



Ward Development Planning

TRAINING FOR WARD DEVELOPMENT COMMITTEES

**PARTICIPANT'S HANDBOOK
(AND TRAINERS' HANDBOOK)**

This training is endorsed by the PNG Department for Provincial and Local Level Government for use by Ward Development Committees. Ward Development Committee representatives are Community Development Workers. Community Development Workers are people who work with communities and groups and families to help them develop. Community Development Workers support community-led development, participatory development, inclusive development, and building local capacity.

Community Development Workers might be people from *inside* the community. For example; Ward Development Committee or Community Government representatives, grade-12 leavers, youth leaders, Pastors, community volunteers, community educators, women leaders, village liaison officers, and community rangers. Community Development Workers might be people from *outside* the community. For example, agriculture extension officers, District officers, business development officers, NGO field workers, community affairs officers, or company extension officers. Often Community Development Workers will also have other expert skills. For example, an agriculture extension officer might be an expert on farming systems (a *didiman*) and also someone who works with communities and groups and families to help them develop (a Community Development Worker).



Other training designed to build the capacity of Community Development Workers includes.

🔗 Training for Community Development Workers against the PNG National Standard for Community Development Workers.

For more information visit:
pngcdwstandard.com
nattb.gov.pg

①	MAKE PREPARATIONS, CONDUCT COMMUNITY ENTRY, AND PREPARE A REPORT
②	TRAINING AND AWARENESS SKILLS
③	PARTICIPATORY PLANNING (STEP 1 AND 2 OF THE PROJECT CYCLE)
④	FACILITATE AGREEMENT AND PROJECT START-UP (STEP 3 AND 4 OF THE PROJECT CYCLE)
⑤	MONITORING AND EVALUATION (STEP 5 AND 6 OF THE PROJECT CYCLE)

🔗 Training for Community Development Workers to help them when they work with families, groups, and communities:

①	KAMAPIM OL PRAIORITI. EVERY FIVE YEARS CONFIRM YOUR GROUP'S VISION AND MISSIONS, IDENTIFY PRIORITIES TO ACHIEVE YOUR MISSIONS (ROAD A PRIORITIES TO DO YOURSELF AND ROAD A PRIORITIES THAT WILL NEED OUTSIDE HELP TO ACHIEVE), AND DEVELOP AN ORGANISATION PROFILE.
②	KAMAPIM OL AKSEN PLEN. PREPARE AN ANNUAL PLAN AND BUDGET - AND ANY PROJECT PLANS IF YOU NEED THEM. ACTION YOUR ROAD A PRIORITIES. ACTION YOUR FIVE-YEAR PLAN.
③	SETIM GUTPELA KASTOM BILONG RONIM GRUP. COME UP WITH <i>WOK MAK</i> FOR PRINCIPLES OF GOOD GOVERNANCE. <i>MAMA LO</i> FOR YOUR GROUP. DEVELOP A CONSTITUTION.
④	WOK BILONG MENEJA NA MEMBA NA LIDA. THE ROLES AND RESPONSIBILITIES OF THE BOARD OF MANAGEMENT AND THE MEMBERS OR A GROUP AND LEADERS.
⑤	FINANCIAL MANAGEMENT MANUAL. A PRACTICAL AND POLICY GUIDE FOR THE BOARD OF MANAGEMENT TO HELP THEM MANAGE THE FINANCES OF THE ORGANISATION.
⑥	RESEARCH YOUR BUSINESS IDEAS (<i>kamapim bisnis plen part 1</i>). HOW TO WORK WITH YOUR GROUP TO RESEARCH YOUR BUSINESS IDEAS (MARKET RESEARCH).
⑦	ANALYSE AND DECIDE ON A BUSINESS IDEA (<i>kamapim bisnis plen part 2</i>). HOW TO WORK WITH YOUR GROUP TO <i>GLASIM NA SKELIM</i> YOUR BUSINESS IDEAS.
⑧	DEVELOP A BUSINESS PLAN (<i>kamapim bisnis plen part 3</i>). HOW TO WORK WITH YOUR GROUP TO DEVELOP A BUSINESS PLAN.

Luk save. You can use the topic (below) ↓ to find the section you want. The topic is shown at the top of every page in each section.

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	Confirm changes with key people
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	STEP 1.2 Work with key people from each Ward Village to prepare for STEP 2 and STEP 3
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	STEP 2.2 Report the outcome of the previous Ward Priorities Plan
	STEP 2.3 Explain how the new Ward Priorities Plan will be developed and used
	STEP 2.4 Review the Ward's vision and missions
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This Participant's Handbook is also the Trainers' Handbook. This means that if you have been a participant in the training course then you can use the same Handbook (this Handbook) to train other people.

At the end of the Handbook there is an attachment with sample answers to some of the questions and activities. The participants will also have this in their Handbook (it is the same Handbook). Encourage everyone NOT to look at the answers as you go through the course. However, don't worry too much if they do find out the answers – at least they're learning!

Participants in the course will normally be members of Ward Development Committees and people who work with Ward Development Committees.

This course is designed to be delivered by trainers working in pairs – if possible a man and a woman. This is because you can give each other confidence and share the work load. This course is designed to be delivered as a five-day training course.

RECOMMENDED NUMBER OF PARTICIPANTS

The number of participants is really up to the trainers. Ten participants are enough to run the course. If you are working with a partner you should be able to handle twenty-five participants or more.

HOW TO TEACH THE COURSE

Before the course visit the venue to check out what it is like. Work out how you and your partner will split the training (topic by topic or step by step). Go through each topic and imagine how each topic will run – create a little movie in your head of what you want the training to look like! And practice so you are ready – have a go at activities you are not confident about with your partner so you get the hang of it!

At the start of the course give out a copy of this **Handbook** to each participant. This will be theirs to keep so that they can refer back to it at any time.

At the start of the course it is a good idea to do an ice-breaker. At the start of a course all participants (and the trainer) feel anxious. **Icebreakers** are short activities to help people relax and get to know each other at the start of a training course. Examples of icebreakers are included at the end of this Handbook.

At the start of the course you will also need to explain the **training objective**. The training objective is the purpose or goal for the course. The training objective for this course is: **WARD DEVELOPMENT COMMITTEE MEMBERS WILL UNDERSTAND WHY AND HOW TO PREPARE A WARD PRIORITIES PLAN.**

Be sure to write the training objective clearly on a poster and leave it up on the wall for the duration of the training. It is also a good idea to write the topics on a poster and leave them on the wall for the duration of the training

During the course it is a good idea to do a **de-brief** with your training partner after each training day so you can talk about what you have done and so you can get ready for the next training day.

During the course it is a good idea to use **energisers** – especially after lunch! Energisers are short activities that help to increase everyone's energy level. *Nogut ol i ai slip!* At the end of this Handbook there are examples of energisers.

During the course it is a good idea to start each new day with **revision**. Give a summary of what you covered the previous day (or what you have done in the course so far). Then use the 'review ball' revision activity (below).

'Review ball' (20 minutes)

Do the 'review ball' activity when it suits you. A good idea is to do it at the start of each day so you can revise everything in the course up to that point! The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question. After they answer the question they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!



If there are experienced Community Development Workers participating in the course, then try and involve them as much as possible. Ask them whenever you can to **share** their thoughts and experiences!

HOW TO TEACH EACH TOPIC

The topic number and title are at the top of each page

1 hour At the top a time indicates how long the topic should take. But sometimes it will take longer and sometimes less time.

Materials

Sometimes there is a *tok save* at the start of the topic if there are any special materials to prepare before you teach the topic.

Key questions for this topic

Next there are the **key questions** that you want the participants to be able to answer at the end. Tell the participants these questions at the start of the topic and write them somewhere *long ples klia* so that participants can refer back to them during the topic. This will help the participants learn what you want them to learn.

1	<p>Next is the information the participants need to understand. All of the information for each topic is broken into steps. Each step has a number on the left side of the page. This is to help you keep track of which step you are on.</p> <p>You can teach topic by topic with your training partner (you teach one topic then your partner teaches the next). Or you can teach step by step. Step by step is a good idea because when your partner is teaching their step you have the opportunity to go over the next step you will teach so that you are ready.</p> <p>Whether you teach topic by topic or step by step make sure you cover each step and all of the information in each step. Each step is necessary for people to be able to understand the skills and knowledge in each topic.</p>
1	<div data-bbox="256 741 400 891"> </div> <p>There are also activities and questions for the participants to do that are connected to the information in each step. Sometimes they are included <i>before</i> the information in each step and sometimes they are included <i>after</i>.</p> <p>Activities can take a long time if you don't control them so you will need to keep an eye on the clock and give time limits. For many activities there are sample answers in the back of the Handbook. You can check up on the answers by noting the topic number, the step number for the activity, and the activity type.</p>
2	<p>The 'footprint' sign above left shows that one step is finished and the next step has begun. Notice that the number on the left has also changed – this means we are now doing step '2'. If your co-trainer has been teaching step '1' then the 'footprint' sign tells you that it is now your turn to take the lead to teach step '2'.</p> <div data-bbox="252 1357 858 1547"> <p>When you explain the information in each step make sure it is clear to the participants. This might mean you need to translate the information into pidgin (or local language).</p> </div> <div data-bbox="890 1346 1398 1570"> <p>Sometimes there will also be a Trainers Information Box with some extra ideas to help the Trainer who is teaching the topic.</p> </div> <p>When you become very familiar with the steps in each topic you will be able to style things a little more. In time you will come up with your own training style!</p>

When you come to the end of the information that participants need to understand you will find the key questions for the topic listed again. Ask the whole group these key questions. If the participants can answer the key questions, then the topic has been a success. Don't forget to see if the quiet participants also know the answers. This is a good time to go back over important information to clear up any misunderstanding.





OPTIONS

Sometimes there is also an options box. This contains extra information about alternative approaches that the Ward Development Committee could take to achieve the same result. Options!

TRAINING JOURNAL

Keep an exercise book to write notes and comments in. This is called a training journal (or training diary). Use the training journal to write down any observations about what works and what doesn't work during the training, or any comments people have made about the training. This will help you to learn from experience so that you are able to improve the course and your training skills for next time.

Write down any questions people have asked that you could not answer. This will remind you to get back to them with the answer. It is very important to get back to people with answers to their questions (even if you have to say you couldn't find an answer) because it shows you respect them.

Write down the time and date you did each training, how many people came to each training, and their names. This is a valuable record that can be used to evaluate the course and to work out who should get a certificate at the end.

MATERIALS THE TRAINER WILL NEED TO RUN THIS COURSE

You will always need the following materials whenever you teach this course:

- 1) A copy of this Handbook for your own use
- 2) A copy of this Handbook to give to each participant
- 3) An exercise book to use as a training journal
- 4) Butcher paper and markers or a white board and markers
- 5) Post-it notes, blue tack/sticky tape
- 6) An exercise book and pen and pencil to give to each participant

NATIONAL STANDARD FOR COMMUNITY DEVELOPMENT WORKERS

When Ward Development Committee members work with groups and communities in their Ward to do awareness and to help them do planning they are doing the work of a Community Development Worker. The PNG Government has set up the PNG National Standard for Community Development Workers, under the auspices of the National Apprenticeship and Trade Testing Board (NATTB). At some point in the course take the opportunity to tell the participants about it and encourage them to speak to you if they want to find out more.



SUGGESTED FIVE DAY TRAINING COURSE

Day 1	
8-9	INTRODUCTION/PRAYER/ICEBREAKER/EXPLAIN TRAINING OBJECTIVE
9-10	START 'TOK I GO PAS'
10-10.30	BREAK
10.30-12	FINISH 'TOK I GO PAS' THEN START AND FINISH 'BEFORE YOU START'
12-1	LUNCH
1-2.30	START 'STEP 1 PREPARATION'
2.30-3	BREAK
3-4.30	CONTINUE 'STEP 1 PREPARATION'

Day 2	
8-8.30	REVISION OF WHAT WAS DONE THE PREVIOUS DAY OR CATCH UP
8.30-10	CONTINUE 'STEP 1 PREPARATION'
10-10.30	BREAK
10.30-12	FINISH 'STEP 1 PREPARATION' THEN START 'STEP 2 VILLAGE AWARENESS'
12-1	LUNCH
1-2.30	CONTINUE 'STEP 2 VILLAGE AWARENESS'
2.30-3	BREAK
3-4.30	CONTINUE 'STEP 2 VILLAGE AWARENESS'

Day 3	
8-8.30	REVISION OF WHAT WAS DONE THE PREVIOUS DAY OR CATCH UP
8.30-10	CONTINUE 'STEP 2 VILLAGE AWARENESS'
10-10.30	BREAK
10.30-12	CONTINUE 'STEP 2 VILLAGE AWARENESS'
12-1	LUNCH
1-2.30	CONTINUE 'STEP 2 VILLAGE AWARENESS'
2.30-3	BREAK
3-4.30	FINISH 'STEP 2 VILLAGE AWARENESS'

Day 4	
8-8.30	REVISION OF WHAT WAS DONE THE PREVIOUS DAY OR CATCH UP
8.30-10	START 'STEP 3 VILLAGE PLANNING MEETINGS'
10-10.30	BREAK
10.30-12	CONTINUE 'STEP 3 VILLAGE PLANNING MEETINGS'
12-1	LUNCH
1-2.30	CONTINUE 'STEP 3 VILLAGE PLANNING MEETINGS'
2.30-3	BREAK
3-4.30	CONTINUE 'STEP 3 VILLAGE PLANNING MEETINGS'

Day 5	
8-8.30	REVISION OF WHAT WAS DONE THE PREVIOUS DAY OR CATCH UP
8.30-10	FINISH 'STEP 3 VILLAGE PLANNING MEETINGS' THEN START 'STEP 4 WARD PRIORITIES PLAN'
10-10.30	BREAK
10.30-12	CONTINUE 'STEP 4 WARD PRIORITIES PLAN'
12-1	LUNCH
1-2.30	FINISH 'STEP 4 WARD PRIORITIES PLAN' THEN START 'LAS TOK'
2.30-3	BREAK
3-4.30	FINISH 'LAS TOK' DO THE 'PUTTING IT INTO PRACTICE' ACTIVITY (IF TIME ALLOWS)

TOK I GO PAS



~ What is this training about?

2 hours

Materials

Handbooks and materials for participants. Poster paper. Two hats.

**Key questions
for this topic**

What are the eight key ingredients of an effective organisation?
What is a community organisation?
What two hats does a Ward Development Committee wear?



Don't forget to write the **TRAINING OBJECTIVE AND THE TOPICS** on butcher paper and leave them *long ples klia*. And don't forget at the start of each topic to put the key questions *long ples klia* so that everyone can see them when you teach the topic.

If you want to set rules for the training now is a good time to do it. It is good to have rules about starting on time, turning off mobiles, and rules that encourage everyone to participate – especially women! Ask participants to call out rules for the course. If everyone agrees write them on butcher paper and leave them *long ples klia*. Don't have too many rules - *ol i bikpela manmeri pinis olsem na ol inap long bosim ol yet!*

It is a good idea to set up a **WORD WATCH** butcher paper. This is where anyone at anytime can write down words or things that they don't understand. When you get a chance go over what participants have written down *long kliarim ol*.

If you are going to evaluate the success of this training, then now is the time to do a pre test. If you want to know how to evaluate the training, then have a look at the section '*how to evaluate the training*' (at the end of this Handbook).

1










Brainstorm (10 minutes)

What different organisations do you belong to? Call out whatever comes into your heads.

1

An organisation is made up of a group of people who come together and 'organise' themselves to achieve something.

All Papua New Guineans are members of the largest organisation in the country – the Government. The PNG Government is an organisation that governs the country in a way that should improve the lives of its citizens.

	Papua New Guineans are also members of many other organisations that are not part of the Government – clans, churches, clubs, associations, sporting teams, women’s groups, businesses, political organisations, cooperatives, school Boards of Management. <i>Kain kain!</i>
1	 General discussion (2 minutes) What is a community organisation?
1	<p>Organisations that are made up of people from the local community and do things to help their local community are called community organisations. Sometimes they are called community-based organisations (or CBOs). <i>Em ol grup long ples we ol laik ogena is gut long stretim sindaun ol yet.</i></p> 
1	 Small groups (20 minutes) Get into Ward Development Committee groups. Discuss the community organisations in your Ward. How does each community organisation help the community? Be prepared to share your ideas.
1	<p>Community organisations are very important to a healthy democracy. You can’t have a healthy democracy without them. This is because:</p> <div>  <p>Community organisations provide services – they can accomplish things for the community that the Government can’t do (or shouldn’t have to do). <i>Kain olsem long halavim ol lain disabel o long daunim sik HIV o long halavim ol fama long kisim moa profit. Kain kain!</i></p> </div> <div>  <p>Community organisations make the Government provide better services – they take action to influence the Government. <i>Makim nid bilong ol lain long ples na karim igo paitim haus doa bilong Gavman na haus doa bilong ol narapela lain husat inap long halavim.</i></p> </div> <div>  <p>Community organisations hold the Government to account – they check to make sure the Government is doing its job and speak up if it isn’t. <i>Tasol yu no ronim grup bilong yu gut yu nogat rait long pointim pinga.</i></p> </div> <div>  <p>Community organisations kamapim future leaders and role models – people who get involved in community organisations go on to become local and national leaders and role models. <i>Grup long ples em trenin.</i></p> </div>



Community organisations save kamapim pasin wokbung – if people get involved in community organisations they influence other people to get involved. *Pasin wokbung save kamapim pasin wokbung.* And the more *haus lains* and villages and clans do things together the more you grow *pasin wokbung namel long ol. Sapos ol i stap wanwan yet bai nogat planti divelopmin long ples.*



Community organisations are training for people to understand how organisations should run. Every organisation, from the Government all the way down to *ol liklik grup long ples*, needs to run in the same way. *Ol ki ingridien long halavim grup long ron gut em i wankain. Sapos ol lain long ples taestim ol ki ingridien na ol i skelim olsem em i swit ol bai putim ai gut long Gavman na tokaut sapos Gavman ino bihainim wankain. Liklik han wara inap long karim swit na klin igo long ol bikpela wara.*



Grup long ples save lainim ol memba olsem manmeri tupela wantaim wokim disisen save stretim sindaun. Long sampela hap long PNG ol save misaut long gutpela tingting na stia bilong meri. *Sapos ol lain long ples luksave olsem manmeri tupela wantaim igat gutpela tingting na stia ol bai karim dispela luksave igo aut. Liklik han wara inap long karim swit na klin igo long ol bikpela wara.*

The kumul needs both wings to fly



2



Brainstorm (10 minutes)

What are the ingredients of an effective organisation? Call out whatever comes into your heads.

2



Every organisation, from the Government all the way down to *ol liklik grup long ples*, needs to have the same eight key ingredients:

After you explain each ingredient write it on a piece of paper and ask a participant to hold it. Get them to stand in a line holding their ingredient. At the end put the ingredients on the wall. Everyone will see what they hear you saying.

1

MEMBA bilong grup husat givim sapot na ai op i stap



2

LIDA bilong grup long kirapim bel na givim stia



3

MENEJA bilong grup long go pas long ronim grup gut

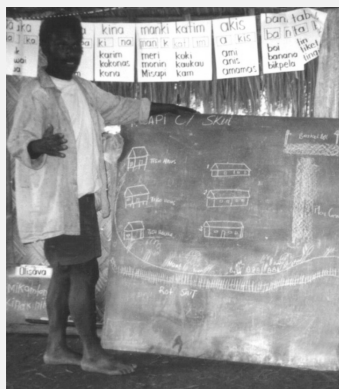
Siamanmeri na Deputi Siamanmeri na Tresara na Sekriteri na kain olsem. In small organisations the managers can also be the leaders. But in big organisations they are kept separate so there is no conflict of interest.



4

VISION NA MISON long makim wanem hap grup laik wokabaut long en

Vison na mison em i tok ples ogenaieson. Vison em i bikpela driaman bilong grup. Mison em ol bikpela het tok samting grup laik mekim long kamapim vison. Grup laik wokabaut wantaim long mekim wok nau bai yu nidim vison na mison long makim klia wanem hap grup laik wokabaut go long en.



5

PLEN bilong guidim wokabaut long kamapim vison na mison

Vison na mison em makim hap grup laik wokabaut long en. Tasol bai yu nidim plen long guidim wokabaut long winim hap yu laik wokabaut long en.





6

RISOS bilong inapim plen

Olgeta ogenaieson bai nidim risos manmeri. Igat risos manmeri bilong han (save lain bilong mekim samting wantaim lekhan). Igat risos manmeri bilong het (tingting kilim ol). Igat risos manmeri bilong lewa (ol lain bilong kirapim gutpela pasin). Na tu ogenaieson save nidim fisikal risos (ol samting long holim long han olsem tul o ofis o pepa na kain olsem) na fainens risos (moni).

7

KASTOM long bihainim gutpela pasin

Long tok inglis ol bai tok principles. Principles em ol gutpela pasin bilong mekim wok. Mekim samting long ples klia, sanap wantaim mama lo na kastom, olgeta wokbung wantaim, lukim yu wankain olsem narapela. Kain kain! Ol gutpela pasin bilong mekim wok mas kamap kastom bilong grup.



8

MAMA LO long sanap antap long en

Grup em mas bikpela moa long ol memba na meneja na lida. Grup mas i gat laip em yet. Wanem save givim laip long grup ino olgeta memba o meneja o lida. Nogat wanem save givim laip long grup em i mama lo na kastom bilong grup. Tingim klan. Em ol kastom na mama lo save holim klan strong. Ol memba save dai tasol kastom na mama lo bai stap yet long lukautim sens bilong ol.



3

You can't bake a cake without flour and water and eggs and butter and sugar and baking powder. *Olgeta ogenaieson bai no inap ron gut na karim kaikai sapos ol i no putim wanwan bilong ol dispela eitpela ki ingridien igo insait.*



3



Small groups (20 minutes)

Get into your WDC groups. The Church is an organisation that runs very well in most parts of Papua New Guinea. Think about a Church in your Ward. Think about how each of the eight key ingredients are included (or not) in the Church organisation. Be prepared to share your ideas.

Tingim Gavman ogenaíseson

Memba bilong Gavman ogenaíseson em olgeta manmeri PNG.

Lida bilong Gavman ogenaíseson em ol lain we yumi votim ol. Wod memba igo antap long Praim Minista.

Meneja bilong Gavman ogenaíseson em ol lain publik sevis. Publik sevis mas noken wokboi bilong ol lain we yumi votim ol. Publik sevis mas indipenden i stap. Sapos wanpela Gavman lida mekim wok meneja wantaim nogut em bai ronim Gavman ogenaíseson long benefitim em yet. Yu save!



If leaders get to manage they manage to stay leaders

*Vison bilong Gavman ogenaíseson em bilong stretim sindaun bilong olgeta manmeri insait long PNG. Long tok ples Gavman **Mison** em ol 'sekta'. Igat edukeson sekta na helt sekta na ekonomi sekta na transpot sekta na kain kain.*

Plen long kamapim vison na mison em ol publik sevis save wokim. Bikpela plen nau em i faiv yia wokabout long kamapim wanwan mison. Ol save tok faiv yia plen. Na ol save brukim faiv yia plen igo daun long ol akson plen olsem anyual plen na badset na projek plen.

Risos bilong Gavman ogenaíseson em ol risos manmeri (meneja na lida na ol memba bilong Gavman ogenaíseson olsem yumi) na fisikil risos (Gavman ofis na ka na pawa na kain kain) na fainens risos (moni). Fainens risos Gavman save kisim long teks. Teks em olsem membasip fi we olgeta memba bilong Gavman ogenaíseson husat inap mas baim long kam insait.

Kastom bilong Gavman ogenaíseson em ol gutpela pasin we ol save tok yumi mas bihainin. Long tok inglis ol save tok principles. Principles of good governance. Christian principles. Melanesian principles. Democratic principles. Kain kain antap toktok!

Mama lo bilong Gavman ogenaíseson em i konstituten na ol narapela lo bilong lukautim yumi. Polis na kot sapos long sapotim ol manmeri long bihainim lo.



4







General discussion (2 minutes)

Is a Ward a community organisation or part of the government organisation?

4

A Ward is part of the government organisation but it is also a community organisation. *Em inap mekim tupela wok long sem taim.*

Your Ward Development Committee includes an official Government Leader (*Wod Kaunsel*). A school Board of Management includes a Government Manager

	<p>(the Head Teacher). A Health Committee includes a Government Manager (the Health Worker). Eventually your Ward Development Committee will also include an official Government Manager – a Ward Recorder (Ward Development Officer).</p> <p>A Head Teacher is not the boss of the School Board of Management. Their job is <i>long givim stia</i>. A Health Worker is not the boss of the Health Committee. Their job is <i>long givim stia</i>. The <i>Wod Kaunsel</i> is not the boss of the Ward Development Committee. Their job is <i>long givim stia</i>.</p> <p>A Ward Development Committee or a school Board of Management or a Health Committee is run by <i>ol lain long ples</i>. Local volunteers who give their time and energy to <i>halavim long stretim sindaun</i>.</p>
4	 <p>General discussion (2 minutes) How is a Ward Development Committee like a school Board of Management?</p>
4	<p>A Ward Development Committee helps the Government with local service delivery. But the Government also wants your Ward to be a community organisation which does things by itself to help the local community.</p> <p>A Ward Development Committee helps the Government with local service delivery AND a Ward Development Committee is the management committee for your Ward community organisation. Your Ward Development Committee wears two hats at the same time!</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>When you explain that a Ward Development Committee can wear two hats at the same time why not put on two hats (a Government hat and a community organisation hat). Everyone will see what you are saying.</p> </div> 
4	 <p>General discussion (2 minutes) What is the Organic Law on Provincial and Local Level Government?</p>
4	<p>The PNG Government wants Ward Development Committees to wear two hats at the same time.</p> <p>In 1995 PNG passed into law the Organic Law on Provincial and Local Level Government. <i>As tingting bilong dispela lo em long harim nek bilong ol lain daun belo long halavim Gavman long stretim sindaun insait long Distrik.</i></p> <div style="display: flex; align-items: center;">  <p><i>Em wanpela hat nau – Wok bilong Wod Developmin Komiti em long halavim Gavman long stretim sindaun insait long Distrik.</i></p> </div>

In 2006 the Public Sector Reform Advisory Group (under the Department of the Prime Minister) *bin tok strong olsem long strongim PNG ol lain long ples mas* "get involved in democracy, strong civil society, peace and good order, and self-reliance". *Wod yet mas sanap long strong bilong ol yet long stretim sindaun.*



Em narapela hat nau – Wok bilong Wod Developmin Komiti em long go pas long halavim Wod long stretim sindaun ol yet.

Explain that we will go deep to look at PNG law and policy that affects Wards in another training – 'Ward Development Committee Roles and Responsibilities'



Every five years the PNG Government wants Ward Development Committees to put their Government hat on and help *ol manmeri wanwod* identify priorities to help the Government plan how to deliver services in the District.

Every five years the PNG Government wants Ward Development Committees to put their community organisation hat on and help *ol manmeri wanwod* identify priorities *long stretim sindaun insait long Wod yupela yet.*

Every five years your Ward Development Committee *bai nid long wokabout olsem:*

5

BEFORE YOU START

STEP 1 PREPARATION

STEP 2 VILLAGE AWARENESS

STEP 3 VILLAGE PLANNING MEETINGS

STEP 4 PREPARE WARD PRIORITIES PLAN



Point out to everyone how these steps line up with the topics in this handbook. This training will teach everyone step by step *hau long inapim.*



Yumi raunim liklik tasol nau bai yumi kam bek long as bilong dispela trenin.

This training will help you understand why and how to prepare a Ward Priorities Plan.



Revision - ask the participants the key questions for this topic:

- 1) What are the eight key ingredients of an effective organisation?
- 2) What is a community organisation?
- 3) What two hats does a Ward Development Committee wear?



BEFORE YOU START

WARD DEVELOPMENT COMMITTEE UPDATES THE WARD PRIORITIES PLAN




- 1.1. Update your Ward Priorities Plan**
- 1.2. Confirm changes with key people**
- 1.3. Give a copy of updated Ward Priorities Plan to the LLG**

**Before
you
start**

Update your Ward Priorities Plan Confirm changes with key people Give a copy of updated Ward Priorities Plan to the LLG

1/2 hour
Materials

Key questions for this topic When do you need to have your Ward Priorities Plan updated by each and every year?

1	<p>Ward Development Committee <i>em i longpela nem tumas olsem na long mekim isi bai yumi sotim na tok WDC.</i></p> <p>Every five years your WDC will need to develop a Ward Priorities Plan. We haven't learnt how to develop a Ward Priorities Plan yet. <i>Lainim olsem em i bikpela kaikai bilong dispela trenin. Tasol tok i go pas yu laik plenim nau olgeta yia yu mas prunim gut.</i></p> <p>The Ward Priorities Plan needs to be pruned each and every year. This means each and every year the WDC needs to go through the Ward Priorities Plan and make sure the information is up-to-date.</p>
1	 <p>General discussion (2 minutes) What is a Ward Priorities Plan?</p>
1	<p>Your Ward Priorities Plan needs to be updated by the end of February each and every year. <i>Prunim gut na redim i stap.</i></p> <p>When you update your Ward Priorities Plan you will need to write a short description of what was achieved in the previous year to tackle the priorities in your Ward Priorities Plan. And if a priority has been completed or for some other reason is no longer a priority then you can replace it with another priority.</p> <p>But you can't update your Ward Priorities Plan if you haven't developed it in the first place. This whole training is about how to develop your Ward Priorities Plan.</p> <p><i>Olsem na stap isi bai yumi lukluk long hau long wokim Wod Praioriti Plen pastaim. Las wok bilong dispela trenin nau bai yumi kam bek gen na lukluk long hau long updetim Wod Praioriti Plen long olgeta yia.</i></p>

Revision - ask the participants the key questions for this topic:

- 1) When do you need to have your Ward Priorities Plan updated by each and every year?



STEP 1 PREPARATION

WARD DEVELOPMENT COMMITTEE PREPARES WARD PRIORITIES PLAN







- 1.1. Make preparations to develop a new Ward Priorities Plan**
- 1.2. Work with key people from each Ward village to prepare for STEP 2 and STEP 3**

Step 1.1 | Make preparations to develop a new Ward Priorities Plan


2 hours
Materials

Key questions for this topic

What are the 3 things you need to do when you make preparations?
How many months does your WDC have to complete STEP 2 and 3?
Why is it a good idea to prepare a work plan?


1	 General discussion (2 minutes) How often does your Ward need to prepare a new Ward Priorities Plan?
1	<p>Every five years, after you finish updating your Ward Priorities Plan, you need to continue on and develop a new Ward Priorities Plan.</p> <p>The whole process will take a few months and there is a lot to get ready!</p> <p>STEP 1 of Ward Priorities Planning is PREPARATION. <i>Setim gut tingting na redim ol samting yupela WDC bai nidim long wokim niupela Wod Praioriti Plen.</i></p>  <p>Don't wait to get a <i>tok save</i> from the LLG to begin developing a new Ward Priorities Plan. Developing a new Ward Priorities Plan is something your Ward needs anyway so that <i>yupela yet inap long stretim sindaun long ples</i>.</p> <div>  <p>If it is the year to develop a new Ward Priorities Plan, it is a good idea to check up with the LLG when you give them a copy of your updated Ward Priorities Plan. The LLG might have some new information about Ward Priorities Planning to pass on to you.</p> </div>
1	 Pairs (10 minutes) Get into pairs. Have a look at the Government's suggested timetable to develop the Ward Priorities Plan (below). <i>Yumi no go yet long ol hap samting bilong ol STEP nogat yumi stap yet pisin i lukluk kam daun.</i> Answer the questions that follow. Be prepared to share your answers.

Step 1.1 | Make preparations to develop a new Ward Priorities Plan

	BEFORE YOU START	Completed by end of February						
	STEP 1 PREPARATION	Completed by end of March						
	STEP 2 VILLAGE AWARENESS	 Completed by end of June						
	STEP 3 VILLAGE PLANNING MEETINGS							
	STEP 4 PREPARE WARD PRIORITIES PLAN	Submitted to LLG by end of July						

	2015	2016	2017	2018	2019	2020	2021
January							
February	UPDATE WARD PRIORITIES PLAN EACH YEAR						
March	STEP 1					STEP 1	
April	STEP 2 STEP 3					STEP 2 STEP 3	
May							
June							
July	STEP 4					STEP 4	
August							
September							
October							
November							
December							

1. Why do you think STEP 1 doesn't start in January or February?
2. How many months do you have to complete STEP 2 and STEP 3?
3. When does your Ward Priorities Plan need to be submitted to the LLG by?



*Igat tripela hap step long mekim long wokim **PREPARATION**. Em wok mak nau!*

Explain to everyone that *wok mak* are the key skills and knowledge that you need to perform in order to do something to an acceptable standard.


2

1 Go through this Handbook as a refresher and consider any new information you have received from the LLG

2 Work out how each village and group will be involved and who the key people are to work with

3 Do a Ward Priorities Planning work plan so you know who will do what, when, and what you need to get ready

2






General discussion (2 minutes)
What is a refresher?

Step 1.1 | Make preparations to develop a new Ward Priorities Plan

2	<div data-bbox="255 224 1401 324" data-label="Section-Header"> <h3>1 Go through this Handbook as a refresher and consider any new information you have received from the LLG</h3> </div> <p>If you are an old hand member of the WDC then you should already be familiar with what you need to do – but a refresher always helps. And don't forget there might be new members of the WDC who have never done Ward Priorities Planning before. <i>Olsem na noken troimwe Hanbuk bilong yu bihain long trenin. Putim gut. Ol fom bilong mekim tu stap insait.</i></p> <div data-bbox="255 560 446 750" data-label="Image"> </div> <p>When you make preparations sit down together (with a nice cup of tea) and go through this Handbook so everyone knows what to do. It is a good idea to discuss what happened five years ago when you last developed a Ward Priorities Plan. Learn lessons!</p> <p>And if your WDC has received any notices or handouts or updates from the LLG to do with developing your Ward Priorities Plan then now is the time to read them and consider what they mean and what you will need to do.</p>
3	<div data-bbox="177 891 240 974" data-label="Image"> </div> <div data-bbox="255 974 1401 1075" data-label="Section-Header"> <h3>2 Work out how each village and group will be involved and who the key people are to work with</h3> </div> <p>The next two steps in Ward Priorities Planning involve the WDC conducting Village Awareness (STEP 2) and Village Planning Meetings (STEP 3).</p> <p>You need to do Village Awareness and Village Planning Meetings with the same villages. Now is a good time to work out which villages to work with and who the key people are to help you make preparations.</p>
3	<div data-bbox="255 1377 446 1489" data-label="Image"> </div> <p>Pairs (5 minutes)</p> <p>Get into pairs. With your partner work out how many weeks your WDC will have to complete STEP 2 and STEP 3? Be prepared to share your answer.</p>
3	<p>Your WDC has about 3 months (12 weeks) to complete STEP 2 and STEP 3. Each Village Awareness (STEP 2) will take about half a day and each Village Planning Meeting (STEP 3) will take about one day. <i>Bihain bai yumi lukluk gut.</i></p> <p>You won't be able to cram everything in one <i>bung</i> after another – <i>yupela WDC yupela gat ol narapela wok tu long mekim.</i></p> <div data-bbox="255 1836 446 2027" data-label="Image"> </div> <p>Plan to do one Village Awareness or Village Planning Meeting each week – then if there are delays or <i>hevi long ples mekim</i> you should still have time available to fit everything in. This means you have six weeks to do the Village Awareness (STEP 2) and six weeks to do the Village Planning Meetings (STEP 3) – 12 weeks!</p>




Step 1.1 | Make preparations to develop a new Ward Priorities Plan

		This means you should plan to work with no more than 6 different villages.
3		General discussion (2 minutes) What can you do if you have more than 6 villages?
3		<p>Most Wards will have between 3 or 5 villages. This is a good number.</p> <p>If you have more than 6 villages in your Ward you may need to squeeze things in. You could also use a week or two in March or July if you really have to.</p> <p>Or instead you can try and combine two small villages together.</p> <p><i>Lukluk long viles. Sapos liklik viles tasol na ol i stap olsem poroman trutru wantaim narapela viles yu inap putim tupela wantaim igo long wanpela bung. Tasol tingim gut nogut em i kamap tripela bung tumas. Saisim!</i></p>
3		General discussion (2 minutes) How can you involve other community organisations and groups?
3		<p>You will need to make sure the community organisations that work in your Ward are included – for example women’s groups or Church groups or youth groups.</p> <p>If the community organisation is based in a village then this is easy. Or if there is a large community organisation in your Ward you may decide to do STEP 2 and STEP 3 with them separately.</p> <p>You also need to make sure that any teachers or health workers <i>na kain lain olsem husat ino as ples</i> are included – <i>nogut yu misim aut!</i></p> <p>And think about key people outside your Ward. For example if there is a Sub-Health Centre or Primary School in a neighbouring Ward that services your Ward it would be very helpful if the Health Officer or Head Teacher could attend.</p>
3		Small groups (30 minutes) Get into your WDC groups. Work out how many villages you will need to work with to do Village Awareness (STEP 2) and Village Planning Meetings (STEP 3). Be prepared to share your ideas. Try and make sure that:
3		<ul style="list-style-type: none"> ✓ Each <i>haus lain</i> in the Ward is involved ✓ Each community organisation or group in the Ward is involved ✓ There are not too many villages – <i>moa long sikspela stat long hat liklik</i> ✓ Each <i>bung</i> will not be too large ✓ Teachers and health workers <i>na kain laim olsem husat ino as ples</i> are included ✓ Any key people from outside your Ward are included

Step 1.1 | Make preparations to develop a new Ward Priorities Plan

3	<div data-bbox="272 264 411 409"> </div> <div data-bbox="435 264 997 297"> WARD PLANNING MEETING OPTION </div> <div data-bbox="435 302 1388 645"> <p>You need to conduct awareness about the new Ward Priorities Plan (STEP 2) in all the villages. However, in some LLGs <i>ol i tok orait long wokim STEP 3 long narapela wei gen</i>. Instead of conducting Village Planning Meetings with all of the different villages in the Ward the option is to invite key people from all the villages and groups to one <i>kibung</i> – a Ward planning meeting. If you are able to choose this option, then follow exactly the same process – except when this Handbook talks about Village Planning Meetings keep in mind that you will be doing one Ward planning meeting.</p> </div> <div data-bbox="272 645 411 831"> </div> <div data-bbox="475 683 1385 831"> <p>If you do one Ward planning meeting, then it is a good idea to include the names of all the key people who attended the Ward planning meeting (and which village or group they belong to) in an attachment to your Ward Priorities Plan.</p> </div>
4	<p>Once you know which villages to work with for STEP 2 and STEP 3 the next thing you need to do is work out who the key people are to work with to help you organise the activities.</p>
4	<div data-bbox="264 1070 387 1205"> </div> <div data-bbox="411 1070 783 1106"> Brainstorm (10 minutes) </div> <div data-bbox="411 1111 1324 1187"> <p>Who are the key people from each village will you need to work with? Call out whatever comes into your heads.</p> </div>
4	<div data-bbox="252 1256 1388 1630"> <ul style="list-style-type: none"> ➤ Key people in each village can be community leaders. For example, traditional leaders, church pastors, community health workers, teachers, village court officials, land mediators. <i>Kain kain!</i> ➤ Key people can be office-bearers of community organisations or groups – such as women’s groups or landowner groups or youth clubs or fellow WDC members. ➤ Key people must include representatives of people who are normally left behind or excluded – women and girls, children, youth, disabled, people living with HIV and AIDS. <i>Bi hain bai yumi toktok moa long dispela.</i> </div> <div data-bbox="256 1666 419 1809"> </div> <div data-bbox="443 1666 1372 1816"> <p>Never forget that the key people you work with from each village must include representatives of people who are normally left behind or excluded – women and girls, children, youth, disabled, people living with HIV and AIDS.</p> </div>
4	<div data-bbox="256 1861 427 2033"> </div> <div data-bbox="451 1861 855 1897"> Small groups (30 minutes) </div> <div data-bbox="451 1901 1399 2013"> <p>Get into your WDC groups. Choose one of the villages you plan to work with for STEP 2 and STEP 3. Work out who the key people are you need to work with. When you do this the following checklist</p> </div>

Step 1.1 | Make preparations to develop a new Ward Priorities Plan

	<p>might help you:</p> <ul style="list-style-type: none"> ✓ Which key people will be able to get participants together for activities? ✓ Which key people need to be involved so that no one important or no group feels left behind? <i>Nogut sampela lain kisim bel nogut.</i> ✓ Which key people need to be involved so that there is someone who represents people who are normally left behind or excluded – women and girls, children, youth, disabled, and people living with HIV and AIDS. ✓ Don't have too many key people – <i>planti pinga tumas nau hat long mekim.</i> 	
	<h3>3 Do a Ward Priorities Planning work plan so you know who will do what, when, and what you need to get ready</h3>	
5	<p>The last thing to do is complete a Ward Priorities Planning work plan so you know who will do what, when, and what you need to get ready.</p>	
5		<p>General discussion (2 minutes) Why is it good to prepare a work plan?</p>
5	<p><i>Ino taim yet long lainim yupela hau long wokim wok plen.</i> First of all, we need to learn how to do Ward Priorities Planning – then the work plan will make sense.</p> <p><i>Olsem na stap isi las wok bilong dispela trenin nau bai yumi kam bek gen na lukluk long hau long wokim wok plen.</i></p> <p>When you complete your work plan put it on butcher paper or a poster and leave it on the wall so it can <i>gaidim wokabaut bilong yu</i> and so you can update it as you go – <i>bai gat planti senis kamap yu save!</i></p>	

Revision - ask the participants the key questions for this topic:

- 1) What are the 3 things you need to do when you make preparations?
- 2) How many months does your WDC have to complete STEP 2 and 3?
- 3) Why is it a good idea to prepare a work plan?






Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

3½ hours
Materials





Key questions for this topic

What arrangements do you need to make with key people from each village to prepare for STEP 2 and STEP 3?


What are the three big reasons for encouraging everyone in the village to participate in STEP 2 and STEP 3?

1	<p>The last thing to do in STEP 1 is get out and work with key people to prepare for the Village Awareness (STEP 2) and Village Planning Meetings (STEP 3).</p> 
1	 <p>Brainstorm (10 minutes)</p> <p>What preparations will the key people from each village need to help you with to prepare for STEP 2 and STEP 3? Call out whatever comes into your heads.</p>
1	<p>There are many arrangements to make with key people from each village before you do STEP 2 and STEP 3. For example:</p> <ul style="list-style-type: none"> ~ What day ~ Timing – when to start and finish ~ Food ~ Venue ~ Health and safety ~ How key people will be involved ~ Selection of participants 





Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

	<p>During the course there are a number of long lists like this one. You could write the key points on the board or just be sure to explain them well. Often if you do a brainstorm first you will find that many of the key points have already been raised by participants.</p>
	
2	<p>Selection of participants is very important for STEP 2 and STEP 3.</p> <p>It is important that Village Awareness (STEP 2) and Village Planning Meetings (STEP 3) are open and free – anyone can attend.</p> <p>But your WDC needs to do more. You need to make sure that everyone in your Ward has a say in what the Ward priorities are – not just leaders!</p>
2	<p> General discussion (2 minutes) The PNG Government wants everyone in the Ward to have a say in what the Ward priorities are – not just leaders! Why?</p>
2	<p>One of the PNG Government's principles for Ward Priorities Planning is participation.</p> <p>Participation means <i>olgeta wokbung wantaim</i>.</p> <p>There are three good reasons why it is important for the WDC to encourage everyone in the Ward to participate in STEP 2 and STEP 3:</p> <ol style="list-style-type: none"> 1 Encouraging participation promotes social inclusion 2 Encouraging participation grows goodwill 3 Encouraging participation makes your work more successful <p>The 'Ward Development Committee Roles and Responsibilities' training will look at good governance principles (like participation)</p>
	
3	<p> General discussion (2 minutes) What is 'social inclusion'?</p>
3	<p>1 Encouraging participation promotes social inclusion</p> <p>The PNG Government expects all WDCs to encourage social inclusion. Encouraging social inclusion means that when you work with a group or community you have to do all you can to make sure that those people who are</p>




Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

	<p>normally left behind or excluded are <i>included</i>.</p> <p>This means the WDC needs to make sure that groups (or at least their representatives) are included in STEP 2 and STEP 3 – and the WDC needs to make sure that they are encouraged to participate! <i>Nogut ol i sindaun nating!</i></p> 
3	<div data-bbox="256 533 432 689"> </div> <p>Role Play (30 minutes)</p> <p>Everyone go outside and find an open space. Imagine that you are all from a <u>remote village</u> in Simbu. Stand in a straight line facing the Trainer. The Trainer will walk along the line and whisper to each person what your role is (don't tell anyone else who you are!)</p> <ol style="list-style-type: none"> 1. 35-year old woman living with AIDS 2. Married man aged 70 3. Married woman aged 70 4. Deaf 25-year old man living with HIV 5. 18-year old girl (not yet married) 6. Young unmarried man aged 22 7. Chief of the village 8. Young mother aged 25 9. Father aged 35 10. Young married man aged 25 11. Female school teacher 12. 23-year old woman with crutches 13. Widow aged 45 with no children living near-by <div data-bbox="970 786 1401 1048"> <p>These are the roles to give to the participants. If there are more participants than roles give a role to more than one participant.</p> </div> <p>The Trainer will ask the following 13 questions one at a time. If you think your character would probably answer 'yes' to the question take one step forward. If your character would probably answer 'no' to the question, then step backwards.</p> <ol style="list-style-type: none"> 1. Are you confident to seek police support if you need it? 2. Can you get money when you need it? 3. Do you help decide how household income is spent? 4. Can you leave your spouse if they hit you or abuse you? 5. Can you get to the Health Centre whenever you need to? 6. Can you travel to Kundiawa when you need to? 7. Can you speak out in village meetings? 8. Can you drive a car? 9. Do you read the newspaper? 10. Can you get top-up for your mobile phone when you need to? 11. Do you live near or with your own family – <i>ol lain bilong yu stret?</i> 12. Are you free to raise concerns or issues with the <i>Wod Kaunsel?</i> 13. Step back if people say your sex is weak ("yu meri tasol" o "yu man tasol") <p>When all the questions have been asked take a look at where you are and where</p>



Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

	<p>all the other participants are. Without moving from where you are one by one tell the rest of the participants what character you are (the role you were given).</p> <p>Without moving from where you are, discuss the following questions:</p> <p>a) Who has been able to move forward the most? Why?</p> <p>b) Who has been left behind? Why?</p>
	
4	 <p>Brainstorm (10 minutes) Who are people that are often left behind or excluded for <i>kastom</i> reasons? Call out whatever comes into your heads.</p>
4	<p>Every culture in the world has local <i>kastom</i> that discriminates or values different people unequally.</p> <p>Some people get further and further ahead not because they are 'better' people but because their <i>kastom</i> gives them more choices and more options.</p> <p>Other people get further and further behind not because they don't have ability but because their <i>kastom</i> gives them less choices and less options.</p> <p>People can get left behind because of their gender, their health, their social position, their age, their 'failure' at school, their disability, their language, their <i>ples</i>, their church, which political party they support. <i>Kain kain!</i></p> 
4	 <p>General discussion (2 minutes) Does it matter if some people are left behind? Why?</p>
4	<p>Social inclusion <i>em ino samting nating!</i> The best way to <i>stretim sindaun</i> in a community is to help those people who are least able to help themselves.</p> <p>If people who are normally left behind or excluded are given opportunities and choices, then they are able to contribute to the community – they make the community stronger. For example, if women are given the power to be involved in decision making the evidence from around the world is that they use this power to do things that make the family and the community stronger.</p> <p>If we stop people from stepping forward for <i>kastom</i> reasons, we are stopping people from contributing all they can to make the community stronger.</p> <p>This is why one of the best measures of community development is not how</p>

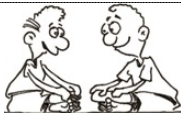
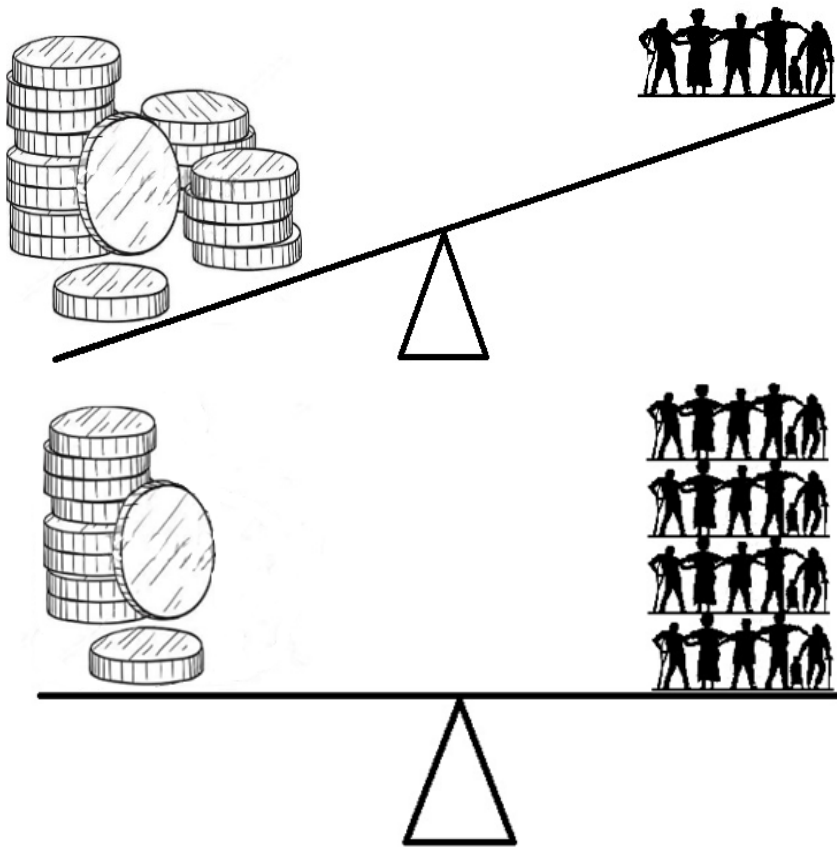

Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

	many shops there are or how rich some people are – but how well people who are normally left behind or excluded are <i>included</i> in the life of the community.
4	 <p>Pairs (20 minutes) Get into pairs. It is hard to explain to <i>ol lain long ples</i> why we should do everything we can to make sure that people who are normally left behind or excluded are <i>included</i>. You need to explain how social inclusion will help to <i>stretim sindaun</i>? Below is a <i>tok piksa</i> that might help. Read the <i>tok piksa</i> with your partner. Is this a good <i>tok piksa</i> or can you suggest a better way to explain social inclusion to <i>ol lain long ples</i>? Be prepared to share your ideas.</p> <p><i>Yu laikim gaden bilong yu bai karim kaikai moa yet noken lukluk tasol long ol samting yu planim we em i karim gut pinis. Nogat yu mas givim bikpela lukluk long klinim na prunim na putim wara na gris igo long graun long halavim ol samting we em i painim hat long karim. Dispela kain nau gaden bilong yu bai karim moa yet.</i></p>
5	 <p>The PNG Government is targeting five groups of people who are normally left behind or excluded. Their needs should be given priority.</p> <ol style="list-style-type: none"> Women and girls. Both women and men need to be involved in decision-making and share in the benefits. People living with HIV and AIDS need to be included and their special needs taken care of. People living with disabilities need to be included and their special needs taken care of. Children need to be planned for so that their special needs are taken care of and so they are never taken advantage of (exploited) – <i>pikinini nogat pawa olsem ol bikpela manmeri olsem na yumi mas mek sua ino gat sampela lain wok long lukautim pikinini olsem rabis bilong ol o wokboigel nating.</i> Youth need to be planned for – <i>senis bilong yumi.</i>
5	 <p>Small groups (30 minutes) Get into your WDC groups. Look at the five groups of people (above) that the PNG Government is targeting. Is your Ward making their needs a priority? How? What could you do better? Be prepared to share your ideas.</p>
5	<p>The people in a community who are normally left behind or excluded should be the ones that are most encouraged to be involved in any community activity – like Ward Priorities Planning.</p> <p>The people in a community who are normally left behind or excluded should be</p>




Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

	<p>the ones that benefit most from the priorities your Ward chooses.</p> <p>At the very least whatever priorities you choose should never ever make those people who are normally left behind or excluded <i>more left behind or excluded</i>.</p> <p>THE PEOPLE IN A COMMUNITY WHO ARE NORMALLY LEFT BEHIND OR EXCLUDED SHOULD BE THE ONES WHO BENEFIT MOST FROM THE PRIORITIES YOUR WARD CHOOSES AT THE VERY LEAST WHATEVER PRIORITIES YOU CHOOSE SHOULD NEVER EVER MAKE THOSE PEOPLE WHO ARE NORMALLY LEFT BEHIND OR EXCLUDED MORE LEFT BEHIND OR EXCLUDED</p>
	<p>There is another big reason why encouraging everyone to participate in community development activities <i>save stretim sindaun</i>.</p> <p><i>Long planti hap long PNG planti ol yangpela manmeri stap nating. Planti ol bikpela manmeri tu wankain. Les pasin save kamapim les pasin. Sapos yumi no wok long involvim ol dispela lain na kirapim bel bilong ol long halavim komiuniti ino long taim ol bai lus tingting – tru a!</i></p> <p>6 <i>Les pasin save kamapim les pasin. Tasol pasin halavim save kamapim pasin halavim. Involving people in the life of community grows goodwill.</i></p> <p>Pasin halavim save kamapim pasin halavim</p> <p>② Encouraging participation grows goodwill</p>
6	<p> General discussion (2 minutes) What is more important – money or goodwill?</p>

Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

6	<p>If you measure how developed a Nation or District or Ward or village is you cannot just look at how much money there is.</p> <p>Money is important. Provided it is generated in a way that doesn't destroy the environment then the more money in a society the greater the potential of that society to improve everyone's lives.</p> <p>However, more money without enough goodwill is no development at all! Money only improves everyone's lives if the society also has enough goodwill – sharing, helping, thinking of other people, making sure everyone has a chance, <i>wari, sori</i>, having a heart.</p> <div data-bbox="1027 488 1401 719" style="border: 1px solid gray; border-radius: 10px; padding: 10px; margin-top: 10px;"> <p><i>Long tok ples developmin</i> the amount of goodwill in a society is called 'social capital'</p> </div>
6	<div data-bbox="256 757 437 869" style="display: inline-block; vertical-align: top;">  </div> <div data-bbox="459 757 1390 875" style="display: inline-block; vertical-align: top;"> <p>Pairs (10 minutes) Get into pairs. Have a look at the pictures below. What do you think the pictures are telling us? Be prepared to share your ideas.</p> </div> <div data-bbox="416 920 1257 1765" style="text-align: center; margin-top: 20px;">  </div>
6	<div data-bbox="256 1803 368 1906" style="display: inline-block; vertical-align: top;">  </div> <div data-bbox="391 1803 1299 1883" style="display: inline-block; vertical-align: top;"> <p>General discussion (2 minutes) How can you grow the amount of goodwill in your community?</p> </div>
6	<p>The way to generate goodwill is to give everyone in a community the opportunity to be involved in the life of the community – to do something to</p>

Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

	<p>help alongside leaders and other people who already have goodwill.</p> <p><i>Tasol noken singautim ol i kam nating – nogat ol i kam nau yu mas givim sans long ol long givim tingting na mekim. Mekim olsem nau em bai kamapim pasin halavim insait long wanwan manmeri. Na em bai kamapim pasin halavim namel long olgeta manmeri. Pasin halavim save kamapim pasin halavim.</i></p> <p>And the more <i>haus lains</i> and villages and clans and Wards do things together the more you grow goodwill <i>namel long ol. Sapos ol i stap wanwan yet bai nogat developmin long ples. Tru a!</i></p>
	
	<h3>③ Encouraging participation makes your work more successful</h3>
7	<p>If everyone in a group or community is encouraged to participate – men, women, disabled, youth, people living with HIV and AIDS, elderly, experts, leaders – then whatever work you do will be more successful. Whether identifying priorities <i>long stretim sindaun</i>, or doing a project, or awareness, or training, or monitoring, or evaluation, or giving a financial report. <i>Kain kain!</i></p>
7	<p> General discussion (2 minutes) What is STEP 2 of Ward Priorities Planning?</p>
7	<p><i>Tingim</i> Village Awareness (STEP 2). If everyone in the village comes for the awareness about Ward Priorities Planning, then everyone will hear the information first-hand and everyone can ask questions.</p> <p>If only some people attend the awareness, then they may not pass on what they learn (they may hide it) – or they may forget to pass everything on.</p> <p>And if everyone comes for the awareness then the whole community can discuss and agree on what action should come out of the awareness. Then when it comes time for action the whole community <i>bai mekim wantaim wanspirit!</i></p>
7	<p> Brainstorm (10 minutes) How can encouraging everyone to participate during Village Planning Meetings (STEP 3) make it more successful? Call out whatever comes into your heads.</p>
7	<p>If everyone in a group or community is encouraged to participate when you <i>glasim na skelim sindaun</i> then it will be more successful – <i>tok i dai!</i></p> <p>✓ You won't miss out on good ideas because some people are not involved. Everyone in a group or community needs to be involved to have the full picture. Leaders might know most of the picture but they won't know</p>

Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

it all – *ol no inap klia tumas long ol nid bilong meri or disabil o yut*. You need to have all the pieces of the jigsaw puzzle to be able to see the full picture.

✓ **The whole community will be committed to the priorities (ownership).**

Because everyone helped identify the priorities if you go on to do a project that tackles a priority then the community should give their full support *na putim ai gut long taim projek wok long ron*.

There should also be more shared responsibility – *ol bai wanbel long kontribut na givim sapot long mekim projek i kamap*.

And after the project is over everyone will be more likely to work together to *lukautim kaikai bilong projek*. If only the leaders identify the priorities for the Ward, then the community might say *maski em samting bilong ol lida tasol*.

✓ **It is easier to get outside assistance if everyone is involved.** Donor organisations like the Government know that the best community development happens when the whole group or community is involved.



7



Sharing (10 minutes)

If you know a story about a project or community activity that was successful because everyone in the group or community was involved, then share it.




8

When you explain to key people the importance of encouraging everyone in the group or community to participate in STEP 2 and STEP 3 make sure you go deep to explain the following three points:

1. *Yu laikim gaden bilong yu bai karim kaikai moa yet yu mas givim bikpela lukluk igo long ol samting yu planim we emi painim hat long karim*. The best way to develop your community is if the people who are left behind or excluded benefit most from any community activity. At the very least whatever you do should never ever make them more left behind or excluded! Ward Priorities Planning will be more successful if the people who are most left behind or excluded are involved in STEP 2 and STEP 3.

Step 1.2 | Work with key people from each Ward village to prepare for STEP 2 and STEP 3

	<p>2. Involving everyone grows goodwill <i>Les pasin save kamapim les pasin</i>. But if people are given the chance to get involved in their community it goes the other way –<i>pasin halavim save kamapim pasin halavim!</i></p> <p>3. Involving everyone will make the work more successful. <i>Tok i dai!</i></p>
8	<div>  <p>Role Play (40 minutes) Get into WDC groups. Prepare a role play. Two people in your group need to pretend to be WDC members explaining to key people from a village why it is important to encourage everyone in the village to participate in STEP 2 and STEP 3 of Ward Priorities Planning. The rest of the people in your group need to pretend to be the key people from the village.</p> </div> <div> <p>When there is a role play you could just choose one group to present their role play – <i>tingim taim!</i></p> </div>
8	<p>When you work with the key people to identify and organise participants for the activities it helps to go through the following questions with them:</p> <ul style="list-style-type: none"> ✓ How can we give everyone in the community a chance to participate – especially people who are normally left behind or excluded? ✓ How can we encourage the participants to attend? ✓ How can we make it easier for the participants to attend?

Revision - ask the participants the key questions for this topic:

- 1) What arrangements do you need to make with key people from each village to prepare for STEP 2 and STEP 3?
- 2) What are the three big reasons for encouraging everyone in the village to participate in STEP 2 and STEP 3?



'Review ball' (20 minutes)

Do the 'review ball' activity when it suits you. A good idea is to do it at the start of each day so you can revise everything in the course up to that point! The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question. After they answer the question they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!



STEP 2 VILLAGE AWARENESS

WARD DEVELOPMENT COMMITTEE CONDUCTS AWARENESS WITH VILLAGES TO PREPARE FOR WARD PRIORITIES PLANNING






- 2.1. Explain what the awareness is about**
- 2.2. Report the outcome of the previous Ward Priorities Plan**
- 2.3. Explain how the new Ward Priorities Plan will be developed and used**
- 2.4. Review the Ward's vision and missions**
- 2.5. Explain what will happen next**

Step 2.1 | Explain what the awareness is about

3 hours
Materials

Key questions for this topic


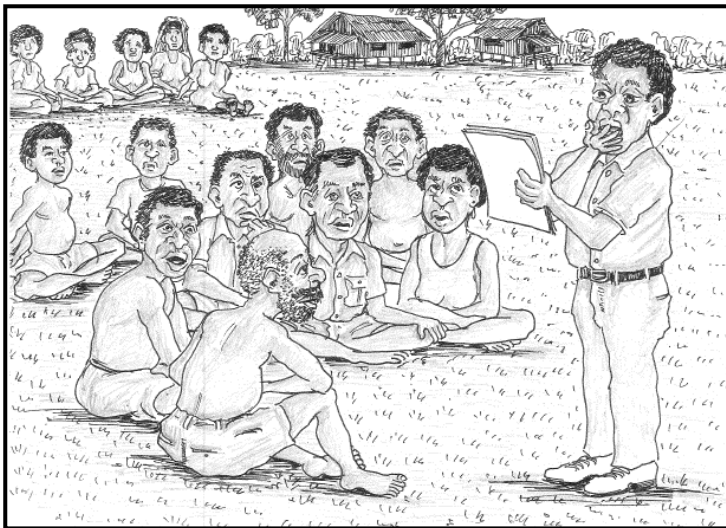
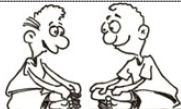
What are some ways to communicate effectively when you conduct awareness?
What are the five things you need to do (the agenda) during Village Awareness?

1	<p>Time to start the awareness in the first village – STEP 2 of Ward Priorities Planning. Awareness should take about half a day in each village.</p> <ul style="list-style-type: none"> ✓ Hopefully the key people from each village helped you prepare ✓ Hopefully there are good numbers of people at the awareness ✓ Hopefully there are good numbers of people from groups that are normally left behind or excluded – or people who can represent them. 
1	 <p>General discussion (2 minutes) Which WDC members should attend the awareness in each village?</p>
1	<p>It is best if all WDC members attend the awareness. You are the Community Development Workers in your Ward. If you all go to each Village Awareness together, you will build up your expertise <i>together</i>.</p> <p>Anyone from the WDC can lead the awareness. Sometimes the WDC Chairman <i>bai go pas</i>. Or it might be a WDC member who is from that village. Or it might be a WDC member who is really good at conducting awareness.</p> <p>A good idea is for different WDC members to share the work. Sharing work makes it easier and less stressful – and it gives everyone in the WDC the chance to get experience and practice being a Community Development Worker.</p>
	



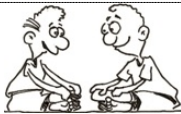

Step 2.1 | Explain what the awareness is about

2	<p>First of all, let's look at some skills that might help you conduct awareness.</p> <p>The purpose of awareness is to pass on skills and knowledge. To achieve this, it is very important that the WDC tries to communicate effectively.</p> <p>Effective communication is when everyone has understood the information you want to get across to them.</p> <p>Effective communication is when everyone has understood the information you want to get across to them</p>
2	<div data-bbox="256 712 375 853"> </div> <p>Story telling (10 minutes) If you know a story or joke about poor communication or miscommunication, then share it. For example:</p> <p>A white <i>meri</i> from Port Moresby wanted to conduct HIV awareness with a community from Maprik but she only spoke English. When she arrived in Maprik she asked someone to be a translator but he didn't speak English well.</p> <p>The white <i>meri</i> did the HIV awareness in the community and the translator did his best to translate what she said into pidgin.</p> <p>At the end of the awareness the white <i>meri</i> said "do you understand?" to the audience. But the translator didn't really know how to translate "do you understand". The audience got impatient. They said "<i>tainim hariap!</i>"</p> <p>The translator thought for a while about how to translate "do you understand" and in the end the translator said: "<i>Wait meri tok olsem – ananit bilong yupela sanap o nogat?</i>"</p>
2	<div data-bbox="256 1435 375 1534"> </div> <p>General discussion (2 minutes) What is effective communication?</p>
3	<div data-bbox="256 1615 391 1749"> </div> <p>Brainstorm (10 minutes) What are some ways to communicate effectively when you conduct awareness? Call out whatever comes into your heads.</p>
3	<p>Ways to communicate effectively</p> <ul style="list-style-type: none"> ✓ Speak clearly and loudly enough to be heard ✓ Use <i>tok piksa</i> to help people understand

Step 2.1 | Explain what the awareness is about

	<ul style="list-style-type: none"> ✓ Use a language that everyone understands (use a translator if necessary!) ✓ Be careful to not talk down to the participants - talk to adults as equals! ✓ If you have a good voice, then use it – <i>nek bai swit long ia bilong ol</i> ✓ Look confident and encouraging ✓ Use appropriate materials and use them correctly (sometimes no materials at all is best) ✓ Don't use jargon or big words that are too complicated
3	 General discussion (2 minutes) What does 'jargon' mean?
3	<p>Jargon is technical or expert language – language that you might know but you can't expect other people to know.</p> <p>People who use jargon and big words when they know that other people won't understand them are either <i>bik het</i> – or they are hiding behind jargon and big words because they don't really know what they are talking about!</p> <h3>Don't hide behind jargon and big words!</h3> <p>Make an effort to use words that most of the participants will understand. This might mean you have to find out what the jargon and big words mean yourself!</p> <p>If participants have to use their <i>kru pumkin</i> to understand your words then they are not using their <i>kru pumkin</i> to understand what you are talking about!</p> 
3	 Pairs (10 minutes) Get in pairs. Read the information below. It is full of jargon and big words. Have a go at translating the information into

Step 2.1 | Explain what the awareness is about






	<p>something simple that doesn't use jargon or big words. Be prepared to share what you come up with.</p> <p><i>Effective communication is the transmission of learning deliverables using a process that achieves a capacity building outcome for all of the beneficiaries.</i></p>
	
4	 <p>General discussion (2 minutes) What does 'effective communication is two-way' mean?</p>
4	<p>Effective communication is like a good conversation – both people need a turn to be speakers and listeners. If you don't give the other person a turn to be speaker you won't know if what you want to get across to them has been understood. If you don't give the other person a turn to be speaker <i>ino long taim ol bai les long nek bilong yu!</i></p> <p>This means effective communication is two-way.</p> <p>Effective communication is two-way</p>
4	<p>When you conduct Village Awareness you need to give the participants a chance to be heard and to be understood. To do this you should:</p> <ul style="list-style-type: none"> ✓ Give everyone else opportunities to speak ✓ Listen carefully to what people say ✓ Ask and encourage questions
4	 <p>Pairs (5 minutes) Get in pairs. Have a look at the picture below. What is wrong with this communication? Be prepared to share your ideas.</p> 

Step 2.1 | Explain what the awareness is about



Asking and encouraging questions

A very important part of two-way communication is asking and encouraging questions. To ask and encourage questions there are some tricks:

- 5  If you ask participants if there are any questions, then expect a minute of silence – and if there are still no questions then ask a question yourself to get things going. Don't rush! Some people take time to get their mouth around the question they want to ask.
- 5  Never ever say any question is a silly question. If you do this, then other people will be afraid to ask their question.
- 5  If someone is shy, then stand close to them when you ask a question – they will be more likely to respond!
- 5  If someone asks a question, then ask the rest of the participants to try and answer it first. This encourages greater participation and it helps everyone to learn from each other.
- 5  Try and ask open-ended questions whenever possible

5



General discussion (2 minutes)

What is an open-ended question?

5

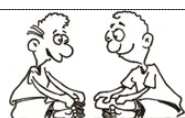
When asking questions try and ask open-ended questions whenever possible.

Open-ended questions are questions that need more than a 'yes' or 'no' answer. A 'yes' or 'no' answer does not really tell you much about what people know or think.

Open-ended questions normally start with "why" or "how" or "what if". You should use open-ended questions when you want to go deep to find out what people know or think.



5



Pairs (5 minutes)

Get in pairs. The Trainer will ask you the following pairs of questions one pair at a time. With your partner discuss which way of asking the question is likely to be better at encouraging effective communication? Why?

Does everyone understand Ward Priorities Planning?
What did you not understand about Ward Priorities Planning?

Yupela klia long hau long wokim Wod Praioriti Plen?
Wanem samting bilong Wod Praioriti Plen bai mi eksplainim gen?

Step 2.1 | Explain what the awareness is about



6



Brainstorm (10 minutes)

What are examples of non-verbal communication? Call out whatever comes into your heads.

Non-verbal communication

Non-verbal communication is communication without words. Effective communication also requires good non-verbal communication. Good non-verbal communication requires:

- ↗ good use of eye contact
- ↗ friendly face expressions
- ↗ friendly hand gestures
- ↗ standing upright (don't slouch with your hands in your pockets!)
- ↗ facing people when you talk to them
- ↗ being close to people when you talk to them (but not too close!)
- ↗ moving around the room or venue (*noken sanap long wanpela hap tasol!!*)
- ↗ being aware of other people's non-verbal communication

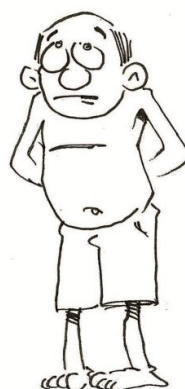
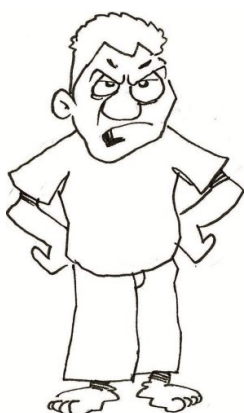


6



Pairs (5 minutes)

Get in pairs. Below are three pictures of WDC members during Village Awareness. In each picture what is the WDC member communicating through their body language? How would it make you as a participant feel? Be prepared to share your ideas.



6



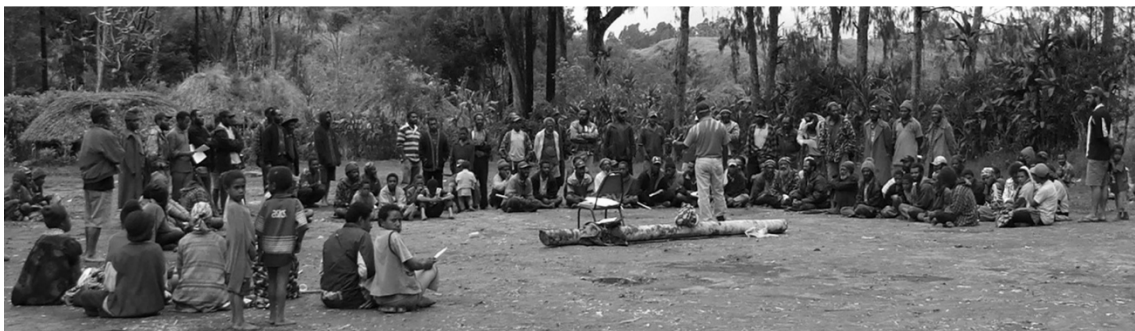
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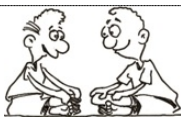

Role Play (40 minutes)

Get into WDC groups. Prepare a role play showing WDC members conducting awareness about something – anything! Select one or two people to be the WDC members. The rest of the people in your group need to pretend to be *ol lain long ples*.

Step 2.1 | Explain what the awareness is about

	<p>In your role play you will need to show the WDC members NOT communicating effectively. This means in your role play try and highlight bad non-verbal communication or too much use of jargon and big words or not using 'two-way communication' or not asking and encouraging questions properly. Be prepared to perform your role play.</p>	<p>You could just choose one group to present their role play – <i>tingim taim</i>. After the role play ask everyone to identify what poor communication was shown?</p>
7	<p>The skills for communicating effectively are skills you will use again during the Village Planning Meetings (STEP 3) and again and again when you work with any group or community. Put them in your toolbox.</p>	
	<p>Now that you have some communication skills in your tool box it is time to look at <i>wanem ol liklik hap samting</i> you need to do when your WDC conducts Village Awareness (STEP 2). <i>Wok mak nau</i>. Do the following:</p>	
8	<ol style="list-style-type: none"> 1 Explain what the awareness is about 2 Report the outcome of the previous Ward Priorities Plan 3 Explain how the new Ward Priorities Plan will be developed and used 4 Review the Ward's vision and missions 5 Explain what happens next 	
		
8	<ol style="list-style-type: none"> 1 Explain what the awareness is about <p><i>Wokim</i> introduction <i>pastaim</i>. Everyone will want to know (or be reminded) of who you are and what your WDC position is. Also give a chance for local leaders and other key people to introduce themselves. Thank everyone for giving up their time – <i>planti wok tu na tenkyu long taim bilong yupela. Pasin tasol</i>.</p>	

Step 2.1 | Explain what the awareness is about

	<p>Next explain the reason for the Village Awareness. <i>"Bilong wanem mipela singautim yupela kam em long tokaut gut hau long wokim Wod Praioriti Plen na bilong wanem as. Yumi mas set gut redi long wokim."</i></p> <p>Then go through what you will do during the awareness. The table on the previous page lists the five <i>wok mak</i> you need to cover so write them down on butcher paper or on a blackboard and briefly explain each point. This is called an agenda.</p> <p>You don't need to go deep.</p> <p>This is just about giving people the bones of what will happen – the meat will come later.</p>	
8	<p>Pairs (5 minutes)</p> <p>Get in pairs. It is normally best to write down the agenda in <i>tok pisin o tok ples</i>. With your partner have a go at translating the agenda for Village Awareness (the five <i>wok mak</i> on the previous page) into <i>tok pisin o tok ples</i>. Be prepared to share your ideas.</p>	
8	<p>When you have finished going through the agenda ask everyone if they have any questions for the WDC. Or any questions about what will happen.</p> <p><i>Putim olgeta samting long ples klia.</i></p> <p>Make sure you give women and other people from groups normally left behind or excluded a chance to ask questions.</p>	
8	<p>Role Play (40 minutes)</p> <p>Get into WDC groups. Prepare a role play showing WDC members explaining what the awareness is about. Select one or two people to be the WDC members. The rest of the people in your group need to pretend to be <i>ol lain long ples</i>.</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 10px; background-color: #f0f0f0;"> <p>Just choose one group to present their role play – <i>tingim taim</i>.</p> </div>

Revision - ask the participants the key questions for this topic:


- 1) What are some ways to communicate effectively when you conduct awareness?
- 2) What are the five things you need to do (the agenda) during Village Awareness?



Step 2.2 | Report the outcome of the previous Ward Priorities Plan

1/2 hour
Materials

Key questions for this topic Why do you need to report the outcome of the previous Ward Priorities Plan before talking about the new Ward Priorities Plan?

1	<p>When you do the awareness with each Ward village do the following:</p> <ol style="list-style-type: none"> 1 Explain what the awareness is about 2 Report the outcome of the previous Ward Priorities Plan 3 Explain how the new Ward Priorities Plan will be developed and used 4 Review the Ward's vision and missions 5 Explain what happens next
1	<p>You have already explained what the awareness is about. The next thing you need to do is report the outcome of the previous Ward Priorities Plan.</p> <p><i>Yu laik go ahet na toktok long niupela Wod Praioriti Plen ol lain bai askim yu long stori gut long las Wod Praioriti Plen pastaim. Em bin karim wanem kain kaikai?</i></p> <div> <p>The outcome of the previous Ward Priorities Plan is what came out of it (the results)</p> </div> <ol style="list-style-type: none"> 2 Report the outcome of the previous Ward Priorities Plan <p>Of course if this is the first time your WDC has developed a Ward Priorities Plan then you don't need to do this. Just skip it and go straight to explaining how the new Ward Priorities Plan will be developed and used (the next <i>wok mak</i>).</p>
1	<p> General discussion (2 minutes)</p> <p>When are you supposed to update your Ward Priorities Plan?</p>
1	<p>You are supposed to update your Ward Priorities Plan by the end of February each and every year.</p> <p>This means you should have updated your previous Ward Priorities Plan before starting STEP 1 to develop a new Ward Priorities Plan.</p> <p>When you update your Ward Priorities Plan each year you need to add on to your description of what has been done to achieve the Ward Priorities Plan. Each</p>

Step 2.2 | Report the outcome of the previous Ward Priorities Plan

year your story grows – although if nothing new was done since you last updated the Ward Priorities Plan then you probably don't need to add very much to what is already there.



Las wok bilong dispela trenin nau bai yumi kam bek gen na lukluk long hau long updetim Wod Praioriti Plen long olgeta yia.

When you report the outcome of the previous Ward Priorities Plan just read through the story of what was done to achieve the Ward Priorities plan.

When you have finished ask if there are any questions about the previous Ward Priorities Plan – *luk olsem ol bai gat planti askim.*



Don't forget to make sure you give women and other people from groups normally left behind or excluded a chance to ask questions.



2



General discussion (2 minutes)

What should you say if the previous Ward Priorities Plan *ino bin karim kaikai?*

The previous Ward Priorities Plan may not have achieved much, especially if your Ward just sent off the Ward Priorities Plan to the LLG and sat back and waited for something to happen.

The PNG Government is trying very hard to find a way to make Ward Priorities Planning work – and to deliver development support based on Ward priorities.

Sometimes the action the Government takes to deliver development support based on Ward priorities is hidden – the projects are delivered across a number of Wards not in any one Ward.

2


Tasol nogut yumi haitim o painim ekskus – long planti hap long PNG Gavman wok long painim rot yet. Ol wok long brukim bus yet.

All your WDC can do is *tok stret na tok klia* – most problems can be solved if you *tok stret na tok klia*. *Tokim ol lain long ples botom up plenin em i hat stret long Gavman long mekim.*

Tasol Gavman ino inap lusim. Na yumi mas mekim pat bilong yumi yet inap long ol lain antap bai harim nek bilong yumi. Lusim nau yumi lus pinis.



Step 2.2 | Report the outcome of the previous Ward Priorities Plan

2		General discussion (2 minutes) What are the two hats that your WDC can wear?
2		<p>A WDC helps the Government with local service delivery and a WDC can also be the management committee for your Ward community organisation. Your Ward Development Committee wears two hats at the same time!</p> <p>After your developed your previous Ward Priorities Plan, if your WDC put on the community hat and tried to do things to <i>stretim sindaun long ples yupela yet</i> then the story you report should be a better story. <i>Yu ken apim het igo antap na bekim gut ol askim.</i></p> <p>If your Ward is doing things for itself – things that the Government can't or shouldn't have to do – then you have a right to point a finger at the Government <i>sapos ol i no bihainim gut rot bilong ol yet.</i></p>



Revision - ask the participants the key questions for this topic:

- 1) Why do you need to report the outcome of the previous Ward Priorities Plan before talking about the new Ward Priorities Plan?






Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

3 hours

Materials Butcher paper or paper for steps. Two hats.

Key questions for this topic

- What are the four steps of Ward Priorities Planning?
- What are the next steps for *wokabaut bilong Gavman (ROT B)*?
- What are the next steps for *wokabaut bilong yumi Wod (ROT A)*?
- What happens after STEP 8?

1	 <p>General discussion (2 minutes)</p> <p>What are the five things you need to do when you do awareness with each village (the agenda)?</p>
1	<p>When you <i>bung wantaim wanwan</i> village to do Village Awareness do the following:</p> <div> <p>1 Explain what the awareness is about</p> <p>2 Report the outcome of the previous Ward Priorities Plan</p> <p>3 Explain how the new Ward Priorities Plan will be developed and used</p> <p>4 Review the Ward's vision and missions</p> <p>5 Explain what happens next</p> </div>
1	<p>You have already explained what the awareness is about, and reported the outcome of the previous Ward Priorities Plan.</p> <p>The next thing your WDC needs to do during the Village Awareness is explain how the new Ward Priorities Plan will be developed and used.</p> <div>  <p>3 Explain how the new Ward Priorities Plan will be developed and used</p> </div>
2	<p>The first thing to do is to go through the four STEPS of Ward Priorities Planning with everyone so they know how the new Ward Priorities Plan will be developed.</p> <div>  <p>A good idea is to write the four STEPS on butcher paper and space them on the ground. Then jump from step to step as you explain each step. Or get a different WDC member to explain each step. Everyone will be able to see what you are saying!</p> </div>

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

WOKABAUT BILONG KAMAPIM WOD PRAIORITI PLEN



STEP 1 PREPARATION

Em i wok bilong WDC long redi gut na plen gut wokabout bilong yumi long kamapim niupela Wod Praioriti Plen.



STEP 2 VILLAGE AWARENESS

Em i wok bilong WDC long mekim yupela ol manmeri bilong wanwan viles klia gut tru long hau yumi bai wokim niupela Wod Praioriti Plen na bilong wanem as.



STEP 3 VILLAGE PLANNING MEETINGS







Em i wok bilong WDC long halavim yumi wanwan viles long glasim gut sindaun na kamapim ol praioriti long stretim sindaun. Praioriti em olsem nambawan bikpela samting yumi nidim long stretim sindaun i kam daun. Bai yumi makim ol praioriti samting we em bai nidim autsait halavim – ino sais bilong yumi. Na tu bai yumi makim ol praioriti we em i sais bilong yumi yet long wokim.



STEP 4 WARD PRIORITIES PLAN

Las wok nau em i wok bilong WDC yet long wokim. Ol bai skelim ol praioriti bilong yumi ol wanwan viles na kamapim Wod Praioriti Plen. Ol praioriti we em i sais bilong yumi yet bai WDC putim igo long Wod Praioriti Plen A. Plen A em bilong yumi nau. Ol praioriti we ino sais bilong yumi bai WDC putim igo long Wod Praioriti Plen B. Bai yumi givim long LLG long halavim Distrik long setim wokabout bilong ol yet long stretim sindaun bilong ol pipol insait long Distrik.

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

	 General discussion (2 minutes) What are the four STEPS <i>bilong kamapim Wod Praioriti Plen?</i>
	
	<p>It is important for everyone at the Village Awareness to understand that when you return to conduct the Village Planning Meeting (STEP 3) everyone will <i>skelim sindaun na kamapim tupela kain praioriti long stretim sindaun:</i></p>
	<div>  <p>During the Village Planning Meeting (STEP 3) <i>bai yumi kamapim</i> priorities that the Ward can do itself with little or no outside assistance – <i>ol praioriti we emi sais bilong yumi Wod yet long mekim</i>. These priorities will go into the Ward Priorities Plan A. The purpose of Ward Priorities Plan A is to <i>halavim WDC long setim wokabaut bilong Wod yet long stretim sindaun</i>.</p> </div>
3	<div>  <p>During the Village Planning Meeting (STEP 3) <i>bai yumi kamapim</i> priorities that need outside assistance – <i>ol praioriti we ino sais bilong yumi Wod long mekim</i>. These priorities will go into the Ward Priorities Plan B. The purpose of Ward Priorities Plan B is to <i>halavim Gavman long setim wokabaut bilong ol yet long stretim sindaun bilong ol pipol insait long Distrik</i>.</p> </div> <div> <p>A good idea is to get two hats. When you remind everyone that a WDC wears two hats <i>put both hats on</i> and ask everyone to explain what each hat means?</p> </div>
3	 General discussion (2 minutes) What is Ward Priorities Plan A? What is Ward Priorities Plan B?
3	<p>After STEP 4 <i>bai yumi wokabaut olsem wanem?</i></p> <p>After STEP 4 <i>igat tupela rot long wokabaut long en.</i></p> <p><i>Wokabaut bilong Wod yet em i ROT A. Wokabaut bilong Gavman em i ROT B.</i></p> <div>  </div>

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

wokabaut bilong Wod yet em i ROT A Wokabaut bilong Gavman em i ROT B



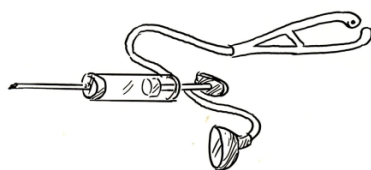
WOKABAUT BILONG GAVMAN – ROT B



During the Village Planning Meeting (STEP 3) *bai yumi kamapim* priorities that need outside assistance – *ol praioriti we ino sais bilong yumi Wod long mekim*. These priorities will go into the **Ward Priorities Plan B**. The purpose of Ward Priorities Plan B is to *halavim Gavman long setim wokabaut bilong ol yet long stretim sindaun bilong ol pipol insait long Distrik*.

There is a lot of development that people in Wards can do themselves, but there are lots of things that people can't do themselves without help from the Government (or Churches or Private companies or Donors) – schools and health centres and roads and laws and money na *kain kain narapela samting*.

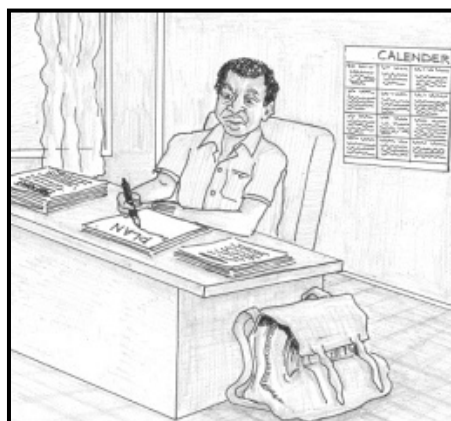
This is why we have Government!



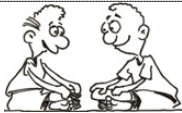

But Government has to plan so that it knows what to do and what it can achieve with its money and time and resources.

Every five years the Government does a new plan to *setim wokabaut bilong ol long strongim* education and health and transport infrastructure and community development and the economy *na ol kain samting olsem*.

The Government wants to make sure it hears the voice of the people when it develops its new five year plan. Ward Priorities Planning is the way for the Government to hear the voice of the people *ikam long daunbelo*.



Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

	 Pairs (20 minutes) Get in pairs. Have a look at the information below. It explains the PNG Governments five-year planning cycle. Read the information carefully and then answer the questions below. Be prepared to share your ideas.												
	<ol style="list-style-type: none"> 1. How do Provincial Planners develop the Provincial Development Plan? 2. How do LLG Planners develop the LLG Development Plan? 3. How do District Planners develop the District Development Plan? 4. Which Development Plan is the most important <i>bilong setim wokabaut bilong Gavman na ol patna bilong Gavman?</i> 												
4	<table border="1"> <tr> <td>↓</td><td><i>Olgeta faiv yia ol Nesenal plena bai miksim stia ikam long Nesenal Gavman polisi wantaim tingting bilong ol save manmeri bilong publik sevis long kamapim Nesenal Dvelopmin Plen.</i></td></tr> <tr> <td>↓</td><td><i>Olgeta faiv yia ol Provinsel Plena bai miksim Nesenal Dvelopmin Plen wantaim stia ikam long Provinsel Gavman long kamapim Provinsel Dvelopmin Plen.</i></td></tr> <tr> <td></td><td><i>Olgeta faiv yia ol Distrik Plena bai miksim olgeta LLG Dvelopmin Plen wantaim Nesenal Dvelopmin Plen na Provinsel Dvelopmin Plen na stia ikam long Distrik Gavman long kamapim Distrik Dvelopmin Plen.</i></td></tr> <tr> <td>✓</td><td> <i>Ol Distrik plen mas miksim nek bilong ol lain daunbelo wantaim nek bilong ol lain antap long kamapim wanpela nek tasol. Hatwok tru!</i> <i>Distrik Dvelopmin Plen em i bikpela plen long setim faiv yia wokabaut bilong Gavman na ol patna bilong Gavman olsem sios na kampani na dona long stretim sindaun bilong ol pipol insait long Distrik.</i> </td></tr> <tr> <td>↑</td><td><i>Olgeta faiv yia ol LLG Plena bai miksim tingting ikam long olgeta Wod Praioriti Plen B wantaim tingting bilong ol lain LLG long kamapim LLG Dvelopmin Plen.</i></td></tr> <tr> <td>↑</td><td><i>Olgeta faiv yia bai yumi wokim Wod Praioriti Plen na salim igo antap long LLG. Em i makim maus bilong yumi manmeri long ples.</i></td></tr> </table>	↓	<i>Olgeta faiv yia ol Nesenal plena bai miksim stia ikam long Nesenal Gavman polisi wantaim tingting bilong ol save manmeri bilong publik sevis long kamapim Nesenal Dvelopmin Plen.</i>	↓	<i>Olgeta faiv yia ol Provinsel Plena bai miksim Nesenal Dvelopmin Plen wantaim stia ikam long Provinsel Gavman long kamapim Provinsel Dvelopmin Plen.</i>		<i>Olgeta faiv yia ol Distrik Plena bai miksim olgeta LLG Dvelopmin Plen wantaim Nesenal Dvelopmin Plen na Provinsel Dvelopmin Plen na stia ikam long Distrik Gavman long kamapim Distrik Dvelopmin Plen.</i>	✓	<i>Ol Distrik plen mas miksim nek bilong ol lain daunbelo wantaim nek bilong ol lain antap long kamapim wanpela nek tasol. Hatwok tru!</i> <i>Distrik Dvelopmin Plen em i bikpela plen long setim faiv yia wokabaut bilong Gavman na ol patna bilong Gavman olsem sios na kampani na dona long stretim sindaun bilong ol pipol insait long Distrik.</i>	↑	<i>Olgeta faiv yia ol LLG Plena bai miksim tingting ikam long olgeta Wod Praioriti Plen B wantaim tingting bilong ol lain LLG long kamapim LLG Dvelopmin Plen.</i>	↑	<i>Olgeta faiv yia bai yumi wokim Wod Praioriti Plen na salim igo antap long LLG. Em i makim maus bilong yumi manmeri long ples.</i>
↓	<i>Olgeta faiv yia ol Nesenal plena bai miksim stia ikam long Nesenal Gavman polisi wantaim tingting bilong ol save manmeri bilong publik sevis long kamapim Nesenal Dvelopmin Plen.</i>												
↓	<i>Olgeta faiv yia ol Provinsel Plena bai miksim Nesenal Dvelopmin Plen wantaim stia ikam long Provinsel Gavman long kamapim Provinsel Dvelopmin Plen.</i>												
	<i>Olgeta faiv yia ol Distrik Plena bai miksim olgeta LLG Dvelopmin Plen wantaim Nesenal Dvelopmin Plen na Provinsel Dvelopmin Plen na stia ikam long Distrik Gavman long kamapim Distrik Dvelopmin Plen.</i>												
✓	<i>Ol Distrik plen mas miksim nek bilong ol lain daunbelo wantaim nek bilong ol lain antap long kamapim wanpela nek tasol. Hatwok tru!</i> <i>Distrik Dvelopmin Plen em i bikpela plen long setim faiv yia wokabaut bilong Gavman na ol patna bilong Gavman olsem sios na kampani na dona long stretim sindaun bilong ol pipol insait long Distrik.</i>												
↑	<i>Olgeta faiv yia ol LLG Plena bai miksim tingting ikam long olgeta Wod Praioriti Plen B wantaim tingting bilong ol lain LLG long kamapim LLG Dvelopmin Plen.</i>												
↑	<i>Olgeta faiv yia bai yumi wokim Wod Praioriti Plen na salim igo antap long LLG. Em i makim maus bilong yumi manmeri long ples.</i>												
4	<p>After you have explained how the Governments five year planning cycle works the next thing to do is explain the next four STEPS the Government will take after it receives your Ward Priorities Plan B.</p>  <p>A good idea is to write the four STEPS on butcher paper and space them on the ground. Then jump from step to step as you explain each step. Or get a different WDC member to explain each step. Everyone will be able to see what you are saying!</p>												

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

WOKABAUT BILONG GAVMAN – ROT B



STEP 5 LLG AND DISTRICT DEVELOPMENT PLANS

Olgeta faiv yia olgeta Wod bai salim Wod Praioriti Plen bilong ol igo long LLG. LLG Plena bai bungim olgeta Wod Praioriti Plen B na kamapim LLG Dvelopmin Plen. Bihain nau Distrik Plena bai miksim olgeta LLG Dvelopmin Plen wantaim Nesenal Dvelopmin Plen na Provinsel Dvelopmin Plen na stia bilong Distrik Dvelopmin Otoriti long kamapim Distrik Dvelopmin Plen. Distrik Dvelopmin Plen em i bikpela plen long setim faiv yia wokabaut bilong Gavman na ol patna bilong Gavman olsem sios na kampani na dona long stretim sindaun bilong ol pipol insait long Distrik.



STEP 6 LLG AND DISTRICT ACTION PLANS

Distrik Dvelopmin Plen em olsem pisin lukluk kam daun. LLG na Distrik Plena bai lukluk long Distrik Dvelopmin Plen na kamapim ol aksen plen long setim wanem wok stret ol bai mekim. Aksen plen em i anyual plen wantaim budset na ol projek plen. Ol Patna bilong Distrik olsem sios na kamapani na dona ol tu bai lukluk long Distrik Dvelopmin Plen long setim wok bilong ol.



STEP 7 IMPLEMENTATION AND MONITORING

Taim nau long Gavman na Distrik Patna long bihainim ol aksen plen long mekim wok i kamap. Long taim wok i ron bai yumi olgeta wokim wok long sekup long mek sua wok i go stret. Long tok inglis ol save tok monitoring.



STEP 8 EVALUATION

Wok i pinis. Faiv yia i pinis. Nau em taim long glasim bek long wanem wok i bin kamap insait long Wod. ROT B i karim wanem kaikai nau na yumi olgeta lainim wanem lesen long mekim long taim yumi statim STEP 1 gen (neks faiv yia plen). Long tok inglis ol save tok evaluation.

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used



WOKABAUT BILONG WOD YET – ROT A



During the Village Planning Meeting (STEP 3) *bai yumi kamapim* priorities that the Ward can do itself with little or no outside assistance – *ol praioriti we emi sais bilong yumi Wod yet long mekim*. These priorities will go into the **Ward Priorities Plan A**. The purpose of Ward Priorities Plan A is to *halavim WDC long setim wokabaut bilong Wod yet long stretim sindaun*.

5



Wards are part of the Government organisation. But Wards can also be community organisations.

There is a lot of development that people in Wards can do themselves. *Maski long sindaun nating wetim autsait halavim i kam. ROT A em i rot bilong yumi.*

ROT A em i rot bilong yumi

5



Brainstorm (10 minutes)

Why is it good for your Ward organisation to have its own *rot long wokabaut long en*? Call out whatever comes into your heads.

5



A good idea is to write the four STEPS on butcher paper and space them on the ground. Then jump from step to step as you explain each step. Or get a different WDC member to explain each step. Everyone will be able to see what you are saying!

WOKABAUT BILONG WOD YET – ROT A

5



STEP 5 WARD DEVELOPMENT PLAN

Olgeta faiv yia WDC bai tainim Wod Praioriti Plen A i kamap faiv yia Dvelopmin Plen bilong Wod yet. Em i plen bilong yumi yet long wokabaut na bihainim long neks faiv yia.

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used



STEP 6 WARD ACTION PLANS

Wod Developmin Plen em olsem pisin lukuk kam daun. Neks nau WDC bai brukim igo daun long wanem kain wok stret bai yumi wokim insait long yia 1 – ol save kolim anyual plen na budzet. Bai yumi wokim wankain gen long yia 2 na yia 3 na yia 4 na yia 5. Na tu sapos yumi nid long mekim wanpela bikpela praioriti bilong yumi bai yumi wokim projek plen long setim wanem wok stret yumi nid long wokim.



STEP 7 IMPLEMENTATION AND MONITORING

Taim long yumi Wod long bihainim ol aksens plen long mekim wok i kamap. Na long taim wok i ron yumi mas igat wok long sekup long mek sua wok i go stret. Long tok inglis ol save tok monitoring.



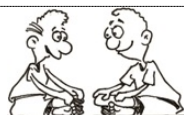
STEP 8 EVALUATION

Wok i pinis. Faiv yia i pinis. Nau em taim long glasim bek long wanem wok i bin kamap insait long Wod. ROT A i karim wanem kaikai nau na yumi olgeta lainim wanem lesen long mekim long taim yumi statim STEP 1 gen (neks faiv yia plen). Long tok inglis ol save tok evaluation.

Make sure everyone knows that this training covers wokabaut bilong kamapim Wod Praioriti Plen (STEP 1-4 tasol). It does not cover steps 5-8. But make sure everyone is clear that there is training available to help Wards wokabaut na bihainim ROT A.





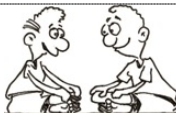
6



Pairs (5 minutes)

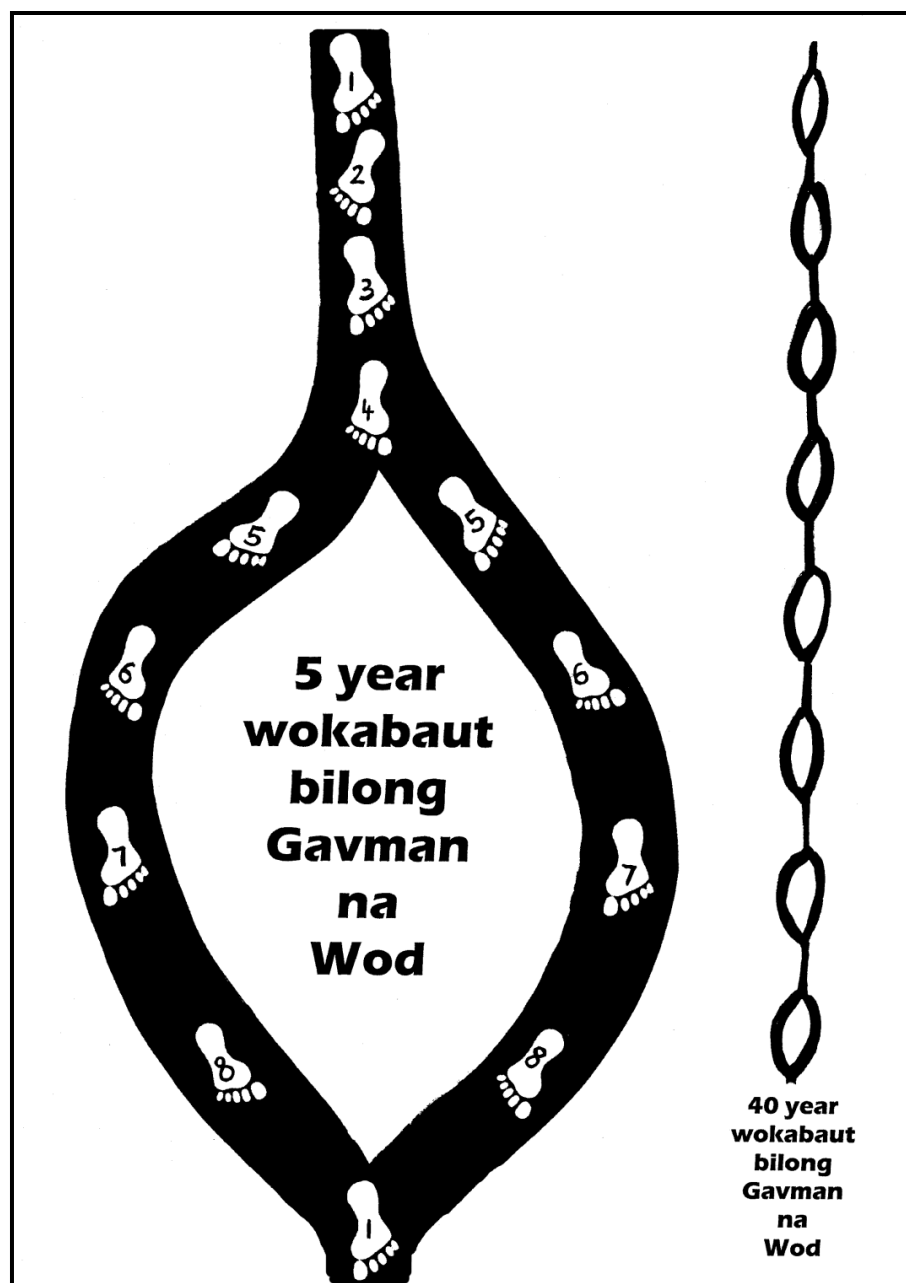
Get in pairs. Do you think trying to do things for yourself will make it easier for your Ward organisation to also get outside help? Be prepared to share your ideas.

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

6	<p>If you are walking (slowly) on your own road <i>long stretim sindaun yupela yet</i> then you will find that the Member and NGOs and churches and companies are more likely to want to <i>wokabaut wantaim yu</i>.</p> <ul style="list-style-type: none"> ✓ Community organisations that do things for themselves build up experience as good governance organisations. The sort of organisations you can trust. <div data-bbox="922 353 1401 533" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Principles of good governance are covered in the 'WDC Roles and Responsibilities' training</p> </div> <ul style="list-style-type: none"> ✓ Community organisations that do things for themselves can point to things they have done. <i>Hanmak i stap</i>. This is evidence that they are worth helping. <i>Komiuniti sanap na traim bes long mekim wokabaut ol yet</i>. <p>BIKPELA TOK NAU. ROT A em mas stap wokabaut bilong Wod yet long go pas na mekim. Mekim olsem bai yupela Wod kisim strong wantaim ol narapela grup long ples. Tasol sapos autsait lain olsem Memba o kampani o NGO o sios lukim bel bilong yupela na ol laik wokabaut wantaim yupela em tu orait. Tasol ol i no inap kam tek ova. Sopot tasol!</p>
6	<div data-bbox="256 949 384 1084">  </div> <p>Brainstorm (10 minutes) <i>Sapos yupela Wod bihainim ROT A yupela yet bai yupela kisim ol wanem wanem strong?</i> Call out whatever comes into your heads.</p>
6	<p><i>Tingim wokabaut bilong Gavman gen. Wod Praioriti Plen B em ol bikpela samting we ino sais bilong yupela Wod long go pas na mekim.</i></p> <p><i>Gavman bai no inap luksave long olgeta wanwan Wod Praioriti Plen B praioriti we yu salim igo antap long ol.</i> What the Government can do to help will depend on the money they have available and the priorities they have identified in the District Development Plan. <i>Nogut yumi haitim. Tok stret na tok klia.</i></p> <p><i>Tasol wanem ol ROT B praioriti Gavman no inap mekim orait yupela WDC inap long maketim raun long ol patna bilong Gavman – ol sios na NGO na kamapani. Na Memba tu i stap em i gat koins bilong em yet long halavim.</i></p> <p><i>Feis halavim long bihainim ROT B bai kam long Gavman. Tasol sekon halavim bai dipen long yupela WDC. Distrik inap endosim ol narapela ROT B praioriti bilong yupela. Distrik inap givim pepa long yupela wantaim kontak bilong ol narapela Gavman progreem na ol narapela lain husat inap long halavim olsem ol Distrik patna na Memba tu. Tasol noken lusim long han bilong Gavman. Em bai yupela WDC husat mas raun wantaim Wod Praioriti Plen B na paitim haus doa.</i></p>
7	<div data-bbox="177 1823 240 1906">  </div> <div data-bbox="256 1899 432 2011">  </div> <p>Pairs (15 minutes) Get in pairs. Have a look at the picture below and then answer the following questions. Be prepared to share your answers.</p>

Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

1. How long does it take to *wokabaut long STEP 1 igo long pinis bilong STEP 8?*
2. Why does the picture show STEP 1 again after STEP 8?
3. Which STEP should take the longest?
4. Which four STEPS are Ward Priorities Planning?
5. Is this whole picture a good summary of Ward Development Planning? What is the difference between Ward Priorities Planning and Ward Development Planning?
6. *Sapos Wod bihainim ROT B na Gavman bihainim ROT A bihain long 40 yia bai gat senis i kamap long ples o nogat?*



Step 2.3 | Explain how the new Ward Priorities Plan will be developed and used

7	<p>Ward Priorities Planning finishes at STEP 4. Ward Development Planning <i>em i STEP 1 igo long pinis bilong STEP 8 ROT A na ROT B wantaim.</i></p> <p>If your Ward does its best to follow <i>ROT A</i> and the Government does its best to follow <i>ROT B</i> <i>luk olsem senis bai kamap.</i></p> <p>But it is important to explain to everyone during the Village Awareness that development happens slowly.</p> <p>Malomalo diwai save gro hariap tasol em save pundaun hariap strongpela diwai save gro isi isi tasol em save stap longpela taim</p> <p>Ward Priorities Planning may not <i>karim bikpela kaikai</i> in 5 years or even 10 years. It may take 40 years. The Ward needs to get better and better at following <i>ROT A</i>. The Government will get better and better at following <i>ROT B</i>.</p> <p>It is hard to pour cold water on everyone's enthusiasm but if people's expectations are too high then the fall is hard – people give up and they loose respect for whoever raised their expectations.</p>
7	<div data-bbox="256 1043 432 1200"> </div> <p>Role Play (60 minutes)</p> <p>Get into your WDC groups. Prepare a role play showing WDC members explaining <i>wokabaut bilong Wod yet (ROT A) na wokabaut bilong Gavman (ROT B)</i>. Make sure everyone is clear about STEPS 1-8. Choose some people to be WDC members. The rest of the people in your group need to pretend to be <i>ol lain long ples</i>.</p> <div data-bbox="1129 1077 1369 1234"> <p>Just choose one group to present their role play – <i>tingim taim!</i></p> </div> <p>Think about how to communicate effectively – and try and do it in a way that will help <i>ol lain long ples long kisim gut tru.</i></p>

Remind everyone that this training covers *wokabaut bilong kamapim Wod Praioriti Plen (STEP 1-4 tasol)*. It does not cover steps 5-8. But make sure everyone is clear that there is training available to help Wards *wokabaut na bihainim ROT A*.

Revision - ask the participants the key questions for this topic:

- 1) What are the four steps of Ward Priorities Planning?
- 2) What are the next steps for *wokabaut bilong Gavman (ROT B)*?
- 3) What are the next steps for *wokabaut bilong yumi Wod (ROT A)*?
- 4) What happens after STEP 8?



Step 2.4 | Review the Ward's vision and missions

3 hours

Materials Rough three rung ladder.

Key questions for this topic

What are the three rungs on the organisation planning ladder?
What is an organisation's vision and missions?
What are your Ward's Government missions?

Village awareness *ino pinis yet*. By now you should have explained what the awareness is about, reported the outcome of the previous Ward Priorities Plan, and explained how the new Ward Priorities Plan will be developed and used.

1

- 1 Explain what the awareness is about**
- 2 Report the outcome of the previous Ward Priorities Plan**
- 3 Explain how the new Ward Priorities Plan will be developed and used**
- 4 Review the Ward's vision and missions**
- 5 Explain what happens next**

The next thing to do is:

- 4 Review the Ward's vision and missions**

Your Ward Development Committee wears two hats at the same time.

A WDC helps the Government with local service delivery and a WDC can also be the management committee for your Ward organisation.

Every organisation needs to follow the same planning process, whether the Government or a *liklik grup long ples*. You have to start high with everyone's high hopes for what you can achieve – *pisin lukluk kam daun* – and then you have to turn your high hopes into something that you can *wokabaut na bihainim*.

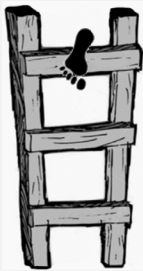




Organisation planning is like climbing down a ladder. You have to start high so everyone can see where you want to get to – your high hopes – but then you need to climb down the ladder so you can begin walking.

The WDC needs to explain to everyone at the Village Awareness that there are three rungs (steps) on the organisation planning ladder:



Make a rough three rung ladder and use it to help you explain







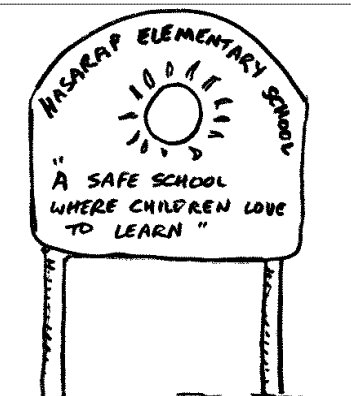
Step 2.4 | Review the Ward's vision and missions

	<p>Review the organisation's vision and missions</p> <p><i>Sanap antap tru wantaim ol memba na lukim olgeta samting olsem pisin lukluk kam daun. Setim vison na mison bilong yupela. Vison em i bikpela driaman bilong grup. Mison em ol bikpela het tok samting grup laik mekim long kamapim vison.</i></p> <p>Identify ideas (priorities) for each mission</p> <p><i>Sanap yet wantaim ol memba. Glasim na skelim sindaun long sait bilong wanwan mison na kamapim ol aidia bilong inapim wanwan mison. Pinis nau wokim praoriti nambawan i kam daun.</i></p> <p><i>Bilong ol grup long ples bai gutpela sapos yupela kamapim tupela kain praoriti. Praoriti bilong ROT A (ol samting we yupela yet inap long mekim yupela yet) na praoriti bilong ROT B (ol samting we luk olsem ino sais bilong yupela).</i></p>
	<p>Develop a five year strategic plan</p> <p><i>Bihainim lada kam daun liklik. Yu no inap lukim olgeta hap nogat yu inap long lukim sais bilong neks faiv yia tasol. Tingim gut wanem susu moni na risos trutru yu bai gat na skelim gut wanem ol praoriti yupela laik mekim insait long wanwan neks faiv yia. Sapos susu moni igo sot bai yupela nid long tingim hau long painim moa susu moni.</i></p> <p><i>Bilong ol grup long ples lukluk tasol long ol praoriti ROT A (ol samting we yupela yet inap long wokim). Bai yu wokim faiv yia plen rot A. Ol praoriti ROT B em ol samting we luk olsem yupela bai nidim autsait sapot. Ol praoriti rot B em bilong maketim raun long painim sapot olsem na lusim inap long yupela painim sapot. Yu no nid long wokim faiv yia plen rot B.</i></p>
	<p>Develop action plans (annual plan and budget, project plan)</p> <p><i>Bihainim lada kam daun long las rang bilong lada. Yu inap lukim sais bilong wanpela yia tasol. Aksonim faiv yia plen bilong yupela. Setim rot stret long bihainim long mekim nambawan yia wokabaut. Em anyual plen na badset nau. Na tu wokim projek plen sapos yupela gat wanpela bikpela wok long mekim. Projek plen bai brukim bikpela wok igo daun long ol hap samting long mekim.</i></p> <p><i>Bilong ol grup long ples bai yu nid long wokim ol akson plen bilong ROT A tasol – em wokabaut bilong yupela yet. Ol praoriti rot B em bilong maketim raun long painim sapot olsem na lusim inap long yupela painim sapot. Yu no nid long wokim ol askon plen bilong rot B.</i></p>
	 <p><i>Kam daun pinis nau. Lusim lada na bihainim anyual plen na badset bilong nambawan yia – na projek plen sapos igat. Mekim pinis go antap gen long las rang bilong lada long kamapim ol niupela akson plen bilong narapela yia bihain. Pinis long faiv yia wokabaut em taim long kisim olgeta memba igo antap olgeta long antap rang bilong lada long wokim gen neks faiv yia wokabaut.</i></p>




Step 2.4 | Review the Ward's vision and missions

2	General discussion (2 minutes) <i>Pinis long feis yia wokabaut bilong grup bai yu nid long wokim wanem samting gen?</i>
2	<i>Pinis long feis yia wokabaut bilong grup bai yu nid long go antap gen long lada – ino antap olgeta long las step tasol – na wokim gen anyual plen na badset bilong neks yia wokabaut. Wokim pinis nau lusim lada na bihainim.</i>
2	General discussion (2 minutes) <i>Projek plen em wanem samting?</i>
2	<i>Insait long anyual plen na budset sapos yupela gat wanpela bikpela samting long wokim bai yu nidim projek plen. Projek plen em i plen long mekim wanpela bikpela samting we yu bai nid long ogena is gut long mekim.</i> <i>Noken wari long faiv yia plen B – sapos WDC maketim raun na painim sapot luk olsem autsait lain husat laik givim sapot bai salim wokmanmeri bilong ol long kam halavim yupela long wokim projek plen wantaim yupela.</i>
3	General discussion (2 minutes) Which rung on the organisation planning ladder is Ward Priorities Planning?
3	Ward Priorities Planning is all about identifying ideas (priorities) for each mission. But before you can do this you have to review the Ward's vision and mission. If it is the first time for your organisation to go through organisation planning you might have to start by developing your Ward vision and missions. Ward Priorities Planning is the top rung of the organisation planning ladder.





Step 2.4 | Review the Ward's vision and missions

3	 General discussion (2 minutes) What is an organisation's vision and missions?	
3	<p>An organisation is made up of a group of people who come together and 'organise' themselves to accomplish something – the vision and missions is what they want to accomplish.</p> <p>The vision is what your organisation hopes to achieve in the future. The missions are what your organisation hopes to do to achieve the vision.</p> <p>Your vision is what you hope to achieve in the future Your missions are what you hope to do to achieve the vision</p>	
3	 General discussion (2 minutes) Should everyone in an organisation – all the members – have a say in what the organisation's vision and missions are?	
3	 <p>A WDC helps the Government with local service delivery and a WDC can also be the management committee for your Ward organisation.</p>  <p>Everyone in the Ward is a member of the Ward organisation. It is important that everyone in the Ward is involved in reviewing (or developing) the vision and missions because they need to be <i>shared</i>.</p> <p>When you do Village Planning Meetings it is a great opportunity to get everyone in the Ward to review (or develop) the Ward vision and missions.</p>	
4	 <p>The vision of an organisation is the common dream about what the members hope to achieve. An organisations vision should be written as a short statement.</p> <p>It is important to keep your organisation's vision statement short and clear because it will be easier to work out how to achieve it – and it will be easier for everyone to remember.</p>	
4	 <p>Pairs (5 minutes) Get in pairs. School mottos are often good vision statements. Have a look at the school motto for Hasarap Elementary School.</p> <p>Is it a good vision statement? Is it short and clear? Be prepared to share your ideas.</p>	

Step 2.4 | Review the Ward's vision and missions

4	 <p>Small groups (20 minutes) Get into WDC groups. Have a look below at examples of Ward vision statements. Which vision statement does your group prefer? Why? Have a go at making up your own. Be prepared to share your vision statement.</p> <ol style="list-style-type: none"> 1. <i>Wod wantaim Gavman putim han long stretim sindaun</i> 2. <i>Tupela han mekim wanpela wok long strongim Wod</i> 3. <i>Wokabaut wantaim Gavman long kirapim ples</i> 4. Improve the economic and social status of people through an improved delivery of appropriate goods and services in an efficient and effective manner that is inclusive of people's active participation
5	 <p>What an organisation hopes to do to achieve their vision is called their missions. The missions of an organisation are written as short statements that describe each mission.</p> <p>When you prepare your organisation mission statements you need to make sure you do three things:</p> <div> <p>① <i>Brukim vison igo daun long ol wanem samting stret yupela laik mekim long inapim vison. Nogut yu lusim olsem biknem yet. Brukim igo daun long wanem samting stret yupela minim.</i></p> <p>② <i>Noken planti mison tumas. Em bai hat long mekim inap wanwan karim. Faivpela o sikspela i kam daun em orait. Bihain yu inap senisim. Bihain grup bilong yu kamap strong liklik adim narapela mison igo insait.</i></p> <p>③ <i>Divelopmin em mas pipol. Mison mas toktok long husat pipol bai kisim halavim. Makim husat yu minim – man o meri o pikinini o tupela marit o famili o yut o lapun o disabel o ol pipol.</i></p> </div>
5	 <p>General discussion (2 minutes) What are the three things you need to do to prepare your organisations misson statements?</p>
5	<p><i>Divelopmin em mas pipol. Wokim haus ino divelopmin. Wokim hap bilong famili long slip stap sef em divelopmin.</i></p> <p><i>Sapos wanpela mison em i 'stretim klasrum' dispela mison em ino makim gut husat pipol long halavim na wanem trutru senis yupela laik kamapim. Moa beta mison tok 'halavim pikinini long kisim skul gut' o sapos yupela laik tingim tu edukeson bilong ol bikpela manmeri moa beta mison tok 'halavim ol manmeri</i></p>

Step 2.4 | Review the Ward's vision and missions

		<p><i>na pikinini kisim skul gut'. Mekim olsem em makim stret husat pipol yupela laik halavim na wanem trutru senis yupela laik kamapim.</i></p> <p><i>Luk olsem 'stretim klasrum' em i wanpela samting we em bai halavim ol manmeri na pikinini long kisim skul gut. Tasol yu stretim klasrum pinis ino minim olsem ol manmeri na pikinini stat long kisim skul gut. Luk olsem stretim klasrum em i hap stori tasol.</i></p>
5	 General discussion (2 minutes) What does 'divelopmin em mas pipol' mean?	
5	<p>In the Village Planning Meetings (STEP 3) everyone will need to identify ideas (priorities) for each mission. If the mission statement is 'improve schools', then everyone will probably just come up with ideas like building new classrooms.</p> <p>But if the mission statement is 'help men and women and children get an education' then everyone will be more likely to think of ideas like training for the school BOM, or adult literacy materials, or women's literacy classes, or raising awareness about the need for children go to school <i>wantaim kaikai. Kain kain!</i></p> <p>When you write the mission statement make it about people. <i>Na brukim manmeri igo daun long husat yu minim – man o meri o pikanini o yut o lapun o disabel.</i> It will lead to better ideas for how to achieve the mission.</p> <p>Divelopmin em mas pipol</p>	
		
6	 Brainstorm (10 minutes) What are some of the PNG Government's sectors? <i>Gavman save brukim divelopmin igo daun long wanem hap samting?</i> Call out whatever comes into your heads.	
6	<p>In the same way that an organisation breaks down its vision into missions, the PNG Government breaks down development into sectors – education, health, law and justice, sport, economy, agriculture, <i>na kain olsem.</i></p> <p>The purpose of Ward Priorities Plan B is to <i>halavim Gavman long setim wokabaut bilong ol yet long stretim sindaun bilong ol pipol insait long Distrik.</i> T</p> <p>To help them do this the Government wants Wards to identify ideas (priorities) for seven sectors – education, economy, health, transport infrastructure, law and justice, disaster, and community development.</p>	

Step 2.4 | Review the Ward's vision and missions

Health Economy Transport Infrastructure Education Law and Justice Disaster Community Development

These seven PNG Government sectors are the **missions** of the Government organisation – *tok ples inglis igat kain kain tok tasol minim em i wankain*.

When your Ward develops its missions you need to make sure you include the seven Government sectors.

Luk olsem the seven Government sectors *stap pinis* missions *bilong olgeta Wod insait long PNG* – but you still need to turn them into mission statements that mean something to *ol lain long ples*.



Pairs (20 minutes)

Get in pairs. Have a look below at what the government means by its education, economy, health, law and justice, transport infrastructure, disaster, and community development sectors. Answer the questions that follow. Be prepared to share your answers.




1. Which sector does production of adult literacy materials belong to?
2. Which sector does a fish farming project belong to?
3. Which sector does a new health worker house belong to?
4. Which sector does a community *kibung* on domestic violence belong to?
5. Which sector does a new *wokabaut* sawmill for the ex-Member belong to?
6. Which sector does counselling for people living with HIV belong to?

Make the point that many ideas or needs or projects or activities can fit into more than one sector at the same time. For example, counselling for people living with HIV could go into the health sector or the community development sector.







Step 2.4 | Review the Ward's vision and missions

	Transport Infrastructure	<i>Not only infrastructure but anything to do with transport. For example: Foot bridges. Roads. Road maintenance. Digging ditches. Culverts and bridges. Foot paths. Erosion control. Wharves and jetties. Safety training for boats. Road safety. But not something that will only or mostly benefit an individual or family!</i>	
	Education	<i>For example: Elementary and community schools. Primary schools. High schools. Secondary schools. Technical colleges. University. Distance education (FODE). Education through mobile text and radio and internet. Libraries. Books and literacy materials. Awareness about the importance of girl's education. Training for teachers and assistant teachers. Training for Boards of Management. Fixing school toilets. Fixing school water tanks. Maintenance of education infrastructure. New classrooms. New power supply. Kain kain! But not something that will only or mostly benefit an individual or family!</i>	
	Economy	<i>For example: Small business training. Cut flowers. Food security. Money management training. Training in how to do household budgets. Forestry. Crops for household use or cash. Coffee or cocoa or copra. Livestock for household consumption or cash. Fishing or hunting for household consumption or cash. Preserving forest or reefs. Income generation. Kain kain! But not something that will only or mostly benefit an individual or family!</i>	
	Health	<i>For example: HIV awareness. Vaccination patrols. Training for Village Child Health Workers. Healthy village training. Fixing Aid Post water tanks. New water supply. Hygiene and sanitation. Disaster response planning. Maintenance of health worker houses. New health worker houses. Drug and alcohol awareness. Counselling. Kain kain! But not something that will only or mostly benefit an individual or family!</i>	
	Law and Justice	<i>Training for Village Court Officials. Training for Land Mediators. Conflict resolution. Awareness on domestic violence. Bel Kol. Kibung long ples on setting up local Ward laws. Kain kain! But not something that will only or mostly benefit an individual or family!</i>	
	Disaster	<i>Identify disasters that are a risk for your Ward. For example:</i> 1. <u>GRAUN BRUK</u> 2. <u>TAIM SAN</u> 3. <u>WARA TAIT</u> 4. <u>KLAIMET SENIS</u>	<i>Money management training for tupela marit. Flood mitigation. Water use training. Planting trees for erosion control. Planting mangroves to help protect the shore. Developing a disaster management plan. Training in food security. Kain kain! But not something that will only or mostly benefit an individual or family!</i>
	Community Development	1. <u>SPORT</u> 2. <u>SOCIAL SUPPORT</u> for women and girls, youth, children, disabled and people living with HIV and AIDS 3. <u>CAPACITY BUILDING</u> for community organisations	<i>For example: Maintenance of sports facilities. New sports facilities. Sports equipment. Women in sport. Training for coaches. Management and good governance training for ol grup long ples. Auditing. Youth leadership training. Child rights awareness. Elderly support. Disability support. Improving access for disabled people. Living with HIV and AIDS. ARV drugs. Kain kain! But not something that will only or mostly benefit an individual or family!</i>

Step 2.4 | Review the Ward's vision and missions

6	<p>Which disasters the Government wants your Ward to think about depends on which disasters are a risk in your Ward. <i>Noken bisi long sunami sapos yu Wabag.</i></p> <p><i>Yupela BOM toktok pastaim na tingim gut wanem disasta save givim hevi long yupela. Wanem disasta yupela save wari long en. Em disasta bilong yupela nau long tingim long taim yu tingim dispela sekta.</i></p> <div data-bbox="933 358 1401 539" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Your Ward's disaster response management plan will also give you this information.</p> </div>
6	<div data-bbox="256 577 368 680" style="float: left; margin-right: 10px;">  </div> <p>General discussion (2 minutes) Which disasters do you worry about in your Wards?</p>
6	<p><i>Luk olsem the Government's community development sector em i biknem tumas. Gavman tok olsem wanem samting em i minim em olsem:</i></p> <div data-bbox="256 831 568 992" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Community Development means</p> </div> <div data-bbox="584 831 1286 992" style="margin-bottom: 10px;"> <p>① SPOT ② SAPOTIM OL LAIN WE YUMI SAVE MISIM AUT ③ STRONGIM OL GRUP LONG PLES LONG MEKIM WOK</p> </div> <p><i>Brukim igo daun olsem nau ol lain long ples bai painim isi long glasim sindaun na kamapim praioriti long taim yu lukluk long Community Development.</i></p>
6	<div data-bbox="256 1149 424 1323" style="float: left; margin-right: 10px;">  </div> <p>Small groups (30 minutes) Get into WDC groups. You need to turn the seven Government sectors into mission statements so that they mean something to <i>ol lain long ples</i>. Have a look at how Ward Eleventeen did it. Do you like what they have done? If not come up with your own suggestions. Be prepared to share your ideas.</p> <ul style="list-style-type: none"> <i>Education. Halavim ol manmeri na pikanini kisim skul gut.</i> <i>Economy. Halavim ol manmeri na yut long kamapim moni na fud sekuritu.</i> <i>Health. Halavim ol manmeri na pikanini kisim gutpela helt.</i> <i>Transport Infrastructure. Halavim ol manmeri na pikanini igo ikam.</i> <i>Disaster. Halavim olgeta manmeri na pikanini stap sef long taim san na graun bruk na wara tait na klaimet senis.</i> <i>Community Development. Halavim ol manmeri na pikanini plai spot. Sapotim ol lain we yumi save misim aut olsem meri na yut na pikanini na lapun na disabel na ol lain husat kisim pinis HIV na AIDS. Strongim ol grup long ples long halavim ol manmeri na pikanini.</i> <i>Law and Justice. Halavim ol manmeri na pikanini stap sef na bihainim lo.</i> <div data-bbox="1158 1888 1398 2045" style="text-align: right; margin-top: 20px;">  </div>

Step 2.4 | Review the Ward's vision and missions

		<p>At the end try and come up with mission statements for the seven Government sectors that everyone is happy with – <i>tok ples tu orait</i>. WDCs can use them for their Ward mission statements <i>tasol ol lain long ples mas oraitim pastaim</i>.</p>
		
7	 	<p>A WDC helps the Government with local service delivery and a WDC can also be the management committee for your Ward organisation.</p> <p>The second purpose of Ward Priorities Planning is to <i>halavim WDC long setim wokabaut bilong Wod yet long stretim sindaun</i>.</p> <p>During the Village Planning Meetings (STEP 3) everyone will need to come up with ideas (priorities) that the Ward can do itself with little or no outside assistance – <i>ol prairiti we emi sais bilong yumi Wod yet long mekim</i>. These priorities will go into the Ward Priorities Plan A.</p> <p>When you do this you will need to look at your Ward's Government missions. But there is no reason why you can't include other missions that are important in your Ward and that you think are necessary to achieve your vision.</p> <p>Some Wards have partnerships with non-Government organisations – like environment groups or church agencies. It might be that your Ward's own mission is what you are partnering with them to do.</p> <p>But don't have too many missions – it will be hard to make progress.</p> 
7		<p>General discussion (2 minutes)</p> <p>If you include missions that are important for your Ward – <i>ol mison bilong yupela yet</i> – do you need to identify Part B priorities for them?</p>
7		<p>Part B priorities <i>em ol samting we luk olsem ino sais bilong yupela yet long mekim</i>. <i>Em bai halavim Gavman long setim faiv yia wokabaut bilong ol</i>.</p> <p><i>Ol mison bilong yupela yet ino samting bilong Gavman</i>. You don't need to identify Part B priorities for <i>ol mison bilong yupela yet</i>.</p> <p>But you do need to include the Part A priorities for <i>ol mison bilong yupela yet</i> in your Ward Priorities Plan A. The Government wants to know everything your Ward plans to do <i>yupela yet</i>.</p> 

Step 2.4 | Review the Ward's vision and missions

7	<div data-bbox="256 190 438 302"> </div> <p>Pairs (10 minutes) Get in pairs. Have a look below at some examples of missions that a Ward might choose to target along with their Government missions. With your partner choose one that you think would be good to propose in your Ward – or propose another. Check first that one of your Ward's Government missions doesn't <i>karamapim pinis</i>. Be prepared to explain why you think the mission would be good to propose for your Ward.</p> <div data-bbox="256 499 1157 696"> <p>~ <i>Lukautim gut bikbus bilong ol lain bihain.</i></p> <p>~ <i>Strongim pasin lotu namel long ol manmeri na pikanini.</i></p> <p>~ <i>Strongim kastom long ples long lukautim ol pikanini na yut.</i></p> <p>~ <i>Strongim Wod ogenaieson bilong yumi</i></p> </div> <div data-bbox="1262 499 1401 638"> </div> <div data-bbox="347 768 1299 884" style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>At the end make the point that it is a very good idea to include '<i>strongim Wod ogenaieson bilong yumi</i>' as a mission. You will need to make your Ward organisation stronger so you can follow <i>rot A – rot bilong yupela</i>.</p> </div>
8	<div data-bbox="177 920 240 996"> </div> <p>When you develop your Ward vision and missions with everyone during Village Awareness you should do the following:</p> <ol style="list-style-type: none"> 1. Explain the three rungs on the organisation planning ladder. 2. Present the WDC's ideas for the Ward's vision and missions. Write them on butcher paper <i>na putim long ples kliā</i>. Explain what they mean. <i>Tainim long tok ples tu bai orait</i>. Then encourage everyone at the Village Awareness to make comments and suggestions. It is a good idea to put men and women in separate groups to make comments or suggestions. 3. After men and women give their feedback tell everyone that you will take note of their suggestions. Tell them that after the WDC conducts Village Awareness with the rest of the villages you will come up with a final list. Tell them you will present the final list at the start of the village planning meetings – when each village identifies ideas (priorities) for each mission. <div data-bbox="256 1603 1401 1803"> </div>
8	<div data-bbox="256 1843 438 1955"> </div> <p>Pairs (5 minutes) Get in pairs. Every five years you need to develop a new Ward Priorities Plan. This is a good time to review your Ward vision and missions. <i>Prunim!</i> But why do you need to review your Ward's vision and missions? Be prepared to share your ideas.</p>

Step 2.4 | Review the Ward's vision and missions

8	<p>If your Ward already has a vision and missions then you don't need to develop them again – what you need to do is review them. Things might have changed, the Government might have added or changed sectors, there will be new people who haven't had a say, and it is always good to do a refresher.</p> <p>To review your Ward's vision and missions with everyone during Village Awareness use the same process you used to develop them:</p> <ol style="list-style-type: none"> 1. Explain the three rungs on the organisation planning ladder. 2. Write the Ward's vision and missions on butcher paper <i>na putim long ples klia</i>. Explain what they mean. <i>Tainim long tok ples tu bai orait</i>. Then encourage everyone at the Village Awareness to make comments and suggestions. It is a good idea to put men and women in separate groups to discuss the vision and missions – and to make comments or suggestions. 3. After men and women give their feedback tell everyone that you will take note of their suggestions. Tell them that after the WDC conducts Village Awareness with the rest of the villages you will come up with a final list. Tell them you will present the final list at the start of the village planning meetings – when each village identifies ideas (priorities) for each mission.
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Revision - ask the participants the key questions for this topic:

- 1) What are the three rungs on the organisation planning ladder?
- 2) What is an organisation's vision and missions?
- 3) What are your Ward's Government missions?






Step 2.5 | Explain what happens next

1/2 hour

Materials Ball for 'review ball'.






Key questions What does the WDC need to do next?

for this topic What should you do to end the awareness *wantaim gutpela pasin?*

1	The Village Awareness is all but finished. The final thing you need to do is explain what happens next.	
	5 Explain what happens next	
1		General discussion (2 minutes) What does the WDC need to do next?
1	<p>Explain to everyone what the WDC will do next. Tell them:</p> <ul style="list-style-type: none"> ✓ The WDC will conduct the same Village Awareness in the rest of the villages in the Ward. ✓ The WDC will work with key people from each village to prepare for STEP 3 (Village Planning Meetings) ✓ The WDC will prepare a final list of the Ward's vision and missions ready to use in STEP 3 (Village Planning Meetings). ✓ Tell everyone when you plan to come back to conduct STEP 3 with everyone and how long it should take. Each Village Planning Meeting should take about half a day – <i>tasol tok wan dei nogut toktok i go longpela</i>. If you did a work plan you should have a good idea of when you will come back for the Village Planning Meeting but check first if the timing suits everyone. 	
		
2		Brainstorm (10 minutes) What preparations do the key people from each village need to help you with to prepare for STEP 3? Call out whatever comes into your heads.
2	<p>There are many arrangements to make with key people from each village before you do STEP 3. For example:</p> <ul style="list-style-type: none"> ✓ Selection of participants ✓ Timing – when to start and finish ✓ Food ✓ Venue ✓ Health and safety ✓ How key people will be involved ✓ What day 	



Step 2.5 | Explain what happens next

2	 <p>In STEP 3 the participants will need to make a map or model of the Ward using local materials. When you work with key people to prepare for STEP 3 don't forget to discuss the venue. Clear ground like a volleyball court is the best place to do the Ward map. And it should be a venue where both men and women feel comfortable!</p>  <p>When you work with key people to prepare for STEP 3 don't forget to explain the importance of encouraging everyone in the group or community to participate – especially people who are normally left behind or excluded.</p>
	
3	<p>The Village Awareness (STEP 2) is now over.</p> <p>But it is very important to <i>pasim wantaim gutpela pasin</i>.</p>
3	 <p>General discussion (2 minutes) What should you do to end the awareness <i>wantaim gutpela pasin</i>?</p>
3	<p>Thank people.</p> <p><i>Yupela gat planti wok long mekim na mipela WDC laik tok bikpela tenkyu long yupela olgeta long givim taim na tingting bilong yupela. Na tenkyu tru long redim olgeta samting na lukautim mipela gut tru.</i></p> <p><i>Pasin tasol!</i></p> 

Revision - ask the participants the key questions for this topic:

- 1) What does the WDC need to do next?
- 2) What should you do to end the awareness *wantaim gutpela pasin*?



'Review ball' (20 minutes)

Do the 'review ball' activity when it suits you. A good idea is to do it at the start of each day so you can revise everything in the course up to that point! The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question. After they answer the question they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!

STEP 3 VILLAGE PLANNING MEETINGS

WARD DEVELOPMENT COMMITTEE CONDUCTS VILLAGE PLANNING MEETINGS TO IDENTIFY PRIORITIES






- 3.1. Explain what the Village Planning Meeting is for**
- 3.2. Confirm the Ward vision and missions**
- 3.3. *Glasim sindaun na kamapim* ideas for each mission**
- 3.4. Prioritise Part A and Part B ideas for each mission**
- 3.5. Explain what happens next**

Step 3.1 | Explain what the Village Planning Meeting is for





2 hours
Materials

Key questions for this topic





What are some ways to encourage effective participation?
What are some ways to encourage women to get involved?
What are the five things you need to do (the agenda) during each Village Planning Meeting?

1	<p>Time to start the Village Planning Meetings – STEP 3 of Ward Priorities Planning. Each Village Planning Meeting should take about half a day – <i>tasol tok wan dei nogut toktok i go longpela</i>.</p> <ul style="list-style-type: none"> ✓ Hopefully the key people from each village helped you prepare ✓ Hopefully there are good numbers of people at the planning meeting ✓ Hopefully there are good numbers of people from groups that are normally left behind or excluded – or people who can represent them!
1	 <p>General discussion (2 minutes) Which WDC members should attend the Village Planning Meetings?</p>
1	<p>It is best if all WDC members attend Village Planning Meetings. WDC members like you are the community development experts in your Ward. If you all go to each Village Planning Meeting, you will build up your expertise <i>together</i>.</p> <p>Normally the WDC Chairman leads the Village Planning Meetings – although it could be the WDC member from that village or a WDC member who is good at facilitating meetings. But it is always best if different WDC members share the work. Sharing work makes it easier and less stressful – and it gives everyone in the WDC the chance to practice being a Community Development Worker.</p>  <p>Normally one WDC member is responsible for each mission. A good idea is for the WDC member responsible for each mission to lead the part of the Village Planning Meeting to do with their mission.</p>
	


Step 3.1 | Explain what the Village Planning Meeting is for

	
2	 General discussion (2 minutes) Why is it important to encourage participation – especially by those people who are normally left behind or excluded?
2	<p>Encouraging the participation of everyone in a group or community in whatever work you do promotes social inclusion, grows goodwill, and makes the work you do more successful – <i>yumi save pinis</i>.</p> <p>However, getting people to come to the Village Planning Meeting is one thing – it is another thing to get them to participate effectively when they are there! Effective participation is when all the participants – especially those who are normally left behind or excluded – want to get involved and have the chance to get involved:</p>  <p>Ol mas i gat laik long autim tingting na sans long autim tingting</p>
2	 Brainstorm (10 minutes) Who are people that might need support and encouragement to participate during a Village Planning Meeting? Call out whatever comes into your heads.
2	<p>Some people need extra support and encouragement to get involved:</p> <ul style="list-style-type: none"> ↪ Some people have had bad experiences in the past when they tried to get involved in a meeting. They may have been shouted at or laughed at. They may need more support and encouragement to get involved. ↪ Some people are just quiet and shy. They may need more support and encouragement to get involved. ↪ Some people don't feel they have the power or the right to speak up. Women can feel their role is to stay in the background and let men be the leaders. They may need more support and encouragement to get involved. ↪ Young people often feel unsure about getting involved. They might feel they do not have the right to speak up. Or they might think it's not cool. They may need more support and encouragement to get involved. ↪ People with disabilities or other difficulties. For example, people who can't hear or see properly or people who have disabilities or are old. They may need more support and encouragement to get involved.



Step 3.1 | Explain what the Village Planning Meeting is for

	
3	<div data-bbox="264 297 400 461">  </div> <div data-bbox="424 297 1391 416"> <p>Brainstorm (10 minutes) What are some ways to encourage people who need more support? Call out whatever comes into your heads.</p> </div>
3	<p>There are many different ways you can encourage people who need more support. For example:</p> <ul style="list-style-type: none"> ✓ Help participants to feel comfortable. The most important thing you can do is to make sure that you are encouraging, friendly, respectful and understanding. This will help the participants feel supported – and encourage them to get involved! ✓ Small groups. Many people feel more confident in smaller groups, particularly if you put them in groups with other people they feel comfortable with. <i>Yut meri wantaim ol narapela yut meri na kain olsem.</i> ✓ Select the least powerful and least confident to take on responsibility. By selecting people who might otherwise stay quiet to take on responsibility – such as a timekeeper or a scribe – you demonstrate your confidence in them. This increases their confidence to get involved and contribute ideas. ✓ Getting the most powerful and confident to step back. You often need to try and get the message across to the most powerful and the most confident people to step back and let other people have a turn. But you have to do this in a way that shows respect – have a quiet word, thank them, and ask them to help you encourage other people who find it hard to <i>autim tingting</i>. ✓ Get key people to help you. Ask key people to help you encourage people who need support – especially people normally left behind or excluded! ✓ Consider having a translator. Often people who need the most support are the same people who only understand <i>tok ples</i>. ✓ Have rules. It is a good idea to start what you are doing by asking participants to identify rules. Make sure that encouraging everyone else to <i>autim tingting</i> is included as a rule. ✓ Make it clear that it is okay to make mistakes. It is very important that people feel it is okay to make mistakes. If people feel it is okay to make mistakes they will feel more confident to have a go. A good way to help people feel that it is okay to make mistakes is to show them that you are not afraid to make mistakes yourself. WDC members who pretend they know everything make participants feel like they know nothing!
	
4	<div data-bbox="264 1910 368 2011">  </div> <div data-bbox="392 1910 890 1989"> <p>General discussion (2 minutes) What does 'social inclusion' mean?</p> </div>




Step 3.1 | Explain what the Village Planning Meeting is for

4	<p>The PNG Government expects that anyone working with a group or community should try and encourage social inclusion. This means you have to do all you can to include those people who are normally left behind or excluded.</p> <p><i>Yu laikim gaden bilong yu bai karim kaikai moa yet yu mas givim feis lukluk igo long ol samting yu planim we emi painim hat long karim.</i> The best way to develop your community is if the people who are left behind or excluded benefit most from any community activity. At the very least whatever you do should never ever make them more left behind or excluded!</p>
4	 <p>Brainstorm (10 minutes)</p> <p>In many parts of PNG women are left behind or excluded. What are some ways to encourage and support women to get involved during Village Planning Meetings? Call out whatever comes into your heads.</p>
4	<p>There are a number of ways to make sure women are encouraged and supported to get involved during Village Planning Meetings:</p> <ul style="list-style-type: none"> ✓ Help women feel comfortable. Be encouraging, friendly, respectful, and understanding. ✓ Have rules. Women need to feel that they will not be shouted at or put down by men. Women need to feel that they have a right to be involved! ✓ Use activities that will include women. For example, putting men and woman in separate groups to come up with ideas or to make decisions. ✓ Make sure you have women WDC members involved. Women are half the population. The goal of your Ward should be for half the WDC to be women. Make sure there are women WDC members at each Village Planning Meeting – then women participants should feel more confident and relaxed. ✓ Make sure the timing suits women. Women have many responsibilities and it is important to make sure the timing suits women (as well as men). If it doesn't they may be anxious about their other responsibilities (they won't feel comfortable). When you work with key people to prepare for a Village Planning Meeting make sure the timing will be suitable for women. ✓ Welcome babies and children. Women participants often have young children with them. Make sure the young children are welcomed so that their mothers don't feel anxious. And make sure women feel comfortable to leave the awareness if they need to look after their children's needs. ✓ Select an appropriate venue. If you conduct the Village Planning Meeting in a traditional place, then women and men may act in the way that <i>kastom</i> tells them to act. Work with key people to select a venue where women feel comfortable to participate. It is also important to make sure the venue is in a place where women feel safe, and where there are facilities such as toilets. ✓ Use inclusive language. <i>Noken tok 'man' tasol nogat trai na tok 'manmeri'!</i>

Step 3.1 | Explain what the Village Planning Meeting is for

	✓ Get key people to help. Key people can help you find ways to encourage and support women to participate.
4	<p>By encouraging and supporting women to get involved they gain pride and confidence in their abilities. PNG desperately needs both men and women leaders <i>long taun na long ples tu</i>. The PNG <i>kumul</i> needs both wings to fly!</p> <h1>The kumul needs both wings to fly</h1>
	
5	<p>The skills for encouraging participation are very important for the Village Planning Meetings (STEP 3). Of course you should also use these skills during Village Awareness (STEP 2) and again and again whenever you work with any group or community. Put them in your toolbox!</p>
5	<p>Now that you have some skills to encourage participation in your tool box it is time to look at <i>wanem ol liklik hap samting</i> you should do when your WDC conducts a Village Planning Meeting (STEP 3). Do the following:</p> <ol style="list-style-type: none"> 1 Explain what the Village Planning Meeting is for 2 Confirm the Ward vision and missions 3 Glasim sindaun na kamapim ideas for each mission 4 Prioritise Part A and Part B ideas for each mission 5 Explain what happens next
5	<ol style="list-style-type: none"> 1 Explain what the Village Planning Meeting is for  <p><i>Wokim</i> introduction <i>pastaim</i>. Everyone will want to know (or be reminded) of what your positions are and who you are. Also give a chance for local leaders</p>

Step 3.1 | Explain what the Village Planning Meeting is for

	and other key people to introduce themselves. Thank everyone for giving up their time – <i>planti wok tu na tenkyu long taim bilong yupela. Pasin tasol.</i>	
5	<p>Then you will need to explain the reason for the Village Planning Meeting. Explain that STEP 3 of Ward Priorities Planning is for everyone to identify ideas (priorities) for each Ward mission.</p> <p>The easiest way to do this is to write down what you will do during the Village Planning Meeting on butcher paper or a black board – the table above lists the five main points you need to cover so just write these down and briefly explain each point. This is called an agenda.</p> <p>You don't need to go deep. This is just about giving people the bones of what will happen – the meat will come later.</p>	
5	 <p>Pairs (5 minutes) Get in pairs. It be best to write down the agenda for the Village Planning Meeting in <i>tok pisin o tok ples</i>. With your partner have a go at translating the agenda for the Village Planning Meeting in <i>tok pisin o tok ples</i>. Be prepared to share your ideas.</p>	
5	<p>When you have finished ask everyone if they have any questions for the WDC.</p> <p>Or any questions about what will happen.</p> <p>Make sure you give women and other people from groups normally left behind or excluded a chance to ask questions.</p>	
5	 <p>Role Play (40 minutes) Get into WDC groups. Prepare a role play showing WDC members explaining what the Village Planning Meeting is about. Select one or two people to be the WDC members. The rest of the people in your group need to pretend to be <i>ol lain long ples</i>.</p>	<div> <p>Just choose one group to present their role play – <i>tingim taim!</i></p> </div>

Revision - ask the participants the key questions for this topic:


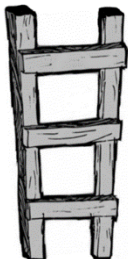
- 1) What are some ways to encourage effective participation?
- 2) What are some ways to encourage women to get involved?
- 3) What are the five things you need to do (the agenda) during each Village Planning Meeting?



Step 3.2 | Confirm the Ward vision and missions

1/2 hour
Materials

Key questions for this topic Why do you need to confirm the Ward vision and missions at the start of STEP3?

1	<p>Your WDC should have already explained what the Village Planning Meeting is for. The next thing to do is confirm the Ward vision and missions.</p> <p>2 Confirm the Ward vision and missions</p>
1	<p>Confirming the Ward vision and missions is straight forward. During STEP 2 you reviewed (or developed) the Ward vision and missions and you asked everyone to make comments or suggestions.</p> <p>You told them that you would take note of their suggestions and then after you finished conducting Village Awareness with the rest of the villages your WDC would come up with a final list ready for STEP 3.</p> <p><i>Olsem na nau taim long putim fainel lis long ples klia na tokim ol gut.</i> Write the final Ward vision and missions on butcher paper or a blackboard and explain any changes you made following STEP 2 and why.</p> <p>Ask everyone to <i>oraitim pastaim – olgeta memba bilong Wod mas i wanbel.</i></p>
1	<p> General discussion (2 minutes) What are the three rungs on the organisation planning ladder?</p>
1	<p>It is a good to explain again why it is important for the Ward to have a vision and missions.</p> <p>Briefly explain the three rungs on the organisation planning ladder.</p> <p>Explain that now we have reviewed the Ward vision and mission we are ready to identify ideas (prioities) for each mission.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Review the organisation's vision and missions Identify ideas (priorities) for each mission</p> <p>↓</p> <p>Develop a five year strategic plan</p> <p>↓</p> <p>Develop action plans</p> <p>↪ <i>Mekim feis yia wokabaut bilong yupela</i></p> </div> </div>

Revision - ask the participants the key questions for this topic:

- 1) Why do you need to confirm the Ward vision and missions at the start of STEP 3?





Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

4 hours

Materials Materials for making Ward Maps. Bucket. Glass of water.

Key questions for this topic

Why is it good to get everyone to make a Ward Map together first?
Wanem ol sikspela stia askim?
Wanem tupela bilong ol stia toktok luk olsem i bikpela tru?

1	<p>When you do the Village Planning Meetings you need to:</p> <ol style="list-style-type: none"> 1 Explain what the Village Planning Meeting is for 2 Confirm the Ward vision and missions 3 <i>Glasim sindaun na kamapim</i> ideas for each mission 4 Prioritise Part A and Part B ideas for each mission 5 Explain what happens next <p>Your WDC should have already explained what the Village Planning Meeting is for and confirmed the Ward vision and missions. This shouldn't take long.</p> <p>The next thing to do is <i>glasim sindaun na kamapim</i> ideas for each mission.</p> <p>3 <i>Glasim sindaun na kamapim</i> ideas for each mission</p>
1	<p> General discussion (2 minutes) What does <i>glasim sindaun</i> mean?</p>
1	<p>The rest of the Village Planning Meeting is all about helping everyone to come up with ideas (priorities) for the Ward missions.</p> <p>But before you ask people to come up with ideas it is very important to help everyone at the Village Planning Meeting – men, women, disabled, youth, <i>lapun, olgeta</i> – to think about what the development situation is like in the Ward.</p> <p><i>Halavim ol long glasim sindaun pastaim.</i></p>
2	<p> <i>Bai yumi lukluk long wanpela tok piksa pastaim.</i></p> <p><i>Yu laik glasim gaden bilong yu long kamapim ol aidia bilong wanem wok gaden long mekim, noken sindaun long haus na wokim. Nogat yu mas go sanap long hap bilong gaden na lukim long ai.</i></p>

Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

Mekim olsem nau bai yupela no inap lus tingting long sampela samting.

Na ol famili bilong yu mas i stap wantaim long taim yu glasim gaden. Sapos mama tasol sanap long glasim gaden em bai lus tingting long ol wok gaden bilong man. Sapos man tasol glasim gaden em bai lus tingting long pat bilong meri na pikinini. Yu save!





Pairs (10 minutes)

Long glasim gut gaden bilong yupela na kamapim ol aidia bilong wanem wok gaden long mekim you and your family will need to sanap lukim gaden na stori gut long sindaun bilong gaden i stap olsem wanem. Toktok nating em oriat. But it is far better if someone in the family asks questions to help the conversation flow. Have a look and put a tick or cross next to the stia askim you think would help if you wanted to help your family glasim gut gaden bilong yupela na kamapim ol aidia bilong wanem wok gaden long mekim. Be prepared to share what you think.





	✓	✗
Askim ol long stori gut pastaim long stori (histori) bilong gaden. Find out the full story. The history. What grows well? What doesn't? Why? What ground is best? Does it dry out? Do pigs get inside? <i>Kain kain!</i>		
Askim ol long stori gut long wanem samting save kamap long olgeta yia. What work do we do each year? Who does what in what season? When should we plant <i>kau kau</i> ? <i>Binatang nogut save kaikaim kabis long wanem taim?</i> When is the rainy season? <i>Kain kain!</i>		
Askim ol long stori gut long strong bilong yumi yet long mekim. What skills and knowledge do we have? Who is available? What tools? What money? What assets? <i>Yumi sot long wanem samting?</i> <i>Kain kain!</i>		
Askim ol long stori gut long wanem autsait halavim i stap. What <i>didiman</i> training is available? What new tools? What opportunities are there? What stops us getting help? Do we need help? <i>Kain kain!</i>		
Askim ol long troimwei tingting long wanem wok gaden long mekim. The last thing to do is brainstorm your needs and ideas. <i>Sapos olgeta wangaden mekim nau</i> the ideas will be better and better supported <i>na olgeta bai papa bilong toktok.</i>		






Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

2	<p><i>Luk olsem gutpela wei long glasim gaden wantaim famili na kamapim aidia long wanem samting long mekim em olsem:</i></p> <ul style="list-style-type: none"> ✓ <i>Askim ol long stori gut pastaim long stori (histori) bilong gaden</i> ✓ <i>Askim ol long stori gut long wanem samting save kamap long olgeta yia</i> ✓ <i>Askim ol long stori gut long strong bilong yumi yet long mekim</i> ✓ <i>Askim ol long stori gut long wanem autsait halavim i stap</i> ✓ <i>Askim ol long troimwei tingting long wanem wok gaden long mekim</i>
	
3	<p><i>Bikpela tok nau.</i> <i>Bilong wanem yumi bin lukluk long dispela tok piksa long hau long glasim gaden em olsem. Hau long glasim gaden wantaim famili na kamapim aidia long wanem samting long mekim em wankain long hau long glasim sindaun bilong wanwan mison wantaim ol wanwod na kamapim aidia long wanem samting long mekim.</i></p> <p><i>Tasol isi long sanap na lukim hap bilong gaden wantaim famili. Hat long sanap na lukim Wod bilong yupela wantaim ol wanwod. Bai yupela kalap long balus na lukim o?</i></p> <p><i>Wei long sanap na lukim Wod bilong yupela olsem gaden em long wokim wangepela Wod Map.</i></p> <p><i>Wei long sanap na lukim wod bilong yupela olsem gaden em long wokim wangepela Wod Map</i></p>
3	 <p>General discussion (2 minutes) What is a Ward map?</p>
3	<p>To <i>glasim sindaun na kamapim</i> ideas for each mission start by getting everyone to make a model or map of the Ward. This is called a Ward Map.</p> <p>Go to cleared ground (like a volleyball court).</p> <p>Ask everyone make a Ward Map to show <i>wanem samting i stap pinis insait long Wod</i>. The bigger the map the easier it is for everyone to get involved and walk around and see things with 'fresh eyes'. If people just draw the Ward Map on butcher paper or a blackboard it is much harder for everyone to participate. And people who find it hard to read and write <i>bai sindaun nating</i>.</p>

Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

	
	 <p>If it looks like it might rain you could do the Ward Map in a large classroom <i>o kain olsem</i> but it might be a better idea to postpone the Village Planning Meeting to another day. The Ward Map will be the <i>bun</i> of everything you do.</p>
2	 <p>Brainstorm (5 minutes) What sort of things might people show on their Ward Map? Call out whatever comes into your heads.</p>
2	<p>When they are making the Ward Map ask people to show:</p> <ol style="list-style-type: none"> 1. <i>Ol samting bilong graun.</i> Often people show things like rivers, creeks, mountains, swamps, lakes, <i>wait san</i>, forest, <i>kunai</i>. 2. <i>Ol samting we manmeri wokim.</i> Often people show things like main roads or footpaths, bridges, drinking water and washing water, houses (and toilets), gardens, schools, health facilities, playing areas, the homes of people with special needs (like disabled people), where young people tend to hang out, clan or village boundaries, <i>kastom</i> places, leader houses, and churches.
2	 <p>Brainstorm (5 minutes) What sort of materials could people use to make their Ward Map? Call out whatever comes into your heads.</p>

Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

2	 <p>People can use anything they want to make their Ward Map. They might use stones to represent houses, leaves to represent forest, a cup to represent drinking water, a beer bottle to represent <i>haus bia</i>, <i>billum rop</i> to represent clan boundaries, sand for roads. <i>Ol yet!</i></p> <p>You will find that people who are shy and quiet are the ones who go off and find materials to use! This is great. They are getting involved. They are participating.</p>
2	 <p>Small groups (60 minutes)</p> <p>Get into WDC groups. Make a Ward Map of your Ward. Make the Ward Map using whatever materials you can. Go outside if you can. You don't need to spend hours – <i>long kisim aidia tasol</i>.</p> <p>At the end have a look at what the other WDC groups have done. Leave your Ward Map where it is because you will need it later.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>If most of the participants are from one Ward, then it might be better just to get all the participants to work together to make one Ward Map of their Ward. At the end Make sure they don't <i>brukim Wod Map bilong ol</i>. You will need to use it again later in the topic.</p> </div>
3	 <p><i>Wokim ples map pinis orait sanap na lukim wantaim ol manmeri memba na askim ol wankain askim bilong glasim gaden – tasol ino bilong gaden em bilong wanwan mison.</i></p> <p><i>Tingim dispela mison bilong 'halavim ol manmeri na pikinini kisim skul gut'.</i></p> <p><i>Wokim Wod Map pinis orait mekim olsem:</i></p> <ol style="list-style-type: none"> 1. Askim ol long sanap lukim Wod Map na tingim gut dispela mison bilong ol. Kliarim ol wanwod gut tru long mison bilong ol. Wokim pinis askim ol long sekim gen nogut ol i lus tingting long putim sampela samting bilong edukeson mison igo insait long Wod Map. Skul, haus literasi, gaden bilong tisa, haus we igat pikinini husat pinisim gred 10, haus lain save salim pikinini bilong ol igo long wanem elimentari skul, FODE studi senta, hap i gat lait long tudak. Kain kain! 2. Askim ol long stori gut long stori (histori) bilong dispela mison. Stori gut long stori bilong edukeson long stat i kam inap. Ol i statim skul long wanem taim? Wanem taim ol i bin kukim skul? Kain kain! Sans tu long kamautim kru pumkin bilong ol lapun. Histori em i kaikai bilong ol.

Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

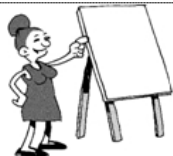
3. *Askim ol long stori gut long wanem samting save kamap long olgeta yia bilong dispela mison. Yumi save mekim wanem na long wanem taim? Tingim wanpela yia. Skul save stat long wanem mun? Mamapapa mas baim projek fi long wanem taim? Tisa save ranawei long wanem mun? Skul inspekta save kam long wanem taim? Wanem dei em P&C dei? Sabsadi moni save kam insait long wanem mun? Literasi skul bilong bikmanmeri save ron long wanem mun? Kain kain!*
4. *Askim ol long stori gut long strong bilong yumi yet long stretim dispela mison. Yumi gat wanem strong bilong yumi yet long stretim edukeson? Yumi gat wanem ol save lain na moni na skil? Diwai i stap. Kunai i stap. Ol bipo menesa i stap long trenim BOM. I gat kapenta long ples. Champions of education. Kain kain!*
5. *Askim ol long stori gut long wanem autsait halavim i stap long stretim dispela mison. Yumi nidim wanem halavim? Husat inap long kam halavim? Yupela harim sampela stori tu? Gavman bai givim wanem sapat? Kain kain!*
6. *Askim ol long troimwei tingting long hau long stretim dispela mison. Pinis nau sanap yet na lukim Wod Map wantaim ol memba. Askim ol long troimwei tingting long hau long inapim edukeson mison. Bai yumi mekim wanem? Mekim wantaim olgeta memba olgeta bai papa bilong toktok. Taim long mekim ol bai sapatim gut.*



Don't forget when people are discussing their *sindaun* they should be thinking about the whole Ward – not just their village. They need to be considering the needs of everyone in the Ward.



Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission



Demonstration (30 minutes)

Trena bai kisim yupela olgeta igo sanap na lukim wanpela Wod Map we bipo yupela wanwan WDC bin wokim. Trena bai skulim yupela long hau long askim ol dispela ol sikspela stia askim. Em bilong givim piksa tasol.

Use the education mission we looked at earlier for the demonstration

3

sikspela stia askim long halavim ol manmeri long glasim sindaun bilong wanpela mison

1. *Askim ol long sanap lukim Wod Map na tingim gut dispela mison bilong ol*
2. *Askim ol long stori gut long stori (histori) bilong dispela mison*
3. *Askim ol long stori gut long wanem samting save kamap long olgeta yia bilong dispela mison*
4. *Askim ol long stori gut long strong bilong yumi yet long stretim dispela mison*
5. *Askim ol long stori gut long wanem autsait halavim i stap long stretim dispela mison*
6. *Askim ol long troimwei tingting long hau long stretim dispela mison*



WDC members are Community Development Workers. *Yu go pas long halavim ol wanwod bilong yu long glasim sindaun bilong wanwan mison. Em wok bilong yu long askim ol stia askim long halavim ol long glasim sindaun bilong wanwan mison:*






Na tu em wok bilong yu long givim stia olsem:

4




ASK WHY, WHY, WHY! You need to help people dig deep to understand their development situation. Normally the real story is down deep. Ask people why, why, why? Why did the Primary School close? Why were teachers cross? Why was the pig able to get into the teacher gardens? You might know the answer – but the purpose of asking questions is to help everyone else dig deep so everyone knows it!

ENCOURAGE IDEAS! Ask people for solutions and ideas. What can be done to stop pigs getting into the teacher gardens? What can be done to make teachers happy to stay? When people are coming up with ideas remind them that the very best ideas are *sais bilong yumi*. Ideas that don't need much outside help are better because you don't need to *sindaun wetim autsait halavim i kam*. *Yupela yet mekim nau* your community becomes stronger.




Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

	<p>➤ ENCOURAGE SOCIAL INCLUSION! <i>Long sampela hap ol no save tingim gut nid bilong ol kain lain olsem meri o lapun o disabel o yut. Em ol kain lain we ol i wok long step igo bek ino asua bilong ol. Long strongim komiuniti yumi mas tingim gut nid bilong ol kain lain we yumi save misimaut o abrusim.</i></p> <p>➤ ENCOURAGE MAINTENANCE! When most people come up with ideas <i>ol save sikarap long wokim ol niupela samting</i> – new infrastructure like buildings and new things like cars and generators. New infrastructure might be needed but it is always better to maintain what is there first before doing something new. <i>Tru a!</i></p> <p>➤ DEVELOPMENT IS ABOUT PEOPLE! <i>Yumi save pinis.</i> If people come up with ideas for things – sawmills or classrooms or pulpers – ask why, why, why. How will they <i>halavim stretim sindaun bilong pipol? Na tok stret husat pipol?</i></p> <p>➤ TINGIM ENVIRONMENT! When people come up with ideas remind them to <i>tingim</i> environment. If we look after the environment it will look after us.</p> <p>➤ THE GLASS IS HALF FULL!</p>	
4	 <p>Pairs (5 minutes) Get into pairs. Have a look at the picture on the right. Is the glass half full or half empty? Be prepared to share your answer.</p>	
4	<p>Most people see the glass as half empty. <i>Sik bilong man long olgeta hap long wol em long lukluk long hap emti na lus tinging long hap pulap. Tru a!</i> But the truth is the glass is both half full and half empty.</p> <p>During Village Planning Meetings, and whenever your work with any group or community, get people to think about what they have as well as what they don't have. Remind them of what they have and all that is good and great about their <i>ples</i> and their achievements so far.</p> <p><i>Man planti sindaun bilong yumi em i stret pinis. Ol narapela kantri bai kam long PNG na ai gris long gutpela kastom bilong ples na gaden na klin wara na bus na ol naispela pisin na pasin bilong halavim halavim. Glas em hap pulap!</i></p> <p><i>Ol lain bilong yu kamap praud nau yu kirapim bel bilong ol pinis.</i></p>	<div>Fill a glass half full to help you explain</div>
4	 <p>Role Play (60 minutes) Get into WDC groups. Choose one or two people to be WDC members. The rest of the people in your group need to pretend to be <i>ol lain long ples</i> in a Village Planning Meeting. Prepare a role play showing the WDC members asking the <i>sikspela stia askim long halavim ol lain long ples long glasim sindaun bilong wanpela mison.</i></p>	

Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

	<p><i>Lukluk long dispela edukson mison 'halavim ol manmeri na pikinini kisim skul gut'. When you perform your role play use the Ward Map that your WDC made earlier (or the Ward Map that everyone made together).</i></p> <p><i>Tingim ol stia toktok nau. Igat tupela bilong ol we luk olsem i bikpela tru: (1) Ask why, why, why! (2) Encourage ideas!</i></p> <p><i>Taim yu mekim pilae BOM mas miksim dispela tupela bikpela stia toktok igo insait long stia bilong ol. Yu laik miksim sampela narapela stia toktok igo insait em tu orait. Be prepared to perform your role play.</i></p>	<p>Just choose one group to present their role play – <i>tingim taim!</i> When the group performs their role play it is very important for you to give advice and <i>stia</i>.</p>
		
5	<p><i>Yupela glasim pinis education mission. Now it is time to glasim ikonomi mison. Do exactly the same thing you did for the education mission. Mekim olsem:</i></p> <ol style="list-style-type: none"> <i>Sanap yet na lukim dispela sem ples map.</i> <i>Yusim sikspela stia askim long halavim ol long glasim sindaun bilong ikonomi mison.</i> <i>Taim ol i toktok givim stia. Igat tupela stia toktok we luk olsem i bikpela tru: (1) Bilong wanem, bilong wanem, bilong wanem; (2) Autim aidia.</i> <p>If you haven't already, write the <i>sikspela stia askim</i> and the <i>stia toktok</i> on posters. Circle the two <i>stia toktok we luk olsem i bikpela tru</i> – (1) <i>Bilong wanem, bilong wanem, bilong wanem</i>; (2) <i>Autim aidia</i>.</p>	
5	<p> General discussion (2 minutes) What is the 'local economy'?</p>	
5	<p>A good way to help people understand what economy means is to use the example of a leaky bucket. The amount of water in a bucket is the money in the Ward. Money comes into the Ward when people bring money in by selling things to people outside the Ward (vegetables, fish, coffee, cocoa, soap, car hire, trade store goods, wages and people sending money home).</p> <p>Get a bucket (or any container) and make some leaks. Fill it with water and use it to explain the local economy.</p>	

Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

	<p>However, this money (water) leaks out if you spend money outside the Ward – cement and roofing iron from town, medicine, PMV, farm equipment, fertiliser, top-up for mobile phones. <i>Kain kain!</i></p> <p>To <i>strongim</i> the Ward economy means to try and increase the amount of water in the bucket by bringing money into the Ward AND by spending money locally instead of outside the Ward AND by making things locally so you don't need to spend money at all. This includes food security – grow food and set aside money so that <i>long taim nogut</i> you (and your Ward) won't leak water from the bucket.</p> <p>The more money (water) in the bucket the more opportunities you have to <i>stretim sindaun</i> – provided you don't damage your environment and community goodwill in the process.</p>
	
6	 <p>General discussion (2 minutes) Education and economy <i>em pinis</i>. <i>Long pinisim nau</i> what other missions does your WDC need to <i>glasim sindaun long en?</i></p>
6	<p>After you have finished helping everyone <i>glasim sindaun bilong ekonomi</i> you need to do the same thing for your health mission, and law and justice, and transport infrastructure, and disaster, and community development.</p> <p>And do the same thing for your own Ward missions (if you have any).</p> <p>When you <i>glasim sindaun bilong</i> disaster get everyone to think about what can be done (1) to reduce the chance of the disaster occurring; and (2) to reduce the effect of the disaster if it does occur.</p>
6	 <p>General discussion (2 minutes) What could you do if you found that women didn't feel confident to <i>autim tingting long taim olgeta manmeri glasim sindaun?</i></p>
6	<p>A very important job of the WDC is to encourage <i>gutpela patisipeson</i>. <i>Long taim ol wanwod wok long glasim sindaun na kamapim</i> ideas for each mission you have to make sure there are not some people <i>husat i sindaun nating</i>.</p> <p><i>Long sampela hap</i> even if you do all you can to encourage participation, you may still find that women don't feel confident to participate. <i>Long sampela hap kastom em i strong tru!</i></p> <p>If this is the case, then you may need to get men and women to <i>glasim sindaun</i> separately. Get them to do different Ward Maps and ask the seven questions to help <i>ol lain long ples glasim sindaun</i> separately. If you have women and men WDC members facilitating the Village Planning Meeting, then this is easy to do.</p>

Step 3.3 | *Glasim sindaun na kamapim* ideas for each mission

However, if you get women and men to *glasim sindaun* separately then it is very important at the end to get men and women back together to share *wanem tingting ol i bin troimwe. Putim olgeta toktok long ples klia.*



Las tok. Helping everyone to *glasim sindaun* is difficult to do at first. However, it is important to remember that your role is not to have the answers – it is to help everyone else to come up with answers.

As you and your fellow WDC members get more experienced as Community Development Workers you will be able to make suggestions *na givim stia* – but always remember that if you just facilitate the process and let them do it then you are doing enough.



7



WARD PLANNING MEETING OPTION

In some LLGs *ol i tok orait long wokim STEP 3 long narapela wei gen.* Instead of conducting Village Planning Meetings with all of the different villages in the Ward the option is to invite key people from all the villages and groups to one *kibung* – a Ward Planning Meeting. If you are able to choose this option, then your WDC will have more time to help everyone at the Ward Planning Meeting to analyse their development situation and come up with ideas (priorities) for each mission.

Revision - ask the participants the key questions for this topic:

- 1) Why is it good to get everyone to make a Ward Map together first?
- 2) *Wanem ol sikipela stia askim?*
- 3) *Wanem tupela bilong ol stia toktok luk olsem i bikpela tru?*



Save moa yet

PRA tul

PRA tul em i bes wei long halavim ol manmeri long glasim sindaun bilong wanwan mison. Ples mep em i wanpela bilong ol dispela PRA tul. Ol PRA tul save halavim ol manmeri gut tru long patisipet gut na lukim samting wantaim niupela ai. Long pinis long dispela hanbuk igat sampela narapela PRA tul we yu inap yusim long halavim ol manmeri long glasim sindaun na kamapim aidia.

Wanwan PRA tul i stap long pinis long dispela hanbuk i lainap wantaim wanwan ol bikpela stia askim we yumi lukim pinis. Yu laik yusim PRA tul o yu laik askim ol dispela sikipela stia askim em laik bilong yu. Em save tekim taim long yusim ol PRA tul. If you have the option to do a Ward Planning Meeting (instead of Village Planning Meetings) you will have the time you need to use PRA tools.

Step 3.4 | Prioritise Part A and Part B ideas for each mission

1 hour
Materials

Key questions for this topic

Which groups should you break everyone into to prioritise ideas?
How many number 1 (most important) ideas should each group select for each mission?

When you do the Village Planning Meetings you need to:

- 1 **Explain what the Village Planning Meeting is for**
- 2 **Confirm the Ward's vision and missions**
- 3 ***Glasim sindaun na kamapim* ideas for each mission**
- 4 **Prioritise Part A and Part B ideas for each mission**
- 5 **Explain what happens next**






Your WDC has just finished helping everyone to *glasim sindaun na kamapim* ideas for each mission. The next thing you need to do is get everyone to prioritise Part A and Part B ideas for each mission.

- 4 **Prioritise Part A and Part B ideas for each mission**








Klostu yumi pinisim. The first thing to do is put everyone into four groups – *meri, man, yut meri, yut man* – to come up with ideas for each mission.

Kamautim kru pamkin

- 2  Ask everyone at the Village Planning Meeting to get into four groups – *meri, man, yut meri, yut man*.
-  Start with the education mission. *Eksplainim gut na raitim long ples klia.*
-  Make sure each group has a scribe and a facilitator.
-  Then ask each group to list down their ideas for achieving the education mission using butcher paper (or paper). Ask each group to write down all ideas that are suggested. Explain that you want them to have two parts – Part A and Part B. *Yu save pinis!* Make sure each group writes what mission it is for (education mission), whether it is Part A or Part B, and their group (*meri, man, yut meri, yut man*), somewhere on each page.
-  WDC members can also join in their groups (*meri, man, yut meri, yut man*) and give suggestions. This is all about coming up with good ideas. WDC




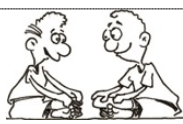
Step 3.4 | Prioritise Part A and Part B ideas for each mission

	<p>members will be in a good position to make suggestions <i>na givim stia</i> because you are the Community Development Workers in your Ward.</p> <p> Don't forget when groups are coming up with ideas they should be thinking about the whole Ward – not just their village.</p>
2	<p> Pairs (10 minutes)</p> <p>Get into pairs. Have a look at the ideas below. Which ones would you say were Part A ideas – things that the Ward can do with little or no assistance? Which ones would you say were Part B – things that you can't do without outside help? Be prepared to share your ideas.</p> <ol style="list-style-type: none"> 1. Writing a letter to the District to request a visit by the Primary Inspector 2. Building new toilets for girls at the Primary School 3. Train Adult Literacy teachers 4. Board of Management training for the Primary School BOM 5. New teacher houses for the Primary School 6. Set up an official FODE study centre 7. Plant fruit trees at the Primary School for students to eat
3	<p> THE FINAL THING TO DO IS:</p> <p>Ask each group to look at the Part A and Part B ideas for the education mission and prioritise them as 1 (most important) or 2 (important) or 3 (could do later). It is very important that each group only selects one idea as number 1 (most important) – all of the rest are 2 or 3.</p> <p>1 = most important 2 = important 3 = could do later</p> <p></p> <p>Each group should try and do it through consensus but if it is hard to choose between ideas they can vote by show of hands.</p> <p>If someone in a group suggests an idea that another organisation (like the school Board of Management) already plans to do something about it should still be included – but the group probably wouldn't rate it as their number 1 (most important) priority. Something is already being done!</p> <p> WARD PLANNING MEETING OPTION</p> <p>If your Ward is able to choose the Ward Planning Meeting option (instead of Village Planning Meetings) then instead of asking each group (<i>man, meri, yut man, yut meri</i>) to rate only one idea as number 1 (most important) they can identify three ideas as number 1.</p>

Step 3.4 | Prioritise Part A and Part B ideas for each mission

<p>3</p>	<div data-bbox="256 257 438 369"> </div> <p>Pairs (5 minutes) Get into pairs. With your partner have a look at the butcher paper that <i>ol yut meri bin wokim</i> for the education mission. Answer the questions below. Be prepared to share your answers.</p> <ol style="list-style-type: none"> 1. Is this butcher paper for Part A or Part B ideas? 2. What was the number 1 (most important) priority for <i>yut meri</i>? <div data-bbox="256 952 555 1176"> </div> <div data-bbox="630 448 1396 1176"> </div>
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Step 3.4 | Prioritise Part A and Part B ideas for each mission

	 <p>Don't forget to do the same thing for your own missions (if your WDC has any). <i>Ol mison bilong yupela yet ino samting bilong Gavman</i> so you don't need to worry about Part B ideas. You only need to come up with Part A ideas – <i>ol samting Wod yet bai wokim.</i></p>
4	 <p>General discussion (2 minutes) Is it okay to have the same idea for more than one mission?</p>
4	<p>It is okay if groups have the same idea for different missions. For example road maintenance or a footbridge or leadership training or counselling for people living with HIV might help achieve a number of missions at the same time. Ideas that help achieve a number of missions are likely to be high priorities.</p>
	
5	<p>Keeping track of which butcher paper (or paper) belongs to which group and which mission and whether it is Part A or Part B is a challenge. That is why it is very important to make sure that you remind each group to write this information on each sheet of butcher paper they use – <i>em nau yumi lukim pinis.</i></p> <p>After each Village Planning Meeting the Ward Recorder needs to transfer the information from the butcher paper to Village Planning Meeting forms.</p>
5	 <p>Pairs (10 minutes) Get into pairs. With your partner have a look at the Village Planning Meeting form at the end of the Handbook. Answer the questions that follow. Be prepared to share your answers.</p> <ol style="list-style-type: none"> 1. How many Village Planning Meeting forms will you need to fill out <i>for each Village Planning Meeting</i> if your Ward has seven missions? 2. Why do the instructions say USE PENCIL?
5	<p>TOK SAVE → We helped everyone <i>glasim sindaun na kamapim</i> ideas for each mission (Step 3.3) and then we helped everyone prioritise Part A and Part B ideas for each mission (Step 3.4). However now you know how to do it a better idea is to do Step 3.3 and Step 3.4 at the same time. Get everyone to prioritise Part A and Part B ideas for a mission straight away after you help them to <i>glasim sindaun na kamapim</i> ideas for that mission. If you do it straight away then <i>ol toktok na aidia bai stap fres insait long kru pumkin bilong ol. Tasol yu yet!</i></p>

Revision - ask the participants the key questions for this topic:

- 1) Which groups should you break everyone into to prioritise ideas?
- 2) How many number 1 (most important) ideas should each group select for each mission?





Step 3.5 | Explain what happens next

1/2 hour





Materials Ball for 'review ball'.

Key questions What does the WDC need to do next?

for this topic Why is it important to manage expectations?

1	<p>When you do the Village Planning Meetings you need to:</p> <ol style="list-style-type: none"> 1 Explain what the Village Planning Meeting is for 2 Confirm the Ward's vision and missions 3 <i>Glasim sindaun na kamapim</i> ideas for each mission 4 Prioritise Part A and Part B ideas for each mission 5 Explain what happens next <p>Your WDC has just finished helping everyone to prioritise Part A and Part B ideas for each mission. The final thing you need to do is explain what happens next.</p> <ol style="list-style-type: none"> 5 Explain what happens next
1	 <p>General discussion (2 minutes) What does the WDC need to do next?</p>
1	<p>Explain to everyone what the WDC will do next. Tell them:</p> <ul style="list-style-type: none"> ✓ The WDC will conduct the same Village Planning Meeting in the rest of the villages in the Ward. ✓ The WDC will then pull-out all the number 1 (most important) ideas from each group in each village and use a scoring tool to come up with the top 3 Part A and the top 3 Part B Ward priorities for your Ward's Government missions – and the top 3 Part A ideas for your Ward's own missions (if you have any). The scoring tool <i>bai soim wanempela aidia bilong ol manmeri wok long go pas</i>. <p>The WDC will then prepare the Ward Priorities Plan and when it is finished they will confirm it with the key people from each village.</p> <p>Make sure everyone understands that the number 1 (most important) ideas for each mission identified by each group in each village may not end up in the top 3 list. <i>Em bai dipen long hau WDC skorim. Tok stret na tok klia!</i></p> <ul style="list-style-type: none"> ✓ The WDC will then submit the Ward Priorities Plan to the LLG 

Step 3.5 | Explain what happens next

1	 General discussion (2 minutes) What is the next step for your Ward organisation?
1	<p>After the WDC has submitted the Ward Priorities Plan to the LLG the next step for your Ward organisation is to develop a five year Ward Development Plan.</p> <p><i>Wokim Wod Developmin Plen em i STEP 5 bilong ROT A wokabaut bilong Wod yet. Em neks rang bilong dispela tripela rang lada we yumi lukim pinis long stat.</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Remind everyone that this training covers <i>wokabaut bilong kamapim Wod Praioriti Plen</i> (STEP 1-4 <i>tasol</i>). It does not cover steps 5-8. But make sure everyone is clear that there is training available to help Wards <i>wokabaut na bihainim ROT A</i>.</p> </div>
2	 General discussion (2 minutes) What does managing expectations mean?
2	<p>Ward Priorities Planning may not <i>karim bikpela kaikai</i> in 5 years or even 10 years. It may take 40 years. The Government will get better and better at following <i>ROT B</i>. The Ward needs to get better and better at following <i>ROT A</i>.</p> <p>Malomalo diwai save gro hariap tasol em save pundaun hariap strongpela diwai save gro isisi tasol em save stap longpela taim</p> <p>It is hard to pour cold water on everyone's enthusiasm but if people's expectations are too high then the fall is hard – people give up and they loose respect for whoever raised their expectations.</p>
2	 General discussion (2 minutes) What should you do to end the Village Planning Meeting <i>wantaim gutpela pasin?</i>
2	 <p>It's a good idea to ask people if they have found Ward Priorities Planning useful. What have they learned from going through Village Awareness (STEP 2) and Village Planning Meeting (STEP 3)? Lessons learned together are powerful enough to lead to culture change.</p> <p>The Village Planning Meeting (STEP 3) is now over. Thank people. <i>Yupela gat planti wok long mekim na mipela WDC laik tok bikpela tenkyu long yupela olgeta long givim taim na tingting bilong yupela. Na tenkyu tru long redim olgeta samting na lukautim mipela gut tru. Pasin tasol!</i></p>

Step 3.5 | Explain what happens next

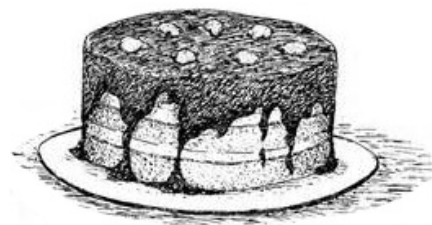
3

Las tok. Think about what you have achieved by going to the effort of doing Village Planning Meetings. *Ol i glasim gut sindaun bilong wanwan mison na kamapim praioriti long hau long stretim sindaun bilong wanwan mison.*

- ☺ Everyone has the full story *bilong sindaun insait long Wod. Olgeta manmeri ol i kam bung long harim toktok na troimwe tingting.*
- ☺ Everyone will have found out new things about their *sindaun* because you helped them to look at their development situation with 'fresh eyes'
- ☺ *Stia toktok bilong yu tu karim kaikai:* Ask why, why, why; encourage ideas; encourage social inclusion; encourage maintenance; development is about people; *tingim* environment; the glass is half full!
- ☺ But the main thing you have done is encourage participation. Encouraging participation builds social inclusion. Encouraging participation grows goodwill. Encouraging participation makes your work more successful.

True – your WDC would probably have come up with similar ideas just sitting down in a room and doing it yourself – but the ideas you came up with wouldn't belong to the people in your Ward. And if you went ahead to tackle some of the ideas the people in your Ward would say *em samting bilong WDC ino mipela.*

Coming up with good ideas to include in your Ward Priorities Plan is the cake. But the icing on the cake is how you came up with your Ward Priorities Plan. By involving as many people as possible in Ward Priorities Planning *luk olsem olgeta wanwod ol i kamap papa bilong toktok.*



Revision - ask the participants the key questions for this topic:

- 1) Why does the WDC need to do next?
- 2) Why is it important to manage expectations?



'Review ball' (20 minutes)

Do the 'review ball' activity when it suits you. A good idea is to do it at the start of each day so you can revise everything in the course up to that point! The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question. After they answer the question they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!

STEP 4 WARD PRIORITIES PLAN

WDC DEVELOPS WARD PRIORITIES PLAN






- 4.1. Work out overall Ward priorities for each mission**
- 4.2. Prepare Ward Priorities Plan Part A and Part B**
- 4.3. Confirm Ward Priorities Plan with key people**
- 4.4. Submit Ward Priorities Plan to the LLG**

Step 4.1 | Work out overall Ward priorities for each mission





2 hours
Materials

Key questions for this topic



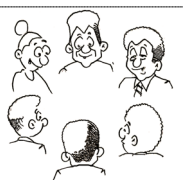
Explain how to use the Ward Scoring form to work out your overall Ward priorities (Part A and Part B) for each mission?
Why is it good to know which Wards will benefit from your priority?

1	<p>Your WDC has been to all the Village Planning Meetings by now so you should have a really good picture of <i>sindaun bilong Wod stap olsem wanem</i>. You should also have a record of what men and women and young men and young women from each village think are the most important ideas.</p> <p>Now it is time to do something with the information you have collected. It is time to complete the Ward Priorities Plan. You need to do the following:</p> <ol style="list-style-type: none"> 1 Work out overall Ward priorities for each mission 2 Prepare Ward Priorities Plan Part A and Part B 3 Confirm Ward Priorities Plan with key people 4 Submit Ward Priorities Plan to the LLG
1	 <p>General discussion (2 minutes) When do you need to submit your Ward Priorities Plan to the LLG?</p>
1	<p>You should have completed the Village Planning Meetings by the end of June.</p> <p>You need to submit the completed Ward Priorities Plan to the LLG by the end of July. This means you have most of July to prepare the Ward Priorities Plan.</p>
1	 <p>General discussion (2 minutes) Which WDC members need to be involved to develop the Ward Priorities Plan?</p>
1	<p>Although the Ward Recorder <i>bai go pas</i> it is very important that the whole of the WDC work together to develop the Ward Priorities Plan. Set aside a day to meet together to develop the Ward Priorities Plan.</p>
2	 <p>The first thing to do is work out overall Ward priorities for each mission.</p> <ol style="list-style-type: none"> 1 Work out overall Ward priorities for each mission




Step 4.1 | Work out overall Ward priorities for each mission

	<p>Look at the Village Planning Meeting forms. The Village Planning Meeting forms show what men, women, young men, and young women in each village thought were the priority ideas for each mission.</p> <p>Go through each Village Planning Meeting form and pull out the number 1 (most important) ideas for the education mission. Each group (<i>man, meri, yut man, yut meri</i>) should have selected one number 1 (most important) idea for Part A and one number 1 (most important) idea for Part B.</p> <p> Write the number 1 (most important) ideas for Part A in the Ward Scoring Form Part A. Write the number 1 (most important) ideas for Part B in the Ward Scoring Form Part B.</p>
2	<p> General discussion (2 minutes)</p> <p>What should you do if you think a number 1 (most important) idea for education really belongs in another mission?</p>
2	<p>Move it! Many ideas (Part A or Part B) could fit into a number of missions at the same time. For example, a disabled sports programme could go into the education mission or the community development mission (or even the health mission).</p> <div data-bbox="343 1120 1129 1261"> <p>Point out to everyone that there are examples of Part A and Part B ideas included at the end of the Handbook.</p> </div> <p></p> <p>If you move a number 1 (most important) idea from one mission to another, then go back to the Village Planning Meeting form for that group and choose one of their number 2 (important) ideas instead to include in the Ward Scoring form. The WDC can choose which number 2 (important) idea to include.</p> <p>The WDC will need to use their judgement about which ideas fit better into which missions. In the end you don't want the same idea going into the Ward Priorities Plan under different sectors (missions). In the end you want Part B ideas to be included in the right sector (mission) because it will be easier for the Government to <i>luksave na skelim ol inap long sapot o nogat</i>.</p>
2	<p> General discussion (2 minutes)</p> <p>What should you do if you think a Part A idea for education is really a Part B idea?</p>
2	<p>Move it! If the WDC thinks that a Part A idea is really a Part B idea, then move the idea to whichever Ward Scoring form that you think it belongs in. Whether an idea is Part A or Part B depends on what assets and resources the Ward has. The WDC will know best whether an idea <i>em i saís bilong Wod yet long mekim</i>.</p>






Step 4.1 | Work out overall Ward priorities for each mission

	<p>If you move a number 1 (most important) idea from Part A to Part B then go back to the Village Planning Meeting form for that group and choose one of their number 2 (important) ideas instead to include in the Ward Scoring form Part A. The WDC can choose which number 2 (important) idea to include.</p> <p>In the end it doesn't matter if you end up with lots of extra ideas in a Ward Scoring form. The final selection will be made using a scoring tool.</p>
	
3	<p>The next thing to do is score each of the number 1 (most important) ideas against the eight criteria – and then total the scores.</p> <p>The total will tell you <i>wanem aidia bilong wanwan mison bai go pas</i>.</p>
3	<p> Pairs (15 minutes) Get into pairs. With your partner have a look at the Ward Scoring Form Part A and the Ward Scoring Form Part B. Answer the questions that follow. Be prepared to share your answers.</p> <ol style="list-style-type: none"> 1. How many Ward Scoring Forms Part A will you need to fill out? 2. How many Ward Scoring Forms Part B will you need to fill out? 3. Which scoring criteria do you need to double in Ward Scoring Form Part A? 4. Which scoring criteria do you need to double in Ward Scoring Form Part B? 5. If the number 1 (most important) Part A priority for education identified by the <i>man</i> group is the same as the <i>meri</i> group do you need to write it twice? 6. When you RANK ideas what do you do if two ideas have the same TOTAL?
3	<p> Small groups (30 minutes) Get into WDC groups. Below are the number 1 (most important) ideas identified by different Ward Eleven groups (<i>man</i>, <i>meri</i>, <i>yut man</i>, <i>yut meri</i>) for their education mission.</p> <p>Use one persons Ward Scoring forms (at the end of the Handbook) and have a go at scoring the number 1 (most important) Part A priorities identified by Ward Eleven for their education mission. Then do the same thing for the Part B priorities. At the end TOTAL the scores for each idea and then RANK the scores. You don't need to fill out the last column – <i>bihain bai yumi lukim</i>.</p> <p>If you think an idea belongs best in another mission (or if you think a Part B idea is really a Part A idea) then move it. There is no right answer for this activity. <i>Yu no as ples tu long dispela hap na hau bai yu save</i>. The purpose of this activity is to practice completing the Ward Scoring forms – but it will be very interesting to compare results.</p>

Step 4.1 | Work out overall Ward priorities for each mission

	<p>Part A number 1 (most important) ideas for the education mission.</p> <ul style="list-style-type: none"> ↻ Build new toilets for girls at the Primary School ↻ Build a fence around the teacher gardens ↻ Plant fruit trees at all the schools for students to eat ↻ Get Elementary inspector to come and visit ↻ Set up village roster for bringing garden <i>kaikai</i> to Primary teachers ↻ Replace <i>kunai</i> and blinds on Grade 5 classroom ↻ Purchase library books to put in school library <p>Part B number 1 (most important) ideas for the education mission.</p> <ul style="list-style-type: none"> ↻ New permanent teacher houses for the Primary School ↻ A new semi-permanent double classroom for the Elementary School ↻ Send two grade 10 leavers to adult literacy training in Port Moresby ↻ Set up FODE study center in the Ward ↻ Improve road to District center to make it easier for teachers ↻ Management and finance training for all School Boards of Management ↻ Build school library
	
4	<p>After you rank the ideas <i>nambawan i kam daun</i> the final thing to do is list down which Wards will benefit most from the idea. Don't forget to include your own Ward in this list!</p> <p>Just include those Wards which will get a real benefit from the idea – the sort of benefit you would rate as high or very high. <i>Noken putim igo insait nating!</i></p> 
4	 <p>General discussion (2 minutes)</p> <p>Why do you think the Government is interested in finding out which other Wards will also benefit from the idea?</p>
4	<p>Knowing if other Wards will benefit from the idea (and which Wards) will help the LLG to do their planning. LLG planners will be able to see which ideas are for the Ward only and which ideas are for a cluster of Wards. If a priority is for a cluster of Wards <i>luk olsem Wod Praioriti Plen B bilong ol tu bai konfirmim.</i></p> <p>Ideas that benefit the greatest number of people across a number of Wards are more likely to be supported by the Government because it means their kina buys more. This is why the scoring criteria for 'Benefit to other Wards' is doubled in Ward Scoring Form Part B.</p> <p>And the LLG planners will also be able to see which Wards have a common interest. Wards that have a common interest – a Primary school or health centre or a market or traditional ties – should be the ones that work together.</p>

Step 4.1 | Work out overall Ward priorities for each mission

4	 General discussion (2 minutes) How could finding out which other Wards will also benefit from a priority help your Ward community organisation?
4	It is also very useful for your Ward community organisation to think about which other Wards will benefit from your priorities – these are the Wards that you should work with to achieve these priorities.
4	 General discussion (2 minutes) <i>Husat bai givim feis halavim long bihainim Wod Praioriti Plen B?</i>
4	<i>Feis halavim long bihainim Wod Praioriti Plen B bai kam long Gavman. ROT B em wokabaut bilong Gavman. But if there is a Ward Priorities Plan B priority that the Government can't help with bai gutpela sapos yu raun wantaim ol narapela Wod husat bai kisim benefit long painim sapot. Mekim olsem nau nek bilong yupela bai strong tru.</i> <i>Na ol patna bilong District olsem sios na NGO na kampani na Memba tu bai hamamas moa sapos sapot bilong ol pundaun antap long bikpela lain liklik.</i>
5	 <p>You have worked out your Ward priorities (Part A and Part B) for the Education mission. Now do the same thing – exactly the same thing – for the economy mission, and health, and law and justice, and transport infrastructure, and disaster, and community development.</p> <div>  <p>And don't forget to do the same thing for your own Ward missions (if you have any). But you don't need to identify Part B priorities for your own Ward missions – <i>ino samting bilong Gavman.</i></p> </div> <div>  WARD PLANNING MEETING OPTION In some LLGs <i>ol i tok orait long wokim STEP 3 long narapela wei gen.</i> Instead of conducting Village Planning Meetings with all of the different villages in the Ward the option is to invite key people from all the villages and groups to one <i>kibung</i> – a Ward Planning Meeting. If you are able to choose this option, then you can do the ward scoring (using the Ward Scoring forms) with all the key people at the Ward Planning Meeting. <i>Putim olgeta samting long ples klia.</i> </div>

Revision - ask the participants the key questions for this topic:

- 1) Explain how to use the Ward Scoring form to work out your overall Ward priorities (Part A and Part B) for each mission?
- 2) Why is it good to know which Wards will benefit from your priority?






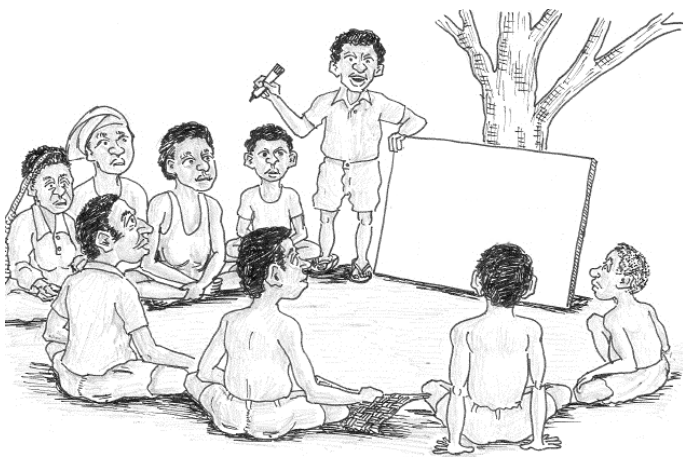
Step 4.2 | Prepare Ward Priorities Plan Part A and Part B

1 hour
Materials







Key questions for this topic Who needs to sign off when your Ward Priorities plan is completed?
What attachments should be included with the Ward Priorities Plan?

1	<p>When you develop your Ward Priorities Plan you need to do the following:</p> <ol style="list-style-type: none"> 1 Work out overall Ward priorities for each mission 2 Prepare Ward Priorities Plan Part A and Part B 3 Confirm Ward Priorities Plan with key people 4 Submit Ward Priorities Plan to the LLG <p>After you have worked out the overall Ward priorities using the Ward Scoring form you are ready to complete the Ward Priorities Plan Form Part A and Part B.</p> <p>2 Prepare Ward Priorities Plan Part A and Part B</p>
1	<div data-bbox="256 1122 437 1234"></div> <p>Pairs (20 minutes) Get into pairs. Have a good look at the Ward Priorities Plan form (at the end of the Handbook). Read it carefully and answer the questions that follow. Be prepared to share your answers.</p> <ol style="list-style-type: none"> 1. Why is it a good idea to USE PENCIL? 2. Are the instructions clear for a WDC to follow? 3. When should you fill out the 'annual update' section?
1	<p>The first thing to do is pull out the top 3 Part A ideas for each mission from your Ward Scoring form Part A and enter them into the Ward Priorities Plan form. The top ranked idea should go in the space for the top ranked idea and so on.</p> <p>When you do your Ward Priorities Plan A don't forget to include the top 3 priorities for your Ward's own missions (if you have any).</p> <div data-bbox="1086 1518 1398 1861"></div> <div data-bbox="256 1883 408 2018"></div> <p>Don't forget to also pull out the list of <i>which Wards will benefit most</i> for each of the top 3 Part A ideas and enter it into the Ward Priorities Plan form. Your own Ward should be included.</p>

Step 4.2 | Prepare Ward Priorities Plan Part A and Part B

1	 General discussion (2 minutes) Why does the Ward Priorities Plan form say 'sector' instead of mission?
1	<p>When you have completed Ward Priorities Plan A you then need to complete Ward Priorities Plan B.</p> <p>Do the same thing. The only difference is you don't need to identify Part B priorities for your own Ward missions – <i>ino samting bilong Gavman. Yu save!</i></p>
	
2	<p>You will notice that instead of just writing the title of the idea there is more space to write a description of the idea (what is the idea and why is it a priority?)</p> <p>The better you describe the idea the easier it will be for someone else (like a LLG planner) to understand it.</p>
2	 General discussion (2 minutes) Should you work out how much each priority will cost and include it in the Ward Priorities Plan?
2	<h3>Maski noken hat Wok nating</h3> <p>If the Government (or someone else) is able to support a priority in your Ward Priorities Plan B they will send someone to help you cost it out fully – and they will probably send someone to develop a participatory project plan with you.</p>  <p>When you go on to develop your Ward Development Plan (STEP 5) you will need to cost out the Part A priorities that you want to include in your Ward Development Plan. <i>Tasol yu no nid long mekim nau na putim igo insait long Wod Praioriti Plen A. Igat narapela trenin bihain long lainim yupela Wod long mekim STEP 5 igo long STEP 8 long pinisim faiv yia wokabaut bilong Wod yet.</i></p>

Step 4.2 | Prepare Ward Priorities Plan Part A and Part B

2	 General discussion (2 minutes) Who needs to sign off when your Ward Priorities Plan is completed?	
2	After you have finished the Ward Priorities Plan the last thing to do is get the <i>Wod Kaunsel</i> to sign off. He or she should have been involved in the whole process so this should be straight-forward.	
		
3	 General discussion (2 minutes) When should you fill out the 'Annual Update' section?	
3	<p>You don't need to complete the 'annual update' section when you first submit your Ward Priorities Plan.</p> <p>Every year before the end of February you need to update your Ward Priorities Plan. This is when you will use the 'Annual Update' section.</p> <p>We will look at how to update your Ward Priorities Plan later in the course.</p>	
3	 General discussion (2 minutes) What attachments do you think should be included with your Ward Priorities Plan?	
3	<p>You need to include the following attachments with your Ward Priorities Plan:</p> <ul style="list-style-type: none"> ✓ The Village Planning Meeting forms ✓ Ward Scoring Form Part A and Ward Scoring Form Part B for each mission <p>These attachments are evidence that <i>yupela WDC bin mekim gut tru</i>.</p> <p> Don't forget to also include with your Ward Priorities Plan any extra paper you used because there was not enough space in the Ward Priorities Plan form.</p>	

Revision - ask the participants the key questions for this topic:

- 1) Who needs to sign off when your Ward Priorities Plan is completed?
- 2) What attachments should be included with the Ward Priorities Plan?




Step 4.3 | Confirm Ward Priorities Plan with key people

Step 4.4 | Submit Ward Priorities Plan to the LLG

1 hour
Materials







Key questions for this topic

Why do you need to confirm the Ward Priorities Plan with key people after it has been completed?
What should your Ward community organisation do after submitting the Ward Priorities Plan to the LLG?

1	<p>When you develop your Ward Priorities Plan you need to do the following:</p> <ol style="list-style-type: none"> 1 Work out overall Ward priorities for each mission 2 Prepare Ward Priorities Plan Part A and Part B 3 Confirm Ward Priorities Plan with key people 4 Submit Ward Priorities Plan to the LLG <p><i>Yumi kam inap nau.</i> After you have prepared the Ward Priorities Plan there are two things to do to complete Ward Priorities Planning:</p> <ol style="list-style-type: none"> 3 Confirm Ward Priorities Plan with key people 4 Submit Ward Priorities Plan to the LLG
1	 <p>General discussion (2 minutes) Why is it important to confirm the Ward Priorities Plan with key people after it has been completed?</p>
1	<p>When the WDC has completed the Ward Priorities Plan it is important to confirm what you have done with key people from each village <i>na kisim tok orait long ol</i>. This is important because:</p> <ul style="list-style-type: none"> ✓ Key people have been working with you from the start. If you want them to continue to work with you they have to feel like they have their hands on the steering wheel ✓ Each village came up with number 1 (most important) ideas – but the top 3 ideas may be different ideas. The key people need to know what the final Ward Priorities Plan is so they can tell the rest of the people in their village. ✓ The key people will be very interested to find out what happened in the other Village Planning Meetings and the result of Ward Scoring ✓ <i>Pasin tasol!</i>








Step 4.3 | Confirm Ward Priorities Plan with key people

Step 4.4 | Submit Ward Priorities Plan to the LLG

1	 General discussion (2 minutes) Should you go to the key people or should you bring the key people to you?	
1	<p>Either way is fine! You could go and meet the key people in each village and explain what is in the Ward Priorities Plan. Then they can tell the rest of the people in their village. Even better help them to do awareness in their village.</p> <p><i>Or singautim ol ki pipol long kam long wanpela bung.</i> At the meeting explain what is in the Ward Priorities Plan. Then they can tell the rest of the people in their village.</p>	
		
2	 <p>Once you have confirmed the Ward Priorities Plan with key people – <i>na kisim tok orait long ol</i> – you can submit it to the LLG.</p> <h3>Salim igo long LLG</h3>	
2	 General discussion (2 minutes) Who is responsible for making sure the Ward Priorities Plan is submitted to the LLG on time?	
2	<p>The Ward Recorder and Ward Chairperson are responsible for submitting the Ward Priorities Plan to the LLG.</p> <p>The Ward Priorities Plan must be submitted to the LLG by the end of July.</p>	



Step 4.3 | Confirm Ward Priorities Plan with key people

Step 4.4 | Submit Ward Priorities Plan to the LLG

2	 General discussion (2 minutes) When you submit the Ward Priorities Plan to the LLG do you think you should you give them the original – or should you give them a copy?
2	<p>When you submit your Ward Priorities Plan to the LLG make <u>three copies</u>:</p> <ul style="list-style-type: none"> ✓ One copy for the LLG to keep – <i>ol bai nidim</i> ✓ One copy for the WDC to put in their filing cabinet – <i>rekod bilong Wod</i> ✓ One copy for the WDC to put on a Ward notice board for everyone to see  <p><u>Keep the original Ward Priorities Plan so that next year you can use it as the form that you update</u> – but only if you USE PENCIL. <i>Em nau tok strong nau</i> always USE PENCIL to complete your Ward Priorities Plan. If you do this, you will only need the one Ward Priorities Plan form – although it is a good idea to start again with brand new form every five years <i>nogut pepa bruk</i>.</p>  <p>If the LLG want to keep a copy of the attachments (Village Planning Meeting forms, Ward Scoring forms Part A and B) then make a copy to give them. Your WDC will need to use the originals when you update your Ward Priorities Plan – <i>bihain bai yumi luksave</i>.</p>  <p>Don't forget to put the copy of the Ward Priorities Plan on a Ward notice board for everyone to see. Everyone in the Ward should feel like they have their hands on the steering wheel.</p>
	
3	 General discussion (2 minutes) Can you give your Ward Priorities Plan to other organisations that could help – not just the Government?
3	<p>Yes! Give out copies of your Ward Priorities Plan.</p> <p>Your Ward Priorities Plan is a very fine document.</p> <ul style="list-style-type: none"> ✓ It shows the top 3 ideas <i>bilong wanwan mison</i> that the ward <i>bai go pas long mekim</i> – Ward Priorities Plan Part A ✓ It shows the top 3 ideas <i>bilong wanwan mison</i> that require outside help – Ward Priorities Plan Part B ✓ The Village Planning Meeting forms that are included as an attachment are a record of how <i>ol lain long ples</i> were involved and their ideas ✓ The Ward Scoring forms Part A and Part B that are included as an attachment are evidence of how the WDC chose the priorities in the Ward Priorities Plan 

Step 4.3 | Confirm Ward Priorities Plan with key people

Step 4.4 | Submit Ward Priorities Plan to the LLG

3	 General discussion (2 minutes) What should your Ward community organisation do with the Ward Priorities Plan?
3	<p>STEP 4 of Ward Priorities Planning is finished. Ward Priorities Planning is finished. But don't just hand it to the Government and prey for them to deliver.</p> <p>The purpose of Ward Priorities Plan Part A is to <i>halavim WDC long setim wokabaut bilong Wod yet long stretim sindaun.</i></p> <p>The next STEP on this road is for your Ward to develop a Ward Development Plan (STEP 5). <i>Olsem na gohet na mekim na stat long wokabaut long rot bilong yupela yet.</i></p> <p><i>Man sapos yupela stat long wokabaut long ROT A bilong yupela yet luk olsem planti oganaisesen bai laik long wokabaut wantaim kain Wod olsem yupela.</i></p> <p><i>Na Memba tu.</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Make sure everyone knows that this training covers <i>wokabaut bilong kamapim Wod Praioriti Plen</i> (STEP 1-4 <i>tasol</i>). It does not cover steps 5-8. But make sure everyone is clear that there is training available to help Wards <i>wokabaut na bihainim ROT A.</i></p> </div> 

Revision - ask the participants the key questions for this topic:

- 1) Why do you need to confirm the Ward Priorities Plan with key people after it has been completed?
- 2) What should your Ward community organisation do after submitting the Ward Priorities Plan to the LLG?



'Review ball' (20 minutes)

Do the 'review ball' activity when it suits you. A good idea is to do it at the start of each day so you can revise everything in the course up to that point! The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question. After they answer the question they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!

Las tok



- ~ **How to do a work plan for Ward Priorities Planning**
- ~ **How to update your Ward Priorities Plan each year**

Las tok | How to do a work plan for Ward Priorities Planning

1/2 hour
Materials

Key questions for this topic What are the advantages of having a work plan to guide you?

Think back to the start. STEP 1 of Ward Priorities Planning. Preparation. When you prepare for Ward Priorities Planning your WDC should do the following:

- | | |
|----------|---|
| ① | Go through this Handbook as a refresher and consider any new information you have received from the LLG |
| ② | Work out how each village and group will be involved and who the key people are to work with |
| ③ | Do a Ward Priorities Planning work plan so you know who will do what, when, and what you need to get ready |

Tingim taim yumi bin lukluk long hau long wokim STEP 1 yumi bin tok ino taim yet long lainim hau long wokim wok plen. We said first of all we need to learn how to do Ward Priorities Planning – then the work plan will make sense.

We have learned how to do Ward Priorities Planning now so now it is time to learn how to do a work plan. You should prepare a work plan during STEP 1.



- | | |
|----------|---|
| ③ | Do a Ward Priorities Planning work plan so you know who will do what, when, and what you need to get ready |
|----------|---|



General discussion (2 minutes)

What are the advantages of having a work plan to guide your WDC when you do Ward Priorities Planning?

Las tok | How to do a work plan for Ward Priorities Planning

1	<p>The advantages of having a work plan to guide your WDC are that:</p> <ul style="list-style-type: none"> ✓ Everyone will be clear about who will do what – you developed it together! ✓ Everyone will be clear about when it needs to be done – what week and what month ✓ Everyone will be clear about what you need to get ready ✓ It helps your WDC stay on track during Ward Priorities Planning
1	 <p>Small groups (30 minutes) Get into WDC groups. Have a look at the Work Plan form for Ward Priorities Planning (at the end of the Handbook). In your WDC groups imagine you are doing STEP 1 of Ward Priorities Planning – Preparation. Use butcher paper to prepare a work plan. At the end put your work plan <i>long ples klia</i> so everyone can see it.</p>
1	 <p>It is a good idea when you do your work plan to do it on a poster. Then put the poster <i>long ples klia</i> so all of your WDC members can come back and refer to it when they need to.</p> <p>Preparing a work plan doesn't mean the work plan is exactly what you will do. Reality is never what you planned. Make sure that if things change you go back and change your work plan – otherwise your work plan is useless.</p>

Revision - ask the participants the key questions for this topic:

- 1) Why is it a good idea to have a work plan to guide your WDC when you do Ward Priorities Planning?



Las tok | How to update your Ward Priorities Plan each year

1½ hours

Materials Prepare evaluation

Key questions for this topic Why should you update your Ward Priorities Plan each year?
How do you update your Ward Priorities Plan?

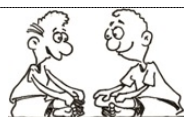
We have now learnt how to do the Ward Priorities Plan.

Yumi planim pinis!

However, the Ward Priorities Plan needs to be pruned each and every year *long lukautim gut*. Each and every year the WDC needs to go through the Ward Priorities Plan and make sure the information is up-to-date *redi long karim kaikai*.



Long stat nau yumi bin tok yumi mas apdetim Wod Praioriti Plen bipo yumi statim STEP 1 bilong wokim Wod Praioriti Plen. Yumi bin tok ino taim yet long lainim hau long apdetim Wod Praioriti Plen – lainim pastaim hau long wokim bihain bai yumi kam bek na lukluk long hau long apdetim. Em nau yumi lainim pinis hau long wokim olsem na nau bai yumi lukluk gut long hau long apdetim.





Pairs (10 minutes)

Get into pairs. Have a look at the Government's suggested timetable for developing your five year Ward Priorities Plan (below). Answer the questions that follow. Be prepared to share your answers.





BEFORE YOU START	Completed by end of February
STEP 1 PREPARATION	Completed by end of March
STEP 2 VILLAGE AWARENESS	Completed by end of June
STEP 3 VILLAGE PLANNING MEETINGS	
STEP 4 PREPARE WARD PRIORITIES PLAN	Submitted to LLG by end of July

	2015	2016	2017	2018	2019	2020	2021
January							
February	UPDATE WARD PRIORITIES PLAN EACH YEAR						
March	STEP 1					STEP 1	
April	STEP 2 STEP 3					STEP 2 STEP 3	
May							
June							
July	STEP 4					STEP 4	
August							
September							
October							
November							
December							

Las tok | How to update your Ward Priorities Plan each year

	<ol style="list-style-type: none"> 1. When do you need to have your Ward Priorities Plan updated by each and every year? 2. Do you need to update your Ward Priorities plan even if it is the year you go on and develop your new Ward Priorities Plan?
	<p><i>Igat tripela hap step long mekim long apdetim Wod Praioriti Plen bilong yupela.</i></p>
1	<div> <div> 1 Update your Ward Priorities Plan </div> <div> 2 Confirm changes with key people </div> <div> 3 Give a copy of updated Ward Priorities Plan to the LLG </div> </div> <p>The first thing to do is:</p> <div> <div> 1 Update your Ward Priorities Plan </div> </div> <p>Your Ward Priorities Plan needs to be updated by the end of February each and every year. <i>Prunim gut na redim i stap.</i></p>
1	<div>  <div> Small groups (20 minutes) <p>Get into WDC groups. Have a look at the Annual Update section of the Ward Priorities Plan form (at the end of the Handbook). Read the instructions on how to complete the Annual Update section (at the start). In your group discuss the following questions. Be prepare to share your answers.</p> <ol style="list-style-type: none"> 1. How do you update your Ward Priorities Plan? 2. Why is it a good idea to USE PENCIL when you complete your Ward Priorities Plan? </div> </div>
	
2	<div> <div> 2 Confirm changes with key people </div> </div> <p>When you have updated your Ward Priorities Plan you need to confirm the changes you have made with key people <i>na kisim tok orait long ol</i>. The Ward Priorities Plan doesn't belong to the WDC – it belongs to the Ward members.</p> <p>You don't need to launch a massive awareness campaign. It is best if you can help the key people from each village explain the updated Ward Priorities Plan at village meetings or after church or at market, but it is enough to make sure you confirm the changes with key people <i>na askim ol long tok orait</i>.</p>

Las tok | How to update your Ward Priorities Plan each year

2	 General discussion (2 minutes) What should you do with the Ward Priorities Plan after you update it and confirm changes with key people?	
2	<p>The LLG needs your Ward Priorities Plan to help them develop their LLG Development Plan.</p> <p>The LLG needs your updated Ward Priorities Plan each year so they can update their LLG Development Plan each year.</p> <p><i>Tok klia na tok stret sampela ol LLG ino redi yet long updetim LLG Dvelopmin Plen bilong ol long olgeta yia. Ol redi nau ol bai tok save.</i></p> <p>If the LLG wants you to submit the updated Ward Priorities Plan, then they will ask you to give them a copy in March each year.</p>	<div> <p><i>Long tok ples developmin a five-year plan that is updated each year is called a 'rolling' five-year plan</i></p> </div>
2	 General discussion (2 minutes) Is updating your Ward Priorities Plan something your WDC should do anyway – <i>maski LLG singautim o nogat</i> ?	
2	<p><i>Bikpela tok nau!</i> Updating your Ward Priorities Plan every year is something your WDC should do anyway – <i>maski LLG singautim o nogat</i>.</p> <ul style="list-style-type: none"> ✓ Updating your Ward Priorities Plan every year means your WDC has the latest information to hand so you can make decisions <i>na givim stia long stretim sindaun</i>. ✓ Updating your Ward Priorities Plan every year means that if you want help from a donor or another organisation you have up-to-date information to give them. ✓ Updating your Ward Priorities Plan every year means you will build up a record (a data-base) of what is happening in your Ward. 	
2	 General discussion (2 minutes) Why is it a good idea to keep a record of your old Ward Priorities Plans?	
2	<p>PNG is an oral culture. History, <i>tumbuna</i> stories, who is related to who, rules and <i>kastom</i>, what decision the Chief made – everything is passed on by word of mouth and remembered.</p>	

Las tok | How to update your Ward Priorities Plan each year

PNG is changing. Now PNG is becoming an oral and print culture. In an oral and print culture things are remembered *and* written down.

What a story it would show if your Ward had a copy of updated Ward Priorities Plans for each year going back 30 years. This is written history!



3 Give a copy of updated Ward Priorities Plan to the LLG

After you have updated your Ward Priorities Plan (and confirmed changes with key people) make three copies:

- ✓ **One copy for the LLG** – *ol i singautim o nogat ol bai laik long luksave*
- ✓ **One copy for the WDC to put in their filing cabinet** – *rekod bilong Wod*
- ✓ **One copy for the WDC to put on a Ward notice board for everyone to see**

3



Keep the original updated Ward Priorities Plan so that next year you can use it again as the form that you update – but only if you USE PENCIL. *Em nau tok strong nau* always USE PENCIL to complete your Ward Priorities Plan. If you do this, you will only need the one Ward Priorities Plan form – although it is a good idea to start again with brand new form every five years *nogut pepa bruk*.



Don't forget to put a copy of the updated Ward Priorities Plan on a Ward notice board. Everyone in the Ward should feel like they have their hand on the steering wheel.

3



General discussion (2 minutes)


How often do you need to prepare a new Ward Priorities Plan?

3

Your Ward will need to develop a new Ward Priorities Plan every five years. If it is the year for developing a new Ward Priorities Plan, then you still need to update the previous Ward Priorities Plan **BEFORE YOU START**. This is because:

1. Your WDC can put the record of what was done last year on a Ward notice board for everyone to see.
2. Your WDC needs to put a copy in your filing cabinet so you can build up a Ward data-base.
3. When you do awareness in villages about what will happen to develop a new Ward Priorities Plan (STEP 2) you will need to discuss *wanem kaikai bin kamaut long bipo Wod Praioriti Plen. Yu laik askim ol long wokim niupela*

Las tok | How to update your Ward Priorities Plan each year

	<p><i>plen nau ol bai askim yupela long stori long las plen pastaim.</i> Updating the previous Ward Priorities Plan means you have the story ready to give them.</p> <p>4. If your LLG asks you to submit your updated Ward Priorities Plan you will need to do this in March – before you go on and develop a new Ward Priorities Plan. <i>LLG tu bai nid long redim stori bilong las LLG Developmin Plen bipo ol i go insait na statim niupela.</i></p>
3	 <p>General discussion (2 minutes) Who is responsible for updating the Ward Priorities Plan?</p>
3	<p>The Ward Recorder has an oversight role (<i>tarangau lukluk kam daun</i>) to make sure the Ward Priorities Plan is updated.</p> <p>Often a WDC member is responsible for one of the missions. It may be easier for the WDC member responsible for that mission to do the Annual Update for that mission.</p> <p>However it is far better if the whole WDC is involved <i>together</i>. Most WDCs hold a ward planning meeting to do this. <i>Wod em i gaden bilong yupela olgeta na moa beta yupela olgeta wokbung long prunim na lukautim.</i></p> <div> <p>Explain that there is more information on who is responsible for what (and how) in the training 'Ward Development Committee Roles and Responsibilities'</p> </div>

Revision - ask the participants the key questions for this topic:

- 1) Why should you update your Ward Priorities Plan each year?
- 2) How do you update your Ward Priorities Plan?



If you are going to evaluate the success of this training, then now is the time to do a post test. If you want to know how to evaluate the training, then have a look at the section 'how to evaluate the training' (at the end of this Handbook).



WARD PROFILE

In some LLGs Ward Development Committees also need to develop a Ward Profile and submit it to the LLG along with their Ward Priorities Plan. If your LLG asks you to develop a Ward Profile, then there is a second handbook (called 'Prepare a Ward Profile') which shows you how to complete a Ward Profile. This second Handbook also includes the official Government Ward Profile form for your Ward Development Committee to complete.

Putting it into practice



Role Play (3 hours)

Get into groups of 5 or 6. On the next page are the *wok mak* for Ward Priorities Planning. Have a good look at them first. Then prepare a role play showing your WDC conducting STEP 2 Village Awareness. Put the *wok mak* for STEP 2 Village Awareness into practice.

If you have the chance to do this activity, it will greatly improve learning outcomes. This *putting it into practice* activity can take half a day.



When you perform your role play everyone else who is not in your group (the audience) will pretend to be people from a village in your Ward. Keep your role play short (no longer than 30 minutes). You can't do everything – *givim piksa tasol*.

After each role play discuss whether each group put into practice the *wok mak* for STEP 2 Village Awareness. Also discuss whether each group communicated effectively. The *wok mak* for STEP 2 Village Awareness are:

- 1 Explain what the awareness is about
- 2 Report the outcome of the previous Ward Priorities Plan
- 3 Explain how the new Ward Priorities Plan will be developed and used
- 4 Review the Ward's vision and missions
- 5 Explain what happens next



Wok mak (key skills and knowledge) for Ward Priorities Planning

BEFORE YOU START	<ol style="list-style-type: none"> 1 Update your Ward Priorities Plan 2 Confirm changes with key people 3 Give a copy of updated Ward Priorities Plan to the LLG 	<p>You need to do these three <i>wok mak</i> each and every year including BEFORE YOU START your new Ward Priorities Plan</p> 
STEP 1 Preparation	<ol style="list-style-type: none"> 1 Make preparations to develop a new Ward Priorities Plan 2 Work with key people from each Ward Village to prepare for STEP 2 and STEP 3 	
STEP 2 Village Awareness	<ol style="list-style-type: none"> 1 Explain what the awareness is about 2 Report the outcome of the previous Ward Priorities Plan 3 Explain how the new Ward Priorities Plan will be developed and used 4 Review the Ward's vision and missions 5 Explain what happens next 	
STEP 3 Village Planning Meetings	<ol style="list-style-type: none"> 1 Explain what the Village Planning Meeting is for 2 Confirm the Ward's vision and missions 3 <i>Glasim sindaun na kamapim</i> ideas for each mission 4 Prioritise Part A and Part B ideas for each mission 5 Explain what happens next 	
STEP 4 Ward Priorities Plan	<ol style="list-style-type: none"> 1 Work out overall Ward priorities for each mission 2 Prepare Ward Priorities Plan Part A and Part B 3 Confirm Ward Priorities Plan with key people 4 Submit Ward Priorities Plan to the LLG 	

Some icebreakers you can use

Icebreaker: MY FAVOURITE IS.... Materials: None

1. Ask the group "what is your favourite team – Blues or Maroons?" They then divide quickly into groups with the people who shared their preference.
 2. They then have 5 minutes to introduce themselves to everyone in their group.
 3. Then use this same process to break into different groups a few times so that everyone has had a chance to meet most people in the course. For example, you could also ask "what is your favourite food – rice or *kaupau*?" and "what is your favourite drink – tea or coffee?" and "what is your favourite meat – beef or lamb?"
-

Icebreaker: NAME GAME. Materials: None

1. This game helps the trainer and the participants to remember each other's name. Stand or sit in a circle. The first person says "My name is". The second person then has to say: "Her name is..... and my name is.....". The third person has to then say the names of the first and second person, and then their own name.
 2. Keep going on like this around the whole circle until the last person has to be able to remember everybody's name.
-

Icebreaker: WHITE LIES. Materials: None

1. Ask everyone to think or write down four things about themselves. However, one of the things they say has to be untrue (a lie). This can be difficult for people to do so it is a good idea if the trainer does it first so that everyone gets the idea.
 2. Go around the group one by one and ask each person to say their four things about themselves. The others have to guess which fact is a white lie.
 3. The trainer then needs to ask for a bit more information about the three things that were true – this will help other people in the group to get to know the person.
-

Icebreaker: JIGSAW PIECES. Materials: Shapes on paper – such as circles, squares, names, or animal shapes.

1. Make some shapes on paper such as circles, squares, names, or animal shapes. Cut them into two and mix them up.
 2. Each participant then chooses one piece.
 3. Tell everyone to find the person with the other half of their shape. When they find their match they can get to know each other.
 4. After 2 or 3 minutes ring a bell and participants have to return their shape and choose another shape. This can be repeated again so that everyone meets everyone else. Otherwise you can do it once and ask them to introduce their partner to the group.
-

Icebreaker: RACE TRACK. Materials: None

1. This is a good game if there are a lot of participants. Get everyone to stand in a circle. Starting at one end, get the first person to say their first name – let's say David. Then the next person repeats David's name, and then the next person also repeats David's name, and then keep getting the next person to repeat David's name until you get back to David (the beginning).
2. Then get them to do it again but faster. The sound of David's name being quickly repeated around the circle one after the other will sound like a car going around a racetrack.

3. When everyone has got the hang of it repeat the game with the next person's name. Go around the whole group. Get everyone to speed it up as fast as possible, and encourage them to try and make each other's names sound like the engine of a car.
4. As a variation say that anyone can say "beep beep" instead of the person's name - if they say this then the 'car' must skip the next person. Or anyone can make the sound of a car breaking - if they make this noise then the 'car' must go in the opposite direction.

Icebreaker: BALL TOSS NAME GAME. Materials: 3 balls (You can just use balls of paper if you don't have other balls or other soft objects like cushions or fruit.)

1. Ask the group to stand in a circle. This game will help everyone learn each other's names.
2. Start by getting everyone in the circle to say their name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember their name.
3. Give one person a ball and tell them to call out the name of someone in the group and then throw the ball to him or her.
4. The person who receives the ball then calls out someone else's name in the group and they throw the ball to them. And so on....
5. After a couple of minutes add in a second ball and tell the group to continue throwing and catching both balls. After another minute add a third ball to the game. If a ball is dropped tell the person to pick it up and start again.

Icebreaker: ACTION INTRODUCTION. Materials: None

1. Get people into pairs (or use the 'jigsaw pieces' icebreaker to put people in pairs)
2. Explain that they need to find out about their partner so that they can introduce them to the rest of the group. When they do the introduction tell them to say their partners name first but then the rest of the introduction has to be without words! They have to use actions to inform the rest of the group (1) where their partner is from; (2) what their favourite sport is; (3) what their favourite food is. The rest of the group has to guess based on the actions.

Some energisers you can use are

Energiser: A SONG. Materials: None

1. A good energiser is singing. Ask different people to lead the group in a song – if possible songs which are energetic and have actions.

Energiser: STORY BAG. Materials: Put five unrelated items into a bag. Suggestions for materials include a condom, bottle cap, hat, diaper, kitchen item, food item, school item, tool, coins, video disc, toy, leaf, flower, stick, beer bottle, sock, etc.

1. Firstly, give the bag to the group and say there are five items in the bag.
2. Tell them that they have to make up a story with the five items in it!
3. If necessary, you can give them a theme for the story to get them going – for example "Sewage got kicked off a PMV" or "Jen lost her job at the supermarket".
4. Then give the group time to come up with a story – 5 minutes should be enough. At the end they will need to tell their story so ask one person to be the story teller.
5. If you want to the group could act out their story.
6. You can repeat this energiser as many times as you like during the course – just have five new items in the bag, and ask a different person to be the story teller.

Energiser: EVERYBODY WHO.... Materials: Chairs (one less than the number of participants) or you could have mats instead of chairs or you could draw circles in the dirt or place leaves on the ground instead of chairs

1. Everyone sits in a circle (on chairs or mats) and one person stands in the middle
 2. The person in the middle makes a statement such as "*everybody who is wearing black shoes*" or "*everybody who likes buai*" or "*everybody who is wearing a watch*"
 3. Anyone who matches the statement has to stand up and try and find a new seat, while the person in the middle takes over someone else's seat.
 4. The person left standing moves into the middle and then makes up a new statement so that they can get a seat.
-

Energiser: THE HUMAN KNOT. Materials: None

1. Ask everyone to stand in a circle.
 2. Ask everyone to reach into the circles and grab the hand of two other people *not standing next to them*. The result is a big tangle of people.
 3. Then ask everyone to try and untangle the knot *without anyone letting go of hands*. They may have to step over arms and under other people. It should be a lot of fun. Encourage everyone to communicate to try and find a solution.
 4. If they are successful then everyone should be back in the original large circle or in a few smaller circles that are connected.
-

Energiser: BALLOON BUST. Materials: A few balloons (or condoms)

1. Blow up a balloon and tie it off (have a few spares!). If you don't have balloons you could try blowing up condoms.
 2. Ask two people to come to the front.
 3. Ask them to stand facing each other with their hands behind their backs.
 4. Put a balloon on the ground between them.
 5. Tell them that they have to break the balloon *between* each other (not on the ground) and that they are *not allowed to use their hands*. This means they will have to try and get the balloon off the ground using parts of the body so that it is in a position that the pair can bash into each other or press against each other and break the balloon.
 6. If one pair is successful or cannot do it, then invite another pair to have a go.
-

Energiser: PASS IT ALONG. Materials: A *buai* or orange or keys or any object

1. Ask everyone to hold hands in a line. Tell everyone they have to keep holding hands no matter what happens.
 2. Put a *buai* (or similar object) in the hand of the person at the end of the line.
 3. Tell everyone they need to pass the *buai* along the line until it gets into the hand of the last person and then it needs to come back along the line until it gets back into the hand of the person who started.
 4. If the *buai* is dropped, then it can be picked up off the floor as long as everyone continues to hold hands.
 5. You could time them to see how fast they can do it and then repeat the activity to see if they can beat their time. If there is a large group have two separate lines and have a race!
-

Energiser: OINK...2...3. Materials: None

1. Get everyone in pairs.
2. Ask the pairs to stand opposite each other.

3. Ask the pair to say 1...2....3...1...2...3...1. This means the first person says '1', their partner then says '2', the first person says '3', their partner says '1' again and so on. Get everyone to practice doing this!
 4. Next ask each pair to replace the number '1' with an animal sound. Each pair can come up with their own sound. Then ask everyone to begin again.
 5. Next ask each pair to replace the number '2' with a movement. Each pair can come up with their own movement. Then ask everyone to begin again.
 6. If any pair does it really well, then get them to demonstrate to the class.
-

Energiser: ANIMAL CRACKERS. Materials: None

1. Ask everyone to find a partner and choose an animal.
 2. Get them to work out the sound the animal makes.
 3. Then get all the partners on one side of the room and the other partners on the other side of the room.
 4. Tell everyone to close their eyes.
 5. When you say "go", they must make their animal sound and find their partner **WITHOUT** looking. Keep track of which pair finds each other first. This is noisy and a lot of fun!
-

Energiser: BALLOON IN THE AIR. Materials: Balloons (or condoms)

1. Blow up a balloon (or a condom).
 2. Explain to everyone that they can only use their breath to keep the balloon in the air.
 3. Do it a few times to see if everyone can beat their record.
-

Energiser: GOTCHA. Materials: None

1. Participants stand in a circle, arms out to the side. Their left hand should be palm up. The index finger (the pointing finger) on their right hand should be pointing down and touching their neighbours palm.
 2. They tell everyone that when you say go they should try and grab the finger in their left hand, and at the same time prevent their own right finger from being grabbed.
 3. 1 ... 2 ... 3 ... [add suspense] ... Go!"
 4. Repeat several times.
-

Energiser: TEAM BALLOON. Materials: Balloons (or condoms)

1. Blow up a balloon (or a condom).
 2. Ask everyone to hold hands. Explain to everyone that they must try and keep the balloon in the air without letting go of anyone's hand.
 3. Do it a few times to see if everyone can beat their record.
-

Energiser: NOSE BALLOON. Materials: A few balloons (or condoms)

1. Blow up a balloon (or a condom) and tie it off (have a few spares)
 2. Invite a pair to come to the front and stand face to face.
 3. Place the balloon at their feet between them.
 4. Ask the pair to try and get the balloon up off the ground so that it ends up between their noses *without using their hands or lower arms*.
 5. Tell them they can talk to each other. If they cooperate and think about how to do it first it can be done. (Hint: the best way is if one person stands still and the second person uses their body to roll the balloon up the other person until it gets between their noses)
 6. If one pair is successful or cannot do it, then invite another pair to have a go
-

Energiser: I CAN DO THAT - CAN YOU DO THIS. Materials: None

1. Get everyone in a large circle
 2. Start yourself. Say "can you do this" then do something – a trick or a cool dance step or a sound or just jump in the air
 3. The next person in the circle has to say "I can do that" and then do what you did
 4. Then they have to say "can you do this" and do their own thing – a trick or a cool dance step or a sound or just jump in the air
 5. Continue until everyone in the circle has had a turn
-

Energiser: TONGUE TWISTER. Materials: None

1. Get everyone to stand in a circle
 2. Say a tongue twister and write it on the board. Good examples are:
"Willy's real rear wheel" (you have to say it fast three times!)
"Frogfeet, flippers, swimfins" (you have to say it fast three times!)
"Black background, brown background" (you have to say it fast three times!)
"Tie twine to three tree twigs" (you have to say it fast three times!)
"Green glass globes glow greenly" (you have to say it fast three times!)
"Black back bat" (you have to say it fast three times!)
"Six slippery snails slid slowly seaward" (you have to say it fast three times!)
"The queen in green screamed" (you have to say it fast three times!)
"He threw three free throws" (you have to say it fast three times!)
 3. Give everyone a turn to say the tongue twister. They have to say it fast three times! See if anyone can do it! If they do it get them to repeat it again!
-

Energiser: CHINESE WHISPERS. Materials: None

1. Get everyone to stand in a circle.
 2. Start yourself. Whisper something to the person next to you. A good idea is to whisper one of the tongue twisters from the 'tongue twister' energiser.
 3. The person you whisper to then has to whisper the same thing to the next person in the circle
 4. Continue until the whisper gets back to you. Say the whisper out loud - it will be completely different from what you started with!
-

Energiser: OMO (or COCONUT). Materials: None

1. Get everyone to stand up
 2. Show everyone how to spell OMO (or COCONUT) with your hips. Say the letters as you spell them with your hips. Make it funny!
 3. Then ask everyone to do it with you.
-

Energiser: PASS THE CLAP. Materials: None

1. Get everyone to stand in a circle
2. The first person demonstrates a clap rhythm with the hands – *wokim stail wan!*
3. The next person has to copy the first persons clap rhythm, then they have to demonstrate their own different clap rhythm for the next person to copy.
4. The next person copies it and so on until everyone has had a turn.



In this attachment there are sample answers to some of the questions in the Handbook. In most cases the answers are included in the topic so these questions (and answers) are not included in this attachment.

Step 1.1		Make preparations to develop a new Ward Priorities Plan
1	Pairs (10 minutes)	<p>1. Step 1 doesn't start in January or February because you need to update your Ward Priorities Plan first. And because January and February are normally busy times of the year.</p> <p>2. Three months</p> <p>3. By the end of July</p>
2	Pairs (2 minutes)	A refresher is going back over something – like a handbook – long kirapim bek tingting.
Step 1.2		Work with key people from each Ward village to prepare for STEP 2 and STEP 3
6	Pairs (10 minutes)	The pictures show that you need a balance between money and goodwill. Too much money and not enough goodwill is no development at all.
Step 2.1		Explain what the awareness is about
3	Pairs (10 minutes)	If you translate all the jargon what the information actually says is "Effective communication is when everyone has understood the information you want to get across to them".
4	Pairs (5 minutes)	The communication in the picture is bad. It is not two-way. Also the trainer or person on the stage is above and separate from the rest of the participants.
5	Pairs (5 minutes)	<p>In the first pair the best question is 'What did you not understand about Ward Priorities Planning?' It is best because it is open-ended.</p> <p>In the second pair the best question is "Wanem samting bilong Wod Praioriti Plen bai mi eksplainim gen?" It is best because it is open-ended.</p>
Step 2.3		Explain how the new Ward Priorities Plan will be developed and used
7	Pairs (15 minutes)	<p>1. 5 years</p> <p>2. Because after 5 years you need to go back to step 1 and start again</p> <p>3. Implementation and monitoring (step 7) should take the longest</p> <p>4. Ward Priorities Planning is steps 1-4</p> <p>5. Yes it is. Ward Development Planning is steps 1-8. Ward Priorities Planning is steps 1-4. Ward Priorities Planning is part of Ward Development Planning.</p> <p>6. Hopefully the participants say 'yes'</p>
Step 2.4		Review the Ward's vision and missions
4	Pairs (5 minutes)	Yes it is a good vision statement. It is short and clear.
6	Pairs (20 minutes)	<p>1. Education (most likely). Could also be Community Development. 2. Economy (most likely). 3. Health (most likely). 4. Community Development or Law and Justice. 5. Doesn't belong to any</p>

	sector. 6. Community Development or Health.
Step 3.3	Glasim sindaun na kamapim ideas for each mission
3	Pairs (10 minutes) <i>Everyone should tick 'yes' for everything.</i>
Step 3.4	Prioritise Part A and Part B ideas for each mission
2	Pairs (10 minutes) <i>The real answer is that it depends on each Ward. But most likely the answers would be: 1. Part A; 2. Part A; 3. Part A or Part B; 4. Probably Part B unless you had someone local who could do it; 5. Probably Part B but depends on the resources and assets that your Ward has; 6. Part B; 7. Part A</i>
3	Pairs (5 minutes) <i>1. Part A. 2. Awareness about not giving girls too much work to do after school.</i>
5	Pairs (10 minutes) <i>1. Seven times four groups (man, woman, young man, young woman) = 28 Village Planning Meeting forms. 2. So it is easy to chop and change and correct mistakes or for the WDC to make changes later.</i>
Step 3.5	Explain what happens next
2	General discussion (2 minutes) <i>Managing expectations means to help people to be real about what is possible and how long it will take. Things won't happen overnight. Development is hard work and takes time.</i>
Step 4.1	Work out overall Ward priorities for each mission
2	Pairs (15 minutes) <i>1. One for each mission 2. One for each Government sector (mission) 3. Uses local resources and assets 4. Benefit to other Wards 5. No 6. The WDC can decide which idea goes first (consensus or vote)</i>
Step 4.2	Prepare Ward Priorities Plan Part A and Part B
1	Pairs (20 minutes) <i>1. So you can easily make changes and so you can use the same form when you update it 2. Hopefully yes 3. At the start of each year when you update your Ward Priorities Plan (do it by February).</i>
Las tok	How to update your Ward Priorities Plan each year
1	Pairs (10 minutes) <i>1. By the end of February. 2. Yes.</i>
1	Small groups (20 minutes) <i>1. Add the story of what happened in the previous year to achieve each mission to the story of what has been done since the Ward Priorities Plan was first developed to achieve the mission. You also need to go back and if a priority has been achieved (Part A or Part B) replace it with another priority from the Ward Scoring Form for that mission. 2. If you use pencil you can use the same Ward Priorities Plan form when you update it. And it is easy to fix any mistakes or make changes.</i>

How to evaluate the training

Experience is the best teacher but only if you learn from it. In order to learn from the experience of running this training you need to evaluate it. Evaluation *save karim planti gutpela kaikai*:



- ✓ The participants get to think about what they were supposed to learn
- ✓ The participants get the chance to *autim bel na lukim bel bilong ol narapela*
- ✓ Giving everyone the chance to *autim bel* shows them you value their opinion
- ✓ You can see if the participants learned what they were supposed to learn
- ✓ You can learn lessons to improve your own performance
- ✓ The content of the training can be improved
- ✓ Your line manager can see if the training was worthwhile (provided you include what the participants thought in your report)
- ✓ Any organisations involved in the training can learn lessons

A good way to evaluate a training is to use (1) ranking; and (2) feedback questions.

Ranking

Do the following:

1. Give everyone a blank piece of A4 paper.
2. Next ask the participants to write whether they are male or female on the top of their piece of paper. If participants from different organisations (or different Ward Development Committees), then you might also ask them to write which organisation they are from on the top of their piece of paper. It all depends on how you want to disaggregate (separate) the evaluation information.
3. On the board or butcher paper draw the five faces below. Don't forget to include the letters A, B, C, D, E.



4. Next go to where you have written step 1 on the wall. In this training step 1 is PREPARATION. Read out the step then read out *ol wanwan hap step long mekim – em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia ol hap step ananit long wanwan step*. It is a good idea to quickly go over each *hap step* so that everyone remembers what it is about – or get a participant to have a go at summarising it. *Kirapim bek tingting*.
5. Next ask the participants to write 'step 1' on their sheet of paper and next to where they have written 'step 1' they need to write which letter lines up with how well they understand it. Remind everyone to be honest. Point to the smiley faces and explain what A and B and C and D and E means. Tell them:

Write A if you are KLIA OLGETA (full bar)

Write B if you are KLIA TASOL SAMPELA HAP INO YET

Write C if you are NAMEL STRET

Write D if you are KLIA LIKLIK TASOL BIKPELA HAP INO YET

Write E if you are LUS OLGETA (no bar – out of the network area)

- When you have completed step 1 do exactly the same thing for step 2 – and then step 3 – and then step 4. At the end also do the BEFORE YOU START step – *trutru* this should be done before step 1 but in the course you explained how to complete this step at the end.
- The last thing to do is find out how well everyone thinks the training objective has been achieved. The training objective is *WARD DEVELOPMENT COMMITTEE MEMBERS WILL UNDERSTAND WHY AND HOW TO DEVELOP A WARD PRIORITIES PLAN*. Point to where you have written the training objective on the wall – *em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia trenin objektiv*. Then say the training objective out loud so everyone is clear. Ask everyone to write the words 'training objective' (or 'TO') on their piece of paper. Then ask everyone to write which letter lines up with how well they think the training objective has been achieved.

At the end each participant should have something like the example on the right. Ask everyone to hold on to their piece of paper for the next evaluation activity.



If you have a participant who cannot write well, then ask another participant to help them. If you have too many participants who cannot write well, then do the ranking activity in a different way. Draw the five faces (and the letter) on separate pieces of paper and place them in five different locations around the room. Next do what you did before, but this time instead of asking participants to write a letter (A, B, C, D, E) on their paper for each step and the training objective, get them to stand at the paper with the face that lines up with how well they understand. If you use this method then after each step (and after the training objective) you will need to write down how many people are standing at each paper (A, B, C, D, E) and whether they are a man or a woman. The disadvantage with this method is that people will be influenced by other participants.

Feedback questions

The next method to use is feedback questions. Do the following:

- Write these five questions on the board or butcher paper and number them:

- ❶ One comment I would make about the way the Trainers did the training is...
- ❷ The part I found really useful was...
- ❸ The part I am most confused about is...
- ❹ One change that should be made to improve the training is...
- ❺ Any other comments...

2. Next ask everyone to **turn over their piece of paper** (their ranking should now be on the other side)
3. Ask everyone to write their feedback for each of the five questions. Ask them to write the number on the side and then their comments. They can write as much or as little as they feel they need to.
4. When every participant has finished collect their piece of paper. One side should have the ranking information, and whether they are a male or a female. The other side should have their feedback for each of the five questions.
5. Place everyone's piece of paper on the floor with the feedback side up. Invite everyone to come and look at what other people had to say for each of the five feedback questions. Evaluation is for everyone – everyone will be very interested in what other people had to say. If you want to read and answer some of the feedback, then do so. However, don't get cross or cause offense if people have made negative comments.

You can also do this for the ranking if you have time. After everyone has had a look at everyone's feedback then turn over their pieces of paper so that the ranking information is visible – and invite everyone to have a look. They will be very interested.



Don't forget to prepare what you can in advance so you don't waste time. And remember to keep everyone's piece of paper with their ranking and their feedback – you will need to put this information in your training report.

If you have a participant who cannot write well, then ask another participant to help them. If you have too many participants who cannot write well, then do the feedback questions in a different way. Ask a male participant to take the lead and write down what male participants think – and ask a female participant to take the lead and write down what the female participants think. *Yupela ol trena noken stap nogut ol manmeri fret long autim bel.* The disadvantage with this method is that people will be influenced by other participants.

All Trainers need to take evaluation to heart. Sit down with your fellow Trainers and read the evaluation information. Do a debrief. Experience is the best teacher but only if you learn from it. Look at the evaluation information and learn lessons for next time. *Lainim pinis nau tasol bai yu aksonim olsem wanem?*



Examples of Part A ideas for the Ward's Government missions

Some of these ideas can be Part B ideas (if the Ward thinks they cannot do it themselves without outside assistance). Many of the ideas could fit into a number of missions but try and work out which mission is the best fit. Don't put the idea in more than one mission.

Education mission (sector) – Planting fruit trees at school. Making more toilets for students and teachers. Improving the teacher gardens. Local scholarships for FODE students. Fixing up local classrooms. Improving school fencing. Providing a supervised area for students to read and do homework after school. Providing escorts for students who walk from *long longwe hap*. More cooperation between schools in the cluster. Setting up school policies and school constitution. Planting flowers at preschool. Adult literacy classes. Better P&C *wok dei*.

Economy mission (sector) – Local preservation of forest areas or reef areas. Improving local markets – policies and rules. Setting up cooperatives. Small business training delivered by a local business person. Money management training delivered by a local expert. How to make soap training delivered by a local soap maker. *Kaukau* food preparation training by local.

Health mission (sector) – HIV awareness by Health Worker. Drug and alcohol awareness by Health Worker. Hygiene and health awareness. Domestic violence awareness by Pastor. Drought awareness and response planning. Healthy village policies set up by health committee. Roster for delivering garden food to local health worker. Improving health worker's gardens. Fix up local Ward using bush materials. Planting flowers around the health centre. Healthy food and healthy eating awareness by Health Worker.

Law and Justice mission (sector) – Improve programme for Village Court. Clean and maintain Village Court facilities. Establish local peace building committee. *Bel kol*. Awareness on domestic violence by Pastor. Set up local laws on domestic violence and child rights. Child rights awareness. Community peace patrols. Human rights awareness.

Transport infrastructure mission (sector) – Community work days to clean drains. Beautification (flowers) along roads and footpaths. Construction of footpaths. Planting trees and plants to prevent erosion. Local laws about constructing private buildings close to Government roads. Local laws to stop people asking for money at road blocks. Maintenance of footpaths. Road or water safety training. Local laws on road or water safety.

Disaster mission (sector) – Planting trees and bushes to prevent soil erosion. Local laws to stop people clearing steep hillsides. Planting mangroves to help the shoreline adapt to rising sea levels. Local mapping to identify houses and gardens at risk of flooding. Local awareness on food security. Local distribution of improved varieties of *gaden kaikai*. Local early warning plan in place. Develop a Ward disaster response management plan. Local laws on water use in a drought.



Community Development mission (sector) – School cluster inter-school sports competition. Maintenance of sports facilities. Basketball tournament. Rugby league tournament with neighbouring Wards. Improve toilet facilities at sports field. New volleyball court. Soccer balls. School sports programme. Women in sports programme. Community forum to identify ways to support the elderly and disabled and women and youth and children and people living with HIV and AIDS. Disabled sports programme. Child rights awareness. Culture and music festival that involves people who need social support. Management/Finance training for community organisations (by a local expert manager).

Examples of Part B ideas for the Ward's Government missions

Many of these ideas can be Part A ideas (if the Ward thinks they can do it themselves with little or no outside assistance). Many of the ideas could fit into a number of missions but try and work out which mission is the best fit. Don't put the idea in more than one mission.

Education mission – New classroom. Setting up a FODE study centre. New teacher houses. Substantial maintenance of school infrastructure. School water supply. Library and books. New dormitories for a High School. Teacher training. School Board of Management training. Electricity supply for a school.

Economy mission – Vocational/technical/skills training. Agriculture business training. Small business training. A storage facility. A large scale income generation or livelihood project that requires outside support (pig, poultry, goat, fish farming, fishing, gardening, cocoa, coconut, coffee, vanilla, bakery, sewing, rice, sawmill, etc). Household budget training. Money management training. Extension training in improved crop varieties for food security.

Health mission – HIV awareness. Vaccination patrols. Training for Village Child Health Workers. New health worker house. New Aid Post. Ward. Water supply. Drug and alcohol awareness. Professional counselling. Healthy village training. New toilets. Drought awareness and response planning. Training for health committee.

Law and Justice mission – Training for magistrates and village court officials. Maintain police facilities. Radio communications for contacting police. Training for land mediators. Village Court centre. Office equipment for Village Court centre. Conflict resolution training. Peace building. *Bel kol*. Domestic violence awareness. Child rights awareness.

Transport infrastructure mission (sector) – Construction of footbridges. Bridges. Roads. Road maintenance. Replacing culverts. Wharves. Jetties.

Disaster mission (sector) – Construction of flood barriers. Training in food security. Training and supply of new drought resistant varieties of *kaukau*. Improved water supply. Assistance to develop a Ward disaster response management plan. Foot bridges to help people flee from an eruption. Finance training to help families budget for a disaster.



Community Development mission (sector) – New sports field. Training for rugby league coaches. Training for netball coaches. Use of 'tok pisin rules of rugby league' handbooks as literacy materials for men's adult literacy. Women in sports training. District inter-school sports competition. Disability centre. Women's shelter. Counselling services. Youth Centre. Conflict resolution Child rights awareness by District. Elderly support. Organisation training for women's groups, youth groups, and clubs. Management and good governance training for community organisations by NGO or Government. Auditing for community organisations.

Ideas that can't be included in your Ward Priorities Plan

School fees or overseas scholarships
PMVs and trucks
Boats and motors (unless part of a fisheries project)
Houses or house renovations for individuals
Anything that benefits individuals rather than the group/the whole community

PRA TOOLS

Wod Map (pes map) em i bun bilong glasim sindaun. Em save karim planti kaikai:

- 1 It encourages participation!** Everyone (men, women, youth, disabled, *lapun*) works together to make the *Wod Map*. They discuss and talk and answer questions together. *Olgeta manmeri bai papa bilong toktok nau.*
- 2 You get the full story!** Because everyone is discussing and answering questions and coming up with ideas together you get the full story. And the ideas will be better and better supported.
- 3 It helps everyone remember!** Looking at a *Wod Map* helps everyone to think clearly – just like standing and looking at your garden helps you remember. *Em bai kirapim tingting.*
- 4 It helps everyone see their things with 'fresh eyes'!** When you do something you haven't done before (like making a *Wod Map*) you see everything with 'fresh eyes'. You see new ideas.
- 5 The facilitator can ask questions *na givim stia*!** When everyone is looking at their *Wod Map* the BOM can point and ask questions *na givim stia long halavim olgeta manmeri long glasim gut sindaun.*

Some participants may have heard of PRA tools. PRA means **P**articipatory **R**ural **A**ppraisal (but everyone just says PRA).

Wod Map is a PRA tool.

PRA tools are great to use to help a group or community *glasim sindaun*. They encourage participation, you get the full story, they help everyone remember, they help everyone see things with 'fresh eyes', and the facilitator can ask questions *na givim stia*.



On the following pages there are some other PRA tools that you could use to help everyone *glasim sindaun*. *Tasol yu yet! Tingim taim tu!*

- ✓ The Timeline PRA tool is a great way to help everyone *stori gut long stori (histori) bilong wanwan mison*
- ✓ The Seasonal Calendar PRA tool is a great way to help everyone *stori gut long wanem samting save kamap long olgeta yia bilong wanwan mison*
- ✓ The Asset Inventory PRA tool is a great way to help everyone *stori gut long strong bilong yumi yet long strongim wanwan mison*
- ✓ The Services and Opportunities PRA tool is great way to help everyone *stori gut long wanem autsait halavim i stap long strongim wanwan mison*

Timeline (*taim bipo ikam inap long nau*)

A timeline (or events calendar) gives a picture of historical changes. It shows key events in the history of the people and *ples*. Unlike a seasonal calendar the events shown don't have to be regular (seasonal).

This PRA tool is best to do outside on the ground. Ask everyone to start with a significant event that most people can remember – for example this might be independence or the end of the second world war. Get them to find an object to represent this. Then ask everyone to draw a line from then until now and mark significant events on the line to do with the mission/sector that you are looking at. For example, if you are look at education then they might show when the Elementary school opened, when the Primary school closed, when the new Head Teacher arrived, when adult literacy started. *Kain kain!*

It is important that everyone use local materials to represent significant events as they can sometimes tell you a lot about how people view the event – and it provides more opportunities for different people to participate. It is also useful to show decades on the timeline. This helps people find the right place to locate the events.

One (famous) PNG Community Development Worker gets the community to start their timeline at whatever date they choose (normally independence). But after they complete their timeline he picks up the stick they used to make the timeline and quietly walks back into the distance from the start date – extending the timeline as he walks! He sometimes walks for 2 or 3 minutes before stopping and by this time he is a very long way away. He does this to make the point that almost everyone in PNG has a history (a timeline) that goes back tens of thousands of years. He does this to help the group or community put their development in perspective!

As you get more experienced as a Community Development Worker you will be able to use the timeline to help everyone see trends. Trends are how different things are related or linked to each other and cause changes through time. For example, the following things are normally related or linked to each other (when one things happens normally the other things follow):

population grows, declining garden soil fertility, shortage of gardening land

Teenage drug use, crime, school 'drop-outs', cost of living increases, unemployment

Road deteriorates, health services deteriorate, mother and child health gets worse, less teachers, harder to manage community organisations

Population grows, number of <i>abus long bus</i> decreases, timber for building houses is harder to find, fighting over land and other resources increases, less clean drinking water

Climate change, changing agriculture seasons, changing plants and animal species, sea level rise, more severe weather

Start with one trend (population growth or road deteriorates are good ones) and get people to represent this on the timeline. Then ask everyone how increasing population or the deteriorating road has affected the mission/sector you are focussing on – education or health or environment or *kain olsem*. They will have suggestions and you can ask them to show these on the timeline. Before long you will all have come up with connections that show how trends are related or linked – and you will all have a clearer picture of the development situation for the mission/sector you are focussing on!



When doing a timeline, the role of a Community Development Worker is to ask questions about events and the objects or materials that were chosen to represent each event. Don't forget: Ask why, why, why; encourage ideas; encourage maintenance; development is about people not things; encourage participation; *tingim* environment; the glass is half full. If you can try and encourage people to see connections and trends. It is also important to record the timeline. This is normally done by making a sketch. Try and include the sketch as an attachment to the Ward Priorities Plan.

Advantages	<ul style="list-style-type: none"> ☺ It is fun ☺ It is a great way to encourage participation by older people ☺ People get a historical view and an overview of their development situation. ☺ It is a great way for everyone to make connections that help them understand their development situation.
Limitations	<ul style="list-style-type: none"> ☹ Some people can dominate – especially men. If you got men and women to do separate timelines it is also a good idea for them to do separate timelines – the differences will be very interesting. ☹ Helping people see trends is harder for an inexperienced Community Development Worker to do because they will be less familiar with how different development trends are related.

Seasonal Calendar (*makim ol samting i save kamap olgeta yia*)

Ask everyone to use local materials to represent the different activities or events that happen regularly every year for the mission/sector you are focussing on. Leave it up to everyone to decide how to do their seasonal calendar and what to include – although it is normally helpful if they show months.

This PRA tool may not be relevant for some missions/sectors that you want to look at – but it is great for sectors like agriculture or education or health or economy or law and justice or transport infrastructure or disaster. People can show things like agricultural seasons, cultural activities, climate cycles, school terms, times when malaria is bad, times when people have money and when they don't, time when crime is a problem, times when people are in town, times when town people return to the village. *Kain kain!*



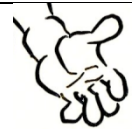


In some places there are also regular cycles that occur every three or four years or even longer (e.g. trade cycles, agriculture cycles, or health cycles, or governance planning cycles [like Ward Priorities Planning]). If this is the case, then you can ask people to create another seasonal calendar that covers these longer cycles.

When doing a seasonal calendar, the role of the Community Development Worker is to facilitate and ask questions. Ask why, why, why; encourage ideas; encourage maintenance; development is about people not things; *tingim* environment, encourage participation; the glass is half full. It is also important to record the seasonal calendar. This is normally done by taking a photo or making a sketch. Include the photo or sketch as an attachment to the Ward Priorities Plan.

Advantages	<p>☺ It is fun</p> <p>☺ It gets people talking and thinking. Most people like to talk while they are doing something. And people often see connections when they see something in front of them and can point to it.</p> <p>☺ Learning yearly cycles helps people see things with 'fresh eyes'</p>
Limitations	<p>☹ Some people can dominate – especially men. If you think this might happen then get women and men to do separate seasonal calendars – there are often interesting differences between the seasonal calendars that men and women do!</p>

Asset register (*strong bilong yumi yet long ples*)**RESOURCE PEOPLE**

What resource people do you have in your Ward that would help to achieve the mission/sector you are focussing on? Resource people *em i biknem tumas olsem na brukim igo daun long* HAND, HEART, and HEAD.

	HAND resource people are those who make or grow or farm or build things (<i>wokim wantaim leghan</i>). Give examples: Cooking, gardening, livestock, dancing, sewing, building, mechanics, labourers.
	HEAD resource people are those who are good at organising and managing (<i>tingting kilim ol</i>). Give examples: Accountant, manager, leader, businessman, good with money, planner.
	HEART resource people are those who are good at leading and getting people together and building goodwill (<i>lain bilong kirapim bel na wokbung na gutpela pasin</i>). Give examples: True leaders, conflict solvers, people who care for the disabled, jokers, people who cooperate, trustworthy people, pastors.

Start with HAND – think about the mission/sector you are focussing on. Draw a large box on the ground with a stick or use *billum rop*. Ask everyone to think of something to represent HAND (like a hand tool or a glove) and then put it into the box. Then ask everyone to make suggestions for the HAND resource people that they have in the Ward who help to achieve the mission/sector.

Tingim education mission/sector. People might suggest builders and carpenters and grade 10 leavers and gardeners who can help with teacher gardens and fish farmers who can help teach students. *Kain kain!* For each suggestion ask the person who made it to find an object or local material to represent the skill or ability (or someone could draw a quick picture on paper or card) and then put it into the HAND box. It is best to use objects or local materials or pictures because the people who find it hard to read and write can participate.

Then do HEAD. Draw a separate box on the ground with a stick or use *billum rop* and repeat The same thing you did for HAND. Then do the same thing again for HEART.



It is a good idea for the Community Development Worker (or a key person) to use post-it notes (or pieces of paper) and put a little note next to each object or local material to explain what resource person it represents.

GROUPS

Draw a large box on the ground with a stick or use *billum rop*. Ask everyone to think of something to represent 'group' (like a bundle of sticks tied together or a pile of leaves) and then put it into the box. Then ask everyone to think of what groups or organisations there are *long ples* that could help achieve the mission/sector you are focussing on.

Tingim education mission/sector. People might suggest that the women's group can help organise women to carry *kunai* for the new classroom or the soccer boys can help dig toilets

for girls. *Kain kain!* For each suggestion ask the person who made it to find an object or local material to represent the suggestion (or someone could draw a quick picture on paper or card) – and then get them to put it into the GROUP box. It is best to use objects or local materials or pictures because the people who find it hard to read and write can participate.



It is a good idea for the Community Development Worker (or a key person) to use post-it notes (or pieces of paper) and put a little note next to each suggestion to explain in more detail what it means.

NATURAL RESOURCES AND ASSETS

Draw a large box on the ground with a stick or use *billum rop*. Ask everyone to think of something to represent 'natural resources and assets' (like a bundle of sticks tied together or a pile of leaves) and then put it into the box. Then ask everyone to think of what natural resources and assets there are *long ples* that could help achieve the mission/sector you are focussing on.

Tingim education mission/sector. People might suggest *kunai*, or timber, or there is a community centre which could be used for adult literacy classes, or good ground for new teacher gardens, or *wait san*, or a *wokabaut* sawmill. *Kain kain!* For each suggestion ask the person who made it to find an object or local material to represent the suggestion (or someone could draw a quick picture on paper or card) – and then get them to put it into the NATURAL RESOURCES AND ASSETS box. It is best to use objects or local materials or pictures because the people who find it hard to read and write can participate.



It is a good idea for the Community Development Worker (or a key person) to use post-it notes (or pieces of paper) and put a little note next to each suggestion to explain in more detail what it means.

When doing an asset register the role of a Community Development Worker is to facilitate. Don't forget: Ask why, why, why; encourage ideas; encourage maintenance; development is about people not things; *tingim* environment, encourage participation; the glass is half full. Don't forget to record the asset register. Include the asset register as an attachment to the Ward Priorities Plan.

Advantages	<p>😊 It is fun</p> <p>😊 Using objects and local materials to represent ideas helps people who find it hard to read and write to participate</p> <p>😊 <i>Ol bai kisim klia stret wanem strong bilong yumi yet long ples</i></p>
Limitations	<p>😞 Some people can dominate – especially men. Make sure you encourage women and other groups who are normally left behind or excluded to say what they think.</p>



Services and opportunities diagram (*soim ol sevis na sanis istap klostu o longwe long ples*)

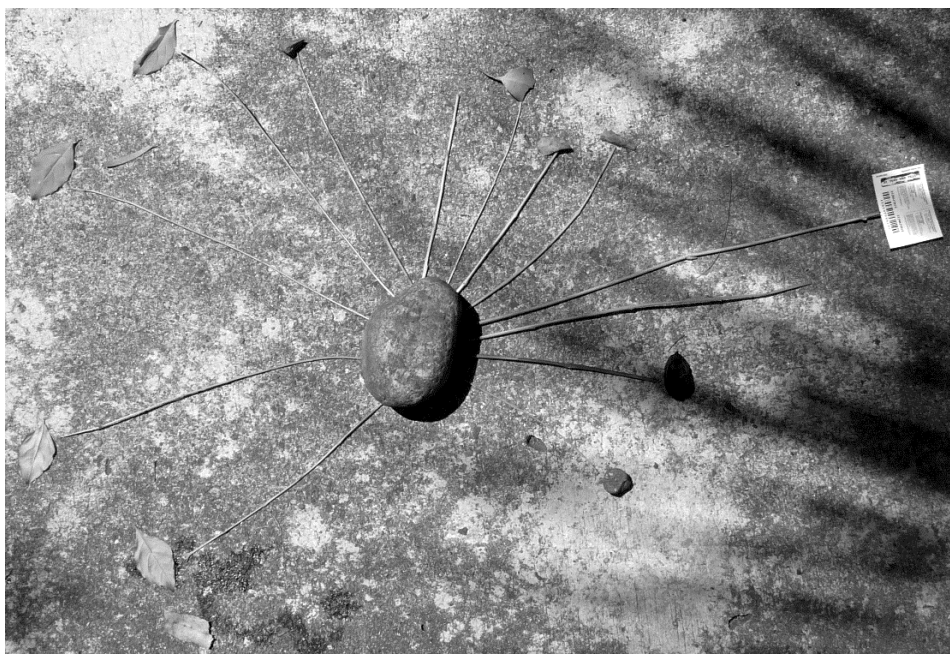
The service and opportunities diagram should be done on the ground using local materials (this makes it easier for everyone to participate).

Ask everyone to choose something to represent their village. Then using sticks or string or marks on the ground ask them to think about one mission/sector and show the relative distances of various services and opportunities from their *ples*. For example, if you are looking at the education mission then they might show distance to the Primary School or High School, distance to the Elementary Inspector, distance to stationary shops, distance to banks, distance to an adult literacy NGO that is helping you. *Kain kain!*

Use longer strings or sticks or marks for services/opportunities that are a long way away, and shorter strings or sticks or marks for services/opportunities nearer by. The distance should be a reflection of the real time it takes people to get there.

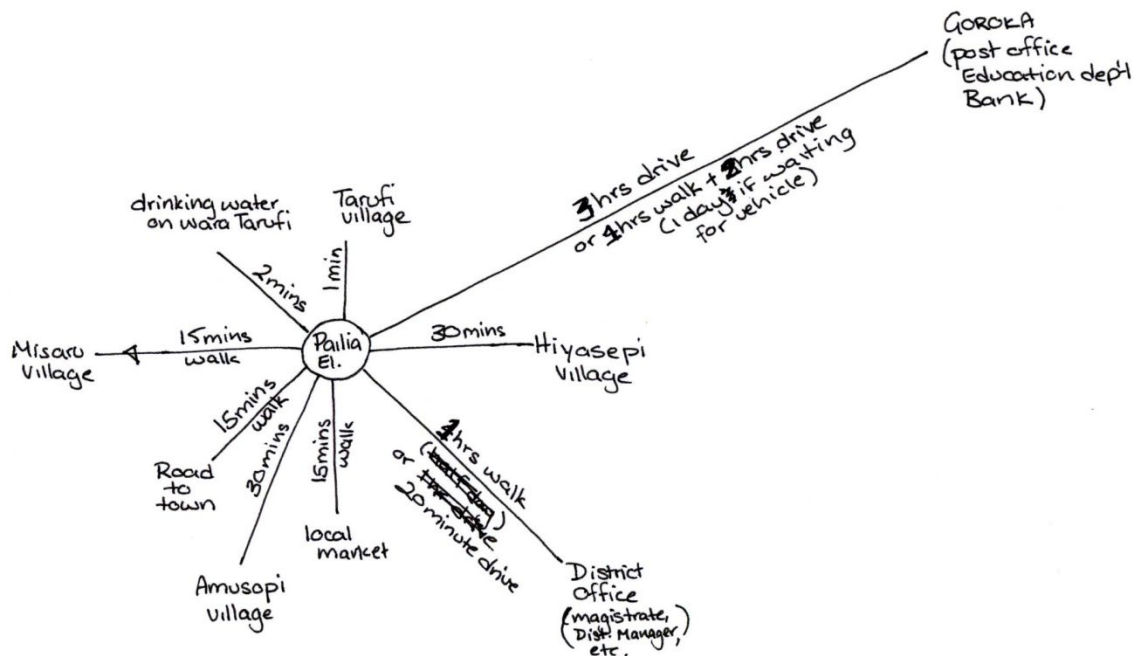


Encourage everyone to choose objects or local materials to represent the services they make use of (or want to use). What direction from their *ples* the services/opportunities are doesn't matter. Don't forget to get everyone to also think about opportunities – services or chances that they don't currently use but that they think could help achieve the mission/sector.



At the end have a general discussion about which services are easy to access and which services are difficult to access. Ask everyone what difference it would make if some services were closer or easier to access?

Below is a copy of a services and opportunities diagram copied from a model made by the members of Pailia Elementary school, Eastern Highlands Province:



When doing a services and opportunities diagram the role of a Community Development Worker is to facilitate. Don't forget: Ask why, why, why; encourage ideas; encourage maintenance; development is about people not things; *tingim* environment, encourage participation; the glass is half full. You may need to remind everyone to include services they want to use but can't (good *and* bad services!) Don't forget to record the diagram by making a sketch. Include the sketch as an attachment to the Ward Priorities Plan.

Advantages	<p>😊 It is fun</p> <p>😊 It is a good way for everyone to analyse how access to services influences their <i>sindaun</i>.</p>
Limitations	<p>😞 Some people can dominate – especially men. You could ask men and women to do separate services and opportunities diagrams – the differences will be very interesting.</p>

There are many more PRA tools – some are great to use when you are helping a group or community to develop a project. In other training in this series we will look at some other PRA tools that you can use. *Yupela WDC wok long kamap Community Development Worker long ples!*

Work Plan Form for Ward Priorities Planning

		WHO <i>Who is responsible?</i>	WHEN <i>Week and month (e.g. week 3 June)</i>	WHAT DO WE NEED TO GET READY
STEP 1 Preparation	1.1 Make Preparations to develop a new Ward Priorities Plan			
	1.2 Work with key people from each Ward Village to prepare for STEP 1 and STEP 3			
STEP 2 Village Awareness	2.1 Explain what the awareness is about			
	2.2 Report the outcome of the previous Ward Priorities Plan			
	2.3 Explain how the new Ward Priorities Plan will be developed and used			
	2.4 Review the Ward's vision and missions			
	2.5 Explain what happens next			
STEP 3 Village Planning Meetings	3.1 Explain what the Village Planning Meeting is for			
	3.2 Confirm the Ward's vision and missions			
	3.3 <i>Glasim sindaun na kamapim</i> ideas for each mission			
	3.4 Prioritise Part A and Part B ideas for each mission			
	3.5 Explain what happens next			
STEP 4 Ward Priorities Plan	4.1 Work out overall Ward priorities for each mission			
	4.2 Prepare Ward Priorities Plan Part A and Part B			
	4.3 Confirm Ward Priorities Plan with key people			
	4.4 Submit Ward Priorities Plan to the LLG			

WARD PRIORITIES PLANNING FORMS

USE THESE FORMS TO DO WARD PRIORITIES PLANNING



- 1.1. Ward Priorities Plan Form (Priorities for Ward Development Planning)**
- 1.2. Village Planning Meeting Form**
- 1.3. Ward Scoring Form Part A**
- 1.4. Ward Scoring Form Part B**

Ward Priorities Plan Form (Priorities for Ward Development Planning)

Your LLG should give you a new copy of this form when it is time to do a new Ward Priorities Plan (every five years). It is a good idea to **USE PENCIL** to complete the form. When you submit your new Ward Priorities Plan to the LLG in July make three copies – one for the LLG, one for you to put in your Ward filing cabinet, and one to put on a Ward notice board for everyone to see. Keep the original form each year as the one you update. Because you used pencil just rub out and change what you need to. If your LLG asks you to submit the Ward Priorities Plan that you update each year, then do so. Repeat the same process – make three copies but keep the original form to update each year.



Ward.....	LLG.....
District.....	Province.....
Year Ward Priorities Plan developed.....	Signed Ward Member.....

The Ward Member should sign only when the new Ward Priorities Plan has been completed.

WARD VISION

.....

.....

WARD SECTORS (MISSIONS)

TRANSPORT INFRASTRUCTURE SECTOR.....

.....

.....

EDUCATION SECTOR.....

.....

.....

ECONOMY SECTOR.....

.....

.....

HEALTH SECTOR.....

.....

.....

LAW AND JUSTICE SECTOR.....

.....

.....

DISASTER SECTOR.....

.....

.....

COMMUNITY DEVELOPMENT SECTOR.....

.....

.....

OTHER MISSIONS (IF ANY).....

.....

.....

OTHER MISSIONS (IF ANY).....

.....

.....

Your **Ward vision** should be a short statement of what your Ward wants to do. For example: 'Wokabaut wantaim Gavman long stretim sindaun'.

Your Ward missions (or **Ward sectors**) are what you want to do to achieve your vision.

Transport infrastructure, education, economy, health, law and justice, disaster, and community development are Government sectors. Long tok ples Gavman ol save tok 'sector'.

The Government sectors are your Ward missions. However, a Ward can also have missions of its own (like an environment mission).

Write each sector (mission) as a short statement which explains to everyone what it means. Don't have too many sectors (missions) or it will be too hard to make progress!

If you have more 'other missions' use extra paper

Ward Priorities Plan Form (Priorities for Ward Development Planning)

To get the information to complete this Ward Priorities Plan you need to hold Village Planning Meetings in each village (or one Ward Planning Meeting with key people from each village). Start with the Education sector (mission). First discuss the Education sector (mission) together thoroughly – glasim sindaun – then ask everyone to brainstorm ideas for how to achieve the Education sector (mission).

Next break everyone into four groups (women, men, young men, and young women). Ask each group to list down their Part A ideas (ideas that the Ward can do itself without the need for much or any outside assistance) and their Part B ideas (ideas that require outside assistance) for achieving the Education sector (mission). Then ask each group to rate their ideas as 1 (most important) or 2 (important) or 3 (could do later). If you are doing Village Planning Meetings in each village then only one Part A and one Part B idea can be rated as number 1 (most important). If you are doing one Ward Planning Meeting with key people from each village then they can select three Part A and three Part B ideas as number 1 (most important). Use the **Village Planning Meeting Form** (the instructions are on the form) to record each group's ideas and their ratings.

When you have finished the Education sector (mission) do exactly the same thing for each of the remaining sectors (missions).

After you have completed all the Village Planning Meetings collect all of the Village Planning Meeting forms. Sit down with your WDC and complete **Ward Scoring Form Part A** and **Ward Scoring Form Part B** (the instructions are on the forms). Start with one sector (mission). Go through the Village Planning Meeting forms for that sector (mission) and pull out the number 1 (most important) Part A and Part B ideas. Write them in Ward Scoring Form Part A or Ward Scoring Form Part B for that sector (mission). Then complete Ward Scoring Form Part A and Ward Scoring Form Part B. You will need to score all of the number 1 (most important) ideas and then RANK the ideas and then write down which Wards will benefit most from each idea.

When you have done this do the same thing for the remaining sectors (missions). For your own Ward missions (if you have any) there won't be any Part B ideas – your Ward missions are not the Government's concern. When this is done your WDC has all the information to prepare this Ward Priorities Plan.

WARD PRIORITIES PLAN. Start by pulling out the top 3 Part A ideas from the Ward Scoring Form Part A for each sector (mission) and write them in the space provided. You will also need to pull out the list of which Wards will benefit most from the idea and include it in the space provided. There is also space to write a 'description' of each idea (what is the idea and why is it a priority). When you have done this for each sector (mission) you have finished Ward Priorities Plan Part A. Next pull the top 3 Part B ideas from the Ward Scoring Form Part B for each sector (mission) and complete Ward Priorities Plan Part B.

Include as attachments to your Ward Priorities Plan all of the Village Planning Meeting forms, and the Ward Scoring Form Part A and Ward Scoring Form Part B for each sector (mission). These attachments are evidence that your WDC has done a great job. Don't forget to also include any extra paper you used because there was not enough space in the Ward Priorities Plan form.

When you submit your Ward Priorities Plan to the LLG get them to make three copies of the Ward Priorities Plan – one copy for the LLG to keep, one copy for the WDC to put in their filing cabinet, and one copy for the WDC to put on a Ward notice board for everyone to see. The LLG will also need to make a copy of the attachments if they want to keep a copy.

ANNUAL UPDATE. Update your Ward Priorities Plan in February each year. If your LLG wants a copy of your updated Ward Priorities Plan, then you need to give it to them in March. When you update the Ward Priorities Plan go to the Annual Update section. Look at each sector (mission) (Part A and Part B) and write what was achieved in the last year (since the plan was developed or since it was last updated). Just add information to what is already there so each year you build on the story. If you do this, then by the time of the last annual update (the year you continue on to develop a new Ward Priorities Plan) what you will have is the FULL STORY of all that has been done to achieve the previous Ward Priorities Plan.

When you do an annual update also go back to the top 3 priorities for each sector (mission) (Part A and Part B). If a priority has been achieved or if it is no longer a priority, then rub it out and replace it with the next ranked priority for that sector (mission) from the Ward Scoring form – and make a note of why the original priority was replaced.

WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A EDUCATION SECTOR			
Description	1		
Description	2		
Description	3		

Ward Priorities Plan Form (Priorities for Ward Development Planning)

WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A TRANSPORT INFRASTRUCTURE SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A ECONOMY SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A HEALTH SECTOR			
Description	1		
Description	2		
Description	3		

Ward Priorities Plan Form (Priorities for Ward Development Planning)

WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A LAW AND JUSTICE SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A DISASTER SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A COMMUNITY DEVELOPMENT SECTOR			
Description	1		
Description	2		
Description	3		

Ward Priorities Plan Form (Priorities for Ward Development Planning)

WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A OTHER MISSIONS			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART A OTHER MISSIONS			
Description	1		
Description	2		
Description	3		
If you have more missions use extra paper			
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART B EDUCATION SECTOR			
Description	1		
Description	2		
Description	3		

Ward Priorities Plan Form (Priorities for Ward Development Planning)

WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART B TRANSPORT INFRASTRUCTURE SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART B ECONOMY SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART B HEALTH SECTOR			
Description	1		
Description	2		
Description	3		

Ward Priorities Plan Form (Priorities for Ward Development Planning)

WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART B LAW AND JUSTICE SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART B DISASTER SECTOR			
Description	1		
Description	2		
Description	3		
WARD PRIORITIES PLAN		RANK	Which Wards will benefit most (include your own Ward in this list)
PART B COMMUNITY DEVELOPMENT SECTOR			
Description	1		
Description	2		
Description	3		

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Education (Part A)

Education (Part B)

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Transport Infrastructure (Part A)

Transport Infrastructure (Part B)

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Economy (Part A)

Economy (Part B)

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Health (Part A)

Health (Part B)

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Law and Justice (Part A)

Law and Justice (Part B)

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Disaster (Part A)

Disaster (Part B)

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Community Development (Part A)

Community Development (Part B)

Ward Priorities Plan Form (Priorities for Ward Development Planning)

ANNUAL UPDATE	Year Ward Priorities Plan developed.....	Date updated (after year 1).....
	Date updated (after year 2).....	Date updated (after year 3).....
	Date updated (after year 4).....	Date updated (after year 5).....

Other mission.....

Other mission.....

If you have more missions use extra paper

Village Planning Meeting Form

During the Village Planning Meeting you asked each group (woman, man, young woman, young man) to list down Part A ideas (things the Ward can do itself without much or any outside support) and Part B ideas (things that the Ward can only do with outside support) for each sector (mission). You then asked each group to prioritise each idea as 1 (most important) or 2 (important) or 3 (could do later). You asked each group to choose only one number 1 (most important) idea for Part A and only one number 1 (most important) idea for Part B for each sector (mission). At the end of each Village Planning Meeting get the butcher paper/paper that each group used to list down their Part A and Part B priorities (1,2,3) for each sector (mission). Transfer the information to this form (you will need one form for each sector [mission] for each of the four groups). **USE PENCIL.** Make sure you fill out which group and which sector (mission) it is for. If you need more space continue on the back. If you prefer during the Village Planning Meeting, you could give copies of this form to each group to fill out directly.

[illegible]

Ward Scoring Form Part A

USE PENCIL. You will need one Ward Scoring Form Part A for each sector (mission). Start with one sector (mission). Pull out the number 1 (most important) ideas from all of the Village Planning Meeting forms and list them below. You don't need to include the same idea twice. Then score each idea for the eight criteria (0=none, 1=some, 2=high, 3=very high). You need to double (x2) the score for 'Use local assets and resources'. For example, if you said the score was 2 then the score (x2) becomes 4. Next add up the scores and write the TOTAL. Then RANK the scores based on the TOTAL. If two ideas have the same TOTAL, then the WDC can choose which to rank higher (consensus or vote). The final thing to do is write down which Wards will benefit most (include your own Ward in this list). Then do the same thing for the remaining sectors (missions).

[illegible]

Ward Scoring Form Part B

USE PENCIL. You will need one Ward Scoring Form Part B for each of your Ward's Government sectors (missions). Start with one sector (mission). Pull out the number 1 (most important) ideas from all of the Village Planning Meeting forms and list them below. You don't need to include the same idea twice. Then score each idea for the eight criteria (0=none, 1=some, 2=high, 3=very high). You need to double (x2) the score for 'Benefit to other Wards'. For example, if you said the score was 2 then the score (x2) becomes 4. Next add up the scores and write the TOTAL. Then RANK the scores based on the TOTAL. If two ideas have the same TOTAL, then the WDC can choose which to rank higher (consensus or vote). The final thing to do is write down which Wards will benefit most (include your own Ward in this list). Do the same thing for the remaining Government sectors (missions).

Year.....	Ward.....	0 = none, 1 = some, 2 = high, 3 = very high								This information goes into the Ward Priorities Plan Part B			
MISSION/SECTOR		Amount of people in Ward who will benefit	Benefit to Women/girls	Benefit to youth	Uses local assets and resources	Benefit to environment	Chance of being sustained - will benefits remain?	Chance of whole Ward supporting it	Benefit to other Wards	TOTAL	RANK	Which Wards will benefit most (include your own Ward in this list)	
									x2				
WARD PRIORITIES PLAN PART B IDEAS													