbook (the Performance Criteria in this Unit) to conduct an assessment. The candidate Assessor will also need to abide by the CDW Assessor Code of Conduct.

Required knowledge The contents of the Community Development Worker Assessment Handbook
 The Assessor principles of reliability, flexibility, validity, and fairness
 The contents of the CDW Assessor Code of Conduct
 Occupational health and safety and safe working practices

Essential skills Ability to assess the candidate without influencing their performance

Resource implications: The candidate Assessor or their organisation will need to engage a fully qualified CDW Assessor to assess them as they conduct an assessment of a CDW against the National Standard for Community Development Workers.

Context of assessment: This Unit is assessed on-the-job while the candidate Assessor conducts a real assessment for a CDW against the National Standard for Community Development Workers. A second fully qualified CDW Assessor will assess the candidate Assessor while they do this. It is a very good idea if the assessment of the CDW against the National Standard for Community Development Workers is for a Level 2 Unit (i.e. Element 3 only) or for a re-assessment as this will save time and expense. For more information on the assessment process refer to Appendix 6 of the Assessment Handbook ('Explanation of the assessment process for Unit 302').

Assessment of the candidate Assessor may include methods such as observation, oral questioning, case studies, assignments, and skills demonstration.

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