



DEPARTMENT OF COMMUNITY GOVERNMENT COMMUNITY GOVERNMENT TRAINING COURSEBOOK



Roles and Responsibilities of Community Government Members

PUBLISHED 2022




This one-week training course will give Community Government Members – and people who work with Community Governments – some information and skills to help them implement the Bougainville Community Government Act (2016).

For many years the people of Bougainville have strived to achieve the right to manage their affairs through a governance system that promotes Bougainville culture and sustainable development. The 2001 Peace Agreement was a major step towards this goal paving the way for the establishment of the Autonomous Bougainville Government (the ABG) in 2005.

The ABG developed a revised framework for Community Government based on the policy of improving service delivery and achieving wider participation at the District and Community Government level in planning and development processes. To support this the Autonomous Bougainville Government passed the Bougainville Community Government ACT (2016).

COVER PHOTO: Ms Hortense Kiroha is sworn in as Community Government Chair for Tsitalato Rural on Buka Island on 1 March 2022.

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Information for the facilitator	
<i>Tok igo pas</i>	
1. Our System of Government	<p><i>Luk save.</i> There are no page numbers in this table of contents. Instead, to find the topic you want, look at the top of the page. The topic title is shown at the top of every page. For example, at the top of every page in this topic it says <i>Information for the facilitator.</i></p> 
2. Community Government	
3. Being a Ward Representative	
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This one-week training course will give Community Government Members (and people who work with Community Governments) some information and skills to help them implement the Bougainville Community Government Act (2016).

This coursebook is for both the facilitators and the participants to use. This means that if you are a participant in this training then you can use this coursebook to train other people.

This training is designed to be delivered by two or more facilitators working together. Working with a co-facilitator is a great way to deliver training because you can give each other confidence and share the workload. Working with a co-facilitator is also a great way for a more experienced facilitator to pass on skills and knowledge (and confidence) to a less experienced facilitator. If possible, try and have a man and a woman facilitator. If you do this, it will help both men and women participants to feel comfortable.



If a ward representative is unable to attend this training, you could give them this coursebook to go through in their own time (hopefully alongside their fellow ward representative who can help them). If you do this, ask the ward representative to submit their answers to the key questions from each topic.

RECOMMENDED NUMBER OF PARTICIPANTS

The number of participants in this training is really up to the facilitators. Ten participants are enough. If you are working with a co-facilitator you should be able to handle thirty participants or more.

HOW TO FACILITATE THE TRAINING

Before the training visit the venue to check out what it is like. Work out how you and your co-facilitator will split the training (who will do what). 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. Check what materials you will need. And practice so you are ready.

At the start of the training do an **icebreaker**. At the start of a course, all participants (and facilitators) feel anxious. Icebreakers are short activities at the start of a training course to help people relax and get to know each other. At the end of this coursebook, there are examples of icebreakers. Below is a good icebreaker to use *tasol yu yet*.

Icebreaker: JIGSAW PIECES. Materials: A Newspaper or magazine

1. Cut or tear the pages out of a newspaper or magazine. If you have 20 participants you will need 10 pages.
2. Next, cut or tear each page in half
3. Next, mix up all of the half pages on the floor in a pile and ask everyone to pick up one piece (one half-page).
4. Next, ask everyone to move around and find the person with the other half of their page. *Poroman bilong en*. They will need to say hello to lots of different people until they find their *poroman*.
5. After everyone has found their *poroman*, ask each pair to get to know each other. *Stori gut*. Tell them that you will be asking each person to introduce their partner to the group.
6. Finally, ask each pair to introduce their partner to the rest of the group
7. If you have an odd number of participants (for example, 21) you the trainer may need to join in this activity so that everyone has a *poroman*. *Yu save*.



At the start of the training give out a copy of this **coursebook** to each participant. The coursebook will be theirs to keep so that they can refer back to it at any time – and to use if they want to deliver this training to other people.

At the start of the training, you will need to explain the **objective** of the training. The objective is the purpose or goal of the training. Be sure to write the objective clearly on a poster and leave it up on the wall for the duration of the training. The objective of this training is: Community Government Members will understand their roles and responsibilities and have some skills to implement them.

Community Government Members will understand their roles and responsibilities and have some skills to help implement them

During the training, it is a good idea to use **energizers** – especially after lunch. *Kaikai save pulim blut ikam daun long bel olsem na bihain long kaikai wokim liklik eksasais o pilei wantaim ol long pulim blut ikam antap gen*. Energizers are short activities that help you do this. At the end of this coursebook, there are energizers you can use.

Information for the facilitator

Luk olsem all of the participants in this course are very experienced. They are leaders. During the course, try and involve them as much as possible. Ask them whenever you can to **share** their thoughts and experiences.



HOW EACH TOPIC IS SET OUT

The topic title is written at the top of every page in the topic.

At the start of each topic, there is an estimate of the time it should take to complete the topic, and a list of the materials you will need to prepare.

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

Luksave:

Tok igo pas	
1½ hours	
Materials	Prepare icebreaker. Poster for course objective and word watch and rules. White board/markers for writing key questions. Two different hats.
Key questions for this topic	What are the two levels of Government in Bougainville? What are the two hats a Community Government needs to wear?

Next is the **information** the participants need to understand. All of the information for each topic is broken into steps. Each step groups together information about the same skill or knowledge that the participants need to understand. Each step has a number on the left side of the page to help you stay on track. Step 1, step 2, step 3 *igo igo*.

You can teach topic by topic with your co-facilitator. Or you can teach step by step. Step by step is a good idea because when your co-facilitator is teaching their step you have the opportunity to go over the next step you will teach so that you are ready.

Information for the facilitator





In between each step, there is a footprint to show that one step has finished, and the next step is beginning (like in the picture below). If your co-facilitator has been teaching step '2' then the 'footprint' sign tells you that it is now your turn to take the lead to facilitate step '3'.



The information within each step is also broken down into smaller steps. *Hap step*. In between each *hap step*, there is a question or activity where the participants need to do something with what they have just learned (or prepare for what they are about to learn).

If there is a question or activity, then there will be a suggested time limit in brackets. This is a guide only. Don't cut short a good conversation – but you will need to keep an eye on the clock and give time limits so that you can finish the training on time.

Luksave:

		
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 people who come together and 'organise' themselves to achieve something. Bougainvilleans are members of many organisations – clans, churches, clubs, associations, sporting teams, women's groups, businesses, political organisations, cooperatives, schools. <i>Kain kain</i> . The Government of Bougainville is an organisation. <i>Ino narapela samting</i> .
1		Brainstorm (10 minutes) What are the key ingredients of a successful organisation? Call out whatever comes into your heads.
		Every successful organisation – whether the ABG or a church or soccer club or farmer

This participant's coursebook is also the facilitators' coursebook. *Em save mekim tupela wok long sem taim*. To help the facilitators (and participants who want to go on and deliver this training) there are also information boxes with ideas to help the facilitators deliver the training.



Save moa yet

Sometimes there is also an extension activity box. This contains extra information that is not essential. However, if you have time and you think people need to know it – then share it. Use your judgement.

When you come to the end of the topic, the key questions you wrote *long ples klia* at the start of the topic are listed again. Ask the whole group these key questions. This is not a test – it is just to show you and the participants if things are on track. 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 misunderstandings.

Luksave:

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

- 1) What are the two levels of Government in Bougainville?
- 2) What are the two hats a Community Government needs to wear?



REVISION

Every morning there is time for catch-up or revision. The activity below is a good activity to help everyone revise what they have already learned.

'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. The whole group forms a circle (or break the group into two circles if you have two facilitators). 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 someone can't answer a question, then no worries. Anyone else can help them. This is not a test. This is revision. *Kirapim bek tingting.*

FACILITATORS JOURNAL



Keep an exercise book to write notes and comments in. This is called a journal (or diary). Use the journal to write down any observations about what worked and what didn't work during the training or any comments people made about the training. This will help you to learn from experience so that you can improve next time. Write down any questions people ask that you could not answer. This will remind you to get back to them with the answer. It is very important to try and 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.

Use the journal to write down the time and date, how many people came to the training each day, and how many women and men participated. Your journal is a valuable record that you can use to help evaluate the training (and prepare a report).

EVALUATION

At the end of this coursebook, there is a section called *Training evaluation*. When you conduct the training evaluation, follow the instructions. *Tok save* you need to print one page from this section and give it to each participant as a handout. Make sure you have enough for everyone. The training evaluation will take about 30 minutes.

UN WOMEN MODULE

At the end of this coursebook is a training module on gender equity prepared by UN Women. This module should be delivered over two evening sessions. A good idea is to start on Tuesday evening, and then finish on Wednesday evening. *Tasol yu yet.*



MATERIALS THE FACILITATOR WILL NEED TO RUN THIS COURSE

You will need the following materials to help you facilitate this training:

- 1) A copy of this coursebook for your own use and a copy for each participant
- 2) A copy of the Bougainville Community Government Act (2016) to give each participant
- 3) A copy of the Bougainville Constitution
- 4) An exercise book to use as a training journal
- 5) Butcher paper and markers and/or a whiteboard and markers
- 6) Post-it notes, blue tack/sticky tape
- 7) A copy of the training evaluation page for each participant
- 8) An exercise book and pen to give to each participant
- 9) Don't forget to check at the start of each topic as it lists materials you will need

SAMPLE ANSWERS

This coursebook is full of questions and activities. For most questions, the answer is straightforward. However, there are some questions where you might want to be sure of the answer yourself. For these questions, the answer is included below the question, but upside down. When you come to the first question where the answer is written upside down, make sure you explain what it is to the participants – and encourage them to not look at the answer. Don't worry too much if participants look at the answer- at least they are learning.

Luksave:

another Ward however she says she wants to return and fill the vacancy.

Lukolsen Mary Kamo can't fill the vacancy because although she is otherwise eligible, the person who finished second can only fill the vacancy if they are the same gender. Unfortunately for Mary, Samon Pink was a man.

SUGGESTED TRAINING SCHEDULE

DAY 1	
8.00-9.00	WELCOME AND INTRODUCTIONS
9.00-10.30	START 'TOK IGO PAS'
10.30-11	TEA BREAK
11-12.30	COMPLETE 'TOK IGO PAS' THEN START 'OUR SYSTEM OF GOVERNMENT'
12.30-1.30	LUNCH
1.30-3	CONTINUE 'OUR SYSTEM OF GOVERNMENT'
3-3.30	BREAK
3.30-5	FINISH 'OUR SYSTEM OF GOVERNMENT'
DAY 2	
8.00-8.30	CATCH-UP TIME OR REVISION
8.30-10.30	START 'COMMUNITY GOVERNMENT'
10.30-11	TEA BREAK
11-12.30	FINISH 'COMMUNITY GOVERNMENT' THEN START 'BEING A WARD REPRESENTATIVE'
12.30-1.30	LUNCH
1.30-3	CONTINUE 'BEING A WARD REPRESENTATIVE'
3-3.30	BREAK
3.30-5	CONTINUE 'BEING A WARD REPRESENTATIVE'
DAY 3	
8.00-8.30	CATCH-UP TIME OR REVISION
8.30-10.30	FINISH 'BEING A WARD REPRESENTATIVE' THEN START 'COMMUNITY GOVERNMENT EXECUTIVE COMMITTEE'
10.30-11	TEA BREAK
11-12.30	FINISH 'COMMUNITY GOVERNMENT EXECUTIVE COMMITTEE' THEN START 'COMMUNITY GOVERNMENT STAFF'
12.30-1.30	LUNCH
1.30-3	FINISH 'COMMUNITY GOVERNMENT STAFF' THEN START 'COMMUNITY GOVERNMENT MEETINGS'
3-3.30	BREAK
3.30-5	FINISH 'COMMUNITY GOVERNMENT MEETINGS'
DAY 4	
8.00-8.30	CATCH-UP TIME OR REVISION
8.30-10.30	START AND FINISH 'COMMUNITY GOVERNMENT POWERS'
10.30-11	TEA BREAK
11-12.30	START AND FINISH 'COMMUNITY GOVERNMENT FINANCIAL MANAGEMENT'
12.30-1.30	LUNCH
1.30-3	START 'BEING A LEADER'
3-3.30	BREAK
3.30-5	CONTINUE 'BEING A LEADER'
DAY 5	
8.00-8.30	CATCH-UP TIME OR REVISION
8.30-10.30	FINISH 'BEING A LEADER' THEN START 'PRINCIPLES OF GOOD GOVERNANCE'
10.30-11	TEA BREAK
11-12.30	CONTINUE 'PRINCIPLES OF GOOD GOVERNANCE'
12.30-1.30	LUNCH
1.30-3	CONTINUE 'PRINCIPLES OF GOOD GOVERNANCE'
3-3.30	BREAK
3.30-5	FINISH 'PRINCIPLES OF GOOD GOVERNANCE'
5.30-6.30	CONDUCT THE COURSE EVALUATION THEN END THE COURSE

Tok igo pas

2 hours

Materials Prepare icebreaker. Poster for course objective and word watch and rules. Two different hats.

Key questions for this topic What are the two levels of Government in Bougainville?
What are the two hats a Community Government needs to wear?



At the start of a training course it is always a good idea to do a **prayer** and an **icebreaker**. If you use the JIGSAW PIECES icebreaker then this is also a fun way to do introductions. And don't forget during the course to use energizers – especially after lunch.

Before you start write the **course objective** on butcher paper and put it *long ples klia*.

It is a good idea to set up a **word watch** butcher paper. This is where anyone at any time 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 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 and to encourage participation. 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*.

Don't forget at the start of each topic to put the key questions *long ples klia*. At the end of each topic you will need to see if the participants can answer the key questions.

1



General discussion (2 minutes)

What are the two levels of government in Bougainville?

1

The system of government that Bougainville is developing has two levels:

The ABG. The Autonomous Bougainville Government is the government for all of Bougainville. It is sometimes called "*nambawan gavman*" *tasol ino minim olsem emi winim ol narapela gavman* – it means it is the first level of government.

The ABG can make laws for Bougainville and put them into practice with legal authority. Legal authority means *kot na polis bai sanap antap long en*.

The ABG *stap antap tru olsem tarangau lukluk kam daun*. This is because it has to be high enough to see all of Bougainville so that the laws it makes are fair for everyone. Overview.



Tok igo pas

Community Government. The Community Government is a new level of government – *emi kisim ples bilong Council of Elders tasol ino wankain*. It is sometimes called “*nambtu gavman*” *tasol ino minim olsem emi sekon long nambawan* – it means it is the second level of government.

The ABG gives Community Government the power to make rules for its own Community Government area and put them into practice with legal authority.

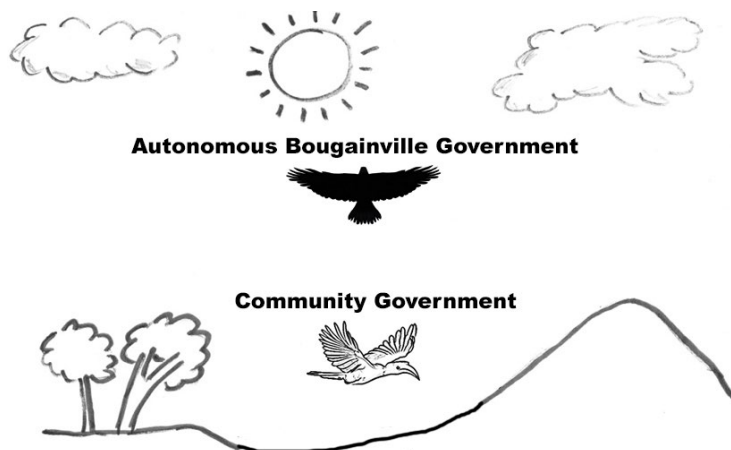
Community Government *em olsem kokomo*. *Kokomo save flai antap tasol ino antap olsem tarangau*. Each Community Government needs to fly closer to the ground so that it can see everything in its Community Government area in detail.



When you explain that the ABG *stap antap tru olsem tarangau lukluk kam daun* make the actions and noise of a *tarangau*. When you explain that the Community Government flies closer to the ground, make the actions and noise of a *kokomo*.

Tok save the use of an eagle and a hornbill as a *tok piksa* to explain the role of the ABG and Community Government is not related to the *Tarangau* and *Kokomo* clans.

ABG and Community Government - tarangau na kokomo



The Bougainville Community Government Act (2016) says the aim of Community Government is to “improve the lives of the people of its area and to improve the self-sufficiency and sustainability of its area”.

Section 21

2

Luk olsem the aim of Community Government is to *strongim sindaun bilong ol manmeri*. *Strongim sindaun insait long hap bilong Komiuniti Gavman na kamapim pasin bilong go pas na strongim sindaun wantaim ol samting bilong yumi yet*. *Na putim ai gut nogut yumi strongim sindaun bilong yumi yet na bagarapim sindaun bilong ol lain bihain*.

Tok igo pas

2	<div data-bbox="256 190 438 302"> </div> <div data-bbox="459 190 715 228"> Pairs (20 minutes) </div> <div data-bbox="459 230 1082 504"> <p>Get into pairs (with your fellow ward representative). A very important job for a ward representative is to help <i>ol lain long ples</i> understand the aim of Community Government. The aim of Community Government is to "improve the lives of the people of its area and to improve the self-sufficiency and sustainability of its area". With your partner, come up with a way to explain this to <i>ol lain long ples</i> in a way they would understand.</p> </div> <div data-bbox="1129 224 1372 327" style="border: 1px solid gray; padding: 5px;"> <p>Just ask one or two pairs to share their ideas <i>tingim taim</i></p> </div> <div data-bbox="280 568 1246 676" style="border: 1px solid gray; padding: 5px;"> <p>If there are more than two Ward representatives for a Ward (some Wards elect 6 representatives <i>bihain bai yumi luksave</i>), then when you do a pairs activity like this get all of the Ward representatives from the Ward together to do it.</p> </div> <div data-bbox="1284 488 1380 571"> </div>
2	<div data-bbox="248 757 1082 913"> <p>The aim of Community Government is to <i>strongim sindaun</i>. The Bougainville Community Government Act (2016) says that to achieve this aim, Community Government needs to work with the ABG. <i>Tarangau na kokomo</i> need to fly together.</p> </div> <div data-bbox="1125 757 1401 824" style="background-color: black; color: white; padding: 5px; text-align: center;"> Section 22 </div> <div data-bbox="256 952 1401 1877" style="border: 1px solid black; padding: 10px;"> <div data-bbox="268 1344 347 1478" style="font-size: 48px; font-weight: bold; text-align: center;">1</div> <div data-bbox="371 958 1372 1030"> <p>To wok wantaim ABG the Bougainville Community Government Act (2016) says Community Governments need to:</p> </div> <ul style="list-style-type: none"> ✓ Help ABG do planning. Work with Ward Assemblies <i>na ol grup long ples</i> to identify and prioritise the needs of the people in key ABG sectors – health, education, community development <i>na ol kain sekta olsem</i>. ✓ Help ABG to implement sector projects and services. Work with Ward Assemblies <i>na ol grup long ples</i> to help the ABG <i>wokim divelopmin</i>. <i>Na tu</i> work with other Community Governments to help the ABG <i>wokim divelopmin</i>. Lots of ABG projects and services will be across several Community Government areas so Community Governments need to cooperate with each other. Definitely. ✓ Help ABG to monitor ABG sector standards and services. Are schools up to scratch? Are there enough toilets? Are teachers performing? <i>Yumi inapim mak o nogat?</i> ✓ Help ABG by making and implementing rules for peace, order, and good government that are best made locally. ✓ Help ABG by encouraging sustainable economic development in their Community Government area. Economic development contributes tax to the ABG which it can use to deliver sector projects and services. ✓ Help ABG by representing the needs of the people from their Community Government area. <i>Makim maus bilong ol pipol long ples</i>. </div> <div data-bbox="256 1904 734 2027"> </div> <div data-bbox="754 1912 1388 2029"> <p>We will learn more about how Community Government and ABG can work together later in this course <i>olsem na stap isi pastaim</i>.</p> </div>

Tok igo pas



General discussion (2 minutes)

What does self-reliance mean?

3

Toks save there are suggested times in brackets after each activity or question. Don't forget that this is a guide only. *Sapos toktok i flo em orait larim ol i toktok yet.* But keep track of time so things don't go off track.



The Bougainville Constitution says "self-reliance shall apply to all levels of formal government". Self-reliance means *pasin bilong sanap wantaim lekhan bilong yumi yet.*

The aim of Community Government is to *strongim sindaun*. The Bougainville Community Government Act (2016) says that to achieve this aim Community Governments also need to work with their Ward Assemblies *na ol grup long ples* to *strongim sindaun ol yet. Kokomo mas flai em yet.*

Section 22

3

2

To ***strongim sindaun ol yet*** the Bougainville Community Government Act (2016) says Community Governments need to:

- ✓ **Implement development** in their Community Government area that does not involve the ABG. This means two things:
 1. It means implementing development that does not require any outside support at all. This is the best development.
 2. If development does require outside support, it means Community Governments need to be ready and willing to find their own development partners (and not just rely on the ABG). To do this, Community Governments will need to build up evidence that they are worth supporting. Community Governments will also need to be ready to work with other Community Governments to implement development (and find development partners).
- ✓ **Support Ward Assemblies *na ol grup long ples*** to do development in their Community Government area.



We will learn more about how Community Governments can lead their own development later in this course *olsem na stap isi pastaim.*









Brainstorm (10 minutes)

Why is it important for Community Governments to lead their own development (and not just rely on the ABG)? Call out whatever comes into your head.

3

Tok igo pas

3	<p>Tok stret na tok klia. <i>ABG wok long brukim bus.</i> It will take time for the ABG to get the government system working smoothly. It will take time. There will be ups and downs.</p> <p><i>Nogut yumi haitim. Tok aut na tok klia.</i> If a Community Government sits down and waits for the ABG to do everything, and nothing much happens, <i>ino long taim ol lain long ples bai stat long les. Yu save. Nem bagarap. Nogat gutpela wokbung.</i></p> <p>BUT But if a Community Government tries their best to work with their Ward Assemblies <i>na ol grup long ples to strongim sindaun</i> then people will get behind you and support you.</p>
4	<p> <i>Luk olsem</i> a Community Government Member needs to wear two hats at the same time.</p> <p> Community Governments are part of the ABG. They need to work with the ABG to <i>strongim sindaun long ples. Em wanpela hat – the ABG.</i></p> <p> Community Governments needs to work with their Ward Assemblies <i>na ol grup long ples to strongim sindaun ol yet. Em narapela hat – self-reliance.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Get two hats to help you explain that a Community Government needs to wear two hats. When you put the first hat on explain how the role of Community Government is to work with the ABG to <i>strongim sindaun long ples</i>. And then put a second hat on and explain how the role of Community Government is also to work with their Ward Assemblies <i>na ol grup long ples to strongim sindaun ol yet</i>. If you do this people will see what they <i>hear</i> you saying (and this will help them remember it). At the end take both hats off.</p> </div> <p>Kokomo has two hats to wear</p> <p></p>
4	<p> Pairs (20 minutes)</p> <p>Get into pairs (with your fellow ward representative). A very important job for a ward representative is to help <i>ol lain long ples</i> understand the purpose of Community Government. The Bougainville Community Government Act (2016) says that Community Governments need to do two things to <i>strongim sindaun bilong ol manmeri</i>. They need to work with the ABG <i>em wan</i>. <i>Na tu</i> they need to try their best to <i>strongim sindaun ol yet</i>. With your partner, practice explaining the purpose of Community Government to <i>ol lain long ples</i> in a way they would understand.</p> <p></p>

Tok igo pas



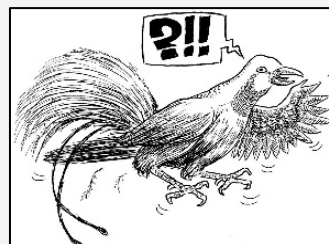
If a bird flies with one wing then it can't get off the ground (or it goes around in circles). *Tingim.*

For Bougainville to fly, both men and women need to fly. If women and men make decisions together and benefit from development together, then Bougainville will fly with both wings.

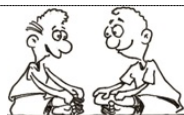
5

Later in the course, we will look at how the ABG and Community Government fly with both wings *olsem na stap isi pastaim.*

Make the action of a bird flying with only one wing – have fun



Tarangau na kokomo fly with both wings



Pairs (20 minutes)

Get into pairs (with your fellow ward representative). Look at the two married couples below. They are trying to fly *ino olsem tasol wankain.* Think about Bougainville today. Which married couple (left or right) will be more successful? Why? *Skelim gut.* Which married couple (left or right) will have sons and daughters that grow up to be more successful in future Bougainville? Why? *Skelim gut.*

5



Luk olsem a successful married couple is a 'team'. Igat tripela mak bilong soim klia tupela marit stap olsem 'tim'. Wan they both have their eyes open. Tu they are holding hands sapot sapot. Na tri they are both flying.



Tok igo pas

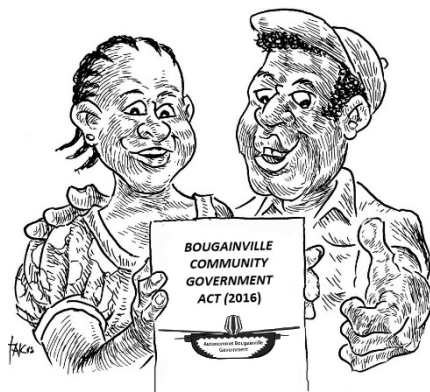
Las tok. A key role for Community Government Members is to pass on what they know about how government works to *ol lain long ples*. If only a few people know how government works in Bougainville, then everyone else is being led around *olsem ai pas*.



It is your job to open everyone's eyes.

There is a big gap opening up in Bougainville between people who are educated and people who are not – a key job for all ward representatives is to help close this gap.

6



Nogut ol bikipela save kam pas namel. Em mas go daun stret long ol lain long ples. Nogut yumi pulim ol lain long ples raun olsem ai pas. Ol mas ai op i stap.

Trast mas kamap namel long gavman na ol pipol.

The information in this training is presented at a level and in a way that should help you to pass on what you know to *ol lain long ples*. But it will be up to you to *srukim igo*. *Bikipela mama wok bilong yupela.*

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

- 1) What are the two levels of government in Bougainville?
- 2) What are the two hats a Community Government needs to wear?



Our System of Government

4 hours

Materials Eight key ingredients on poster paper. Two different hats. Some Kina.

Key questions Who are the leaders of the ABG?

for this topic What is bottom-up planning?

In this topic, we are going to look at how our government organisation is supposed to work *pisin lukluk kam daun*.

ABG and Community Government - tarangau na kokomo



Brainstorm (10 minutes)

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

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

Bougainvilleans are members of many organisations – clans, churches, clubs, associations, sports teams, women's groups, businesses, political organisations, cooperatives, and schools. *Kain kain*.

The government of Bougainville is also an organisation. *Ino narapela samting*. It is the largest Bougainville organisation.

Tarangau na kokomo.



Brainstorm (10 minutes)


What are the key ingredients of a successful organisation? Call out whatever comes into your head.

Every successful organisation – whether the ABG or a church or soccer club or farmer group or a *mama grup* or family business – has the same eight key ingredients:

When you explain each ingredient write each ingredient (below) on a piece of paper and ask a participant to hold it. Get them to stand in a line holding their ingredient.

Our System of Government

The eight key ingredients of a successful organisation

①	MEMBERS <i>bilong mekim wok na kisim benefit</i>	
②	LEADERS <i>bilong kirapim bel na givim stia</i>	
③	MANAGERS <i>bilong go pas long ronim grup</i>	
④	PURPOSE <i>bilong makim hap grup laik wokabout long en</i>	
⑤	PLANNING <i>bilong gaidim wokabout</i>	
⑥	RESOURCES <i>bilong inapim wokabout</i>	
⑦	KASTOM <i>long bihainim gutpela pasin</i>	
⑧	RULES <i>long kontrolim wokabout</i>	

At the end point to the line of participants holding the names of each ingredient. One by one ask the rest of the group to explain each key ingredient and how it is in our Government organisation.

Finally, put the names of the eight key ingredients on the wall *long ples klia*.



1



Small groups (20 minutes)

Get into a small group with five or six people. Think about a Church organisation. In your groups talk about how each of the eight key ingredients of a successful organisation is present (or not). Be prepared to share your ideas.

Choose one group to present their ideas – and ask other groups to *adim antap*



2



General discussion (2 minutes)





'Members' is one of the eight key ingredients of a successful organisation. *Em nau yu save pinis*. Who are the members of the first level of government – the ABG? Hint: Don't be tricked by the word 'members'.

2






The members of the ABG are all the citizens of Bougainville. *Yumi ol manmeri* Bougainville. We all pay taxes to our government organisation. Tax is like our membership fee. *Tingim*.



Our System of Government

2	 General discussion (2 minutes) Who are the members of a Community Government?
2	The members of the Community Government organisation are all the people who live in the wards that make up the Community Government area.
3	 General discussion (2 minutes) 'Leaders' is one of the eight key ingredients of a successful organisation. Who are the leaders of the first level of government – the ABG?
3	<p>The leaders of the ABG are the people we elect to represent us. The people we elect to represent us are the President, the 33 Members from the 33 open constituencies, and the 3 women and 3 war veterans elected from 3 regions to fill the 6 reserved seats.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Explain to everyone that what the announcement of the new Nissan/Atolls region means for the number of reserves seats is yet to be determined.</p> </div> <p><i>Tok save.</i> In Bougainville, we want to make sure that our leaders are also women. Unless women are also our leaders, then our leaders won't have the full story when they make decisions. We know that men know part of the story and women know part of the story. Together it is the full story.</p> <div style="display: flex; align-items: flex-start;">  <div> <p>And we know that the skills and qualities that women and men have can be different. This is because women and men have often had different experiences.</p> <p>Hopefully, women (and war veterans) will be elected anyway. But to make sure the leaders in our ABG include women (and war veterans), <i>yumi brukim bus wantaim</i> reserved seats.</p> <p style="text-align: center;">Tarangau flies with both wings</p> </div> </div>
3	 General discussion (2 minutes) Who are the 'leaders' of Community Government?
3	<p>The leaders of a Community Government are the ward representatives elected by each Ward Assembly. The ward representatives are called Community Government Members.</p> <p>Community Government elections take place every five years at the same time that national (general) elections are held.</p>

Our System of Government

3	 General discussion (2 minutes) What is special about the two ward representatives elected by each Ward Assembly? What makes Bougainville a world leader?	
3	<p>Bougainville has always benefited from <i>ol gutpela tingting na stia bilong ol meri</i>. Women have a proud history in Bougainville. In many families and communities and organisations, Bougainville has been flying with two wings. Now Community Government will also fly with two wings. This is because one of the ward representatives elected by each Ward Assembly must be a woman.</p> 	
	<p><i>Tok save</i> there can be more than two ward representatives in a ward. However, this coursebook normally just refers to two ward representatives in each ward <i>long mekim isi</i>.</p>	
	<h2>Kokomo flies with both wings</h2>  <p>Community Governments are a world-leading example of equal representation. <i>Ino liklik samting</i>. Bougainville should be very proud.</p>	
3	 Small groups (30 minutes) Get into groups of five or six people. Make sure there is equal representation. How will families and communities benefit from having both women and men representing them in their Community Government?	<p>Choose one group to present their ideas – and ask other groups to <i>adim antap</i></p>
	<p>Throughout this course, you will need to decide how to form small groups. Sometimes you could put Members from the same Community Government together to give them practice working together. At other times you might want to mix things up to make it interesting. However, make sure that you always have men and women together.</p>	
4	 <p>Let's talk more about our government leaders. The constitution of Bougainville states that we the people of Bougainville give the first level of government – the ABG – three powers. These three powers are legislative power, executive power and judicial power.</p> <p>Legislative power is the power to decide on laws for peace, order, and good government. <i>Noken paul</i> the word 'law' means all the decisions that government makes for peace, order, and good government – not just what people are allowed (and not allowed) to do. <i>Pawa long votim disisen olsem lo</i>.</p> <p>Executive power is the power to put laws into practice. <i>Pawa long yusim risos bilong Gavman long wokim lo i kamap</i>.</p>	

Our System of Government

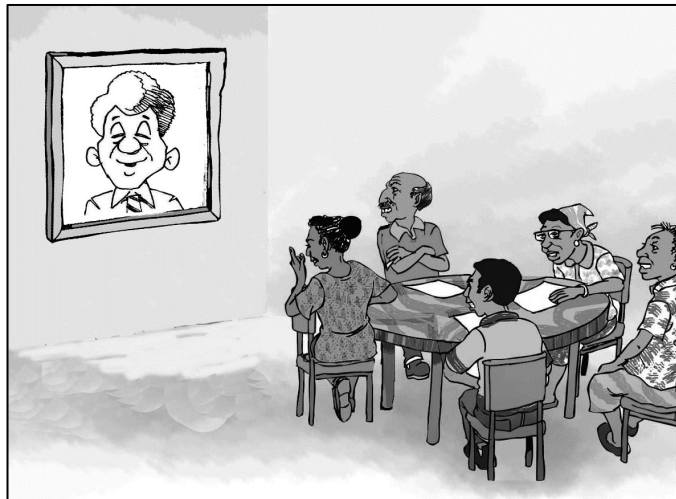
Judicial power is the power to defend the constitution and deliver justice. *Pawa long mekim olgeta manmeri bihainim lo na mama lo.*

We give our ABG leaders three powers

Pawa long votim disisen olsem lo

Pawa long yusim risos bilong Gavman long wokim lo i kamap

Pawa long mekim olgeta manmeri bihainim lo na mama lo



4



General discussion (2 minutes)

What can be a problem if leaders have too much power?

4

The founders of the Bougainville Constitution were worried that if an elected leader was somehow able to get a majority of other leaders to support him or her, then that leader could make a law (legislative power) that benefitted themselves (and their supporters), and they could use the government's resources to put the law into practice (executive power), and they could make sure all of the people had to obey the law (judicial power).

Problem. Big problem. *Mak bilong bagarap olgeta.*

This is why the founders of the Bougainville Constitution decided to separate the three powers of the ABG into three separate and independent arms – the legislative arm, the executive arm, and the judicial arm – so that each arm can't control another.

4



Pairs (20 minutes)

Get in pairs (with your fellow ward representative). With your partner read the information below. Discuss how separating the three powers of the ABG into the three separate and independent arms of government would help to stop a corrupt leader that wanted too much power.

If you prefer, just explain the information below and ask everyone the questions. *Em tu orait.*

Our System of Government

The legislative arm of the ABG debates and decides on laws for Bougainville



'Laws' are all the decisions that government makes for the peace, order, and good government of Bougainville – not just what people are allowed (and not allowed) to do. For example, if the legislative arm debates and votes that 'all Bougainvilleans should have free education' then this becomes a 'law'.

The legislative arm of the ABG organisation is called the Bougainville House of Representatives. The leaders of the legislative arm are the 33 Members elected from the 33 open constituencies, and the 3 women and 3 war veterans elected from 3 regions to fill the 6 reserved seats.

The executive arm of the ABG decides how to put laws into practice



The executive arm needs to decide how to put laws into practice. To put laws for peace, order and good government into practice the executive arm needs to make hard decisions about what can be achieved with the available resources. For example, if the legislative arm votes that 'all Bougainvilleans should have free education' then the executive arm needs to decide how to put it into practice. Do we have the funds available in this year's budget? Start straight away? Do planning first and start in five years? Start with Grade 1 first? Can schools still charge a project fee? *Kain kain*. Key decisions made by the executive arm need to be approved first by the legislative arm of government.

The executive arm of the ABG is the Bougainville Executive Council – also called the cabinet. The cabinet includes the President who is directly elected by Bougainvilleans, the Vice President appointed by the President, and Regional representatives and other representatives appointed by the President. The Bougainville House of Representatives must approve the appointments made by the President.

The members of the cabinet are the leaders of the executive arm of the ABG. Each member of the cabinet becomes the leader (the Minister) for one of the government sectors – for example the Minister for Education is the leader of the education sector.

The judicial arm of the ABG defends the constitution and delivers justice.

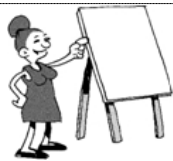


Constitution and justice *stap antap*. No one is bigger than the constitution and justice. The judicial arm of the ABG is the National Court and the High Court. These Courts make sure the other two arms of government – and everybody else – respects the constitution and laws of Bougainville.

For example, if the cabinet makes a decision that education can't be free in Atolls because it would be too expensive – but everywhere else can have free education – then the judicial arm of the ABG might decide that this is unfair according to the constitution and laws of Bougainville. They have the power to rule it out.

The leaders of the judicial arm of the ABG are the Chief Justice and the Judges. These leaders are appointed by the Bougainville House of Representatives.

Our System of Government



Demonstration (10 minutes)

The facilitator will do a demonstration with their co-facilitator (or a participant).

4

Ask your co-facilitator (or a participant) to stand behind you. Ask them to put one arm under yours so that from the front it appears like you have three arms. Say that one arm is the legislative arm (hold the arm up). Explain again what it does (or ask a participant to explain it). Then say the second arm is the executive arm (hold the arm up and explain it). Then say the third arm is the judicial arm (hold the arm up and explain it). Next explain that the three arms of the Government work together. Have fun getting the three arms to cooperate to pick up a pen. Pass it from hand to hand.

Next explain that it is very important for Bougainville that each arm is separate and independent. This is why each arm has separate leaders so they can lead each arm separately and independently. Put some kina on the table and use one arm to start to pick it up – the other two arms need to stop it. Have fun. The point to make is that each arm has separate and independent powers to stop any one leader (and their supporters) from having too much power.



BUT

But Community Government only has two powers – legislative and executive power. And two arms of government – the legislative arm and the executive arm.

The legislative arm of Community Government is the Community Government Legislature. The executive arm of Community Government is the Community Government Executive Committee. We will learn about these arms of Community Government later in the course *olsem na stap isi pastaim*.




4

The Bougainville Community Government Act (2016) says that Community Governments don't need judicial power. Instead, the judicial arm of the ABG is also the judicial arm of a Community Government. The Judicial arm of the ABG will defend the constitution and use both ABG laws AND rules made by the Community Government to deliver justice in Community Government areas.





Luk olsem Community Government also has three separate and independent arms of government (like the ABG), however, one arm (the judicial arm) reaches down from the ABG. This is to help Community Governments make sure that each arm of Community Government is separate and independent – so that each arm can't control another.

Our System of Government






5	 <p>General discussion (2 minutes) 'Managers' is one of the eight key ingredients of a successful organisation. Who are the managers of the ABG?</p>	<div>Stand near the poster that says 'managers' and point to it</div>
5	<p>The managers of the ABG are the Bougainville public service. They are civilians – which means they are <u>employed</u> instead of being <u>elected</u>.</p> <p>The public service includes Administrators and police and correctional officers and teachers and health workers <i>na kain kain lain olsem</i>.</p> <p>Public servants are employed to do two things:</p> <p>1 The public service helps to put ABG laws into practice. For example, if the cabinet says 'we will need five years to prepare for free education for all Bougainvilleans' then the Department of Education is the branch of the public service that will do most of the work to carry out the decision.</p> <p>2 The public service advises our elected leaders so that the laws they make (the legislature) and the decisions about how to put the laws into practice (the executive) and the judgements made by the National Court and High Court (the judiciary) are based on good advice and good planning.</p>	
5	 <p>General discussion (2 minutes) The Bougainville Constitution says that the public service "shall be subject at all times to ultimate civilian control". What does this mean?</p>	
5	<p>The founders of the Bougainville Constitution made it clear that the public service should be controlled "at all times" by civilians – not by elected leaders.</p> <p><i>Pablik sevis mas noken wokboi bilong ol lain we yumi votim ol. Pablik sevis mas independen i stap. Sapos wanpela gavman lida mekim wok meneja nogut em bai ronim gavman long benefitim em yet.</i></p> <p>In small community organisations like a church group or a <i>mama grup</i> or a cocoa cooperative, the leaders and managers are normally the same people. <i>Em orait</i>. But the members of the organisations still need to <i>putim ai gut</i> to make sure the leaders don't manage things to benefit themselves. Definitely.</p> <p>But in big organisations like the ABG or the Bougainville Women's Association, it is very important that leaders and managers are kept separate. Otherwise, leaders will find ways to manage things to benefit themselves. <i>Yu save</i>.</p> <p>If leaders get to manage they manage to stay leaders</p>	




Our System of Government

5	 General discussion (2 minutes) Who are the managers of Community Government?	
5	<p><i>Long brukim bus</i> there will only be one manager for each Community Government. They are the Manager of the Community Government.</p> <p>Their job is to be the chief executive officer guiding and managing the work of the Community Government. They are paid by the ABG.</p> <p>The ABG hopes to eventually fund a second ABG public service position for each Community Government. The second position will be an Accounts Clerk. Their job will be to look after the finances of the Community Government and keep accounts.</p> <p>ABG public service officers assigned to a Community Government are required by law to tell the ABG if they have "any concerns about financial or administrative mismanagement of the operations or affairs of the Community Government".</p> <p>You will learn about Community Government staff later in the course <i>olsem na stap isi</i>.</p>	
5	 General discussion (2 minutes) What is a Ward Recorder?	
5	<p>A Ward Assembly can also have a manager. They are the Ward Recorder. The role of a Ward Recorder is to manage records – records of births, deaths, minutes of the Ward Assembly and the Ward Steering Committee. <i>Kain kain</i>.</p> <p>Ward Recorders won't be paid for by the ABG. Instead, they would need to be paid an allowance from Community Government funds. This means that whether your Community Government has Ward Recorders or not (or other public service positions that it decides are needed) is up to your Community Government's priorities and the resources your Community Government has available.</p> <p><i>Yumi brukim bus olsem.</i></p>	
6	 General discussion (2 minutes) 'Purpose' is one of the eight key ingredients of a successful organisation. What is an organisations purpose?	<div>Stand near the poster that says 'purpose' and point to it</div>
6	<p>All organisations need a purpose. What are people organising to achieve? What's the point? In <i>tok ogenaieson ol save tok vision na mison</i>. Vision is the shared dream. Missions are what everyone agrees to try and do to achieve their dream.</p>	









Our System of Government

	<p>Your church or your <i>mama grup</i> or your cocoa cooperative should have a vision and mission. Government organisations also have a vision and mission.</p> <p>The vision of the ABG is defined in our constitution. <i>Planti antap toktok tasol yumi sotim olsem driaman bilong ABG em long strongim sindaun.</i> The missions of the ABG are called 'sectors' – education, health, community development <i>na ol kain sekta olsem.</i> These sectors are what the ABG is trying to do to <i>strongim sindaun.</i></p>
	<div>  <p>Save moa yet</p> <p>Each ABG sector has a leader (called the Minister), a chief public servant (the Secretary), and public servants at the national level and sometimes also at the district level. All of these people together are organised into a Department (a group or section). Before these Departments were called Divisions. <i>Wankain samting. Noken paul.</i> For example, the Education Department has a Minister for Education, a Secretary for Education, and public servants at the national and district level – including teachers. The overall chief of the Bougainville public service is the Chief Secretary.</p> </div>
6	<div>  <p>Brainstorm (10 minutes)</p> <p>What are the different sectors of the ABG? Call out whatever comes into your head.</p> </div>
6	<p>The missions of an organisation change because what the organisation needs to do to achieve its vision changes. At the moment the ABG has 14 sectors (missions):</p> <ol style="list-style-type: none"> 1. Department of the President and the Bougainville Executive Council 2. Department of Community Development 3. Department of Community Government 4. Department of Commerce, Trade and Industry 5. Department of Education 6. Department of Health 7. Department of Lands, Physical Planning Environment and Conservation 8. Department of Mineral and Energy Resources 9. Department of Bougainville Independence Mission Implementation 10. Department of Personnel Management and Administration Services 11. Department of Police, Corrective Services and Justice 12. Department of Primary Industries 13. Department of Technical Services 14. Department of Treasury and Finance
6	<div>  <p>General discussion (2 minutes)</p> <p>What is the purpose of a Community Government? <i>Nogut yupela klia pinis.</i></p> </div>






Our System of Government

6	<p>The Bougainville Community Government Act (2016) says the aim (purpose) of Community Government is to “improve the lives of the people of its area and to improve the self-sufficiency [self-reliance] and sustainability of its area”. <i>Luk olsem</i> the purpose of a Community Government is to <i>strongim sindaun</i>. <i>Wankain olsem ABG</i>.</p> <p>The missions of Community Government are key sectors of the ABG – <i>tarangau</i> and <i>kokomo</i> fly together. The missions of Community Government won’t include all the sectors of the ABG. Community Government is much smaller than the ABG. It would be too hard for a Community Government to make progress if it had too many missions.</p> <p>A Community Government wears two hats at the same time. One hat is to help the ABG to <i>strongim sindaun</i>. The other hat is to <i>strongim sindaun ol yet</i>. This means a Community Government can also have their own missions – <i>lukautim graun</i>, <i>strongim kastom</i>, <i>strongim lotu</i>. <i>Kain kain</i>. But don’t have to many missions <i>em bai hat yu save</i>.</p> <div data-bbox="1198 591 1401 792" style="border: 1px solid black; border-radius: 10px; padding: 10px; width: fit-content; margin-left: auto;"> Put on the two hats to remind everyone </div>
	
7	<div data-bbox="256 875 368 976">  </div> <p>General discussion (2 minutes)</p> <p>‘Planning’ is one of the eight key ingredients of a successful organisation.</p> <p>What planning is done by the ABG?</p> <div data-bbox="959 875 1401 1010" style="border: 1px solid black; border-radius: 10px; padding: 10px; width: fit-content; margin-left: auto;"> Stand near the poster that says ‘planning’ and point to it </div>
7	<p>Every organisation needs a plan for how to achieve its missions with the resources they have available. Your missions are the different roads you want to follow <i>long kam kamap long vison bilong yupela</i>.</p> <div data-bbox="272 1227 1385 1704">  </div> <p>In the ABG, each government department is responsible for a mission (sector). To try and achieve their sector, each government department prepares a five-year plan for how to make progress over the next five years – and then each year they prepare annual plans and budgets and project plans to put their five-year plan into action.</p> <p style="text-align: center;">If you fail to plan you plan to fail</p>







Our System of Government

7	 General discussion (2 minutes) What is bottom-up planning?	
7	<p>Every five years the government does a new plan for how to make progress over the next five years. <i>Plen bilong setim wokabaut bilong wanwan sekta. Em nau yu save.</i> When it does this the government wants to make sure it hears the voice of the people when it develops its five-year plan.</p> <p>The way for the government to hear the voice of the people is called bottom-up planning. Bottom-up planning in Bougainville will involve Community Governments helping the ABG to plan how to achieve key sectors.</p>	
7	 General discussion (2 minutes) Will Community Governments also need to do their own planning?	
7	<p>Yes. Definitely. Community Governments also need to do their own planning.</p> <p>  Don't forget, Community Governments have two hats to wear. This means they need to help the ABG do bottom-up planning in their Community Government area so the ABG can achieve key sectors, and they also need to do their own planning with their Ward Assemblies <i>na ol grup long ples</i> to work out what they can do without ABG support to achieve key sectors (and their own missions).  </p> <p>  And Community Governments also need to turn plans into action plans (annual plans, budgets, project plans). You will learn how to do planning and budgeting in a later Community Government training course <i>olsem na stap isi pastaim</i>. </p>	
8	 General discussion (2 minutes) 'Resources' is one of the eight key ingredients of a successful organisation. What are the resources of the ABG?	<div>Stand near the poster that says 'resources' and point to it</div>
8	<p>Having a plan is one thing but you also need resources to put the plan into practice.</p> <p>  Organisations need financial resources – money. The ABG gets most of its money from taxes. <i>Teks em olsem membasip fi we ol memba bilong gavman ogenaieson save baim.</i> The ABG also gets financial resources from charging rates, from companies, Banks, and from other governments and donors. </p>	

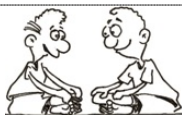


Our System of Government

	<p>Organisations need physical resources. The ABG has cars and offices and photocopiers and roads and chairs and pencils. <i>Kain kain.</i></p> 
	 <p>Organisations need human resources. <i>Em ol risos manmeri.</i> The human resources of the ABG are the elected leaders, the managers (the public service), <i>na yumi olgeta manmeri</i> Bougainville (the members).</p>
8	 <p>Pairs (10 minutes)</p> <p>Get in pairs (with your fellow ward representative). This training will try and pick out the key information from the Bougainville Community Government Act (2016) and explain it in a way that will help you to <i>opim ai bilong ol lain long ples</i>. But this training can't explain all the information that is in the Act. You will still need to be able to search through the Act yourself. With your partner, use the table of contents and try and find out what the sources of funds are for a Community Government. Hint: there are seven.</p>   <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Every participant should have been given a copy of the Bougainville Community Government Act (2016) at the start of the course</p> </div>
8	<p><i>Luk olsem</i> the financial resources for a Community Government can come from:</p> <div style="float: right; background-color: black; color: white; padding: 5px; font-weight: bold;">Section 35</div> <ol style="list-style-type: none"> 1. Operational funds from the ABG. How much money the ABG can provide to Community Governments will depend on the budget. 2. Grant funds from the ABG that Community Governments will be able to apply for 3. Taxes and rates. For example, Community Governments can charge a head tax on each resident in their Community Government area. The Bougainville Mining Act (2015) says Community Governments can charge rates for community mining leases. 4. Fees for services. For example, if the Community Government passes a rule to licence alcohol sellers it can charge a fee to issue a licence and monitor alcohol sellers. Or if a Community Government obtains funding from the ABG or a donor organisation for a project then they can charge a fee to administer the project. 5. A business arm. For example, garbage disposal and recycling or renting housing or operating a Community Government cocoa block <i>o kain olsem</i>. 6. Borrowing or investing funds 7. Self-sourced funds from donors or NGOs <p>We will learn about the financial resources of a Community Government, what it needs to use its money for, and how it can manage its financial resources later in the course.</p>




Our System of Government

	
9	<div data-bbox="256 271 368 371"></div> <div data-bbox="389 271 815 309">General discussion (2 minutes)</div> <div data-bbox="389 311 916 387">'Kastom' is one of the eight key ingredients of a successful organisation.</div> <div data-bbox="252 389 884 427">What is the <i>kastom</i> of a successful organisation?</div> <div data-bbox="975 271 1401 409" style="border: 1px solid gray; padding: 5px;">Stand near the poster that says 'kastom' and point to it</div>
9	<div data-bbox="252 472 1123 548"><i>Kastom bilong ogenaision em ol gutpela pasin antap we yumi save tok yumi mas bihainin. Long tok inglis ol save tok 'principles'.</i></div> <div data-bbox="252 589 1150 665">Christian principles. Melanesian principles. Human rights. Democratic principles. Principles of good governance. <i>Kain kain antap toktok.</i></div> <div data-bbox="1187 517 1401 674"></div> <div data-bbox="252 705 1394 781">The more you follow principles the more they become part of the <i>kastom</i> of your family or your organisation or your clan or your church or your country.</div>
9	<div data-bbox="256 824 368 925"></div> <div data-bbox="389 824 815 862">General discussion (2 minutes)</div> <div data-bbox="389 864 804 902">What does 'governance' mean?</div>
9	<div data-bbox="252 969 1225 1122">Families need to <i>wokim na mekim disisen long lukautim famili.</i> Communities need to <i>wokim na mekim disisen long lukautim komiuniti.</i> A <i>mama grup</i> needs to <i>wokim na mekim disisen long lukautim mama grup.</i> The ABG needs to <i>wokim na mekim disisen long lukautim Bougainville.</i></div> <div data-bbox="252 1164 1123 1240"><i>Wokim na mekim disisen</i> is called governance. If we <i>wokim na mekim gutpela disisen</i> it is called good governance.</div> <div data-bbox="1321 965 1401 1256"></div> <div data-bbox="252 1281 1382 1357">Good governance is hard, especially inside organisations where people are not used to working together, and between different organisations that have to trust each other.</div> <div data-bbox="252 1397 1394 1550">But there is good news. There are tried and tested principles that help organisations to have good governance. These principles are called principles of good governance. If we make these principles a part of the <i>kastom</i> of our organisations it increases the chance that the decisions we make and put into practice will be good decisions <i>na karim kaikai.</i></div>
9	<div data-bbox="256 1597 384 1731"></div> <div data-bbox="405 1597 751 1635">Brainstorm (10 minutes)</div> <div data-bbox="405 1637 1358 1713">What are some principles of good governance? Call out whatever comes into your head.</div>
9	<div data-bbox="252 1778 1382 1895">There are twelve principles of good governance that the ABG wants every organisation in Bougainville to make a part of their <i>kastom</i>. Lots of these principles are already strong in our <i>kastom</i>. Some of them we need to make stronger <i>nogut yumi haitim.</i></div> <div data-bbox="252 1935 1369 2011">The ABG also wants to make these twelve principles of good governance a part of the <i>kastom</i> of our government. Definitely. The twelve principles of good governance are:</div>

Our System of Government

	Participation	<i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>
	Responsiveness	<i>Pasin bilong bekim tinging na askim na senis wantaim eksen</i>
	Transparency	<i>Pasin bilong mekim na putim olgeta samting long ples klia</i>
	Accountability	<i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>
	Legitimacy	<i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</i>
	Equality	<i>Pasin bilong lukim yu wankain olsem narapela</i>
	Inclusion	<i>Pasin bilong halavim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut</i>
	Self-reliance	<i>Pasin bilong sanap wantaim lekhan bilong yumi yet</i>
	Sustainability	<i>Pasin bilong tingim senis bilong yumi</i>
	Respect for tradition	<i>Pasin bilong luksave long kastom long ples</i>
	Cooperation	<i>Pasin bilong lukluk long wokbung wantaim ol narapela</i>
	Communication	<i>Pasin bilong tok stret na tok klia na tok aut igo ikam</i>
<div>Ask twelve participants to read out each of the twelve principles of good governance above, including the <i>tok pisin</i> definition. As they read each definition, write the principle on a poster. At the end, leave the poster <i>long ples klia</i>.</div> <p>We will look at how Community Government can put these twelve principles of good governance into practice later in the course <i>olsem na stap isi pastaim</i>.</p>		
9	 Pairs (20 minutes) Get in pairs (with your fellow ward representative). Pick a principle. How would you explain it to your Ward Assembly in a way that would be easy to understand?	<div>If you are running short of time, then just pick one pair to give their explanation.</div>
		
10	 General discussion (2 minutes) What is the last key ingredient of a successful organisation?	<div>Stand near the poster that says 'rules' and point to it</div>

Our System of Government

10	<p>The last ingredient that all organisations need is 'rules', and a way to enforce the rules.</p> <p><i>Tok save</i> if a rule is for the whole of Bougainville – for example, rules that come from the Bougainville Constitution or rules that are made by the ABG – then it is called a 'law'. But if a rule is made by a level of Government (like Community Government) just for an area (like a Community Government area) then it is called a 'rule'. <i>Tok gavmen em olsem.</i></p> <p>The Bougainville Constitution <i>em olsem mama lo bilong yumi</i>. It gives the ABG the power to make new laws for peace, order, and good government for the whole of Bougainville. These laws are made by the legislative arm of the ABG – the Bougainville House of Representatives. <i>Em nau yu save pinis.</i></p>
10	 <p>General discussion (2 minutes) Will Community Governments also need rules?</p>
10	<p>Yes, definitely. Community Governments need to follow the laws that are in the Bougainville Constitution. <i>Mama lo bilong yumi</i>. Community Governments also need to follow the laws made by the ABG for the whole of Bougainville. The Bougainville Community Government Act (2016) is an example of a law that is made by the ABG.</p> <p>But rules for a Community Government can also made by the Community Government. The Bougainville Community Government Act (2016) says that Community Government can make "rules for the peace, order, and good government of its area".</p> <p>However, all Community Government rules need to be confirmed by the ABG to make sure they do not conflict with ABG laws and the Bougainville constitution. We will learn about how Community Governments can make rules later in this course.</p>
	
11	<p>Las tok. Rules and <i>kastom</i> are very important for any organisation.</p> <p><i>Tingim klan. Em ol kastom na lo save holim klan strong. Ol manmeri save dai tasol kastom na lo save stap yet.</i></p> <p>People come and go but the rules and <i>kastom</i> of an organisation remain. The real measure of a leader is not how many bridges they build or how many businesses they help start – the real measure of a leader is how strong the rules and <i>kastom</i> are that they leave behind. <i>Tingim.</i></p> 

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




- 1) Who are the leaders of the ABG?
- 2) What is bottom-up planning?







Community Government

3 hours
Materials

Key questions How is Bougainville leading the world?
for this topic How many arms of government does a Community Government have?

1	<p>The Bougainville Community Government Act became law in 2016. This Act explains how Community Government fits into the system of government in Bougainville – and the roles and responsibilities of Community Government Members.</p> <p>The Bougainville Community Government Act (2016) replaces the Council of Elders. At the end of this coursebook, there is a short history of Community Government. Read it when you have time. It will help you get the story straight when you explain the differences between the Council of Elders and Community Government to <i>ol lain long ples</i>.</p> 
2	 <p>General discussion (2 minutes) How many Districts are there in Bougainville?</p>
2	<p>Bougainville's system of government breaks Bougainville into 13 Districts. District centres are part of the ABG and are run by Bougainville public servants.</p>  <p>Each District is then broken down into constituencies. There are 33 constituencies in Bougainville. Each constituency elects an ABG Member to the Bougainville House of Representatives to debate and make laws for peace, order and good government.</p>

Community Government

	There are 33 constituencies in Bougainville – there are 33 ABG Members elected to represent the people in their constituency in the Bougainville House of Representatives. Don't forget that the Bougainville House of Representatives also includes 3 women and 3 war veterans elected from 3 regions to fill the 6 reserved seats.
2	 General discussion (2 minutes) Which constituency are we in now?
2	<p>The Bougainville Community Government Act (2016) says that each constituency is also a Community Government area – except in two cases:</p> <ol style="list-style-type: none"> 1. There are areas in a constituency that are so remote (<i>longwe longwe tumas</i>) or so different culturally (<i>ol narapela lain gen</i>) or so disadvantaged (<i>hap i bagarap stret</i>) that the ABG has decided that more than one Community Government area is necessary to provide good governance. 2. Buka Town, Arawa Town, Kokopau Urban and Buin Urban are their own Community Government areas. <i>Bikpela namba tru na ol i nidim Komiuniti Gavman bilong ol yet.</i>
2	 General discussion (2 minutes) What is the difference between a constituency and a Community Government area? 
2	<p>Community Government areas are broken down again into between 3 and 15 wards. Except in the Atolls. In Nuguria Community Government area there are 2 wards, and in both Takuu and Nukumanu Community Government areas there is only 1 ward.</p> <p>A rural ward is made up of villages where people have traditional ties or work closely together. An urban ward is set up so that there is about the same population in each ward in the urban Community Government area. At the moment there are four urban Community Governments – Buka Town, Arawa Town, Kokopau Urban and Buin Urban.</p> <p>Most wards have between 300 and 1000 people.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>Participants will have lots of questions. Make sure everyone knows that there are special cases. The ABG has tried to be flexible in deciding Community Government areas and ward areas – in some cases the decisions are still being made. And as future populations change it is normal for any Government to keep making adjustments. But this orientation is not the time to go deep and look at each case.</p> </div>
2	 Pairs (20 minutes) Get in pairs (with your fellow ward representative). On the following page is a table showing Bougainville broken into political divisions. With your partner have a look at the table and then answer the following questions:


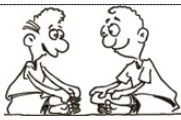




Community Government

1. Why do you think Atolls has four Community Government areas even though it only has one Constituency?
2. How many Community Governments are there in Bougainville?
3. How many wards are there in Selau constituency?




Region	District	Constituencies	Community Governments	Wards
NISSAN / ATOLLS	Atolls	Atolls	Takuu	1
			Nukumanu	1
			Nuguria	2
			Tulun	11
	Nissan	Nissan	Nissan	8
Subtotal	2	2	5	23
NORTH	Buka	Tsitalato	Tsilato	9
			Buka Urban	6
			Hagogohe	7
			Halia	10
			Haku	12
			Peit	13
			Tonsu	13
	Kunua	Teua	Teua	6
			Kereaka	7
			Mahari	9
	Selau-Suir	Selau	Selau	11
			Kokopau Urban	5
			Suir	9
	Tinputz	Taonita/Tinputz	Taonita/Tinputz	13
			Taonita/Teop	12
Subtotal	4	12	15	142
CENTRAL	Kieta	North Nasioi	North Nasioi	11
			Arawa Urban	6
		South Nasioi	South Nasioi	14
			Ami Aming	10
		Kongara	Kongara	12
	Panguna	Kokoda	Kokoda	11
			Ioro 1	11
		Ioro 2	Ioro 2	9
			Eivo	10
			Torau	5
	Wakunai	Terra	Terra	12
			Rau	11
		Rau	Rau	11
Subtotal	3	8	12	121
SOUTH	Bana	Bolave	Bolave	14
			Lato	8
			Baba	8
	Buin	Makis	Makis	15
			Lenoke	13
			Lugakei	12
		Baubake	Baubake	10
			Buin Urban	5
			Tonolei	11
		Konnou	Konnou	14
			Wisai	12
	Siwai	Motuna/Huyono	Motuna/Huyono	6
			Kopii	6
			Ramu	9
	Torokina	Torokina	Torokina	12
			Torokina	12
Subtotal	4	11	15	155
TOTAL	13	33	47	441



Community Government

3	<p>Every five years, at the same time that national (general) elections are held, each ward Assembly in a Community Government area elects two ward representatives - a man and women. This means if there are 3 wards in a Community Government area there will be 6 ward representatives elected to the Community Government Legislature.</p> <p>The ward representatives elected by each ward are called Community Government Members.</p> <p>If there are only 2 wards in a Community Government area then both Ward Assemblies will need to elect 4 people (2 men and 2 women) to represent them in the Community Government. If there is only 1 ward in a Community Government area then the Ward Assembly will need to elect 6 people (3 men and 3 women) to represent them in the Community Government. <i>Luk olsem</i> the minimum number of Members in a Community Government is six.</p> <div data-bbox="323 819 1066 981" style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>There can be more than two ward representatives in a ward. However, this coursebook normally just refers to two ward representatives in each ward <i>long mekim isi</i>.</p> </div> <div data-bbox="1155 394 1398 987">  </div>
3	<div data-bbox="256 1025 437 1144">  </div> <p>Pairs (10 minutes)</p> <p>Get in pairs (with your fellow ward representative). With your partner, search the Bougainville Community Government Act (2016) and try and find out what it says about who has the right (the 'entitlement') to be a voter (an 'elector') to elect their ward representatives. Could the following person vote in their Ward Assembly to elect their ward representatives?</p> <ol style="list-style-type: none"> 1. Jack Donna. Male. Age 29. He has lived in the ward all of his life, except when he was 20 years old and he served a two-year prison sentence for stealing. <div data-bbox="264 1496 1062 1608" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Luk olsem</i> yes. Jack is old enough and has lived in the Ward all of his life. He did serve a prison sentence but he completed his sentence. The information on who is entitled to vote for a ward representative is on page 33 part 62.</p> </div> <div data-bbox="1278 1025 1398 1211">  </div> <div data-bbox="1094 1312 1398 1608" style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p><i>Luksave</i> the answer is below (and upside down) but test yourself first</p> <div data-bbox="1214 1496 1278 1570">  </div> </div>
	
4	<div data-bbox="256 1682 368 1783">  </div> <p>General discussion (2 minutes)</p> <p>How many arms of government does a Community Government have? You learned this in the last topic. <i>Kirapim bek tingting</i>.</p>
4	<p>Community Government has two powers – legislative and executive power. And two separate and independent arms of government to exercise or use this power – the legislative arm which is called the Community Government Legislature, and the executive arm which is called the Community Government Executive Committee.</p>

Community Government

	Don't forget, there is no judicial arm of Community Government because the judicial arm of the ABG will also be the judicial arm of Community Government. The Judicial arm of the ABG will defend the constitution and use both ABG laws AND rules made by the Community Government to deliver justice in Community Government areas.
4	 General discussion (2 minutes) What is the role of the legislative arm of Community Government? You learned this in the last topic. <i>Kirapim bek tingting.</i>
4	<p>The legislative arm of Community Government is called the Community Government Legislature. The ABG gives the Community Government Legislature the power to make rules for their Community Government area. <i>Pawa long votim disisen olsem lo.</i> This is because many rules are best made by people who live every day in their community. However, all Community Government rules need to be confirmed by the ABG to make sure they do not conflict with ABG laws and the Bougainville constitution.</p> <p>The Community Government Legislature is made up of the Community Government Members – the two (or sometimes 4 or 6) ward representatives elected by each Ward Assembly in the Community Government area.</p> <p>The good news is that because half of the ward representatives elected by each Ward Assembly must be a woman, the Community Government Legislature will be able to take into account the needs and priorities of both men and women when they make rules. <i>Kokomo</i> will fly with both wings.</p> 
4	 General discussion (2 minutes) What is the second arm of Community Government?
4	<p>The second arm of Community Government is the executive arm. The executive arm of Community Government is called the Community Government Executive Committee.</p> <p>The Community Government Executive Committee has executive power - <i>pawa long yusim risos bilong Komiuniti Gavman long wokim lo i kamap.</i></p> <p>Just like the ABG cabinet decides on how to put the laws made by the Bougainville House of Representatives into practice – the Community Government Executive Committee decides how to put Community Government rules into practice. These are rules made by the Community Government Legislature – and laws made by the ABG for Community Governments (e.g. the Bougainville Community Government Act 2016).</p> <p>The Community Government Executive Committee is made up of five people who are elected by the Community Government Legislature – two Community Government Members (the Chair and Deputy Chair) and three other Community Government Members (or members of Community Government committees). The Chair and Deputy Chair of the executive committee are also the Chair and Deputy Chair of the legislature.</p>

Community Government



4



General discussion (2 minutes)

What does equal representation mean?

4

The Chair and Deputy Chair of the executive committee cannot be from the same ward and they cannot both be women or men. One of each.

This means the Community Government executive committee also benefits from equal representation. Our executive arm of Community Government needs to take into account the needs and priorities of both men and women when they decide how to put rules into practice. *Kokomo* will fly with both wings.



5



General discussion (2 minutes)

Who is eligible to be elected as a Community Government Member?

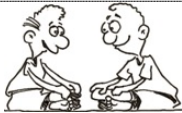


5

Not everyone can be a Member of a Community Government. Below is a list of the requirements for someone to have the right (the 'entitlement') to be a candidate for election as a ward representative.





Section 63

1. The person is entitled to be an elector of the ward for the election
2. The person's nomination as a candidate is supported by at least 2 ward electors
3. The person is acting of his or her own free will
4. The person is not a Member of, or a candidate in an election of, the House of Representatives or National Parliament
5. The person is not a ward representative for a different ward


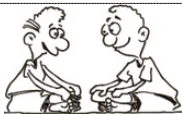


Community Government

	<ol style="list-style-type: none"> The person is not or has not been a candidate for a different ward in the general election The person is not a member of the staff of the Community Government The person has not been sentenced to prison The person is not eligible for election under Part XIII (Leadership Code) of the Bougainville Constitution. We will look at the Leadership Code later in the course. The person must be a male or a female – or if the candidate identifies as another gender they must nominate as a male or female when they become a candidate.
5	 <p>Pairs (10 minutes) Get in pairs (with your fellow ward representative). Which of the following people is not eligible to become a candidate for Gago Ward:</p> <ol style="list-style-type: none"> John Prim. Male. Age 21. Youth leader. Has lived in Gago Ward all of his life. Samantha Brady. Female. Age 24. Grew up in Gago but has spent the last two years living in Madang. Damon Michael. Male. Age 41. He lives in Gago. He is the Manager of the local Community Government but says he will resign if he gets elected. Janace Sims. Female. Age 40. Janace has lived in Gago for 6 years. Janace used to be married to Damon Michael. Janace went to court when she was younger for a crime but the case was dismissed. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Luk olsem Damon Michael can't be a candidate because he is currently a member of the staff of the local Community Government (he is the Manager). Even though he says he will resign if he is elected – the rule is that he needs to resign first before he becomes a candidate. And Samantha Brady can't be a candidate. This is because the Act says the person who wants to be a candidate must be "a person who is entitled to be an elector of the Ward for the election". Earlier in this topic you looked through the Act to find out who was eligible to be an elector for a Ward representative. Tingim. What the Act says is that to be an elector you need to have been living (residing) in the Ward for the last 6 months. Unfortunately, Samantha has been living in Madang for the last 2 years. If you answered this correctly yu kaks! stret.</i></p> </div>
6	 <p>Some Community Government Members may not feel comfortable when they enter the Community Government Legislature.</p> <p>Some Community Government Members may find it more difficult than others.</p> <p>Some Community Government Members will need extra support.</p>
6	 <p>Brainstorm (10 minutes) Which Community Government Members do you think will need extra support? Call out whatever comes into your head.</p>



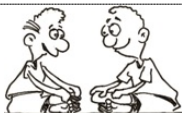

Community Government

6	<p>Community Government Members living with a disability might need extra support.</p> <p>Women Community Government Members might need extra support. Sometimes women have not had experience speaking in public. Not everyone is a good public speaker. Some women are shy.</p> <p>Men Community Government Members might need extra support. Sometimes men have not had experience speaking in public. Not everyone is a good public speaker. Some men are shy.</p>	
6	 <p>Brainstorm (10 minutes)</p> <p>What can you do to support women and men Community Government Members so they feel more comfortable speaking in public? Call out whatever comes into your head.</p>	
6	<p>There are many different ways you can encourage your fellow Members. For example:</p> <ul style="list-style-type: none"> ✓ Help Members feel comfortable and supported. Be encouraging, friendly, respectful and understanding. ✓ Get Members who need extra support to take on responsibility. By selecting people who might otherwise stay quiet to take on responsibility, you demonstrate your confidence in them and this in turn increases their confidence. ✓ Get confident Members to step back. Don't just try and get shy Members to step forward - also talk with confident Members to get them to step back. ✓ Have rules. Community Governments can make rules that can help all Members to participate in debates and discussions. ✓ Make it clear that it is okay to make mistakes. A good way to make people confident to have a go is to show them that it is okay to make mistakes. Members who pretend they know everything make other people feel like they know nothing. 	
6	 <p>Pairs (10 minutes)</p> <p>Get into pairs (with your fellow ward representative). What can you try and do in your wards so that the next generation of Community Government Members are better at speaking in public?</p>	<div> <p>Just choose a few pairs to give their ideas – <i>tingim taim</i></p> </div>
6	<p>Bougainville can show the world how equal representation can work. For equal representation to work, ward representatives need to support each other and work together. <i>Ol lain long ples mas luksave olsem equal representation save karim kaikai.</i></p> <p>Try and do the following with your fellow ward representative:</p>	

Community Government

	<ul style="list-style-type: none"> ✓ Share the time that you spend in public. Even if one Member is more confident being in public make the effort to share the time. Leaders are role models. ✓ Think about your language. <i>In tok pisin man save minim olgeta yumi save pinis</i> - but by saying <i>manmeri</i> instead you are making a clear point to everyone. ✓ Talk together to reach decisions - and speak with one voice. ✓ Make sure that you each represent both men and women. <i>Nogut man sait wantaim ol man na meri sait wantaim ol meri</i>. You are both the representatives of everyone. ✓ Encourage everyone to participate in public discussions - women and men and people living with disabilities and youth - so that the next generation of Community Government Members will have had practice speaking in public. <p style="text-align: center;">Bougainville needs two wings to fly people living with disabilities need the chance to fly and the next generation needs to learn how to fly</p> <ul style="list-style-type: none"> ✓ Mother Teresa said, "I alone cannot change the world, but I can cast a stone across the water to create many ripples." Great leaders leave the government stronger than when they found it - if you leave behind equal representation that is working then you are a great leader. Create ripples in the water.
	
7	<p>Community Government Members are elected for a five-year term. The term of a Community Government Member ends when the next general election is held. But if they contest and win again, they can continue for another five-year term.</p> <p>Before an elected representative for a ward can be officially sworn in as a Member they must make a declaration of office – called the 'oath of office'.</p>
7	<div>  <p>Pairs (10 minutes) Get in pairs. Read the declaration of office (below). What do you think is the most important word in the declaration of office? Why? What does this word mean to you? Be ready to share your ideas.</p> </div> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>Just choose a few pairs to give their ideas – <i>tingim taim</i></p> </div> <p>"I [name of member] of [name of ward] promise that I will well and truly serve the people of Bougainville, and the people of [name of community government area] as a member of [name of community government]".</p> 
7	<div>  <p><i>Luk olsem</i> a very important word in the oath of office is 'serve'. A very important principle of democracy is that the government serves the people - not the other way around.</p> <p>The Bougainville Constitution makes it clear that it is the people who give their consent (<i>wanbel</i>) to be governed.</p> </div>

Community Government

7	 General discussion (2 minutes) Who are the people that a Community Government Member serves?
7	<p>A Community Government Member serves the people who voted for them. The Member needs to deliver for these voters so they vote for them again next time.</p> <p>A Community Government Member serves all the people in the ward – the people who voted for them AND the people who didn't.</p> <p>A Community Government Member serves all the people in the Community Government area (not just in their ward).</p> <p>A Community Government Member serves <i>olgeta manmeri</i> Bougainville.</p> <p>This means that a Community Government Member needs to think about the best interests of Bougainville and the best interest of the Community Government area and the best interest of all the people in their ward AND they need to deliver for the people who voted for them. <i>Hatpela wok tru.</i></p> 
7	 Pairs (10 minutes) Get in pairs (with your fellow ward representative). Discuss the following two questions. Be prepared to share your ideas.
7	<ol style="list-style-type: none"> 1. What will happen to democracy in Bougainville if Members just represent the people who voted for them – and not everyone else in their ward? 2. What pressures will a Member of Community Government face from their voters and supporters? How can they deal with these pressures? <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> Just choose a few pairs to give their ideas. <i>Tingim taim.</i> Try and come up with good solutions for how a Member can deal with pressure from their voters and supporters. </div>
7	<p>A Community Government Member needs to represent all the people in their ward – rich, poor, men, women, young, old – even if this means that the people who voted for you or who are from your village or clan or who helped you get elected or who shout the loudest will not be happy.</p> <p>You and your fellow ward representative need to educate people in your ward (especially your voters and supporters) about why a Community Government Member needs to represent everyone in their ward and not just the people who voted for them. Bougainville depends on it.</p> 

Community Government



Yumi raunim liklik tasol kam bek gen. The Bougainville Community Government Act (2016) says the role of a Community Government Member is to:

Section 13

8

- ① Debate and make lawful decisions as part of the Community Government Legislature. We will look at how to do this later in the course.
- ② Participate in civic activities. For example, representing the Community Government at the opening of a new school classroom.
- ③ *Putim ai gut long ol wok bilong* Community Government to make sure it is working as it should
- ④ *Putim ai gut long ol risos bilong* Community Government. This includes financial resources (money) and physical resources (office, stationary, chairs, pencils) and human resources (*ol narapela Memba na tu* the Community Government Manager and any other public servants).
- ⑤ Implement the Community Government Act (2016) and any other powers and responsibilities given to Community Government by the Bougainville Constitution and other Acts.
- ⑥ Represent the interests of people from their ward in the Community Government. *Makim maus bilong ol wod manmeri insait long Komuniti Gavman.* We will look at how to be a ward representative in the next topic.
- ⑦ Participate in their Ward Steering Committee. Community Government Members are always part of their Ward Steering Committee. And Ward representatives need to take turns to preside at ('chair') Ward Assemblies.
- ⑧ Facilitate communication between people in their ward, the Ward Steering Committee, and the Community Government. Community Government Members *stap namel long ol long halavim toktok igo ikam.*



The Department of Community Government will produce manuals to help Members of the Community Government to perform their roles. The Community Government Manager will also help Community Government Members to perform their roles.

8



Brainstorm (10 minutes)

For what reasons do you think a Member be removed from office or their position declared vacant? Call out whatever comes into your head.

8

A Member can be removed from office or their position declared vacant if:

1. They die
2. They resign. To resign a Member must write to the Manager of Community Government and give notice (inform them).

Community Government

3. They are removed by the Community Government Legislature. A Member can be removed by the legislature if they have been absent for at least 3 months and have missed 3 or more consecutive meetings without permission or explanation.
4. They become a Member or candidate for the Bougainville House of Representatives
5. They become a candidate in an election to represent a different ward
6. They become a public servant working for the Community Government
7. They are sentenced to prison
8. They are dismissed from office for misconduct in office under Part XIII (Leadership Code) of the Bougainville Constitution. We will look at the Leadership Code later in the course.
9. They are removed from office by the Bougainville Executive Council (the cabinet). The cabinet can remove a Member of a Community Government if the Member: (1) is physically or mentally incapable; (2) is guilty of serious misconduct in office; (3) ceases to be an elector of the ward they represent and they have refused to resign even though the Community Government has requested them to resign.



Pairs (10 minutes)

Get in pairs (with your fellow ward representative). Discuss the following scenario. Can Samon Pink be dismissed from office? What should the Member have done differently? Be prepared to share your ideas.

Samon Pink is a Member of a Community Government. His daughter went to university in Madang and during the term, she was attacked. Samon travelled to Madang and was away for 2 months trying to help his daughter. During this time, he missed 3 consecutive Community Government meetings, Samon failed to tell anyone that he would be absent from the meetings.

Luk olsem Samon can't be dismissed from Office because, although he missed 3 consecutive Community Government meetings without telling anyone, he was only absent for 2 months (not the 3 months or more required). BUT Samon should definitely have explained his absence to the Community Government Manager and the Community Government Legislature. Pasin.



If a Member of a Community Government is removed from Office or their position declared vacant then the vacancy needs to be filled. *Em klia.*

Section 66

The vacancy is filled by appointment NOT by a new ward election AND the person appointed fills the vacancy only until the next general Community Government election.

Community Government

The process for appointment of a Member to fill a vacancy is:

1

The Manager of the Community Government informs the Bougainville Electoral Commission that a vacancy needs to be filled.

2

The Bougainville Electoral Commission will check the results of the election of the Member who needs to be replaced to find out who finished second. The person who finished second needs to meet the following three criteria:

- 1) They are the same gender (they have to walk in the same shoes); and
- 2) They want to fill the vacancy; and
- 3) They still meets all the normal criteria for being a candidate (we looked at these earlier in this topic)

If the person who finished second doesn't meet these three criteria then the Bougainville Election Commission will look at the other candidates in order of how they finished in the election to see if they are eligible.

3

The Bougainville Electoral Commission tells the Manager of the Community Government which candidate can fill the vacancy. They are then appointed by the Community Government – and the new Member swears the declaration of office.

STOP

However, if the vacancy that needs to be filled occurs within 12 months of the next national (general) election then the vacancy will remain vacant until the next general election. AND if the reason for the Member's removal is being challenged in court then the vacancy cannot be filled until the court upholds (agrees) that the decision to remove the Member was just (fair).



Save moa yet

If a new Member that filled a vacancy also needs to be replaced in the same five-year term, then filling the vacancy a third time cannot be by appointment. Instead, a new ward election will need to be held. This type of special election to replace an elected representative is called a by-election.



Community Government

9	<div data-bbox="256 232 438 344"> </div> <p>Pairs (10 minutes) Get in pairs. With your partner discuss the following scenario. Will the second-place candidate be eligible to be appointed to replace Samon Pink? Why or why not? Be prepared to share your ideas.</p> <p><i>Samon Pink was a Member of a Community Government. However, he resigned from Office because his daughter had serious health problems. The Bougainville Electoral Commission looked at the election results again and found that the candidate who finished second was Mary Kamo. Mary has since moved to live in another ward however she says she wants to return and fill the vacancy.</i></p> <div data-bbox="368 712 1286 837" style="border: 1px solid black; padding: 5px; text-align: right;"> <i>Lukolsem Mary Kamo can't fill the vacancy because although she is otherwise eligible, the person who finished second can only fill the vacancy if they are the same gender. Unfortunately for Mary, Samon Pink was a man.</i> </div>
9	<p>If the Bougainville Executive Council uses its powers to remove all of the Members of a Community Government – or if all the Members of a Community Government resign – then all the Members need to be replaced.</p> <p>If this happens then the vacancies cannot be filled by appointment. Instead, they need to be filled by a new election of all Members. This type of election is called a 'supplementary' election - which means it is an extra (supplementary) election held in addition to the normal 'general' election.</p> <p>The candidates to replace each Member in a supplementary election must walk in the same shoes until the next general election. This means they must be the same gender.</p> <div data-bbox="256 1361 1401 1516" style="border: 1px solid black; padding: 10px;"> <div data-bbox="256 1361 384 1516" style="text-align: center;"> </div> <p>If all the Members of a Community Government are removed from office or resign within 12 months of the next general election then instead of holding a supplementary election the vacancies will remain vacant until the next general election.</p> </div>

Hopefully there are people from the ABG at the training – from the district or national level. If there are, then give them the chance to talk about what help and support they (and other ABG officers) can give to Community Government Members

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

- 1) How is Bougainville leading the world?
- 2) How many arms of government does a Community Government have?



Being a Ward Representative

5 hours

Materials

Key questions for this topic What are four consultation skills you can use?
Why is it important to try not to use jargon and 'expensive English'?

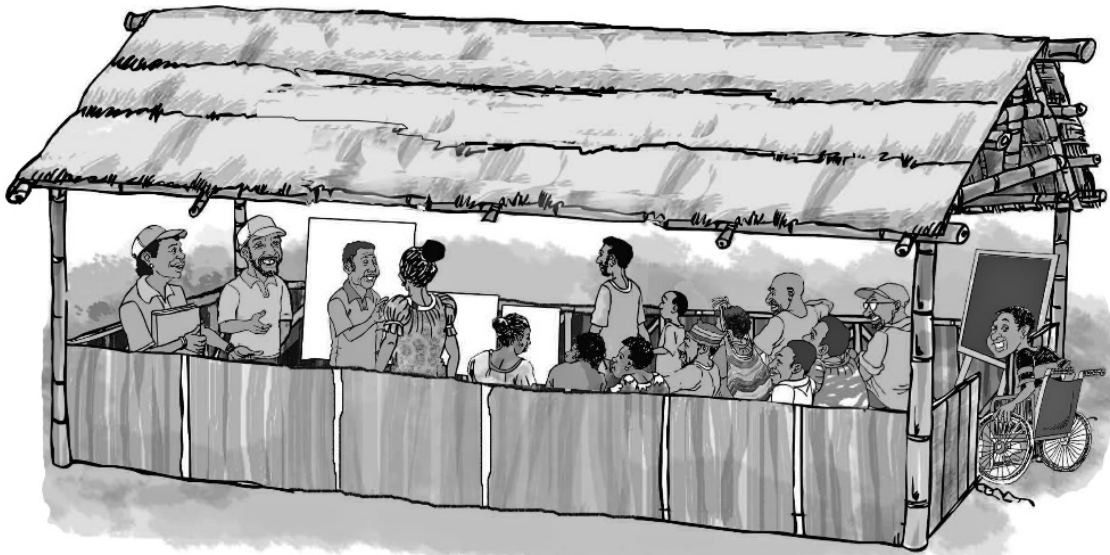
1	<div data-bbox="1126 445 1417 510" data-label="Section-Header"> <h2>Section 13</h2> </div> <p>The Bougainville Community Government Act (2016) says that Community Government Members have three roles in their wards. They need to:</p> <ul style="list-style-type: none"> ✓ Represent the interests of people from their ward in the Community Government. <i>Makim maus bilong ol wod manmeri insait long Komiuniti Gavman.</i> ✓ Participate in their Ward Steering Committee. Community Government Members are always part of their Ward Steering Committee. Ward representatives also need to take turns to preside at ('chair') Ward Assemblies. ✓ Facilitate communication between people in their ward, the Ward Steering Committee, and the Community Government. Community Government Members <i>stap namel long ol long halavim toktok igo ikam.</i>
2	<div data-bbox="177 947 240 1025" data-label="Image"> </div> <p>Every five years – when general Community Government elections are held – each Ward Assembly selects one man and one woman to represent them in the Community Government Legislature. These two ward representatives are the ward's Community Government Members.</p> <div data-bbox="256 1227 523 1738" data-label="Image"> </div> <p>Don't forget, if there are only 2 wards in a Community Government area then both Ward Assemblies will need to elect 4 people (2 men and 2 women). If there is only 1 ward in a Community Government area then the Ward Assembly will need to elect 6 people (3 men and 3 women).</p> <p>When each Ward Assembly elects their ward representatives, at the same time they also need to elect (or select) their Ward Steering Committee.</p> <p>A Ward Steering Committee is made up of the ward representatives AND as many other Chiefs and leaders and representatives that the people of the ward choose.</p>
2	<div data-bbox="256 1783 368 1877" data-label="Image"> </div> <p>General discussion (2 minutes) What is the role of a Ward Steering Committee? <i>Nogut yupela klia pinis.</i></p>
2	<p>The Ward Steering Committee helps their ward representatives to make decisions about how to put Community Government rules (and ABG laws) into practice in the ward.</p>

Being a Ward Representative

A Ward Assembly has the customary authority and the authority of consensus (*wanbel*) to guide and assist the Ward Steering Committee (and their ward representatives).

If you have regular contact with your Ward Assembly you can discuss issues, explain decisions by the Ward steering community and the Community Government (and the ABG), and raise awareness. If the Community Government Legislature needs to make a big decision that has the potential to divide or split the ward community – or if a Member thinks that people might say that a decision is *wansait* – it is a very good idea to discuss it first with the Ward Assembly. *Putim olgeta samting long ples klia.*

And regular contact with your Ward Assembly shows respect and builds trust.



2



General discussion (2 minutes)

Ward representatives should under-promise but over-deliver. What does this mean?

2






It is very important for ward representatives to try and make sure people in their ward have a realistic expectation of what can be achieved and the chance of success.

Tok stret na tok klia. ABG wok long brukim bus. Komiuniti Gavman wok long brukim bus. It will take time to get the government system working smoothly. It will take time. There will be ups and downs.




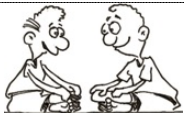


This might mean you need to lower expectations. It is sometimes hard to lower expectations, especially if everyone is full of enthusiasm. Don't say definitely someone will fund the project. Don't say definitely the Community Government will help. Don't say that everyone will become rich. Just don't. *Tok stret.*

If the expectations of people are too high then the fall is hard. They lose respect for whoever raised their expectations. Even worse, they give up.






Being a Ward Representative

	Never ever make promises you can't keep. It is always better to under-promise but over-deliver.	Under-promise but over-deliver
2	 Pairs (20 minutes) Get in pairs. Look at the information below from the Bougainville Community Government Act (2016). How often does an 'ordinary' Ward Assembly need to be held? Who can request a 'special' Ward Assembly?	Just choose a few pairs to give their ideas – <i>tingim taim</i>
	<div> 52 Ordinary ward assembly <ol style="list-style-type: none"> (1) Subject to this section, ordinary ward assemblies are to be held at times and places appointed by a decision of the ward steering committee. (2) There must be at least 2 ordinary ward assemblies in each 12 months. (3) If a time and place has not been appointed for the holding of the next ordinary ward assembly, the ward representatives for the ward may jointly appoint the time and place at which the next ordinary ward assembly is to be held. </div> <div> 53 Special ward assemblies <ol style="list-style-type: none"> (1) The ward representatives for a ward must jointly call a special ward assembly at the request of— <ol style="list-style-type: none"> (a) the ward steering committee; or (b) traditional chiefs or other traditional leaders of the people of the ward; or (c) the community government of the ward; or (d) 20 electors of the ward. (2) The ward representatives must be provided with an explanation of the reason for the special ward assembly at the time that a request is made under Subsection (1) (and, if a reason is not provided, the request has no effect). (3) The ward representatives for a ward may jointly call a special ward assembly in any other circumstances if they consider that necessary or desirable. </div>	
3	 General discussion (2 minutes) Who can participate in a Ward Assembly?	
3	 A Ward Assembly must be open to "all people who reside or carry on business in the ward, whether or not they are electors of the ward – but only electors of the ward may vote on any question or decision at the assembly".	Section 54
3	 Pairs (10 minutes) Get in pairs (with your fellow ward representative). Have a good look at the Bougainville Community Government Act (2016). With your partner try and answer the following two questions:	




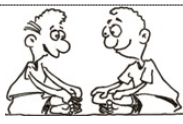

Being a Ward Representative

	<p>1. Who is entitled to be a ward elector ('entitlement to vote')?</p> <p>2. To make it easier for everyone to participate in a Ward Assembly, the Act makes it clear that a Ward Assembly can only be held on certain days and at a certain time. When can a Ward Assembly be held?</p>	
	<p><i>Luk olsem to be entitled to vote in the election of a ward representative (section 62) a person needs to be (1) at least 18 years of age; (2) a Bougainvillean; (3) a citizen; (4) of sound mind; (5) normally living in the ward and has done so for at least the last 6 months; and (5) not currently serving a prison sentence. Luk olsem Ward Assemblies can only be on weekdays, and between 9 am and 7 pm (section 47).</i></p>	
		
4	 <p>General discussion (2 minutes) What is the role of a Ward Steering Committee? <i>Nogut yupela klia pinis.</i></p>	
4	<p>A Ward Steering Committee is made up of the ward representatives AND as many other Chiefs and leaders and representatives that the people of the ward choose.</p> <p>The Ward Steering Committee remains in place until the next general election – although the members of the Ward Assembly may remove or change the members of the Ward Steering Committee at any time (but not the ward representatives).</p>	
4	 <p>Pairs (10 minutes) Get in pairs (with your fellow ward representative). Have a look at your copy of the Bougainville Community Government Act (2016). What is the role (the functions) of a Ward Steering Committee? With your partner try and find the answer.</p>	
4	<p>Ward Steering Committees are the iron posts of Community Government. They have the following functions:</p> <ol style="list-style-type: none"> 1. Respect customary authority to strengthen peace and security 2. Cooperate with and (if possible) provide administrative and operational support for traditional chiefs and other traditional leaders, and for Village Courts, land mediators and the Community Auxiliary Police operating in the ward. 3. Identify and prioritise the present and future needs of the people of the ward 4. Inform the Community Government, through the ward representatives, about the present and future needs and priorities of the people of the ward 5. Assist the Community Government to make decisions affecting the ward 6. Assist with communication between the people and the Community Government 7. Ensure that there is a ward recorder for the ward and oversee keeping records 	<p>Section 42</p>
		



Being a Ward Representative

5	<p>Ward representatives need an open door for people who have concerns or questions. People from their ward (and other stakeholders) need to feel free and comfortable to speak their minds.</p> <p>Ward representatives need to go out of their doors to have regular contact with people in the ward and with other stakeholders.</p> <p>Ward representatives need to develop good consultation skills.</p>	
5	 <p>General discussion (2 minutes) What does 'consultation' mean?</p>	
5	<p>Consultation skills are used to consult with people. Consulting with people means asking them what they think and sharing with them what you think</p> <p>We will look at four consultation skills that can help ward representatives:</p> <ol style="list-style-type: none"> 1. Interview 2. Focus group 3. Forum 4. Village walk 	
		
6	 <p>General discussion (2 minutes) What is an interview?</p>	
6	<p>An interview is a planned consultation with one or two people.</p> <p>Before you sit down with the people you want to interview you need to think about the key questions you want to ask or the topics you want to cover. And if you use the same key questions or topics in other interviews it makes it easier to compare the answers that people give.</p> <p>For example, you might want to do an interview with a Chief to ask him or her their opinion about what help youths need. What concerns do they have? What might be the solutions? What can the community do? Who else should I talk to?</p> <p>It is good if both ward representatives work together as much as possible. However, if you decide it is better to conduct separate interviews then make sure you both get together at the end and share what you found out.</p>	




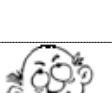
Being a Ward Representative

6	 Sharing (10 minutes) If you have had experience conducting interviews before then share your experience. <i>Givim stia tok long ol wanskul bilong yu.</i>
6	<p>An interview is a good consultation skill to use because:</p> <ul style="list-style-type: none"> ☺ You can establish a more relaxed or natural conversation ☺ You can go into great depth on a particular topic or issue ☺ People can speak confidentially or privately ☺ It is easy to take notes <p>However, it is not possible to interview everyone, so you need to decide who to interview. And you need to cross-check all information. Cross-checking information means you have to see what other people you consult with think about the same issue before you can be confident you have the full picture.</p>
6	 Group question (2 minutes) What is an 'open-ended' question?
6	<p>When asking questions in an interview, try and ask open-ended questions.</p> <div>  <p>Open-ended questions are questions that need more than a 'yes' or 'no' answer. A 'yes' or 'no' answer does not tell you much about what people know or think. For example: <i>"Was the meeting successful?"</i></p> <p>Open-ended questions normally start with "why" or "how" or "what if". Use open-ended questions when you want to dig deep to find out what people know or think. For example: <i>"What happened during the meeting?"</i></p> </div>
6	 Pairs (20 minutes) Get into pairs. Good consultation requires preparing before you go. Imagine that there was a fight between young male students at the local High School. What are three good open-ended questions you would want to ask to help you gather information - and who are three different people you would want to interview to find out the information? Be prepared to share your ideas.
7	 Group question (2 minutes) What is a focus group?






Being a Ward Representative

7	<p>A focus group discussion is a planned consultation with a small group.</p> <p>Before you sit down with a focus group you need to think about the key questions you want to ask or topics you want to cover – this gives the focus group its ‘focus’. And if you use the same key questions or topics in other focus groups it makes it easier to compare their answers.</p> <p>It is common to have a focus group consultation with people who are similar or who have similar interests - for example, women or youth. People who are similar or who have similar interests should be more comfortable and confident to say what they think.</p> <p>It is good if both ward representatives work together as much as possible. However, if you decide it is better to facilitate a separate focus group discussion then make sure you both get together at the end and share what you found out.</p> 
7	 <p>Sharing (10 minutes)</p> <p>If you have been involved in a focus group before then share your experience.</p>
7	<p>A focus group is a good consultation skill to use because:</p> <ul style="list-style-type: none"> ☺ People in a small group may be more confident to express an opinion (speaking up in a small group is more like having a conversation). ☺ People may feel freer to express opinions among a group made up of people more like themselves (e.g. men separately from women). ☺ You can better identify issues or opinions specific to different groups (e.g. women, school students, the elderly, widows, etc.). ☺ The ward representatives can be participants in the discussion – they can encourage participation and ask questions and take notes. <p>However, you need to cross-check the information you get. This means you will normally need to run more than one focus group to make sure you get the full picture.</p>

Being a Ward Representative

7		<p>Small groups (30 minutes)</p> <p>Get into small groups (so that there are about 5 or 6 people in each group). In each small group select one person to be the ward representative. Everyone else in the small group is part of the focus group. The ward representative needs to facilitate a focus group discussion on the topic “what are the biggest needs for Bougainville <i>long strongim sindaun</i>”? If you are the facilitator, try and encourage everyone to participate. If you conducted this same focus group discussion with different groups of people – for example, a group of youth or a group of older Bougainvilleans or a group of people living with disabilities, do you think you would find out different information?</p>
		
8		<p>Group question (2 minutes)</p> <p>What is a forum?</p>
8		<p>An interview is a planned consultation with one or two people. A focus group discussion is a planned consultation with a small group. A forum is a planned consultation with everyone. A <i>kibung</i>.</p> <p>Before you start a forum you need to prepare a work plan and an agenda.</p> <p>A work plan will help you to be clear about timing, what will happen, and who will do what. You should prepare a work plan with the people who will help you to organize the forum. For example, if the forum is the Ward Assembly then prepare the work plan (and the agenda) with the leaders of the Ward Steering Committee.</p> <p>An agenda is a list of the items you want to talk about. At the start of the forum put the agenda <i>long ples klia</i> and don't forget to also give participants the chance to come up with their own agenda items at the start of the forum.</p> <p>It is best if both ward representatives work together to run a forum - to show everyone what equal representation means and how it works. And take turns to facilitate. We will look at some facilitation skills you can use later in this topic.</p>
8		<p>Group question (2 minutes)</p> <p>What problem could there be consulting with everyone in a large group?</p>
8		<p>A forum is a good consultation skill to use because:</p> <ul style="list-style-type: none"> ☺ Good consultation involves asking someone what they think and sharing with them what you think. If you do this with a large group of people at the same time you can share a lot. Everyone who attends hears the same information directly. This means everyone knows what will be happening or what has happened. ☺ It allows other local and traditional leaders to be leaders

Being a Ward Representative

	<p>However, there is a problem with a forum. It is hard for a lot of people to share what they think. In a forum, confident and powerful and loud people are the ones who speak up. This is why it is a good idea to use other consultation skills to cross-check the information you get from a forum.</p>
	 <p>If you are running a forum then during the forum you can use focus groups. Break participants into groups of people who are similar or have similar interests. Then get them to discuss a question or topic in these groups instead of the whole group. In this way, people from groups that find it harder to participate (like women or youth) will have their say.</p>
	
9	 <p>Group question (2 minutes) What is a village walk?</p>
9	<p>Village walk is a great consultation skill to use. Go for a walk to see what the issue is - or what people want to show you. As you walk then talk. Most people find it easiest to talk in a relaxed and informal situation – such as going for a walk. <i>Toktok bai flo</i>.</p>  <p>It is good if both ward representatives work together as much as possible - otherwise, if you don't both hear and see the same information it will be hard to speak with one voice. However, if you decide it is better for you to do separate village walks then make sure you both get together at the end and share what you found out.</p>
9	 <p>Group question (2 minutes) What are some advantages of a village walk?</p>
9	<p>A village walk is a great consultation skill to use because:</p> <ul style="list-style-type: none"> ☺ You kill two birds with one stone – you get to see something (observation) and you can talk with people at the same time ☺ By talking with people as you walk they are put at ease and are more likely to express their ideas and opinions. ☺ Asking people to show you what they are proud of (like their garden) is a great way to build trust and encourage participation ☺ The ward representative is seen out and about talking to people <p>However, normally you are escorted by just a few people so not everyone gets to participate. And it can be hard to take notes of the conversation and what you see – you will need to make notes about the conversation and what you saw after the village walk.</p>

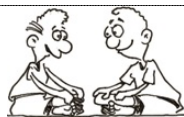
Being a Ward Representative



10

It is very important to keep a record of your consultation. Don't write a book - just dot points is fine. You should keep a record of:

- ✓ Dates and times
- ✓ What you did (interview/focus group/forum/village walk)
- ✓ Who participated
- ✓ A record of key points that people made and who made them
- ✓ A record of any solutions or actions that were proposed
- ✓ Your own observations
- ✓ Photos



Pairs (20 minutes)

Get in pairs. Read the case study below and then answer the questions that follow. Be prepared to share your answers.

10

Tsunrawan case study

The women at Tsunrawan village started a small roadside market when they found that they could make some money from the sales of their local produce to people travelling the Bougainville highway from Kokopau to Tinputz, Wakunai, Arawa, Siwai and Buin.

The women built little market benches using their own initiative and local bush material, and they positioned the market stands about 3 meters away from the road. The distance was close enough for vehicles and passengers to place orders for the goods that they wanted to buy without having to get out of the vehicles.

The passengers liked this market because it meant they were not hassled to get out of their seating arrangements but could instead remain in their seats while only one or two people took their orders. For the drivers, who were usually hurrying to get to their destinations before nightfall, this was a quick and easy stop which did not cost them much time waiting for passengers to get off or on the vehicles.

About a year later, a project was underway for more permanent markets to be built along roadsides to assist women with their market sales. This project was funded by a member and the project was contracted out to local contractors.

Being a Ward Representative

At Tsunrawan a big permanent market was built on the other side of the road and about 8 meters away from the road. Much time and resources went into building the market. Once the market was built, there was an opening ceremony and the women began to use the new market.

However, trucks and cars did not stop at the new market. Over a period of months, fewer women were seen at the new market until eventually hardly any women used the market. People wondered why. Not long after, the women rebuilt their little market benches again at the original places where they had started their markets and began selling their goods as usual.

Currently, the women still use their own market benches while the big new market stands alone without being used.

Discussion questions:

1. Why do you think the women slowly stopped using the new market?
2. Who did the development of the new market affect most? How?
3. Who built the market? Did they understand the needs or preferences of the people who were using the market before they built it? Did they ask these people about their preferences? Do you think the women or the vehicle drivers were consulted when they built this market?
4. How would better consultation have helped?



Being a Ward Representative



11



General discussion (2 minutes)

What is the difference between a facilitator and a presenter?



A presenter just hands down information to the participants. They talk but they don't listen. They don't make it easy for participants. If the participants don't understand it *em wari bilong ol*.

Presenters like to pretend they know everything.

11

Facilitation comes from the Latin word '*facilitar*' - which means 'to make easy'.

A good facilitator is someone who makes it easy for all the participants in an awareness or training or Ward Assembly meeting or forum or focus group or interview or on a village walk.

To be a good facilitator, ward representatives need to communicate effectively and encourage participation.



12



Group question (2 minutes)

What is effective communication?

To **communicate effectively** means you need to get your message across (and the people you are talking with need to get their message across to you).

Effective communication is like a good conversation – everyone needs a turn to be a speaker and a listener. If you don't give other people a turn to be a speaker you won't know what they think or know. If you don't give the other people a turn to be speaker *ino long taim ol bai les long nek bilong yu*.

This means effective communication is two-way. *Igo ikam*.

- ✓ Give everyone else opportunities to speak
- ✓ Listen carefully to what people say
- ✓ Ask and encourage questions







12





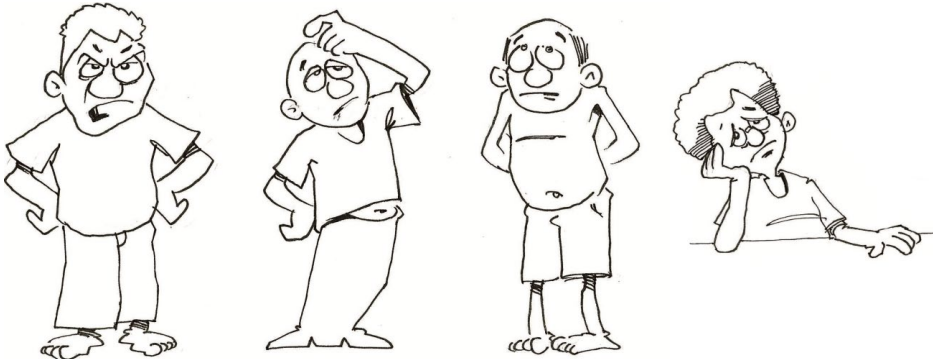
Sharing (10 minutes)

If you know a story or joke about poor communication or miscommunication, then share it.





Being a Ward Representative

	<p>A white <i>meri</i> from Port Moresby wanted to conduct HIV awareness with a community from Maprik, but the white <i>meri</i> only spoke English. When she arrived in Maprik she asked someone to be a translator, but he didn't speak English well. 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. 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>tain'im hariap.</i>" The translator thought for a while about how to translate "do you understand". In the end the translator said: "<i>Wait meri tok olsem – ananit bilong yupela sanap o nogat?</i>"</p>
	
13	 <p>Brainstorm (10 minutes) What are some ways to communicate effectively? Call out whatever comes into your head.</p>
13	<p>To communicate effectively, try the following:</p> <ul style="list-style-type: none"> ✓ Take turns to talk. Two-way communication. ✓ Listen carefully ✓ Make the message clear and easy to understand. Don't use 'expensive' English or jargon. Use examples, stories, <i>tok piksa na tok bokis</i>. Use a translator if necessary. ✓ Use suitable materials if they will help you communicate your message ✓ Ask and encourage questions ✓ Don't talk down to other adults no matter who they are. Show respect. ✓ Use good non-verbal communication and observe their non-verbal communication. Non-verbal communication is communication without words.
13	 <p>Sharing (10 minutes) Have you ever met someone who uses 'expensive' English? How did it make you feel? <i>Stori gut.</i></p>
13	<p>'Expensive' English is words that you might know (or think you know) but you can't expect <i>ol lain long ples</i> to know. Jargon is technical or expert language – language that you might know but you can't expect other people to know. People who use jargon and 'expensive' English when they know that other people won't understand them are either <i>bik het</i> – or they are hiding behind jargon and 'expensive' English because they don't really know what they are talking about.</p> 

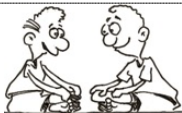

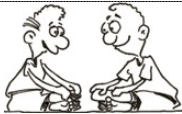

Being a Ward Representative

	<p>When you talk with the people in your ward, or when you work with your Ward Steering Committee, make an effort to use words that everyone will understand.</p> <p>In Bougainville, there is a big gap opening up between formally educated elites who know the jargon and the 'expensive' English (and like to show it) and the majority of people who don't. As a ward representative, you need to help to close this gap by not using jargon and 'expensive' English. <i>Sotim rop.</i></p> <p><i>Wok bilong yu em long makim maus bilong ol wod manmeri insait long Gavman.</i> If the ABG or your Community Government (or anyone else) gives you information to pass on to your ward community and it is full of jargon and 'expensive' English, then give it back to them and ask them to make it easier to understand.</p>
	
14	<div data-bbox="256 741 437 853">  </div> <p>Pairs (10 minutes)</p> <p>Get in pairs. Below are four pictures of a Community Government Member facilitating at a Ward Assembly. In each picture what is the Member communicating through their body language? How would it make you as a participant feel? Be prepared to share your ideas.</p> <div data-bbox="357 972 1294 1330">  </div>
14	<p>Communication can be verbal (with words), and it can be non-verbal (without words).</p> <p>To communicate effectively, it is important for ward representatives to have good non-verbal communication skills:</p> <ul style="list-style-type: none"> ✓ 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 (<i>noken sanap tasol long wanpela hap</i>) ✓ being aware of other people's non-verbal communication





Being a Ward Representative

14		<p>Small groups (30 minutes)</p> <p>Get into small groups of 5 or 6 people. Prepare a short role-play to show a ward representative using poor non-verbal communication skills. Have fun. Next, do the role-play again and this time show the ward representative using good non-verbal communication skills.</p>	<div> <p>Just ask one group to present their role play <i>tingim taim</i></p> </div>
			
15		<p>Having lots of people come to a Ward Assembly meeting is one thing - but a good facilitator also gets them to participate and get involved. <i>Kona kona maski</i>. To be a good facilitator, ward representatives need to try their best to encourage participation.</p> <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 training or at school or speaking up ↗ Some people are just quiet and shy ↗ Some people have disabilities that make it harder for them to participate ↗ Some people especially women don't feel they have the power or right to speak up ↗ Some people are used to being yelled at or told to <i>pasim maus</i> ↗ Some people especially young people are unsure what to do or think it's not cool ↗ Some people especially older people need to know they are still relevant and useful ↗ Some people are just scared that other people will think they are stupid 	
15		<p>Brainstorm (10 minutes)</p> <p>Women often lack the confidence to speak up in public. What are some ways to encourage women to participate? Call out whatever comes into your head.</p>	
15		<p>There are many ways to help women participate when you facilitate an interview or focus group or forum (or a Ward Assembly or your Ward Steering Committee):</p> <ul style="list-style-type: none"> ✓ Help women feel comfortable, confident and respected. ✓ 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. ✓ Get women in small groups with other women ✓ Make sure your message and the activities are suitable for both men and women. What will men get out of it? What will women get out of it? ✓ Have a woman facilitator. This is why both ward representatives <i>man na meri</i> should work together as much as possible. You can give each other confidence, share the workload, and it helps both men and women feel confident and relaxed. 	

Being a Ward Representative

	<ul style="list-style-type: none"> ✓ Give women responsibility. By selecting people who might otherwise stay quiet to take on responsibility, you demonstrate your confidence in them and this in turn increases their confidence and the likelihood that they will contribute ideas. ✓ Getting the most powerful and confident to step back. You may need to quietly tell powerful and confident people to step back and let others have a turn. ✓ Make sure the timing suits women. Women and men have many responsibilities. It is important to make sure the timing of the consultation suits both women and men. If it doesn't they may be anxious about their other responsibilities. ✓ Welcome babies and children. Women often have young children with them. Make sure young children are welcomed. And make sure women (and men) feel comfortable to leave at any time to look after their children's needs. ✓ Select an appropriate venue. If you conduct the consultation in a traditional place, then women and men may act in the way that custom tells them to act. Select a venue where women feel comfortable participating. It is also important to make sure the venue is in a place where women (and men) feel safe. ✓ Use inclusive language. <i>Noken tok "man" - tok "manmeri".</i> ✓ Make it clear that it is okay to make mistakes. People who find it hard to speak up need to see that the facilitator is not afraid to make mistakes. Facilitators who pretend they know everything make everyone else feel like they know nothing. ✓ Get key people to help. Key people - like chiefs and other local leaders - can help you to encourage women to participate.
15	 <p>Pairs (10 minutes) Get in pairs (with your fellow ward representative). What will you do in a forum (like a Ward Assembly meeting) to help youth participate? What will you do to help elderly people participate? What will you do to help people with disabilities participate? <i>Tingim gut.</i></p> <div>Choose one pair to share what they came up</div>
16	 <p>In Bougainville, our traditional leadership system is very strong. Traditional leaders have the power of traditional authority.</p> <p>Traditional leaders are very important for Bougainville's future. Definitely.</p>
16	 <p>Pairs (10 minutes) Get in pairs (with your fellow ward representative). Have a look at your copy of the Bougainville Community Government Act (2016). Try and find out what the Act says about 'customary authority'. Use the table of contents. With your partner try and find the answer. Get familiar with the Act. <i>Slip kirap wantaim em.</i></p> 

Being a Ward Representative

16	 Brainstorm (10 minutes) What should our elected leaders and our traditional leaders do to try and work together? Call out whatever comes into your head.	
16	Traditional leaders have the power of traditional authority. Elected leaders have the power of legal authority. And traditional leaders and elected leaders need the authority of consensus (<i>wanbel</i>). Traditional ways to make decisions (and put decisions into practice) needs to work hand in hand with modern ways to make decisions (and put decisions into practice). Our elected leaders and our traditional leaders need to work together <i>long kamapim wanbel</i> . But there will be differences of opinion. There will be situations where the powers of elected leaders and traditional leaders come into conflict. <i>Nogut yumi haitim</i> .	
16	 General discussion (2 minutes) What can you do if a traditional leader disagrees with you strongly about something?	
16	The Bougainville Constitution makes it clear that the elected government is the highest level of authority in Bougainville. This means that everyone - the President of Bougainville or a traditional chief or a teacher <i>long ples</i> - must respect the Bougainville Constitution and the laws of the ABG and the rules of the local Community Government. If an elected leader and a traditional leader have a difference of opinion <i>noken pulim taitim istap</i> . Try and solve the dispute first by talking. <i>Kamapim wanbel</i> . If that doesn't work, ask your Ward Steering Committee or someone else that you both respect to help <i>kamapim wanbel</i> . If that doesn't work, then call a 'special' Ward Assembly meeting to help <i>kamapim wanbel</i> . <i>Sapos yutupela pulim taitim yet</i> talk with the Manager of the Community Government about what to do.	

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

- 1) What are four consultation skills you can use?
- 2) Why is it important to try not to use jargon and 'expensive English'?




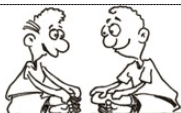


Community Government Executive Committee

1½ hours

Materials

Key questions Who is on the Community Government Executive Committee?
for this topic What is the role of the Deputy Chair?

1	 <p>At the first meeting of the newly elected Community Government, one of the first things the Community Government Members need to do is elect a Chair and a Deputy Chair.</p> <p>The Members of the Community Government have a secret ballot (election) to elect the Chair and the Deputy Chair of the Community Government.</p> 
1	 <p>General discussion (2 minutes)</p> <p>A secret ballot means no one knows who you are voting for. Why do you think the election of the Chair and Deputy Chair is done by secret ballot?</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>The main point to make is that a secret ballot makes it harder to play politics – and there is less likely to be consequences because of how you voted.</p> </div>
1	<p>There are guidelines in the Bougainville Community Government Act (2016) for who is eligible to be selected as the Chair and Deputy Chair after a general election:</p> <div style="float: right; background-color: black; color: white; padding: 5px; font-weight: bold;">Section 13</div> <div style="clear: both;"></div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>1 THE CHAIR AND DEPUTY CHAIR CANNOT BOTH BE FROM THE SAME WARD (EXCEPT IF THERE IS ONLY ONE WARD IN THE COMMUNITY GOVERNMENT AREA)</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>2 THE CHAIR AND DEPUTY CHAIR CANNOT BOTH BE WOMEN. THE CHAIR AND THE DEPUTY CHAIR CANNOT BOTH BE MEN. KOKOMO FLIES WITH BOTH WINGS.</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>3 THE CHAIR AND DEPUTY CHAIR MUST BE OF A DIFFERENT GENDER FROM THE CHAIR AND DEPUTY CHAIR ELECTED AFTER THE LAST GENERAL ELECTION. SWAP SHOES.</p> </div>
1	 <p>Pairs (20 minutes)</p> <p>Get in pairs (with your fellow ward representative). Read the case study below. It explains what happens if there is a tie for the election of the Chair (or Deputy Chair) of the Community Government. When you have finished, answer the following questions. Be prepared to share your answers.</p>

Community Government Executive Committee

1. Was the last Chair of the Community Government a man or a woman?
2. Who needs to preside over the election of the Chair and Deputy Chair?
3. Who was elected (by drawing lots) to become the Chair?

During the first meeting of a newly elected Community Government, the Members had the task of electing a Chair and Deputy Chair. The presiding officer was a public service officer, as required by the Bougainville Community Government Act (2016). In this case, it was the Manager of the Community Government.

The Members held a secret ballot to elect the Chair first. However, there was a tie between Samantha (4 votes) and Jane (4 votes) and Mary (4 votes). According to the Bougainville Community Government Act (2016) if there is a tie then a second secret ballot needs to be held – and if after the second vote the result is the same there needs to be a third secret ballot.

However, after the second and third secret ballots the result stayed the same. Samantha and Jane and Mary each had 4 votes. Ol i pas gut tru.

The Bougainville Community Government Act (2016) says that if it is still a tie after three secret ballots then the Member of the House of Representatives for the constituency can decide who is the Chair (if they are present). Unfortunately, the Member of the House of Representatives was not present.

If the Member of the House of Representatives for the constituency is not present, the Bougainville Community Government Act (2016) says that the presiding public officer has to draw lots to find a winner – excluding candidates one by one until only one candidate is left.

The three candidates' names were put into a hat and then the presiding officer invited the Accounts Clerk to pull out one name. He pulled out the name of Samantha. This meant Samantha was excluded. Then the presiding officer asked the Accounts Clerk to pull out another name. He pulled out the name of Jane. This meant Jane was excluded.

(1) The previous Chair must have been a man (because only women are the candidates). (2) A public service officer must preside over the election of the Chair. (3) Mary was elected to be Chair.






2







General discussion (2 minutes)

What is the role of the Chair of an organisation? *Tingim ol grup long ples.*


Community Government Executive Committee

	<p>The Chair of a <i>grup long ples</i> <u>is not the boss</u>. The role of a Chair of a <i>grup long ples</i> is to:</p> <ul style="list-style-type: none"> ➤ Preside at meetings. This means running or 'chairing' the meeting. We will look at how to run a meeting in the next topic. ➤ Represent the organisation. <i>Makim maus bilong grup</i>. ➤ Perform civic and ceremonial duties ➤ Check to make sure that other people in the organisation are doing what they are supposed to be doing and help if necessary to make sure the job gets done. This means the Chairperson needs to have an overview of what everyone is doing. 	
2	<p>The role of the Chair of Community Government is the same. The Bougainville Community Government Act (2016) says the role of the Chair is to:</p> <ol style="list-style-type: none"> 1. Preside at meetings of the Community Government 2. Participate in the annual conference of the Heads of all levels of formal government under section 49 (5) of the Bougainville Constitution. <i>Makim maus bilong Komiuniti Gavman</i>. 3. Carry out the civic and ceremonial duties of the office of Chair 4. Perform all the functions assigned to the Chair under the Bougainville Community Government Act (2016) 	<div>Section 15</div> 
2	 <p>General discussion (2 minutes) What is the role of the Deputy Chair of a <i>grup long ples</i>?</p>	
2	<p>The role of a Deputy Chair is straightforward – but difficult to perform. It is straightforward because the role of a Deputy Chair is to be able to step in and perform the role of the Chair. It is difficult to perform because this means you need to be ready and able to do everything the Chair is supposed to do.</p> <p>This means the role of the Deputy Chair is to:</p> <ol style="list-style-type: none"> 1. Be ready to preside at meetings of the Community Government 2. Be ready to participate in the annual conference of the Heads of all levels of formal government under section 49 (5) of the Bougainville Constitution 3. Carry out the civic and ceremonial duties of the office of Deputy Chair and be ready to carry out the civic and ceremonial duties of the office of Chair 4. Perform all the functions assigned to the Deputy Chair under the Bougainville Community Government Act (2016) and be ready to perform all the functions assigned to the Chair under the Bougainville Community Government Act (2016) 	







Community Government Executive Committee

	 <p>The Department of Community Government will produce manuals to help the Chair and Deputy Chair of the Community Government to perform their roles. The Community Government Manager will also help the Chair and Deputy Chair to perform their roles.</p>
	
3	 <p>Brainstorm (10 minutes) What skills and qualities would make a good Chair and Deputy Chair? Call out whatever comes into your head.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Make the point that it is important to elect a Chair and Deputy Chair with the skills and qualities for the job - the sort of skills and qualities people mentioned in the brainstorm.</p> </div>
3	<p>A good Chair and Deputy Chair need to be able to:</p> <ul style="list-style-type: none"> ↗ speak honestly and clearly and openly - <i>tok stret na tok klia na tok aut</i> ↗ be sensitive to the feelings of others – <i>tingim narapela</i> ↗ be impartial - <i>noken wansait</i> ↗ be tactful - <i>noken kirapim bel hot nating</i> ↗ be objective - use evidence to make your decisions not opinions – <i>skelim gut</i> ↗ keep things on track - <i>bihainim taim na progrem</i> ↗ be approachable - the door is open ↗ have a track record of community service - <i>pasin bilong halavim</i> ↗ experience in management committees - <i>mekim wok meneja pinis</i> ↗ be able to delegate - <i>skelim pawa</i> ↗ be a good strategist - <i>wokim plen</i> ↗ be a strong networker - <i>toktok na wokbung wantaim ol narapela</i> ↗ be good at team building - <i>kirapim pasin wokbung</i> ↗ consider succession - <i>tingim senis bilong en</i> ↗ believes in learning - <i>tingim trenin bilong en na ol narapela Memba</i> ↗ respects other people's opinions - <i>noken sakim tok</i> ↗ respects what people tell them in confidence – <i>holim tok bilong narapela</i> ↗ transparent – <i>mekim na putim samting long ples klia</i> ↗ understands the importance of record keeping – <i>mekim na putim gut ol rekod</i>
3	 <p>Sharing (10 minutes) Go through the list of skills and qualities of a good Chair and Deputy Chair (above) with everyone, and for each skill or quality, ask someone to share why they think this skill or quality would be important. <i>Stori gut.</i></p>





Community Government Executive Committee

	<div data-bbox="177 271 240 454">4</div> <div data-bbox="240 271 1018 454">  General discussion (2 minutes) What is the executive arm of government? </div> <div data-bbox="1018 271 1417 454">  </div>
4	<div data-bbox="256 499 427 573">  </div> <p>The Chair and Deputy Chair that Community Government Members elected at the first meeting of the newly elected Community Government are the Chair and Deputy Chair of the legislature. The Community Government Legislature is the legislative arm of government. It has <i>pawa long votim disisen olsem lo</i>.</p> <div data-bbox="256 696 427 770">  </div> <p>The Chair and Deputy Chair are also the Chair and Deputy Chair of the Community Government Executive Committee. The Community Government Executive Committee is the executive arm of the Community Government. It has <i>pawa long yusim risos bilong Gavman long wokim lo i kamap</i>.</p> <p>The Executive Committee of a Community Government is made up of:</p> <div data-bbox="256 965 1417 1424"> <div data-bbox="256 965 1417 1066"> <div data-bbox="272 965 336 1066">1</div> The Chair of the Community Government Legislature </div> <div data-bbox="256 1066 1417 1167"> <div data-bbox="272 1066 336 1167">2</div> The Deputy Chair of the Community Government Legislature </div> <div data-bbox="256 1167 1417 1424"> <div data-bbox="272 1167 336 1424">3 4 5</div> Three other members selected by the Community Government Legislature who are Community Government Members OR members of special committees already set up by the Community Government. </div> </div>
4	<div data-bbox="256 1469 432 1581">  </div> <div data-bbox="456 1469 1054 1704"> Pairs (10 minutes) Get in pairs. The Community Government Act (2016) says "No act or proceeding of the Executive Committee is invalid by reason of a vacancy or vacancies in the membership of the committee". <i>Tok loia yu save. Het pein</i>. What do you think this means? Be prepared to share your thoughts. </div> <div data-bbox="1126 1514 1417 1581"> Section 16 </div> <div data-bbox="256 1738 1417 1861"> <p>If a position on the Executive Committee is vacant (for example if a member of the Executive Committee resigns) the Executive Committee still needs to be able to make decisions. Government always needs an executive arm that can make decisions - without it Government grinds to a halt.</p> </div>
4	<div data-bbox="256 1906 1054 1984"> The role of the executive arm of Community Government (the Community Government Executive Committee) is to: </div> <div data-bbox="1126 1906 1417 1984"> Section 16 </div>

Community Government Executive Committee

	Manage the organisation so it is strong enough to perform its functions	Manage the financial resources (money) and physical resources (office, stationary) and human resources (staff, Community Government Members, Ward Recorders, voters). This means the Executive Committee needs to make hard decisions so that the Community Government can perform its functions.
	Organise the legislature so they can make decisions	Put forward proposals and motions for the Community Government Legislature to consider so that the Community Government can perform its functions. For example a budget.
	Report to the legislature so they can make decisions	Provide advice and regular reports to the Community Government Legislature on how well the Community Government is performing its functions.
	Plan and budget and implement the decisions made by the legislature	Put into practice ('execute') the rules and lawful decisions made by the Community Government Legislature. This means the Executive Committee needs to make hard decisions about what can be achieved with the resources it has available.
	Making sure ABG policy is followed	Put into practice the Bougainville Constitution and the Community Government Act (2016) and any other Acts that relate to Community Government.
		The Department of Community Government will produce manuals to help the Executive Committee perform their role. The Community Government Manager will also help the Executive Committee to perform their role.
		
5		General discussion (2 minutes) What are reasons why a Chair or Deputy Chair might not serve their term?
5	There are three reasons why a Chair or Deputy Chair might not serve their term:	
		They might resign. To resign a Chair or Deputy Chair must write to the Manager of Community Government and give notice (inform them)
		They might die or be physically or mentally incapable.
		They might be removed from office. A Chair or Deputy Chair can only be removed from office AFTER they have held the position for 12 months and three months BEFORE the next general election of the Community Government. To remove a Chair or Deputy Chair at least one-third of the Community Government Members must request a vote and then in the vote at least half of the Members plus one must vote to remove the Member.

Community Government Executive Committee

	<p>If the Chair or Deputy Chair is removed from office or their position is declared vacant during a term of a Community Government then the Members of the Community Government will need to conduct a new secret ballot (called a 'supplementary' election) to select their replacement.</p> <p>Their replacement will take over the position only until the next general election.</p> <div data-bbox="256 472 1401 591">  <p>IF THE CHAIR OR DEPUTY CHAIR NEEDS TO BE REPLACED DURING A TERM THEN THE NEW CHAIR OR DEPUTY CHAIR MUST BE THE SAME GENDER – KOKOMO FLIES WITH BOTH WINGS</p> </div>
5	<div data-bbox="256 636 440 748">  </div> <p>Pairs (10 minutes)</p> <p>Get in pairs. If there are 12 Members of a Community Government and they want to remove the Deputy Chair, how many Members must request a vote to remove the Deputy Chair? And in the vote how many Members must vote to remove the Deputy Chair for the Member to be removed? <i>Tingim gut.</i></p> <div data-bbox="373 869 1286 981" style="border: 1px solid black; padding: 5px;"> <p><i>Luk olsem at least one-third of Members need to request a vote to remove the Deputy Chair. One-third of 12 Members is 4. And in the vote, at least half of the Members plus 1 (a majority) must vote to remove the Deputy Chair. Half plus one of 12 Members is 7.</i></p> </div>
	
6	<div data-bbox="1126 1061 1401 1128" style="background-color: black; color: white; padding: 5px; text-align: center;"> Section 17 </div> <p>Community Government can set up other committees – called special committees – to help it achieve its functions. Special committees can be set up to:</p> <div data-bbox="256 1218 1401 1872"> <ol style="list-style-type: none"> <li data-bbox="256 1218 1401 1346"> <div data-bbox="272 1240 328 1308" style="background-color: black; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">1</div> <p>Provide advice to the Community Government. For example, a special committee might be set up to advise the Community Government on the effect of climate change in the Community Government area.</p> <li data-bbox="256 1346 1401 1473"> <div data-bbox="272 1368 328 1435" style="background-color: black; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">2</div> <p>Look into ('inquire') and report on an issue to do with its functions. For example, a special committee might be set up to advise the Community Government on income generation options.</p> <li data-bbox="256 1473 1401 1713"> <div data-bbox="272 1554 328 1621" style="background-color: black; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">3</div> <p>Assist the Community Government to perform a function - but without the power to make rules (the Community Government continues to make the rules). The special committee just assists and advises. For example, a special committee might be set up to help monitor licences to sell alcohol – if a rule needed to be made about the licence fee then the special committee would need to ask the Community Government to make the decision.</p> <li data-bbox="256 1713 1401 1872"> <div data-bbox="272 1756 328 1823" style="background-color: black; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">4</div> <p>Assist the Community Government to perform a function - with the power to make rules on behalf of the Community Government. This means the special committee will have power delegated ('officially given') to it by the Community Government to make decisions on its behalf.</p> </div>
6	<div data-bbox="256 1917 440 2029">  </div> <p>Pairs (10 minutes)</p> <p>Get in pairs. Community Governments have the power to charge a head tax on all eligible people within the Community Government area.</p>

Community Government Executive Committee

If a Community Government decides to charge a head tax then it must set up a special committee of not more than 5 members who have the power to make decisions about applications for relief (applications from people who argue they should be excused from paying). Look at the list of four reasons above why special committees can be set up. What sort of special committee is this (is it number 1, 2, 3 or 4)? Be prepared to share your answer.

We will look at Community Government powers later in the course

The members of a special committee can be whoever the Community Government decides - including people who are not Members of the Community Government

BUT

But if the special committee has power delegated to it by the Community Government, then only Members of the Community Government can be on the committee.



Only Members of Community Government have the right to use (exercise) the power given to the Community Government by the ABG. We will look at Community Government powers later in the course.

6

When a Community Government sets up a special committee they have to select a presiding officer, and give clear reporting requirements and clear advice on how the special committee will be accountable to the Community Government.

A Community Government can remove a person from a special committee - or change who is on the special committee – provided half of the Members of the Community Government plus one (a majority) agree to do so.



The Department of Community Government will produce manuals to help the special committees perform their role. The Community Government Manager will also help special committees to perform their role.

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


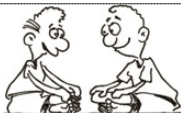

- 1) Who are the members of the Community Government Executive Committee?
- 2) What is the role of the Deputy Chair?






Community Government Staff

1 hour
Materials



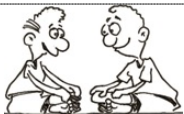


Key questions for this topic What will be the role of the two Community Government public servants?
What will be the role of the Ward Recorder?

1	<p>Long brukim bus there will only be one staff member (public servant) for each Community Government. They are the Manager of the Community Government.</p> <p>Their job is to be the chief executive officer guiding and managing the work of the Community Government. They are paid by the ABG.</p> <p>The ABG hopes to eventually fund a second ABG public service position for each Community Government. The second position will be an Accounts Clerk. Their job will be to look after the finances of the Community Government and keep accounts.</p>	
1	<div></div> <p>Pairs (10 minutes)</p> <p>Get in pairs. Below are two extracts from the Bougainville Community Government Act (2016). Can a Community Government order their Manager to do whatever they want them to do? Be prepared to share your thoughts.</p>	<div>Section 18</div> <div><p>(4) While a Public Service officer is assigned to a community government, lawful directions given to the officer by or on behalf of the community government prevail over directions given to the officer by the Secretary responsible for the Department in which the officer is employed, to the extent of any inconsistency.</p></div> <div>Section 18</div> <div><p>(8) An individual member of a community government has no direct authority over a member of the staff of the community government with respect to the way in which the staff member performs official functions or powers.</p><p><i>Note—However, the Manager is responsible to the community government for the performance of the Manager’s functions and the Accounts Clerk and other staff are responsible, through the Manager, to the community government for the performance of their functions.</i></p></div>
1	<div></div> <p>Although the Manager of a Community Government is paid for by the ABG, when they perform their duties (their functions) they take directions from the Community Government (not the ABG). This makes sense because the Manager of a Community Government manages the Community Government organisation – not the ABG.</p> <p>However, the Community Government has no ‘direct authority’ over their Manager. This means the Community Government can’t order the Manager <i>olsem wok boi bilong ol</i>.</p>	


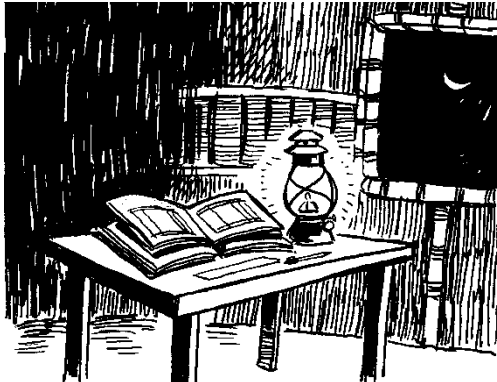

Community Government Staff

	<p>The Manager of Community Government can't do things that go against the constitution, the Bougainville Community Government Act (2016), and the rules of the ABG public service. One rule is that ABG public service officers assigned to a Community Government are required by law to tell the ABG if they have "any concerns about financial or administrative mismanagement of the operations or affairs of the Community Government".</p> <p>The public service must be independent. <i>Publik sevis mas noken wokboi bilong ol lain we yumi votim ol. Sapos wanpela gavman lida mekim wok meneja nogut em bai ronim gavman long benefitim em yet. Yu save.</i></p> <p>If leaders get to manage they manage to stay leaders</p>	Section 19
1	 <p>General discussion (2 minutes)</p> <p>Do you think a Manager of a Community Government could face pressure from their Community Government to do the wrong thing?</p>	
1	<p>In the next topic, we will look at the powers of Community Government. One of the powers of Community Government is the power to delegate ('officially give') power to Community Government public servants to help it perform its functions. This means that in addition to their duties, the Manager of a Community Government can be given other powers by their Community Government.</p> 	
2	<p>The role of the Manager of Community Government is to:</p> <ul style="list-style-type: none"> Organise meetings of the Community Government and its committees Make sure Community Government records are kept and in order Make sure ward records are kept and in order Make sure the Accounts Clerk (if there is one) is doing their job Manage the Community Government administration so it is <i>fit long mekim wok</i> Promptly advise the ABG Secretary of Community Government if they have "any concerns about financial or administrative mismanagement of the operations or affairs of the community government". <p> The Department of Community Government will produce manuals to help the Manager perform their role.</p>	


Community Government Staff

2	 General discussion (2 minutes) What will be the job of the Accounts Clerk of a Community Government?
2	<p>The ABG hopes to eventually fund an Accounts Clerk for each Community Government <i>tasol ino yet</i>. The role of the Accounts Clerk of a Community Government will be to:</p> <div> <div>① Keep proper accounts and records of Community Government transactions and affairs (financial monitoring)</div> <div>② Promptly advise the Manager of the Community Government if they have "any concerns about mismanagement of the funds of a community government".</div> </div> <p> The Department of Community Government will produce manuals to help the Accounts Clerk to perform their role.</p>
2	<div>  Pairs (10 minutes) <div>Section 18</div> </div> <p>Get in pairs. Below is an extract from the Bougainville Community Government Act (2016). Can a Community Government employ its own public servants? Who do you think would pay them? Be prepared to share your ideas.</p> <div>(5) A community government may, with the approval of the Secretary, employ other staff (who are not Public Service officers) on terms and conditions approved by the Minister in consultation with the Minister responsible for the Public Service.</div> <div> <p>The point to make is that Community Government can get approval from the ABG to employ their own public servants. <i>Luk olsem</i> the Community Government would need to use their own funds.</p> </div>
3	 <p>One public servant position that a Community Government might look to fund is a Ward Recorder for each ward in their Community Government area.</p> <p>The Bougainville Community Government Act (2016) says the Ward Recorder needs to be paid from Community Government funds, not ABG funds.</p> <p>The Ward Recorder - like all public servants - is a civilian. This means they would need to be <u>employed</u> instead of being <u>elected</u> to their position. And the employment process will need to be fair and transparent.</p> 

Community Government Staff

3	 Brainstorm (10 minutes) What sort of records could the Ward Recorder keep? Call out whatever comes into your head.
3	<div data-bbox="1126 376 1404 439" style="background-color: black; color: white; padding: 5px; text-align: center;">Section 43</div> <p>According to the Bougainville Community Government Act (2016), a Ward Recorder needs to keep the following records, and make them available to the Manager of the Community Government and the ABG:</p> <ul style="list-style-type: none"> ↻ An up-to-date record of the people who live (reside) in the ward ↻ A record of each birth occurring in the ward ↻ A record of each death of a person who lived in the ward ↻ A record of people coming to live in the ward or leaving the ward ↻ A record of people who are supposed (liable) to pay head tax (if the Community Government chooses to charge a head tax) ↻ Records of decisions made at a meeting of the Ward Assembly or the Ward Steering Committee (meeting minutes) ↻ Other records as directed by the Ward Steering Committee or the Manager of the Community Government. 
3	 Brainstorm (10 minutes) What sort of person would be good to employ as a Ward Recorder? Call out whatever comes into your head.

The point to make is that it is important to select a Ward Recorder with the skills and qualities for the job. A good Ward Recorder will be someone with a good education. They also need to be reliable and disciplined and motivated.



Don't forget, whether your Community Government has Ward Recorders or not is up to your Community Government, your priorities, and the resources your Community Government has available.

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

- 1) What will be the role of the two Community Government public servants?
- 2) What will be the role of the Ward Recorder?



Community Government Meetings

2½ hours

Materials

Key questions What is the quorum for a Community Government meeting?
for this topic What needs to be included in the meeting minutes?


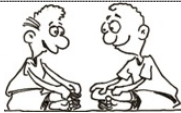


1	<p>The Community Government Legislature makes rules for the peace, order, and good government of the Community Government area. <i>Luk olsem</i> there is a lot to talk about.</p> <p>The Community Government Legislature will need to hold a lot of meetings.</p>
1	<div data-bbox="256 645 438 757"> </div> <div data-bbox="459 645 710 683"> <p>Pairs (20 minutes)</p> </div> <div data-bbox="1126 645 1402 712"> <p>Section 45</p> </div> <div data-bbox="459 689 1369 840"> <p>Get in pairs. Below is an extract from the Bougainville Community Government Act (2016). Earlier in the course, we learned that Ward Assemblies can have both 'ordinary' and 'special' meetings. The Community Government Legislature <i>tu emi wankain</i>. Answer the following questions.</p> </div> <div data-bbox="268 884 1396 996"> <ol style="list-style-type: none"> 1. How often does an 'ordinary' Community Government meeting need to be held? 2. Who decides the time and place for an 'ordinary' Community Government meeting? 3. Who can request a 'special' Community Government meeting? </div> <div data-bbox="295 1041 1385 1993"> <div data-bbox="295 1041 941 1075"> <p>45 Ordinary meetings of community government</p> </div> <div data-bbox="295 1097 1385 1579"> <ol style="list-style-type: none"> (1) Subject to this section, ordinary meetings of a community government are to be held at times and places appointed by a decision of the community government. (2) There must be at least 4 ordinary meetings in each 12 months. (3) If a time and place has not been appointed for the holding of the next ordinary meeting, the Manager of the community government (after consulting with the Chair of the community government) must appoint the time and place at which the next ordinary meeting is to be held. (4) The Manager of a community government must also appoint the time and place at which the first ordinary meeting of the community government is to be held after a general election of the community government (which must be within 14 days after the completion of the election). </div> <div data-bbox="295 1624 909 1657"> <p>46 Special meetings of community government</p> </div> <div data-bbox="295 1680 1385 1993"> <ol style="list-style-type: none"> (1) The Manager of a community government must call a special meeting of the community government at the request of— <ol style="list-style-type: none"> (a) the Chair of the community government; or (b) at least 3 other members of the community government. (2) The Manager must be provided with an explanation of the reason for the special meeting at the time that a request is made under Subsection (1) (and, if a reason is not provided, the request has no effect). </div> </div>

Community Government Meetings





1	<p>The Bougainville Community Government Act (2016) says that both ordinary and special meetings of the Community Government Legislature:</p> <ol style="list-style-type: none"> 1. Must not be on a weekend or a public holiday 2. Must not start before 9 am or after 7 pm 3. Must be open to the public 4. Must be open to the Member of the House of Representatives for the constituency. The Member for the House of Representatives has a right to attend and participate in any meetings of the Community Government Legislature or meetings of the Community Government Executive Committee or meetings of the Ward Assembly or meetings of the Ward Steering Committee. However, they do not have the right to vote (except as a normal elector of a Ward Assembly). The Member of the House of Representatives should be given notice that a meeting will take place and also an agenda, and following the meeting they should be given a copy of the meeting minutes. 	<div data-bbox="1125 190 1415 257" data-label="Section-Header"> <h2>Section 47</h2> </div> <div data-bbox="1222 302 1396 483" data-label="Image"> </div> <div data-bbox="1125 528 1415 595" data-label="Section-Header"> <h2>Section 59</h2> </div>
1	<div data-bbox="256 920 368 1021" data-label="Image"> </div> <div data-bbox="389 920 815 958" data-label="Section-Header"> <h3>General discussion (2 minutes)</h3> </div> <div data-bbox="389 960 1382 1039" data-label="Text"> <p>Why do you think that all meetings of the Community Government must be open to the public?</p> </div>	
1	<p>The Bougainville Community Government Act (2016) says that all meetings of the Community Government Legislature must be open to the public. <i>Nau tasol yumi lukim.</i></p> <p>There are twelve principles of good governance that the ABG wants every organisation in Bougainville to make a part of their <i>kastom</i> – including the government. We learned about these earlier in the course. <i>Tingim.</i></p> <p>Two very important principles of good governance are transparency (<i>pasin bilong mekim na putim olgeta samting long ples klia</i>) and accountability (<i>pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>).</p> <p>Everything the Community Government Legislature does should be <i>klia glas</i> because this helps make sure that the decisions made by the Community Government Legislature are good governance decisions. Problems grow in darkness. Let the sunshine in. <i>Klia glas.</i></p> <div data-bbox="1214 1509 1396 1671" data-label="Image"> </div> <div data-bbox="256 1704 408 1850" data-label="Image"> </div> <div data-bbox="429 1709 625 1744" data-label="Section-Header"> <h3>Save moa yet</h3> </div> <div data-bbox="429 1747 1386 1944" data-label="Text"> <p>The Manager for the Community Government organises meetings of the Community Government Legislature and must give each Member of the Community Government a <i>tok save</i> about the meeting at least 3 days before the meeting takes place – although in emergencies the Manager can arrange meetings in a hurry provided he or she can contact each Member before the meeting.</p> </div>	





Community Government Meetings

2	 General discussion (2 minutes) What is a quorum?
2	<p>The number of members that need to be present in a meeting for any decisions to be official is called a quorum (pronounced 'koram'). <i>Tok inglis igat kain kain.</i></p> <p>No business can carry on at a meeting unless there is a quorum. The quorum for a meeting of the Community Government is half the total number of Members (ignore the fraction) PLUS ONE. Another way to say this is <u>more than half</u> the total number of Members of the Community Government. Or you can say a 'majority' of the total number of Members of the Community Government.</p> <p>If there are 12 Members, then half (=6) PLUS ONE is 7. If there are 13 Members, then half (=6.5 but ignore the fraction=6) PLUS ONE is still 7.</p> <p>BUT But there will only ever be an odd number of Community Government Members if a Member has been removed from office or is suspended or has passed away. <i>Tingim.</i></p>
2	 Pairs (10 minutes) Get in pairs. In Gago Community Government there are six wards. At an ordinary meeting of the Community Government Legislature how many Members need to be present for there to be a quorum? Be ready to share your answer.
	<div>Luk olsem there are 12 Members. This means a quorum (half PLUS ONE) is 7.</div>
3	 <p>One of the big jobs for the Chair (and therefore also for the Deputy Chair) is to preside at meetings. 'Preside' means running or chairing the meeting. <i>Tok inglis igat kain kain.</i></p> <p>However, all Community Government Members also need to be able to preside at meetings. This is because if the Chair or Deputy are not present at a meeting then a Member of the Community Government (chosen by the Members) must preside in their place.</p> <p>And Ward representatives also need to take turns presiding over meetings of the Ward Steering Committee AND at Ward Assemblies.</p>
3	 Sharing (10 minutes) If you have been in a meeting before that you felt was a poor meeting, then share why it was a poor meeting.
	<div>After a person shares then ask everyone what the person who presided over the meeting could have done differently to make it a better meeting.</div>

Community Government Meetings

3	<p>If you are running a meeting:</p> <ul style="list-style-type: none"> ✓ Make sure that the people who are supposed to attend are notified in advance. In a Community Government, the Manager is responsible for sending out notifications - but the Chair should make sure it has been done. ✓ Arrive early and prepare. Is everything ready? Refreshments, toilet paper, pens, chalk, documents, a blackboard, and a clock. ✓ Begin on time ✓ Make sure there is a quorum ✓ Make sure someone is keeping meeting minutes ✓ Introduce yourself and welcome members and guests ✓ Present apologies from people who have not been able to attend ✓ Read the minutes from the previous meeting and ask everyone if they are true ✓ Make announcement. Explain the rules and procedure. ✓ Review the agenda for the meeting ✓ Discuss agenda items in the order ✓ Ask if there is any other business ✓ Facilitate the meeting properly. Effective communication. Encourage participation. ✓ Focus on solutions and actions. Make sure everyone leaves the meeting knowing what the follow-up actions are, when, and who will be responsible for them. ✓ Close the meeting properly and set the date for the next meeting
	
4	 <p>General discussion (2 minutes) What is an agenda?</p>
4	<p>All meetings must have a purpose and it should be clear to everyone who will attend the meeting what the purpose is.</p> <p>The purpose of a meeting (what will be discussed in the meeting) is called the meeting agenda.</p> <p>The meeting agenda should be prepared before the meeting and sent to everyone who will attend the meeting - or put <i>long ples klia</i> so that everyone can see it.</p> 
4	 <p>Pairs (20 minutes) Get in pairs. Look at the agenda below for a meeting of a Ward Assembly. Is this a good agenda? Be prepared to share your ideas.</p>

Community Government Meetings

	<div> Agenda for Greenland Ward steering committee meeting Time: 9:00am – 10.30am Date: 7th June Venue: Nao Mutana Meeting House, Palm village </div> <div> <ol style="list-style-type: none"> Welcome Present Apologies Minutes of the previous meeting Matters arising from the previous meeting Discussion <ol style="list-style-type: none"> Briefing on the Youth Coordinators' Training project —DCDO Selection of Greenland Ward Assembly for the Project Awareness to Greenland Ward Assembly communities Any other business <ol style="list-style-type: none"> BHCP Health promotion workshop on 28 and 29 August Community Government/District visit to Ward Assembly next week Foreign investors visit on 15 of July Next Meeting </div> <div> <p><i>Luk olsem it is a good agenda. It might be improved if there were time limits tasol em inap.</i></p> </div>
	
5	 Group question (2 minutes) What is a motion?
5	<p>There is <i>kastom</i> that needs to be followed to make a decision during a meeting. This is called the meeting procedure. The procedure for a meeting of the Community Government is:</p> <ol style="list-style-type: none"> If a decision needs to be made about a course of action then the first thing is to discuss the different courses of action that could be taken so that everyone has a chance to say what they think. Hopefully <i>toktok bai kamapim wanbel</i>. Next, it is time to make a decision. A Member needs to propose a course of action. In <i>tok mitin</i> proposing a course of action is called a motion. A motion is what the person who proposed it thinks should be done.

Section 48

Community Government Meetings

3. Next, a second Member must support the motion. In *tok mitin* they '**second**' the **motion**.
4. The Chair then asks the Members if they support the motion.
5. If everyone agrees they raise their hands. The motion is passed by **consensus** (there is no need to vote). A motion can also be supported by consensus if all Members sign a written version of the motion. A motion can still be passed by consensus if only one Member does not raise their hand (or sign the written motion).
6. However, if two or more Members disagree then the motion must be put to a vote by **secret ballot**. If a motion needs to be put to a vote, then the majority wins. This means if there are 12 Members the majority is 7.
7. If the motion is agreed to then the **motion is carried**. If the motion is not agreed to then the **motion is defeated**. Either way the result of a motion - carried or defeated - is called a **resolution**. If the motion is defeated, then someone can propose a new course of action (a new motion) and the process of making a decision starts again.
8. The Chair of the meeting votes as a Member (if a Chair votes normally just as a Member their vote is called a **deliberative vote**). In some organisations, if the vote is tied then the Chair can vote a second time to break the deadlock. This is called a casting vote. However, for meetings of the Community Government if the vote is tied the motion is defeated. There is no casting vote.

In the next topic we will look at how Community Government can make rules. If the Community Government is voting on a motion for a rule for peace, order, and good government - not just a decision about a course of action - then more than two-thirds of the Members must vote to support the motion.



Demonstration (30 minutes)

The facilitator will choose 6 participants to help demonstrate how to make a decision in a Community Government meeting. The facilitator will be the Chair and the participants will be the Members. Pretend that you need to make a decision about an agenda item – for example, whether Community Government Members should get uniforms. Run the role-play two times. The first time run the role play to show the motion (to buy uniforms) carried by consensus (everyone agreed by a show of hands). The second time run the role play to show the motion carried by secret ballot (*luk olsem* at least two Members didn't raise their hands and it had to be put to a vote).

After you finish, and if there is time, put everyone into groups of 6 or 7 people to do the same role play again. Practice.



5

Community Government Meetings

5	<p>Las tok. The Bougainville Community Government Act (2016) says that the Community Government Executive Committee and other Community Government committees can come up with their own procedure for making decisions at a meeting.</p> <p>The Ward Assembly and the Ward Steering Committee can also come up with their own procedure for making decisions at a meeting.</p> <div data-bbox="252 459 406 616"> </div> <p>But it is a good idea for the Executive Committee and other Community Government committees and the Ward Assembly and the Ward Steering Committee <i>na ol grup long ples</i> to follow the same <i>kastom</i> for making a decision - then everyone speaks the same language.</p>
6	<div data-bbox="252 696 375 797"> </div> <p>General discussion (2 minutes) What are meeting minutes?</p>
6	<p>Keeping minutes is a very important skill. It might be the Community Government Manager who keep minutes – or a Ward Recorder – or a Member of the Community Government. Everyone needs to know how to do it.</p> <div data-bbox="252 996 406 1153"> </div> <p>Save moa yet Hundreds of years ago, when people first started writing down a record of meetings, paper was very expensive. So the Secretary used tiny or minute (<i>'mainyut'</i>) writing to save money. Meeting minutes should really be pronounced meeting <i>'mainyuts'</i> not <i>'minits'</i>. <i>Luk olsem</i> we pronounce it incorrectly.</p>
6	<div data-bbox="252 1245 391 1379"> </div> <p>Brainstorm (10 minutes) What are meeting minutes used for? Call out whatever comes into your head.</p>
6	<p>Minutes are history. People should be able to read the minutes of past meetings and know what happened in the meeting. Someone who was absent from the last meeting can read the minutes and know what they missed. In a hundred years from now, someone can read all of the minutes and write the history of your organisation.</p> <p>Minutes are used to prevent disputes. A good record of how and why decisions were made - and who will do what to put the decisions into practice - will prevent suspicion and <i>tok beksait</i>. Transparency. <i>Mekim na putim samting long ples klia.</i></p> <p>Minutes are used to hold decision-makers to account. Anyone should be able to read the minutes and understand how and why decisions were made - and who will do what to put the decisions into practice. The minutes should also show whether the follow-up actions from the last meeting were put into practice. Accountability. <i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak.</i></p>

Community Government Meetings

Minutes need to be brief and to the point. Knowing what to leave in or leave out of minutes takes experience. There are nine things you need to record in meeting minutes:

Nine things you need to record in meeting minutes

7

- 1 The name of the organisation or committee
- 2 Location, date, and time the meeting started and ended.
- 3 Names and titles of official members present and anyone else attending, and names and titles of official members who are not present and an explanation.
- 4 A record that the previous meeting's minutes have been read and accepted as true and the results of follow-up actions listed in the previous meeting's minutes. If the action was taken, if not why not, and what still needs to happen?
- 5 The agenda for the meeting, including any other business.
- 6 Decisions made (who moved and seconded motions and the result of votes)
- 7 Follow-up actions (what, when and by whom)
- 8 The name of who prepared the minutes and on what date?
- 9 Attach any letters or reports presented in the meeting

7



Group question (2 minutes)

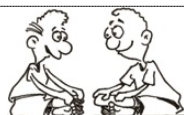
What does being 'objective' mean?

7

If you write something in an **objective** way it means that you try your best to only record the facts – you must never put your own opinions on record.

All record keeping must be brief and to the point – and it must be written in an objective way. Minutes are a record of what everyone says and does – minutes are NOT what the person keeping the minutes thinks about what everyone says and does.

7



Pairs (20 minutes)

Get in pairs. On the next page, there is an example of minutes recorded by the Secretary during a Hasarap Elementary School Board of Management meeting. Have a look at the minutes then answer the following questions. Be prepared to share your answers.

1. Does it include all nine things that need to be recorded in minutes?
2. Do the minutes include the Secretary's own opinions – or is it objective?
3. Are the minutes brief and to the point?

Community Government Meetings

HASARAP ELEMENTARY SCHOOL BOARD OF MANAGEMENT MEETING

LOCATION: Elementary 1 classroom **DATE:** 25th April 2022 **MEETING START:** 9.00am

PRESENT: Didiman Hain (Chairman), Rebecca Soso (Vice Chairman) Julie Ela (Secretary), Mr Posa (Head Teacher). **ABSENT:** David Hopototo (in town on business)

CHAIR: Didiman Hain (Chairman)

MINUTES FROM PREVIOUS MEETING: Read and accepted as a true record

RESULTS OF FOLLOW-UP ACTIONS FROM PREVIOUS MEETING: Rebecca Soso asked the Grade 2 Teacher to explain why he had been absent. The Grade 2 Teacher said that his wife was sick with malaria and he needed to care for her.

AGENDA: 1. School toilets need fixing 2. Grade 2 teacher absent 3. Other business

DECISIONS MADE

1. Head Teacher presented a letter from the School Inspector. The School Inspector said that the toilets at the school were inadequate. Motion proposed by Didiman that Tono soccer club be asked to build two new toilets as they use the school oval and the toilets during training. Seconded by Julie. All agreed that if the president of the club said no then the school would ban them from using the school oval. Didiman agreed to talk with the club president.
2. Head Teacher presented attendance records (on file). Grade 2 teacher continues to be absent. Motion proposed by Julie that Board of Management should report the problem to the Division of Education. Rebecca Soso opposed the motion – she said that it would be better to give the Grade 2 teacher a last chance. Motion went to a vote.
Agreed - Didiman, Julie, Mr Posa. Opposed – Rebecca. **Motion carried**
3. No other business

FOLLOW-UP ACTIONS (WHAT, WHEN, AND BY WHO)

1. Didiman to talk to Tono soccer club today to see if they will build two new toilets.
2. Didiman to report Grade 2 teacher to Division of Education. He needs to take attendance record with him.

MEETING ENDED: 11.30am

ATTACHED DOCUMENTS FOR RECORD: Copy of Grade 2 teacher's attendance record. Copy of letter from School Inspector

WHO PREPARED MINUTES AND WHEN: Julie Ela on 26th April 2022

Luk olsen the minutes are good. Em inap.

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




- 1) What is the quorum for a Community Government meeting?
- 2) What needs to be included in the meeting minutes?









Community Government Powers

2 hours
Materials





Key questions What are the powers of Community Government?
for this topic Who can a Community Government delegate its power to?

1	 <p>General discussion (2 minutes) Who gives a Community Government its powers?</p>
	<p>Community Government is given its powers by the ABG under the Bougainville Community Government Act (2016).</p> <p>The Act is a law made by the ABG House of Representatives (the legislative arm of the ABG), it is put into practice by the ABG cabinet (the executive arm of the ABG), and it is enforced by the National Court and the High Court (the judicial arm of the ABG).</p> 
1	<p>The ABG is given its power by the Bougainville Constitution. And the Bougainville Constitution is given its power by the people of Bougainville. This means that if you dig down, Community Government is really given its powers by the people of Bougainville.</p> <p>The Bougainville Community Government Act (2016) gives a Community Government the following powers:</p> <ul style="list-style-type: none"> ↗ Power to make rules (and put them into practice) ↗ Power of entry ↗ Power to access Community Government records ↗ Power to delegate
	
2	<p>↗ Power to make rules (and put them into practice)</p> <p style="text-align: right;">Section 26</p> <p>Community Governments can make rules for peace, order and good government in their area. This is called legislative power. <i>Pawa long votim disisen olsem lo</i>. The legislative arm of Community Government is the Community Government Legislature.</p> <p>What these rules can be is up to the Community Government, so long as they meet the following three conditions:</p> <ol style="list-style-type: none"> 1. It does not cost the ABG. A Community Government cannot pass rules that ABG will need to pay for – unless the ABG cabinet (Executive Council) <i>bin tok orait pastaim</i>. 2. The rule is properly made by the Community Government. We will look at how rules can be properly made later in the topic. A Community Government cannot pass on the power to make rules to any other organisation - for example, a Ward Assembly.

Community Government Powers

	3. The rule does not conflict with other laws of the land (the Bougainville constitution and other ABG laws). While Bougainville is autonomous, it is currently under the laws of both PNG and Bougainville. This means a rule will also be invalid (not allowed) if it conflicts with either the laws of Bougainville or PNG.	
2	 Pairs (10 minutes) Get in pairs (with your fellow ward representative). Have a look at your copy of the Bougainville Community Government Act (2016). Try and find out what the Act says about what rules can be made by Community Governments to deal with offences (people doing the wrong thing). The answer is below (but don't look yet).	
2	<p>Community Government can make rules for peace, order and good government.</p> <p>This includes rules "of an administrative nature" to help run the Community Government. These might be rules to help the Manager or the Accounts Clerk or the Ward Recorder to do their job - or they might be rules to help the Community Government Executive Committee or the Ward Steering Committee to do their jobs.</p> <p>Community Government also has the power to make rules dealing with offences. The fine or penalty can be up to K2000 or up to 6 months imprisonment or both.</p> <p>Community Government also has the power to collect fees for the services it offers, to decide how often fees need to be paid, what happens if the fee is not paid, and under what conditions the fee can be reduced or waived (not charged).</p>	<div>Section 26</div>
	 Save moa yet The Bougainville Community Government Act (2016) is clear that any fees a Community Government charges for its services must be based on the real administration cost. If the fee is not based on the real cost (if it is too high) it becomes a tax instead. <i>Teks em narapela samting gen.</i>	
2	 General discussion (2 minutes) Can a Community Government pass a rule for the ABG public service to give the Community Government Manager a pay rise?	<div> Luk olsem the answer is no because a Community Government cannot pass a law that will cost the ABG. </div> 
3	 <p>Any rule that a Community Government makes must be properly made. There is a process that Community Government needs to follow in the Community Government Legislature to properly pass a rule:</p>	

Community Government Powers

	<ol style="list-style-type: none"> 1. The rule is tabled (made available) for Community Government Members to read in detail. The rule should also be read in full on the floor of the Community Government Legislature. 2. A motion is made by a Member of the Community Government that the rule is passed. Another Member must 'second' (support) the motion. 3. The Chair of the Community Government asks the Members if they agree with the motion. If all the Members raise their hands then the rule is passed by consensus. However, if two or more Members disagree then the motion must be put to a secret ballot (secret vote). In the secret ballot <u>at least two-thirds</u> of the Members must vote to pass the motion for the motion to be carried. <p> To help, the Department of Community Government will provide model rules that can be adopted in part or whole by Community Governments.</p>
3	<p> General discussion (2 minutes)</p> <p>If there are 12 Members in a Community Government Legislature, and a motion needs to be put to a secret ballot, how many Members need to vote for the motion for the motion to be carried?</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><i>Luk olsem two thirds of 12 is 8. This means at least 8 Members would need to vote for the motion for the motion to be carried.</i></p> </div> <p></p>
3	<p>If the Community Government passes a rule, it does not become legal (enforceable by the Courts) straight away.</p> <ol style="list-style-type: none"> 1. All rules made by Community Governments have to first be approved by the Minister for Community Government. If the Minister refuses then they must send a written letter to the Community Government explaining why they refused the rule. 2. Once the rule is approved it needs to be published in the Bougainville Gazette 3. The rule then needs to be tabled (debated) by the Bougainville House of Representatives. The Bougainville House of Representatives has the power to disallow the rule. If it disallows the rule it must publish this decision in the Bougainville Gazette. If the rule is disallowed then the same rule cannot be submitted again. If it is allowed then the rule becomes legal. 4. The Minister for Community Government also has the power to direct the Community Government to modify (change) or revoke (cancel) the rule. If the Community Government does not modify or revoke the rule then the Minister has the power to do it. <div style="text-align: center; margin-top: 20px;">  <p>Bougainville Gazette</p> <p>PUBLISHED BY AUTHORITY</p> <p><small>(Established by Section 1 of the Bougainville Gazette Act 2005 in accordance with the Bougainville Constitution)</small></p> </div>

Community Government Powers

3	<div data-bbox="256 190 438 302"> </div> <div data-bbox="459 190 1117 392"> <p>Pairs (10 minutes) Get in pairs (with your fellow ward representative). What could be some rules for peace, order and good government that you could propose for the Community Government Legislature to debate?</p> </div> <div data-bbox="1161 190 1401 365"> <p>Ask a few pairs to volunteer their ideas</p> </div> <div data-bbox="288 432 1374 600"> <p>When pairs share their ideas, ask everyone else if the law would be allowed by the Bougainville Community Government Act (2016). Don't spend time discussing the merit of laws - the point of this activity is to give Members a feel for what is possible.</p> </div>
3	<p>Once a Community Government rule becomes legal, the executive arm of Community Government works out how to execute (put into practice) the rule. The executive arm of Community Government is the Community Government Executive Committee.</p> <p>Don't forget, Community Government doesn't have a judicial arm. Instead, the judicial arm of the ABG is also the judicial arm of the Community Government. The Judicial arm of the ABG will defend the constitution and use both ABG laws AND rules made by the Community Government to deliver justice in Community Government areas.</p>
4	<div data-bbox="256 1032 368 1137"> </div> <div data-bbox="391 1032 1061 1120"> <p>General discussion (2 minutes) What is the power of entry? <i>Nogut yupela klia pinis.</i></p> </div>
4	<div data-bbox="256 1176 1415 1243"> <p> Power of entry Section 30</p> </div> <div data-bbox="256 1256 1415 1451"> <p>The Community Government Act (2016) says that the judicial arm of the ABG also serves as the judicial arm of the Community Government. <i>Nau tasol yumi lukim.</i> However, Community Government does have one power to check if someone is following the rules. This is the power of entry. The power of entry is the power to give someone the authority to enter a citizen's house or building (premises).</p> </div>
4	<div data-bbox="256 1489 438 1601"> </div> <div data-bbox="459 1489 1220 1736"> <p>Pairs (10 minutes) Get in pairs (with your fellow ward representative). Have a look at your copy of the Bougainville Community Government Act (2016). Try and find the section in the Act that deals with Community Government powers of entry. When you have found it, answer the following two questions:</p> </div> <div data-bbox="1252 1489 1401 1736"> </div> <div data-bbox="256 1758 1141 1870"> <ol style="list-style-type: none"> 1. Who can be authorised to enter a premise (a house or building)? 2. For what reasons can they be authorised to enter a premises? </div> <div data-bbox="352 1899 1305 2031"> <p>(1) An officer of the Community Government or a public officer. (2) To inspect the premises in relation to a tax or rate. If there is property on the premises belonging to the Community Government or ABG, to carry out work on the property.</p> </div>

Community Government Powers



Power to access Community Government records

Section 31

Each Member of the Community Government (or a committee of the Community Government) has the power to view the Community Government's own records or accounts, or records or accounts about the Community Government. *Klia glas.*

- 5 However, the Member (or the committee) must first be able to demonstrate why they need to know what is in the record or account.

AND

If information is considered to be confidential by the Manager of the Community Government or by a Member of the Community Government, then "reasonable" steps can be taken to maintain the confidentiality of the information.

5



Brainstorm (10 minutes)

What could be some reasons why a Member (or a committee) would want to view the Community Governments' records or accounts? Call out whatever comes into your head.



Power to delegate

Section 32

Community Government also has the power to delegate its powers and functions. The powers and functions of the Community Government can be delegated to:

6

- ✓ A committee of the Community Government
- ✓ A member of the Community Government
- ✓ A public servant of the Community Government



6



General discussion (2 minutes)

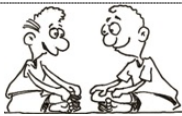


Can a Community Government ever delegate its legislative power? The power to make rules. *Wanem tingting bilong yupela?*

There are four conditions on the power to delegate:

6

1. The power that is delegated can never be legislative power - the power to make rules for peace, order and good government. *Tambu tru.*
2. If a power (other than the power to make rules) is delegated to a Community Government committee then the committee must be made up only of Community Government Members. Only Members of Community Government have the right to use (exercise) the power given to the Community Government by the ABG.
3. The power or function that is delegated to a person or committee cannot be further delegated by them to another person or committee. *Ol noken givim igo yet.*

Community Government Powers

	<p>4. A record needs to be kept of the official decision to delegate the power or function</p> <p>5. Once each financial year the Community Government Legislature must review the decision to delegate the power or function. <i>Bai yumi mekim wankain gen o?</i></p>
6	<div>  <p>Pairs (20 minutes)</p> <p>Get in pairs (with your fellow ward representative). Community Government can set up special committees to help it achieve its functions. And they can delegate the power of Community Government to a committee. But there are five conditions on the power to delegate <i>nau tasol yumi lukim</i>. With your partner discuss whether a Community Government could set up the following special committees to help it achieve its functions:</p> <ol style="list-style-type: none"> 1. A fundraising committee made up of people who are not Members of the Community Government to advise the Community Government on income generation options 2. A good governance committee made up of people who are not Members of the Community Government, that has the power to view the Community Government's records and accounts <div> <p>Luk olsem the first committee (the fundraising committee) is fine. However, the second committee (the good governance committee) cannot be delegated the power to view records and accounts because the committee includes people who are not Members of the Community Government.</p> </div> </div>
7	<div>  <p>ABG has oversight of Community Government – <i>tarangau lukluk kam daun</i> – to help make sure it uses its powers correctly. This means the ABG will <i>putim ai gut</i> to make sure the Community Government is doing what it is supposed to be doing (and to provide help if there is a problem).</p> </div> <p>The ABG gives Community Government its powers – and the Community Government is accountable to the ABG for how it uses these powers.</p>
7	<div>  <p>Pairs (20 minutes)</p> <p>Get in pairs (with your fellow ward representative). Below is a summary of how the ABG has oversight over Community Government. How do you think ABG oversight will help a Community Government?</p> <div> <p>Just choose a few pairs to share their ideas – <i>tingim taim</i></p> </div> <ol style="list-style-type: none"> 1 All records of the Community Government and its activities - including records held by a Ward Recorder - must be made available to the Secretary for Community Government (if requested). The Secretary can also require a person who they think has important information to give it to them. 2 The Minister for Community Government can request a Community Government to take an action – such as to change a rule or improve their standard of conduct or improve their administration. </div>

Community Government Powers

3

If the Secretary reports to the Minister that a Community Government has failed to follow the Bougainville Constitution or the Community Government Act (2016) or another Act, or there is a "serious irregularity in the conduct of the operations or affairs of the Community Government" – then the Minister can order the Community Government to fix the problem.

4

If the Community Government does not or cannot fix the problem, then the Bougainville Executive Council can remove some or all of the powers of the Community Government. They can also suspend all the Members of the Community Government from office for 3 months (until an investigation is made) or they can remove all the powers of the Community Government immediately and declare all the offices of the Members of the Community Government vacant. If the Community Government is suspended or declared vacant, the Bougainville Executive Council will appoint someone to be the administrator of the Community Government until the investigation gives its findings or until a supplementary election can be held (or until the next general election if it is less than 12 months away).



The Bougainville Community Government Act (2016) lays out the power and functions of Community Government. However, Community Governments also have other functions which are described in the Bougainville Constitution and other ABG Acts:

- ✓ Under the Bougainville Mining Act (2015) Community Governments can also establish community mining licences and reserves (*hap we ol manmeri inap long wokim mainin*) and tenements (*brukim hap we komiuniti inap long wokim mainin igo daun long mak stret bilong wanwan maina long mekim*).
- ✓ Under the Bougainville Constitution, Community Governments should also be consulted if there are discussions about changing ('amending') the constitution.
- ✓ Under the Bougainville Constitution, Community Governments should also participate in the annual conference of the Heads of formal government. *Kibung bilong tarangau na kokomo*.



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

- 1) What are the powers of Community Government?
- 2) Who can a Community Government delegate its powers to?











Community Government Financial Management

1½ hours


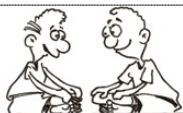




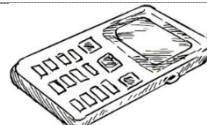
Materials Two hats

Key questions for this topic What four parts can financial management be broken down into?
What are the three iron posts of financial responsibility?




1	 General discussion (2 minutes) What will a Community Government need to use its money for?
1	<p>The financial resources of a Community Government will need to do a lot of work:</p> <div>  <p>The ABG will pay the wages of the Community Government Manager (and eventually the Accounts Clerk). However, the Community Government needs to use its own financial resources for the Manager's (and Account Clerk's) accommodation and day-to-day expenses.</p> </div> <div>  <p>Community Governments need to use their own financial resources to pay allowances to the Community Government Members and to cover their work-related costs. <i>Em nau yumi lukim pinis.</i></p> </div> <div>  <p>Community Governments need to use their financial resources to pay for the maintenance and running costs of the organisation.</p> </div> <div>  <p>Community Governments can use their financial resources to pay an allowance to each Ward Recorder and to cover their work-related costs.</p> </div> <div>  <p>Community Governments can use their financial resources to implement their own plans so they can achieve their missions.</p> </div> <div>  <p>Community Governments need to try and make savings in case the unexpected happens and to plan for the future</p> </div>
1	 General discussion (2 minutes) Where can a Community Government get its money from?
1	<p>The Bougainville Community Government Act (2016) says that a Community Government can get its financial resources from:</p> <div> <p>1. Operational funds from the ABG. How much money the ABG can provide to Community Governments will depend on the budget.</p> <p>2. Grant funds from the ABG that Community Governments will be able to apply for</p> <p>3. Taxes and rates. For example, Community Governments can charge a head tax on each resident in their Community Government area. The Bougainville Mining Act (2015) says Community Governments can charge rates for community mining leases.</p> </div>

Section 35






Community Government Financial Management

	<p>4. Fees for services. For example, if the Community Government passes a rule to licence alcohol sellers it can charge a fee to issue a licence and monitor alcohol sellers. Or if a Community Government obtains funding from the ABG or a donor organisation for a project then they can charge a fee to administer the project.</p> <p>5. A business arm. For example garbage disposal and recycling or renting housing or operating a Community Government cocoa block <i>o kain olsem</i>.</p> <p>6. Borrowing or investing funds.</p> <p>7. Self-sourced funds from donors or NGOs</p>
	
2	<div>  <p>Pairs (10 minutes) Get in pairs (with your fellow ward representative). Below is Section 22 (2) from the Bougainville Community Government Act (2016). Where else can a Community Government get financial assistance to help it deliver development projects and services? Be prepared to share your ideas.</p> </div> <div> <p>Just choose one pair to share their ideas – <i>tingim taim</i></p> </div> <div> <p>(2) A community government may also carry out, or provide assistance for, projects for the benefit of the people of its area funded from sources other than money appropriated for its purposes by the House of Representatives or National Parliament.</p> </div>
2	<div>  <p>Don't forget that a Community Government has two hats. One hat is to help the ABG <i>strongim sindaun</i>. The other hat is to <i>go pas long strongim sindaun ol yet</i>.</p>  </div> <p>The Bougainville Community Government Act (2016) makes it clear that a Community Government can also get funds to deliver development projects and services from other organisations - for example, NGOs and donors.</p> <div> <p>NGOs means Non-Government Organisations - for example CARE or CARITAS. Donors are funded by other Governments. DFAT, the World Bank, United Nations, Asian Development Bank <i>na ol kain lain olsem</i>.</p> </div>
2	<div>  <p>Save moa yet To work in a Community Government area, NGOs need to have approval from the Community Government first. And before the ABG can use any donor funding in a Community Government area they have to consult with the Community Government first. <i>Kokomo</i> has control.</p> </div> <div> <p>Section 25</p> </div>
2	<div>  <p>General discussion (2 minutes) What sort of Community Governments will NGOs and donors want to partner with and provide funding for?</p> </div> 

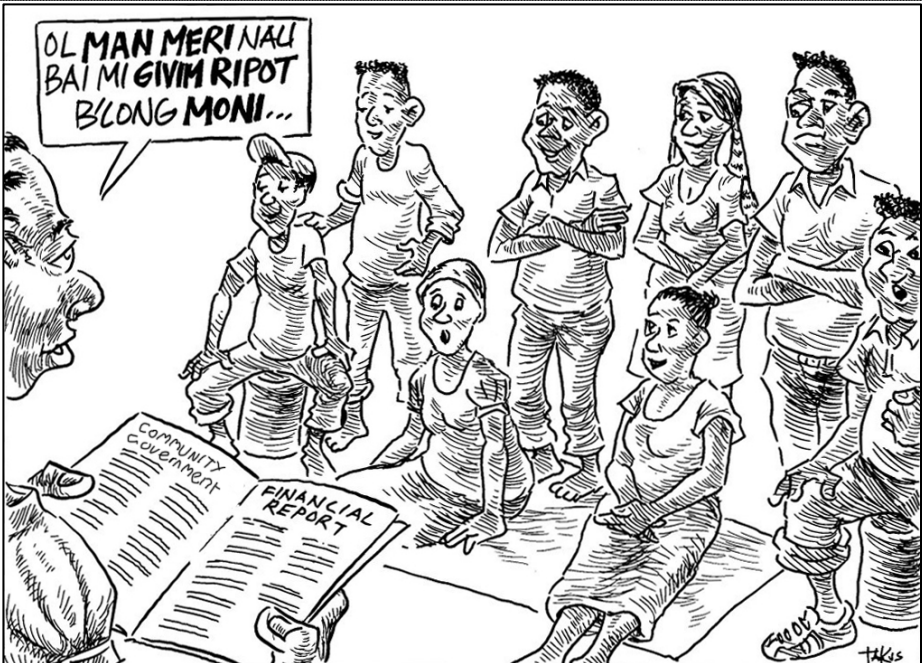




Community Government Financial Management

2	<p> Participation Responsiveness Transparency Accountability Legitimacy Equality Inclusion Self-reliance Sustainability Respect for tradition Cooperation Communication </p> <p>There are twelve principles of good governance that the ABG wants every organisation in Bougainville to make a part of their <i>kastom</i> – including Community Governments. <i>Em nau yupela klia pinis.</i></p> <p>If you have these principles of good governance in your <i>kastom</i> then it makes it easier to work with outside organisations – and it makes it easier for outside organisations to trust you. We will look at ways that Community Governments can put the principles of good governance into practice later in the course <i>olsem na stap isi pastaim.</i></p> <p>If your Community Organisation has a purpose (vision and mission) and good plans to achieve your purpose, then an outside organisation will know how to work with you and what it is you want to achieve. You will learn how to work with the ABG to do planning – and how to do your own Community Government planning, in another training course.</p> <p>And if your Community Government manages its financial resources responsibly, then outside organisations will want to partner with you. Definitely. <i>Tok i dai.</i></p>
	
3	<p>To do the work it needs to do Community Governments will need to manage their financial resources responsibly. Financial management can be broken down into four parts - financial planning, financial control, financial monitoring, and financial reporting.</p> <div data-bbox="485 1133 1106 1456">  <pre> graph LR FM[Financial management] --- FP[Financial planning] FM --- FC[Financial control] FM --- FMon[Financial monitoring] FM --- FR[Financial reporting] </pre> </div>
3	<p>  General discussion (2 minutes) What is financial planning? </p>
3	<p>Financial planning means developing a budget. A budget is a spending plan which includes an estimate of the money that will be available (receipts and expenditures) and a plan for the spending (a work programme).</p> <p>Financial planning also involves developing a financial strategy – how to get enough money to achieve the work you want to do.</p> <p>The Community Government Executive Committee and Community Government public servants <i>bai go pas</i> to do financial planning - but they will need approval for budgets and spending from the Community Government Legislature.</p>

Community Government Financial Management

3	 General discussion (2 minutes) What is financial control?
3	<p>Financial control means putting into practice policies and procedures to control receipts and expenditures. Rules.</p> <p>The Community Government Executive Committee and Community Government public servants <i>bai go pas</i> to make sure that the policies and procedures for financial control are understood and put into practice.</p> <p>Any ABG public service officers assigned to a Community Government are required by law to tell the ABG if they have “any concerns about financial or administrative mismanagement of the operations or affairs of the Community Government”.</p> 
3	 General discussion (2 minutes) What is financial monitoring?
3	<p>Financial monitoring means keeping track of the organisation's finances. Book-keeping. Keeping accounts and records of transactions.</p> <p>It is the work of the Community Government Executive Committee and Community Government Public Servants to make sure financial monitoring is done properly.</p>  <p>The ABG hopes to eventually fund a Community Government Accounts Clerk. Their job will be to look after the finances of the Community Government and keep accounts.</p> <p>When appointed, the Accounts Clerk will do financial monitoring.</p>
3	 General discussion (2 minutes) What is financial reporting?
3	<p>Financial reporting means being ready and prepared to explain and show anyone your financial plans and the result of your financial plans. <i>Putim long ples klia.</i></p> <p>Did the Community Government get the income it was supposed to receive? Did the Community Government spend what it planned to spend? Did it carry out the planned work program? How much money does the Community Government have?</p> <p>The Community Government Executive Committee and Community Government public servants need to give regular financial reports to the Community Government Legislature and Ward Assemblies and the ABG.</p>

Community Government Financial Management

	
	
<p>4</p>	 <p>General discussion (2 minutes) Who is a Community Government accountable to for how it manages its finances?</p>
<p>4</p>	<div data-bbox="1129 1095 1406 1160" style="background-color: black; color: white; padding: 5px; text-align: center;">Section 39</div> <p>The Community Government Executive Committee and the Community Government public servants are accountable to the Community Government Legislature for their financial management. They have to prepare regular financial reports (and annual performance and management reports) for the Community Government Legislature to review.</p> <p>A Community Government is accountable to its Ward Assemblies for its financial management. All the money of a Community Government is public money.</p> <p>A Community Government is accountable to the ABG for its financial management. The ABG will keep a close eye on the financial management of a Community Government. The ABG will also assist with a regular independent audit (check-up) to help Community Governments improve their financial management.</p> <p>A Community Government should welcome being held to account. Everything won't turn out as expected. There will be problems. Praise your fellow Community Government Members whenever they put problems out in the open. Darkness is what kills organisations – not problems.</p> 
<p>4</p>	 <p>Brainstorm (10 minutes) A Community Government Member needs to <i>putim ai gut</i> to make sure their Community Government is financially responsible. What sort of things do you need to <i>putim ai long en</i>? Call out whatever comes into your head.</p>

Community Government Financial Management

There are three key things you need to check that your Community Government is doing with its money. These are the three iron posts of financial responsibility.

Three iron posts of financial responsibility

1

Spend your money first on your running costs and maintenance costs.
Inapim ol kos long ron na kos long stretim bek pastaim.

2

Spend your money on things you really need before spending money on wants. *Noken troimwe moni long ol samting we trutru yu no nidim.*

3

Make savings in case the unexpected happens and to plan for the future.
Putim gris igo bek long graun bilong bihain taim. Wokim seivings.

As Community Government Member you need to *putim ai gut* to make sure the Community Government is doing these three things. *Bikpela mama wok bilong yu.*



The Department of Community Government is developing training for Community Government on how to manage their finances responsibly, and how to do budgets. *Bihain bai yu go insait olsem na stap isi pastaim.*

4



Brainstorm (10 minutes)

What are some things a Community Government could do to reduce its running costs and maintenance costs – so that there is more money left over to do other things? *Gespaia.*

4

Organisations in Bougainville waste too much money on things they don't really need – and there is never enough left over to do work. *Gavman tu.* We need to turn it around.

- ✎ Don't buy that grasscutter to cut the grass. Think about the maintenance costs. It might be better to pay local youth to cut the grass with a *sarip* instead.
- ✎ Fix the leaking roof before the whole building needs to be repaired. Maintenance saves money in the long run.
- ✎ Look after your assets and control who uses them. Develop a policy on asset use.
- ✎ Don't make that trip to Arawa this week to buy stationary – make it next week when you can do other Community Government work at the same time. Even better, ask other Community Government Members and staff if there is anything you can do for them while you are in town. *Dubelim wok.*
- ✎ Do you really need to pay someone to type up your letter to the ABG - or can you write it by hand? Tell them you are doing it to save money *na ol bai hamamas.*
- ✎ Do you really need that latest model *stailwan* desk for your office?
- ✎ Make sure you get the best price. Go to all the stores first before choosing. Always ask for a discount price. And buy the best quality you can afford and look after it.

Community Government Financial Management

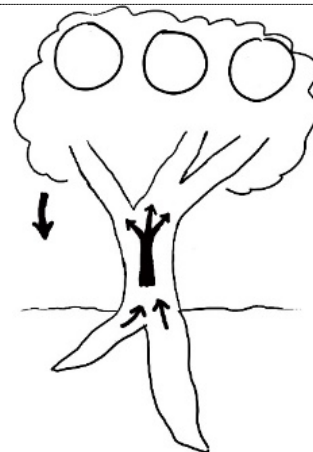
	<ul style="list-style-type: none"> Make sure you have an asset register and a running cost register. Don't hand out K20 to get favours. <i>Ol narapela bai kam askim wankain.</i> Have regular Ward Assembly meetings and explain to everyone how the Community Government is cutting costs (so there is more left over to do work) Stay with a friend in town instead of a hotel and don't claim unnecessary allowances. If you try and save money then other Members (and the people in your Community Government area) are more likely to follow your example.
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Wanpela tok piksa pastaim.....

Each year, money should flow through an organisation in the same way that *gris* flows through a healthy fruit tree.

A fruit tree gets its *gris* from its roots. An organisation gets its *gris moni* from income and savings. Income is new money coming in each year. *Niupela gris*. Savings is money that you already have. Money in the bank. *Olpela gris*. The deeper your roots and the more roots you have the stronger you will be (but roots take time to grow).



5 If a fruit tree *laik karim prut tasol na lus tingting long strongim bek em yet ino long taim em bai dai. Tingim*. Each year, when your organisation plans how to spend its *gris moni*, the first thing to do is pay for your running costs and your maintenance costs.

Strongim bek pastaim.

If there is *gris moni* left over after you *strongim bek pastaim* then you can use it for what your organisation wants to do. *Em nau prut bilong kaikai.*

But don't spend all of your left over *gris moni* – you also need to make savings. *Grisim bek*. If you don't make savings then next year you will start with less *gris moni*. *Tingim*. If you can have enough *gris moni* each year to *strongim bek na grisim bek* and have enough left over *long karim prut* then your organisation will grow strong and healthy. *Tok piksa em olsem.*



5



Las tok. As a ward representative, you will face lots of pressure from *ol wod manmeri* for things to happen quickly. *Ol laik kaikai hariap kaikai bilong Komuniti Gavman.*

As a ward representative, you will need to manage expectations. You need to explain to *ol wod manmeri* that the Community Government organisation (and the ABG) need to grow slow and strong. *Malo malo diwai save gro hariap tasol em save pundaun hariap. Strongpela diwai save gro isi isi tasol em save stap longpela taim.*

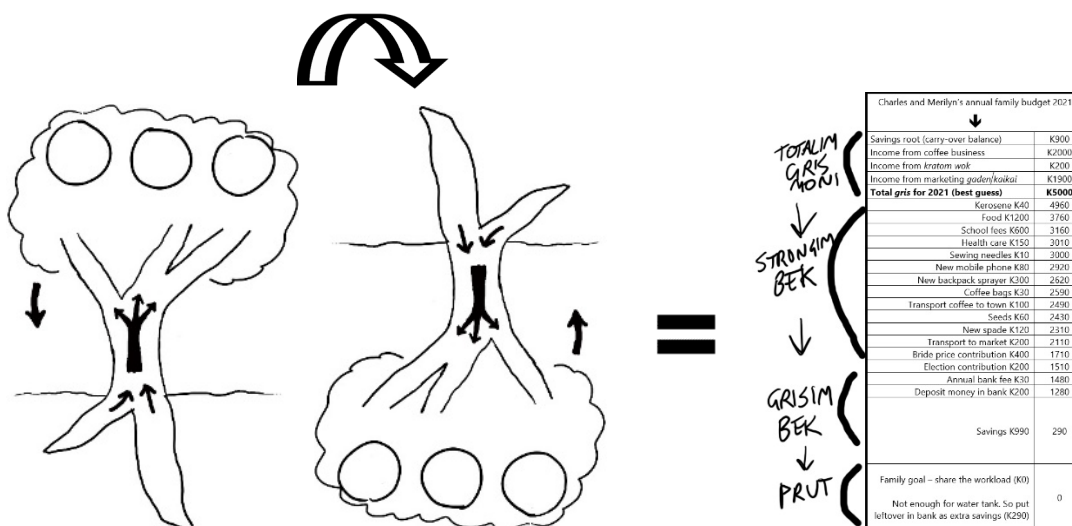
Community Government Financial Management

As a ward representative, you will need to explain to *ol wod manmeri* that the Community Government must *strongim bek na grisim bek pastaim*. If the Community Government wastes its money then *gris bai pinis* and there won't be enough left over *long karim kaikai*. It will take time for the Community Government (and the ABG) to grow its roots so there is enough *gris moni* left over *long karim prut*. *Tok stret olsem*.



Save moa yet

An annual budget is really just a story of how *gris moni* flows through your organisation. You start by totalling the *gris moni* from the roots (income and savings) then you deduct your running costs and maintenance costs (the branches) then you make savings to *grisim bek* then with the *gris moni* that is left over you look at what fruit you can *karim* (or you make extra savings so that next year you have more *gris*). *Luk save*.



The Department of Community Government is developing training for Community Government on how to manage their finances responsibly, and how to do budgets. *Bihain bai yu go insait yu save*.

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

- 1) What four parts can financial management be broken down into?
- 2) What are the three iron posts of financial responsibility?













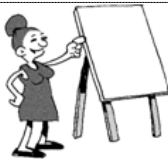



Being a leader






4½ hours

Materials A glass





Key questions What are four skills or qualities of a good leader?
for this topic What is the 'Leadership Code'?

1	<p>The work of a leader is to <i>kirapim bel na givim stia</i>.</p> <p>Every leader is different. There are HAND, HEAD, MOUTH and HEART leaders.</p> <table border="1" data-bbox="256 602 1398 1151"> <tr> <td data-bbox="256 602 416 741"></td><td data-bbox="416 602 1398 741">HAND leaders are those who make or grow or farm or build things. Go <i>pas long wokim samting wantaim lekhan</i>.</td></tr> <tr> <td data-bbox="256 741 416 880"></td><td data-bbox="416 741 1398 880">HEAD leaders are those who are good at thinking and planning and solving problems. <i>Tingting kilim ol</i>.</td></tr> <tr> <td data-bbox="256 880 416 1019"></td><td data-bbox="416 880 1398 1019">MOUTH leaders are those who are good at talking and directing and motivating. <i>Mausmanmeri</i>.</td></tr> <tr> <td data-bbox="256 1019 416 1151"></td><td data-bbox="416 1019 1398 1151">HEART leaders are those who get people together and solve conflict and help others and build goodwill. <i>Kirapim wokbung na bihainim lewa</i>.</td></tr> </table> <div data-bbox="288 1196 1366 1509" style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>Use examples to help everyone get the idea. A HAND leader might be a great mechanic or a fight leader or an expert farmer. A HEAD leader might be a school teacher or a business woman or a retired public servant. A MOUTH leaders might be a good speaker or the chair of the school BOM. A HEART leader might be an old woman who is a peace maker or a priest or the clan chief <i>o kain olsem</i>. Make the point that most leaders are a combination of different types - for example HEART and HAND or HEAD and MOUTH. Great leaders can be all four at the same time.</p> </div>		HAND leaders are those who make or grow or farm or build things. Go <i>pas long wokim samting wantaim lekhan</i> .		HEAD leaders are those who are good at thinking and planning and solving problems. <i>Tingting kilim ol</i> .		MOUTH leaders are those who are good at talking and directing and motivating. <i>Mausmanmeri</i> .		HEART leaders are those who get people together and solve conflict and help others and build goodwill. <i>Kirapim wokbung na bihainim lewa</i> .
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1	<div data-bbox="256 1554 424 1711"></div> <p>Whole group activity (20 minutes)</p> <p>Stand up. Everyone needs to decide whether they are more a HAND or HEAD or MOUTH or HEART leader. If you think you are more a HAND leader, then raise both your hands. If you think you are more a HEAD leader, then put both your hands on your head. If you think you are more a MOUTH leader then put both your hands on your mouth. If you think you are more a HEART leader, then put both your hands on your heart. If you think you are a combination of two, then put one hand on one and the other hand on the other. Look at what other participants have chosen.</p> <div data-bbox="1214 1554 1406 1980"></div>								

Being a leader

1	<p>HAND and HEART and MOUTH and HEAD leaders can be “warriors” or “worriers”.</p> <p>Some leaders are “warriors”. The warrior makes fast decisions. They tell people what they want to be done. They take action in a crisis. They are the sort of people you would want to lead you into a fight. They solve problems - but are not so good at preventing the problem in the first place.</p>   <p>Other leaders are “worriers”. The worrier makes slow decisions. They like to ask questions and collect information. They are good at planning to prevent things from going wrong. They are the sort of people who would prevent the fight from happening in the first place.</p> <p>Bougainville needs both ‘warriors’ and ‘worriers’.</p>
1	 <p>Whole group activity (20 minutes)</p> <p>The trainer will write ‘warrior’ on a piece of paper and put it at one end of the training venue. Then they will write ‘worrier’ on another piece of paper and put it at the other end of the training venue. Most people are part ‘warrior’ and part ‘worrier’. Imagine there is a line running from the paper with ‘warrior’ on it to the paper with ‘worrier’ on it. Move to where you think you would be on the line. Are you closer to the ‘warrior’ end or the ‘worrier’ end?</p> <p>Stay where you are on the ‘warrior - worrier’ line. Next, indicate again if you are a HAND or HEART or MOUTH or HEAD leader - or a combination of two.</p> <p>Everyone has indicated whether they are more a ‘warrior’ or a ‘worrier’ - and they are also showing whether they are a HAND or HEART or MOUTH or HEAD leader - or a combination of two. This is your LEADERSHIP STYLE.</p>  <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>When everyone has selected their leadership style go around the participants and point out some of the different types of leaders - HAND and ‘warrior’ or HEAD and ‘worrier’ <i>na kain olsem</i>. The point of this activity is to get everyone to think of themselves as a leader - and to see that there are different leadership styles. Women often put themselves closer to the ‘worrier’ end - and men often put themselves closer to the ‘warrior’ end. Make the point that Bougainville needs both warriors and worriers.</p> </div>
1	<p>Bikpela tok. Don’t try and be the leader that you are not. Think about your leadership style and try and be better - not different. Be the leader that you are.</p>
2	 <p>Sharing (10 minutes)</p> <p>Share the story of a leader you admire. They might be a leader in your community or an international leader. What makes them a good leader?</p>

Being a leader

2	<p>Below are some quotes and sayings about leadership:</p> <ul style="list-style-type: none"> • <i>Be the leader you would follow</i> • <i>Do what is right – not what is easy</i> • <i>What you do has a far greater impact than what you say</i> • <i>True leaders don't create followers – they create more leaders</i> • <i>Good leaders have the courage to stand up and speak – great leaders have the courage to sit down and listen</i> • <i>The best training ground for leadership is raising children</i> • <i>Great leaders don't tell you what to do – they show you how it's done</i> • <i>People will forget what leaders said – people will forget what leaders did – but people will never forget how leaders made them feel</i> • <i>When I talk to some leaders I get the feeling they are important – but when I talk to great leaders I get the feeling that I am important</i> • <i>Management is doing things right – leadership is doing the right things</i> • <i>Some leaders lead from above people – good leaders lead from within people</i> • <i>The test of a good leader is if people say “we did it ourselves”</i> • <i>Followers complain about problems – leaders talk about solutions</i> • <i>Do what you feel in your heart to be right because you'll be criticized anyway</i> • <i>The art of leadership is saying ‘no’ not ‘yes’. It is easy to say ‘yes’.</i> • <i>A good leader is a person who takes a little more than his share of the blame and a little less than his share of the credit</i> 	<div>Ask participants to help you read out each of these quotes</div>
		
3	 <p>Brainstorm (10 minutes) What are the leadership qualities you think a Community Government Member will need? Call out whatever comes into your head.</p>	
3	<p>Different leaders have different skills and qualities. We are going to have a look at four skills or qualities of good leaders.</p> <div>  <div> <p>A good leader is a problem solver</p> <p>A good leader is a decision maker</p> <p>A good leader is a critical thinker</p> <p>A good leader is a motivator</p> </div>  </div>	

Being a leader



A good leader is a problem solver

The real skill in problem-solving is getting people to solve problems for themselves. If people solve their own problems then they own their solutions. Half the job is done.

There are four steps to helping people solve their own problems. The first step is:

4

1

Help everyone identify the problem. Get people together to talk about what the problem is. If you can't identify what the problem is then it is difficult to do anything about it. Hit the nail on the head. *Wanem trutru hevi bilong yumi?*

After you identify the problem the next thing to do is:

2

Help everyone identify the causes of the problem. The best way to do this is to brainstorm with people who are affected by the problem. *Wanem wanem as bilong dispela hevi bilong yumi? Why? Why? Why?*





Demonstration (20 minutes)

The trainer will demonstrate how to dig deep and identify the causes for the problem of teenage drug abuse.

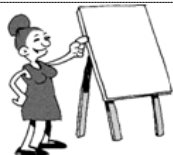
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Being a leader

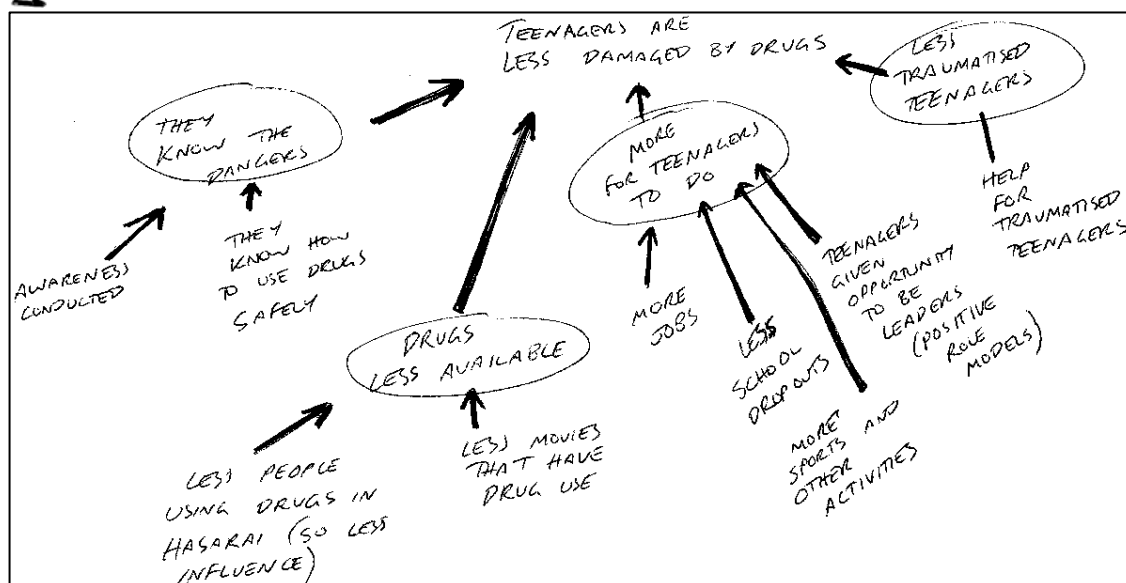
	<p>What you are trying to do is help everyone come up with a picture of the problem 'teenage drug abuse'. Write the problem at the top of the board or butcher paper. Start by asking everyone to identify one main cause of teenage drug abuse - then ask everyone what causes the cause they identified - then for each of these causes ask everyone what causes that. Keep going. Dig down. When you reach the bottom - <i>tok i pinis o kain olsem</i> - go back <i>antap</i> to the problem and ask everyone to identify another cause of teenage drug abuse. <i>Mekim olsem</i> until everyone is happy that you have identified all of the causes of the problem. Make the point that if you involve affected by the problem of teenage drug abuse - teenage drug users and community leaders and school teachers and health workers <i>na ol kain lain olsem</i> - then at the end you will have the full picture of the problem.</p>
	<p>After you identify the causes of the problem the next thing to do is:</p>
4	<p>3 Help everyone identify the effects of the problem. The best way to do this is to brainstorm with the people who are affected by the problem. <i>Dispela hevi em save kamapim wanem ol narapela samting?</i></p> <p>It helps to know the effects of the problem because everyone will be able to think about what the benefits could be if you try and do something about the problem.</p>
4	<p> Brainstorm (10 minutes) What could be the effects of the problem 'teenagers are being damaged by drug abuse'? Call out whatever comes into your head.</p> <div data-bbox="268 1265 1391 1751">  </div>
4	<p>After you help everyone identify the effects of the problem the next thing to do is:</p>
4	<p>4 Help everyone choose a solution. Choose a solution with the people who are affected by the problem. A good way to do this is to first turn the picture of the problem into a picture of the solution.</p>

Being a leader



Demonstration (20 minutes)

The trainer will demonstrate how to turn the picture of the problem of teenage drug abuse into a picture of the solution.



Go back to the picture of the problem and turn all the negative (problem) statements into positive (solution) statements. For example, if it says 'drugs easily available', change it to 'drugs less available'. Do this for all the statements. At the end you will have a picture of the solution. Once you have a picture of the solution, it is also a good idea to go back to the effects of the problem that you identified in step 3 (*ol nogut kaikai*) and turn them into positive effects (*ol gutpela kaikai*). For example, if a negative effect was 'fighting', change it to 'less fighting'. This helps people think about what positive effects might happen - *ol gutpela kaikai* - if they tried to solve the problem.

The best solution will be to try and tackle all of the causes of the problem – but that might not be possible. You will need to decide together what to do.

For each solution look at what it will take. What activities? What cost? How long will it take? Who will need to do what? What solutions will need outside support? Will it make a difference? What is most important? *Skelim*.

After you have discussed the different solutions decide together what to do. For example, you might need to develop a project plan. *Projek plen save brukim bikpela wok igo daun long ol wanwan hap wok long mekim*. The good news is that if you do decide to develop a project plan, you already have all the information you need to begin.



The Department of Community Government is developing training for Community Government on how to design and manage projects.

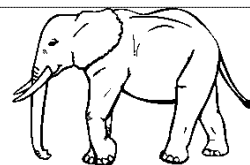


Being a leader



Demonstration (20 minutes)

The trainer will read the story below. It is a traditional story from Thailand. What is the message of this story? Be prepared to share your ideas.



5

A group of blind men heard that a strange animal, called an elephant, had been brought to the town, but none of them were aware of its shape and form. Out of curiosity, they said: "We must inspect and know it by touch, of which we are capable". So, they sought it out, and when they found it they groped about it. In the case of the first person, whose hand landed on the trunk, said "This being is like a thick snake". For another one whose hand reached its ear, it seemed like a kind of fan. As for another person, whose hand was upon its leg, said, the elephant is a pillar like a tree-trunk. The blind man who placed his hand upon its side said, "elephant is a wall". Another who felt its tail, described it as a rope. The last felt its tusk, stating the elephant is that which is hard, smooth and like a spear.

The point to make is that no one knows the full story because we see everything from our own point of view. Great leaders know they only touch only one part of the elephant. To see all the possible solutions to a problem you have to get other points of view.

A good leader is a decision maker

Leaders sometimes have to make hard decisions. Hard decisions are hard to make. When making a hard decision it can help to step back and do the following:

5

①

Consider more options. Often hard decisions are hard because you don't like the choices you have to choose from. Are there more choices you haven't thought of? Remember the elephant. Get other points of view. Great leaders have the courage to sit and listen.



②

Consider the strengths and weaknesses. *Wanem samting bai i halavim yupela na wanem samting bai i mekim hat long yupela sapos yu gohet na mekim.* If you do this then often one idea stands out.

③

Consider which choice has the best long-term gain. Some choices have more pain than gain. But sometimes the best choice has lots of pain now but lots of gain later. Leaders should make decisions that have the best long-term gain - as long as they feel they can lead people through the pain.

④

Follow your heart. Think about your principles. Ask yourself what is the right thing to do. Pray. If you do this then often one choice stands out. Do what is right - not what is easy. Follow your heart. That is what true leadership is all about.








⑤









Sleep on it. Most really hard decisions shouldn't be made in a hurry. It is better to take time and make the decision well. Sleep on it. When you wake up in the morning your subconscious mind has cleared things up for you - and often one choice is clear.








Being a leader

5	 Sharing (10 minutes) If you have any more advice to help your fellow Members develop their decision-making skills, then share it.
5	Las tok. If you have a hard decision - and you follow the steps above to help you make a good decision - then in the end you will have a very strong argument to give to other people to justify your decision. Having a strong argument will help you lead people through the pain.
6	 General discussion (2 minutes) What is critical thinking?
6	A good leader is a critical thinker Some people just accept what they hear or see <i>nogat tok</i> . A critical thinker is someone who questions what they see or hear. Leaders have to be critical thinkers. <i>Skelim toktok</i> . <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>Is the trainer telling the truth?</p> <p>Why is the school closed today?</p> <p>Why did the Treasurer say that in the meeting?</p> <p>Is the bank really giving out free money?</p> <p>How come there are no women on the BOM?</p> <p>Does that medicine really cure HIV?</p> <p>Can I trust what the Member is saying?</p> <p>Is the world really about to end?</p> <p>Does wearing a hat really make me <i>kela</i>?</p> <p>Did that person really die because of <i>sanguma</i>?</p> </div>  </div>
6	 Demonstration (30 minutes) The trainer will pretend to be someone selling medicine at the market. Leaders have to question what they see or hear - and leaders have to stand up and be counted if they see or hear something that is wrong. Imagine that you are someone at the market seeing and hearing the person selling medicine. How would you respond? Be prepared to share what you would do. <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>Pretend to be someone selling a medicine at the market. Say that the medicine cures baldness and also helps you grow more hair and also makes you smarter and also makes you have more children and also makes women (or men) <i>laikim yu tumas</i>. Sell the product - "only K50 a bottle - I only have three bottles left so don't miss out". Say that "<i>brata bilong mi em i wanpela dokta boi na em i tok pinis em i trupela marasin</i>". After you have tried to sell the medicine ask if there is anyone who wants to buy the medicine? Ask participants how they would respond?</p> </div>

Being a leader

6		<p>Asking questions and gathering more information is an important part of being a critical thinker.</p> <p>The more evidence you have the easier it is to question what you see or hear.</p>
6	 <p>Pairs (20 minutes) Get into pairs (with your fellow ward representative). Asking questions and gathering more information is an important part of being a critical thinker. Below is what someone selling medicine at a market said. What questions could you ask the medicine seller to help you <i>skelim toktok</i>? What other information can you collect to help you <i>skelim toktok</i>?</p> <p>“My medicine cures baldness and helps you grow more hair and makes you smarter and also makes you have more children and also makes women (or men) <i>laikim yu tumas</i>. It only costs K50 a bottle – I only have three bottles left so don’t miss out. Brata bilong mi em i wanpela dokta boi olsem na em i tok pinis em i trupela marasin. I can sell it for thousands of kina each bottle tasol mi sori long yupela so I want to give you the first chance”.</p>	<div>Just choose one pair to share their ideas – <i>tingim taim</i></div>
6	 <p>Las tok. We all want to hear what we agree with or what makes us feel good about ourselves. A good critical thinker knows this and has the courage to truly question what they see or hear - even if it means questioning themselves.</p> 	
		
7	 <p>Brainstorm (10 minutes) What are ways to motivate people to do something? <i>Kirapim bel</i>. Call out whatever comes into your head.</p>	
7	<h3>A good leader is a motivator</h3> <p>You can motivate people by telling them what to do - and if they don’t do it then there are consequences. This is called ‘outside’ motivation.</p> <p>Whenever no one is around to tell them what to do - or there are no consequences - then there is no motivation. Problem.</p> <p>A better form of motivation is ‘inside’ motivation - it comes from inside people. Good leaders lead from inside whenever they can - and from outside only if they have to.</p> <p>The first thing you can do to try and lead from inside people is:</p>	

Being a leader

	<div>  <p>Agree on a shared vision and mission. Throw the spear long - to where everyone wants it to land - and then together work out how to get there.</p>  </div> <p>To lead from inside people you need to agree on a shared vision. You also need to:</p>
	<div>  <p>Make people feel proud and confident. The glass is half full.</p> </div>
7	<div>  <p>Demonstration (10 minutes) The trainer will hold up a glass with water in it. Is the glass half full or half empty? Be prepared to share your answer.</p>  </div> <div> <p>Hold up a glass that is half full/half empty with water. First, ask participants to hold up their hands if they would say the glass was half empty. Next, ask participants to hold up their hands if they would say the glass was half empty.</p> </div>
7	<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.</i></p> <p>But the truth is the glass is also half full. <i>Planti sindaun bilong yumi em i orait pinis</i></p> <p>To lead from inside people you need to get them to think about what they have and what they are doing well. Remind them of what they have and all that is good and great about their <i>ples</i> and their achievements so far. People who think they are doing well will try and do better. People who think they are backsliding <i>bai slaid igo bek moa yet.</i></p>
7	<div>  <p>General discussion (2 minutes) What does "do as I do" mean?</p> </div>
7	<p>To lead from inside people you need to agree on a shared vision - and you need to make people feel proud and confident. The final thing you can do is:</p> <div>  <p>Be a role model. Lead by example. Show them how it's done. "Do as I do".</p> </div> <p>Some leaders say "do as I say". "Do as I say" is 'outside' motivation. Great leaders say "do as I do". "Do as I do" is inside motivation. Be a role model. Lead by example. Show them how it is done. Follow the rules. Respect the <i>kastom</i>. Lead from inside people. Be the leader you would follow.</p>



Being a leader

Las tok. PART XIII of the Bougainville Constitution and other ABG Acts make it clear what our elected leaders can and cannot do.



Below are some of the key things a Member of a Community Government cannot do. Be very aware if you do these things you can be found guilty of misconduct in office. And make sure you explain these nine rules to *ol wod manmeri* so they know what their leaders can and cannot do. *Srukim igo.*

8

- 1 ***Memba mas putim olgeta bisnis na samting olsem bilong em na famili bilong em long ples klia***
- 2 ***Memba o wantok no inap kisim long sait long taim Gavman o Memba mekim wok***
- 3 ***Memba mas tok klia sapos em o wantok bilong em bai kisim sampela halavim ikam long wok we Gavman o Memba laik mekim***
- 4 ***Memba emi kisim Gavman pei pinis na emi no inap kisim antap pei gen long mekim wok Gavman***
- 5 ***Memba husat inap kisim halavim long wanpela disisen no inap stap insait long Community Government Legislature taim ol laik vot***
- 6 ***Memba no inap kisim dinau o presen o samting olsem bilong hamamasim em***
- 7 ***Memba no inap kisim moni bilong wok Gavman igo long poket bilong em o wantok bilong em***
- 8 ***Memba no inap kisim halavim pastaim bipo toktok bilong Gavman kamaut long ples klia***
- 9 ***Memba laik troimwe vot o mekim toktok em mas tok klia pastaim sapos em bai kisim sampela halavim ikam long vot o toktok***

8



Role Play (30 minutes)

Do this activity if there is time. Get into small groups of five or six people. Choose one of the rules above and develop a role-play that shows an elected representative breaking this rule. Be prepared to perform your role play.

Just choose one group to perform their role play – *tingim taim*

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

- 1) What are four skills or qualities of a good leader?
- 2) What is the 'Leadership Code'?




Principles of Good Governance

5 hours

Materials Poster paper

Key questions for this topic What are twelve principles of good governance that Community Governments need to make a part of their *kastom*?

1	 <p>General discussion (2 minutes)</p> <p>What are the twelve principles of good governance that we need to make a part of the <i>kastom</i> of Community Government? <i>Kirapim bek tingting.</i></p>																								
1	<p>Having a strong <i>kasom</i> is a key ingredient of all good organisations.</p> <p>There are twelve principles of good governance that the ABG wants every organisation in Bougainville to make a part of their <i>kastom</i>. These twelve principles of good governance are included in the Bougainville Constitution, the Bougainville Community Government Act (2016), and other ABG Acts.</p> <p>Lots of these principles are already strong in our <i>kastom</i>. Some of them we need to make stronger <i>nogut yumi haitim</i>. We need to make these principles a part of the <i>kastom</i> of Community Government. Definitely.</p> <div> <p>Point to the 12 principles of good governance – you put them on the wall earlier in the course</p> </div> <table> <tr> <td>Participation</td><td><i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i></td></tr> <tr> <td>Responsiveness</td><td><i>Pasin bilong bekim tingting na askim na senis wantaim eksen</i></td></tr> <tr> <td>Transparency</td><td><i>Pasin bilong mekim na putim olgeta samting long ples klia</i></td></tr> <tr> <td>Accountability</td><td><i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i></td></tr> <tr> <td>Legitimacy</td><td><i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</i></td></tr> <tr> <td>Equality</td><td><i>Pasin bilong lukim yu wankain olsem narapela</i></td></tr> <tr> <td>Inclusion</td><td><i>Pasin bilong halavim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut</i></td></tr> <tr> <td>Self-reliance</td><td><i>Pasin bilong sanap wantaim lekhan bilong yumi yet</i></td></tr> <tr> <td>Sustainability</td><td><i>Pasin bilong tingim senis bilong yumi</i></td></tr> <tr> <td>Respect for tradition</td><td><i>Pasin bilong luksave long kastom long ples</i></td></tr> <tr> <td>Cooperation</td><td><i>Pasin bilong lukluk long wokbung wantaim ol narapela</i></td></tr> <tr> <td>Communication</td><td><i>Pasin bilong tok stret na tok klia na tok aut igo ikam</i></td></tr> </table>	Participation	<i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>	Responsiveness	<i>Pasin bilong bekim tingting na askim na senis wantaim eksen</i>	Transparency	<i>Pasin bilong mekim na putim olgeta samting long ples klia</i>	Accountability	<i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>	Legitimacy	<i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</i>	Equality	<i>Pasin bilong lukim yu wankain olsem narapela</i>	Inclusion	<i>Pasin bilong halavim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut</i>	Self-reliance	<i>Pasin bilong sanap wantaim lekhan bilong yumi yet</i>	Sustainability	<i>Pasin bilong tingim senis bilong yumi</i>	Respect for tradition	<i>Pasin bilong luksave long kastom long ples</i>	Cooperation	<i>Pasin bilong lukluk long wokbung wantaim ol narapela</i>	Communication	<i>Pasin bilong tok stret na tok klia na tok aut igo ikam</i>
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Principles of Good Governance



2



General discussion (2 minutes)

What does the principle of participation mean?

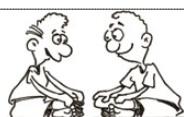
Participation *Pasin bilong wokim disisen wantaim na wokbung wantaim*

An organisation has participation in its *kastom* if everyone in the organisation feels like they have the chance to *wokim na mekim disisen wantaim*.

2

The leaders and managers of an organisation do the driving – but everyone in the organisation has to feel like they have their hands on the steering wheel.

Everyone has to feel that the organisation is better off because they are a part of it. Everyone has to feel they have something to contribute. Everyone has to feel that the organisation *em samting bilong mi*.



Pairs (20 minutes)

Get into pairs (with your fellow ward representative). How will Community

2

Government be stronger if Community Government Members *wokim na mekim disisen wantaim*? How will Community Government be stronger if ward representatives encourage their Ward Steering Committee and their Ward Assembly to *wokim na mekim disisen wantaim*?








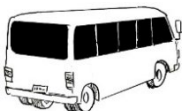

Just choose one pair to share their ideas – *tingim taim*

Good participation has many benefits:








- ✓ If people are participating they will have a chance to see what is happening in the organisation and ask their leaders and managers about what is happening. *Opim ai*.
- ✓ The organisation will make better decisions and plans because they have the full story. You need everyone - men and women and youth and elderly and disabled - to have the full story.
- ✓ Everyone in the organisation *bai kamap olsem papa bilong toktok*. *Yu papa bilong toktok nau bai yu wokbung na putim ai gut long mek sua wok em kamap*.
- ✓ Everyone in the organisation will point to what is achieved and say "*em bilong mi*". *Yu papa bilong wok nau bai yu lukautim igo igo wanem kaikai wok em karim*.
- ✓ *Les pasin save kamapim les pasin – yumi save pinis*. *Plantil ol les lain stap long ples*. But if you give everyone the chance to *wokim disisen wantaim na wokbung wantaim* then it goes the other way. People feel valued and involved and they will feel like helping even more. Participation builds goodwill *na pasin wokbung*



Principles of Good Governance

3	 General discussion (2 minutes) What does the principle of responsiveness mean?
3	<div> Responsiveness <i>Pasin bilong bekim tingting na askim na senis wantaim eksen</i> </div> <p>The world is always changing. An organisation needs to respond to change. An organisation has responsiveness in its <i>kastom</i> if it responds to change by taking action. <i>Stap nating maski. Bekim tingting na askim na senis wantaim eksen.</i></p> <p>Sometimes the leaders of an organisation respond to a changing world on behalf of the members. They use their judgement. But a responsive organisation also has regular meetings between members and leaders so leaders can find out what members think.</p> <div>  <p><i>Nid bilong ol man na meri save senis.</i> This means the vision and missions and priorities and plans of an organisation also need to change. A responsive organisation plans how to respond to the changing world and the changing needs of its members – and puts its plans into practice. <i>Stap nating maski. Bekim tingting na askim na senis wantaim eksen.</i></p> </div> <div>  <p>There are always new problems and challenges to deal with. A responsive organisation responds to problems and challenges that occur along the way. <i>Stap nating maski. Bekim tingting na askim na senis wantaim eksen.</i></p> </div> <div>  <p>There are always new opportunities to take advantage of. A responsive organisation responds to new opportunities that occur along the way. <i>Stap nating maski. Bekim tingting na askim na senis wantaim eksen.</i></p> </div> <div>  <p>There are always questions and requests to deal with - from inside and outside your organisation. A responsive organisation responds to questions and requests. <i>Stap nating maski. Bekim tingting na askim na senis wantaim eksen.</i></p> </div>
3	 Sharing (10 minutes) If you know an example of an organisation that is responsive or an organisation that is not responsive, then share it with everyone.
4	 General discussion (2 minutes) If someone is driving a car that has <i>dak glas</i> how does it make you feel?
4	<div>  <p>If a car has <i>dak glas</i> you don't know who is inside or what they are doing. <i>Dak glas</i> causes suspicion and jealousy. <i>Klia glas</i> prevents jealousy and suspicion. Everyone can see the driver and what is happening.</p>  </div>

Principles of Good Governance

	Transparency means <i>klia glas</i> . The sunshine gets in. Problems grow in darkness.
	Transparency <i>Pasin bilong mekim na putim olgeta samting long ples klia</i>
4	 <p>Demonstration (10 minutes)</p> <p>The trainer will demonstrate how <i>klia glas</i> in an organisation is like pruning and weeding your cocoa block to let the sunshine in. If you prune and weed your cocoa the sunshine <i>save klinim</i>. <i>Binatang nogut save dai</i>. <i>Kakau bai karim gut moa na karim long taim</i>. Pruning and weeding take more work - and it takes courage to cut back the branches. Transparency <i>em olsem</i>. It takes more work to do everything out in the open - and it takes courage for leaders to let everyone in the organisation see what they are doing. But letting the sunshine in pays off in the long run. <i>Ogenaiseson bilong yu bai karim gut moa na karim long taim</i>.</p> <div> <p>Pretend to be pruning and weeding cocoa. Make the point that it takes more work to let the sunshine in. It takes courage to cut back branches because you are not sure if it will help or not. But if the sunshine gets in it will kill pests and diseases - and your cocoa <i>bai karim gut moa na karim long taim</i>.</p> </div>
4	 <p>Brainstorm (10 minutes)</p> <p>What are some things that would show that Community Government has <i>klia glas</i> in its <i>kastom</i>? Be prepared to share your ideas.</p>
4	 If an organisation has <i>klia glas</i> in their <i>kastom</i> it means the leaders and managers keep records. Minutes. Financial reports. Correspondence.  If an organisation has <i>klia glas</i> in their <i>kastom</i> it means the leaders and managers make records available to everyone. <i>Putim long ples klia</i> .  If an organisation has <i>klia glas</i> in their <i>kastom</i> it means the leaders and managers make the effort to regularly inform everyone about how the organisation is running. The progress of plans. Financial reports. Updates.  If an organisation has <i>klia glas</i> in their <i>kastom</i> it means the members ask questions about how the organisation is running - and the leaders and managers welcome questions. <i>Mekim long ples klia</i> . Let the sunshine in.
5	 <p>General discussion (2 minutes)</p> <p>What does the principle of accountability mean?</p>
5	Accountability <i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>

Principles of Good Governance



An organisation has accountability in its *kastom* if its leaders and managers (and everyone else) are ready and willing to be measured against what they are supposed to be doing – and to learn lessons or face consequences *sapos wok ino painim mak*.

There are three characteristics of an organisation which has accountability in its *kastom*:

1

Everyone in the organisation agrees on everyone's roles and responsibilities - and the standards of behaviour (conduct) expected of everyone - and what the consequences will be *sapos wok ino painim mak*

2

Everyone understands their roles and responsibilities - and the standards of behaviour (conduct) expected of them - and what the consequences will be *sapos wok ino painim mak*

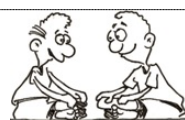
3

Everyone is ready and willing to be measured - and to measure other people - and to learn lessons or face the consequences *sapos wok ino painim mak*



Save moa yet

Think about an elected Member. They are the leaders of the government organisation. When they stand for election they make promises about what they will do if they are elected. They have policies. If they win the election they also need to follow the rules of the government. *Em nau*. This is what an elected politician should be measured against - whether they are doing what they said they would do if elected (their policies) and whether they are following the rules of the government (the ACTs and the Leadership Code). Elected politicians must face the consequences *sapos wok ino painim mak*. If they break the rules of the government, then the government MUST take action on behalf of the voters *na kotim ol*. If they don't try and do what they said they would do if elected (their policies) then the voters MUST take action in the next election and vote them out. Accountability. *Mekim wok bihainim mak na skelim wok bihainim mak*.



Pairs (20 minutes)

Get into pairs (with your fellow ward representative). Below is what the Bougainville Constitution says about accountability. Who has the right to point their finger at an elected leader and ask them questions?







Just choose one pair to share their ideas – *tingim taim*

38. ACCOUNTABILITY.

- (1) All public offices shall be held in trust for the People.
- (2) All persons in positions of leadership and responsibility are, in their work, answerable to the People in accordance with law.
- (3) The Autonomous Bougainville Government shall take all lawful measures to ensure accountability in Government and to expose and eradicate corruption and abuse or misuse of power.

Luk olsem all people in leaders are answerable to the people. Yumi ol manneri Bougainville.

Principles of Good Governance

5	 <p>Being measured - and measuring other people - means that everything needs to be out in the open. Transparency. <i>Klia glas</i>. If there is shade and shadow, you can't see if people are doing what they are supposed to be doing.</p> <p>This means the principle of accountability and the principle of transparency are two sides of the same coin. You can't have one without the other.</p>
	
6	 <p>General discussion (2 minutes) What does the principle of legitimacy mean?</p>
6	<div data-bbox="256 882 1401 958" style="border: 1px solid black; padding: 5px;"> <p>Legitimacy <i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</i></p> </div> <p>If leaders and managers have legitimacy it means that they have authority. <i>Bihainim tok</i>.</p> <p>An organisation has legitimacy in its <i>kastom</i> if the leaders and managers have been elected or selected in a way that everyone says is free and fair. In our Community Government, this means the elected leaders need to be elected in a way that everyone says is free and fair. And it means that any public servants need to be employed in a way that everyone says is free and fair.</p> <p>But leaders and managers also need to maintain their legitimacy. If they do the wrong thing – if they break rules or <i>kastom</i> – then they lose their legitimacy.</p> <p>A PMV driver has legitimacy if they have a license to drive and they put it <i>long ples klia</i> so the passengers can see it. But if the passengers find out that the driver is drunk then the driver loses their legitimacy. If you lose your legitimacy you lose your authority.</p>
6	 <p>General discussion (2 minutes) What will happen to the authority of a ward representative if they do the wrong thing?</p>
	
7	 <p>General discussion (2 minutes) What does equality mean?</p>
7	<div data-bbox="256 1933 1401 2009" style="border: 1px solid black; padding: 5px;"> <p>Equality <i>Pasin bilong lukim yu wankain olsem narapela</i></p> </div>

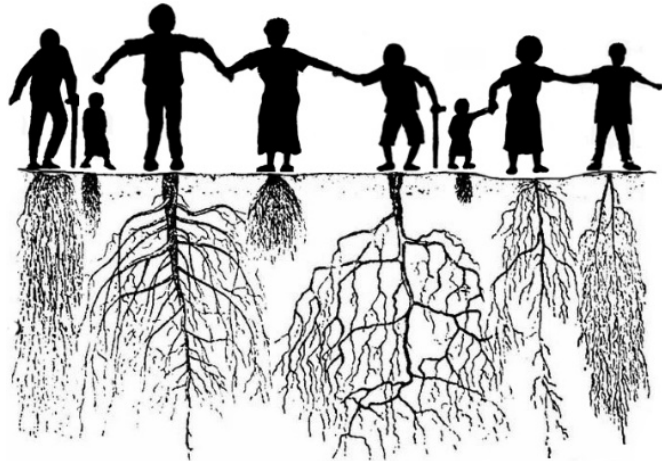
Principles of Good Governance

An organisation has equality in its *kastom* if it is trying not to discriminate. If you discriminate (discrimination) it means you unfairly treat people differently because of their gender, age, sexual orientation, tribe, clan, income, property, language, religion, beliefs, opinions, health, or disability. *Kain kain*.

Discrimination might be deliberate - or it is done without thinking.

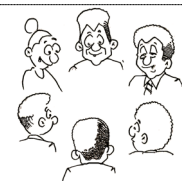
Our *kastom* makes up a lot of who we are (but not all). Often when we discriminate it is rooted in our *kastom*. We don't even know we are doing it.

Every culture in the world has some form of discrimination in its roots.



We all need to recognize that what we think is true *oltaim oltaim ino olsem*. And we need to check what we think is true to see if it discriminates. And if it does, then we need to change what we think is true (and change our *kastom*). This will mean pain for some - but lots of gain in the end for everyone. We will learn why there will be gain for everyone in the next part of this topic, when we learn about the principle of inclusion.

The Bougainville Constitution says that Bougainville must govern through equality. Equality means to treat everyone the same. Equality is a goal. It might be impossible to achieve true equality, but the closer we get the stronger our community becomes.



Groups (60 minutes)

Get into a group with the other members of your Community Government. The principles of good governance we have looked at so far are participation,

responsiveness, accountability, transparency, legitimacy, and equality. These six principles are called 'principles of democratic governance' because they are very important for building trust *within* organisations where people are not used to working together, and *between* organisations that don't normally work together. These six principles of democratic governance help maintain the peace.

Just choose one group to present their ideas – and then ask other groups to add anything different

What *wok mak* would show (measure) if your Community Government was putting into practice these six principles? Don't do a list of instructions – come up with 2 or 3 *wok mak* for each principle that would show that the Community Government was on track. There are some ideas on the next page - but try and come up with your own *wok mak*.

You can use what you come up with to monitor the performance of your Community Government. You can ask the ABG to audit your performance. You can use it to try and market yourself to donors and NGOs (and the ABG) to get funding and support. Nice.

Principles of Good Governance

Participation

- ✓ Each Ward representative attends the 4 Ward general meetings held each year
- ✓ Each Ward Assembly says that their Ward representatives have given them the chance to be involved
- ✓ Each Ward Assembly says they understand the principle of participation

Responsiveness

- ✓ Ward representatives can explain how they acted on a decision made by the Ward Steering Committee
- ✓ Ward representatives can explain how they have responded to a challenge
- ✓ The Department of Community Government says it is happy with responses from the Communtiy Government to its questions and requests
- ✓ Each Ward Assembly say they understand the principle of responsiveness

Transparency

- ✓ The Community Government has a record of decisions made at the last meeting
- ✓ The record of decisions made at the last meeting is on the notice board
- ✓ Each Ward Assembly says that they know how and why Community Government funds were allocated in the last budget
- ✓ Each Ward Assembly says they understand the principle of transparency

Accountability

- ✓ The Bougainville Constitution and the Bougainville Community Government Act (2016) are on the Community Government notice board
- ✓ All Members say they understand their roles and responsibilities
- ✓ Each Ward Assembly says they understand the role of Community Government
- ✓ Each Ward Assembly says they understand the principle of accountability

Legitimacy

- ✓ Each Ward Assembly says the election of Ward representatives was free and fair
- ✓ Each Ward Assembly says their Ward representatives are legitimate
- ✓ All Members say that the election of the Chair and Deputy Chair was free and fair
- ✓ All Members say that the employment of the Manager was fair
- ✓ Each Ward Assembly says they understand the principle of legitimacy

Equality

- ✓ All Members say they can participate equally in debates and decision making
- ✓ All Members say that there is no discrimination in the Community Government
- ✓ Each Ward Assembly says the laws and decisions made by Community Government do not discriminate against people or places
- ✓ Each Ward Assembly says they understand the principle of equality



9



General discussion (2 minutes)

Does everyone benefit equally from development?

9

Some people don't benefit equally from development - not because they don't have the ability - but because they have fewer choices and options.

Principles of Good Governance

People can have fewer choices and options because they are poorly educated or from remote areas or sick or disabled or elderly. *Kain kain*. As Bougainville develops, these people should get more choices and options.

BUT

Some people have fewer choices and options for *kastom* reasons. *Kastom* stops them from benefitting equally from development. *Kastom* can give people fewer choices and options for all sorts of reasons:

Because they are a woman - "*meri tasol na ol meri no inap*"

Because of a sickness they have - "*em kisim sik long koap olsem na em mas rabis man*"

Because they are young - "*ol yut nogat save*"

Because they are old - "*ol lapun ol ino fit*"

Because they 'failed' at school or didn't go to school - "*yu no skul meri pasim maus*"

Because they have a disability - "*ol disabel ol ino inap*"

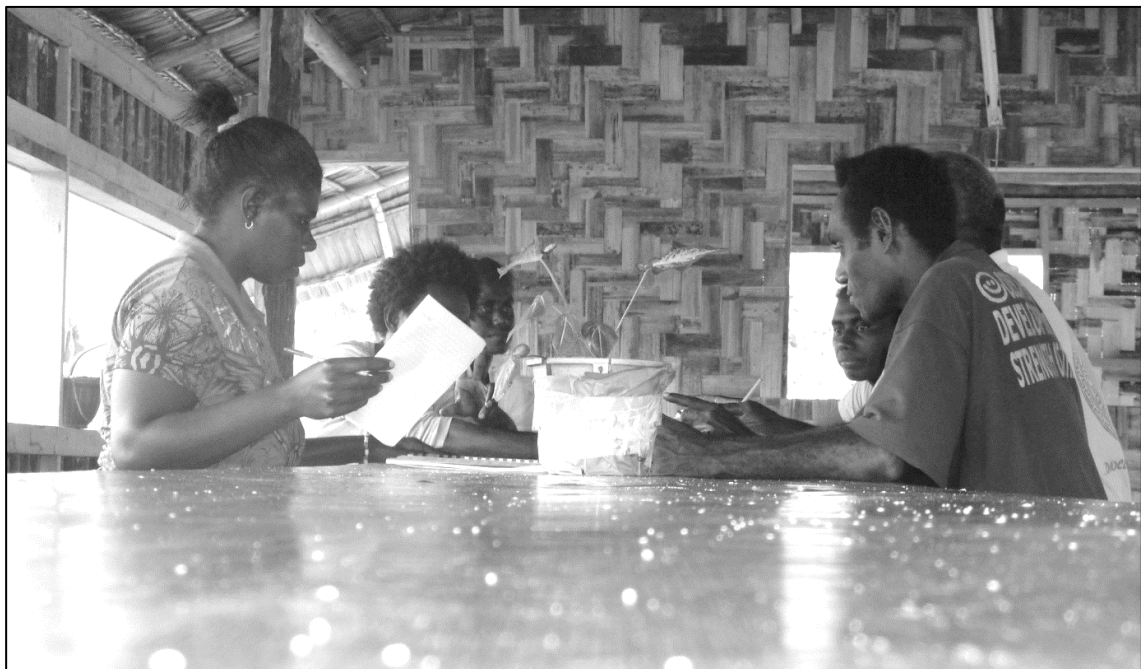
Because they are poor - "*man nating*"

Because of their religion - "*ol lain bilong narapela lotu maski*"

Because of their language or clan or *ples* - "*ol i narapela lain gen na lusim ol*"

Because they are from somewhere else - "*ol kam lain olsem na noken bisi long ol*"

Because of the political party they support - "*ol i no givim vot long mipela wari bilong ol*"



9



General discussion (2 minutes)

Does it matter if some people have fewer choices and options? Does it matter if some people are left behind? Why?





9

There are three big reasons why it matters if some people are being left behind:

Principles of Good Governance

	<p>1 It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas.</i> Have a heart. <i>Mi sori long ol.</i> Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. <i>Em wan.</i></p>
	<p>2 <i>Na tu,</i> it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem.</i> People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim.</i> They can become dependent on other people and the government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap.</i></p>
	<p>3 <i>Na tri,</i> it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.</p>
	<div data-bbox="252 779 438 996" data-label="Image"> </div> <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 kaikai moa yet.</i></p>
<p>9</p>	<div data-bbox="252 1048 367 1146" data-label="Image"> </div> <p>General discussion (2 minutes) What is the principle of inclusion?</p>
<p>9</p>	<div data-bbox="252 1191 1401 1272" data-label="Text"> <p>Inclusion <i>Pasin bilong halavim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut</i></p> </div> <p><i>Yumi raunim liklik tasol kam bek gen</i> if our Community Government has inclusion in its <i>kastom</i>, it means that people from groups that are normally left behind or excluded are given extra support and encouragement (to help them catch up). People who are stepping backwards need more support and encouragement to help them step forward and catch up. <i>Ol kaikai wankain kaikai bai ol ino inap katsup.</i></p> <p>It doesn't matter how developed you are. If the gap between the people stepping forward and the people stepping back gets wider then your community gets weaker.</p> <p>Many rich countries around the world face this problem.</p> <p>If development is not spread fairly - if development does not include everyone - then it is no development at all.</p> <div data-bbox="1125 1668 1401 1818" data-label="Image"> </div>
<p>10</p>	<div data-bbox="252 1899 367 1998" data-label="Image"> </div> <p>General discussion (2 minutes) What does the principle of self-reliance mean?</p>









Principles of Good Governance

10	<p>Self-reliance <i>Pasin bilong wanap wantaim lekhan bilong yumi yet</i></p> <p>The principle of self-reliance means that you should try and stand on your own two feet.</p> <p>An organisation has self-reliance in its <i>kastom</i> if it tries to do things for itself – and if it only asks for outside help after it has done all it can do for itself without outside help.</p> <p><i>Noken singaut singaut sapos trutru yu no inap long mekim yupela yet.</i></p>
10	<p> General discussion (2 minutes)</p> <p>If your organisation puts into practice the principle of self-reliance are you more likely to get outside help if you need it?</p> <div data-bbox="320 707 1337 913"> <p>The point to make is that if your Community Government builds up a reputation as a good governance organisation that is trying to do things for itself (self-reliance), then NGOs and churches and companies and the ABG and your constituency Member are more likely to want to <i>wokabaut wantaim yu</i>.</p> </div> 
11	<p> General discussion (2 minutes)</p> <p> What does the principle of sustainability mean?</p>

Principles of Good Governance

11	<div data-bbox="256 197 1401 271" data-label="Section-Header"> <p>Sustainability <i>Pasin bilong tingim senis bilong yumi</i></p> </div> <p>If you need money quickly you can sell your house – but where will your children sleep? The benefit from logging might be fast money – <i>tasol olsem wanem long bihain taim?</i> Bougainville needs to develop. But it is very important that we don't sell the house out from under our children. We need to make sure that we don't sell or destroy the things that our children will need when they take our place. <i>Tingim senis bilong yumi.</i></p> <p>And we need to hand over to our children our communities and organisations. We need to hand over communities and organisations that are strong and self-reliant and <i>pulap wantaim ol gutpela kastom. Tingim senis bilong yumi.</i></p> <p>Many rich countries around the world face this problem. They have eaten the future.</p>
12	<div data-bbox="177 741 240 815" data-label="Image"> </div> <div data-bbox="256 815 1401 958" data-label="Complex-Block"> <div data-bbox="256 815 384 958" data-label="Image"> </div> <div data-bbox="384 815 1401 958" data-label="Text"> <p>Brainstorm (10 minutes) Why is it important for Community Government to show respect for tradition? Be prepared to share your ideas.</p> </div> </div>
12	<div data-bbox="256 1003 1401 1077" data-label="Section-Header"> <p>Respect for tradition <i>Pasin bilong luksave long kastom long ples</i></p> </div> <p>An organisation has respect for tradition in its <i>kastom</i> if it shows respect for traditional leaders and customs.</p> <p>Our system of Government respects and acknowledges traditional authority and the authority of consensus (<i>wanbel</i>).</p> <div data-bbox="1262 1115 1401 1317" data-label="Image"> </div>
13	<div data-bbox="177 1317 240 1391" data-label="Image"> </div> <div data-bbox="256 1391 1401 1534" data-label="Complex-Block"> <div data-bbox="256 1391 384 1534" data-label="Image"> </div> <div data-bbox="384 1391 1401 1534" data-label="Text"> <p>General discussion (2 minutes) What does the principle of cooperation mean?</p> </div> </div>
13	<div data-bbox="256 1541 1401 1615" data-label="Section-Header"> <p>Cooperation <i>Pasin bilong lukluk long wokbung wantaim ol narapela</i></p> </div> <p>If Bougainville is to develop then families and clans and villages and organisations and Ward Assemblies and Community Governments need to be able to work together.</p> <p><i>Sapos yumi stap wanwan yet bai nogat gutpela developmin long Bougainville.</i></p> <p>If an organisation has cooperation in its <i>kastom</i> then it is looking to work in partnership with other organisations to achieve its plans. Organisations below and organisations on the same level and organisations above.</p>

Principles of Good Governance

	Yes organisations should try and stand on their own two feet (self-reliance) – but holding hands with other organisations makes it easier for everyone to stand up.	
13	 Sharing (10 minutes) If you know a story about two organisations that cooperate well together then share it. How do they both benefit?	
		
14	<div> Communication <i>Pasin bilong tok stret na tok klia na tok aut igo ikam</i> </div> <p>The last principle of good governance is communication. All the people in an organisation – and everyone the organisation works with – need to be on the same page of the hymn book.</p> <p>If everyone is singing a different song there will be poor governance in Bougainville <i>tok i dai</i>. Go out of your way to communicate with <i>ol wod manmeri</i> – and go out of your way to let other organisations and people know what your Community Government is doing. <i>Tok stret na tok klia na tok aut igo ikam</i>.</p>	
14	 General discussion (2 minutes) If our elected leaders and experts use jargon and 'expensive' English, can we ever have good communication in Bougainville? <i>Troimwe tingting</i> .	
		
15	 Groups (60 minutes) Get into the group with the other members of your Community Government. The principles of inclusiveness, self-reliance, sustainability, respect for tradition, cooperation, and communication need to become part of the <i>kastom</i> of a Community Organisation. Definitely. What <i>wok mak</i> would show (measure) if your Community Government was putting into practice these six principles? Don't do a list of instructions – come up with 2 or 3 <i>wok mak</i> for each principle that would show that the Community Government was on track. There are some ideas on the next page - but try and come up with your own <i>wok mak</i> .	<div> Just choose one group to present their ideas – and then ask other groups to add anything different </div>
	 Don't forget, the best measure of a leader is how strong the <i>kastom</i> is they leave behind.	

Principles of Good Governance

Inclusion

- ✓ The Community Government Chair can explain how the Community Government is trying to help people who are being left behind to step forward and catch up
- ✓ Women Members say the Community Government tries to include them
- ✓ Each Ward Assembly says they understand the principle of inclusiveness

Self-reliance

- ✓ The Community Government Chair can explain how they are putting into practice the principle of self-reliance
- ✓ The Community Government Chair can explain what they are doing to find their own funding sources
- ✓ Each Ward Assembly says they understand the principle of self-reliance

Sustainability

- ✓ The Community Government Chair can explain a decision made by the Legislature that encourages sustainability in the Community Government area
- ✓ The Community Government Chair can explain how projects or services funded by the Community Government are sustainable
- ✓ Each Ward Assembly says they understand the principle of sustainability

Respect for tradition

- ✓ The Ward Steering Committee members say that their Ward representatives show respect for tradition
- ✓ Ward representatives can explain how they have respected traditions
- ✓ Each Ward Assembly says they understand the principle of respect for tradition

Cooperation

- ✓ The District says it is happy with how the Community Government is cooperating
- ✓ The Community Government Chair can explain how they are cooperating with other Community Governments
- ✓ Each Ward Assembly says that the Community Government cooperates

Communication

- ✓ Each Ward Assembly says their Ward representatives communicate effectively
- ✓ All Members say they are happy with the communication between Members and the Executive Committee and the public servants
- ✓ The District says it knows what is happening at the Community Government

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

- 1) What are twelve principles of good governance that Community Governments need to make a part of their *kastom*?



This course is now over. Congratulations. *Ino liklik samting*. You need to complete a short evaluation. Then it is time to go out of the door and begin your roles and responsibilities. Time for *kokomo* to fly.



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 *kaukau*?" 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: A Newspaper or magazine

1. Cut or tear the pages out of a newspaper or magazine. If you have 20 participants you will need 10 pages.
2. Next, cut or tear each page in half
3. Next, mix up all of the half pages on the floor in a pile and ask everyone to pick up one piece (one half-page).
4. Next, ask everyone to move around and find the person with the other half of their page. *Poroman bilong en*. They will need to say hello to lots of different people until they find their *poroman*.
5. After everyone has found their *poroman*, ask each pair to get to know each other. *Stori gut*. Tell them that you will be asking each person to introduce their partner to the group.
6. Finally, ask each pair to introduce their partner to the rest of the group
7. If you have an odd number of participants (for example, 21) you the trainer may need to join in this activity so that everyone has a *poroman*. *Yu save*.



Icebreaker: RACE TRACK. Materials: None

1. This is a good game if there are lots of people. Get everyone to stand in a circle. Start at one end. Get the first person to say their name (e.g. David). Then the next person repeats David's name, and the next, and keep going 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 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 to 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

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. For example a bottle cap, hat, kitchen item, food item, school item, tool, coins, leaf, flower, 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 to the last person, then it needs to come back along the line until it gets back to the person who started.
 4. If the *buai* is dropped 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 and ask each partner to stand opposite each other.
 2. 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!
 3. 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.
 4. 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.
 5. 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. Get all the partners on one side of the room and the other partners on the other side.
 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! 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: 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 person's 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.

A brief history of Community Government



In 1996 the Bougainville Council of Elders Act became law.

Chiefs in Bougainville have always had the traditional authority to promote peace and maintain law and order. The Council of Elders was set up by the ABG to also give Chiefs the formal authority to promote peace and maintain law and order.

Each Council of Elders area was broken into Village Assembly areas. A Village Assembly area was made up of villages where people had traditional ties or worked closely together.

Each Village Assembly area then elected (or selected) Chiefs to represent them on the Council of Elders. Everyone living in the Village Assembly area had the right to debate and decide (although each Village Assembly could decide how long someone had to be living in the Village Assembly area first before they could vote).

Council of Elders could also include other representatives – for example, a women's representative or a youth representative or a church representative.

Council of Elders had both the formal and traditional authority to make and enforce laws to promote peace and maintain law and order. Council of Elders also had responsibility for village courts, aid posts, and the community auxiliary police.

The role of the Village Assembly was to help the Council of Elders to promote peace and maintain law and order.

The Bougainville Community Government Act (2016) now replaces the Council of Elders with Community Government.

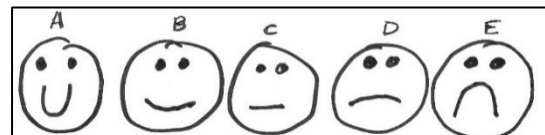
Experience is the best teacher but only if you learn from it. To learn from the experience of running this training you need to evaluate it. Evaluation *save karim planti kaikai*:

- ✓ 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
- ✓ Any organisations involved in the training can learn lessons

A good way to evaluate your training is to use two methods (1) RANKING and (2) FEEDBACK. Print the following page and give it to each participant.

1. At the top of the page, ask everyone to write on their page whether they are male or female, their position (for example, a Community Government Member), and which Community Government area they are from. You can ask them to include other information if you like (it all depends on how you want to disaggregate [separate] the information). But don't ask them to write their name. Evaluation should be confidential.
2. The first part of the evaluation is **RANKING**. Write the training objective *long ples klia*. The training objective is: COMMUNITY GOVERNMENT MEMBERS WILL UNDERSTAND THEIR ROLES AND RESPONSIBILITIES AND WILL HAVE SOME SKILLS TO IMPLEMENT THEM. Briefly go over what was in the course with everyone *long kirapim bek tingting*.

3. On the board or butcher paper draw the five faces on the right (don't forget to include the letters A, B, C, D, E). Point to each face and explain what each letter means. Tell them:



- A** means you are *KLIA OLGETA* (full bar)
 - B** means you are *KLIA TASOL SAMPELA HAP INO YET*
 - C** means you are *NAMEL STRET*
 - D** means you are *KLIA LIKLIK TASOL BIKPELA HAP INO YET*
 - E** means you are *LUS OLGETA* (no bar – out of the network area)
4. Next, ask everyone to write in the space provided which letter lines up with how well they think the training objective has been achieved. Remind everyone to be honest.
 5. The second part of the evaluation is **FEEDBACK**. There are five questions that each participant needs to answer. Tell them that if they are more to say about any of the questions (or anything else) then they can write it on the back of the page.



All facilitators need to take evaluation to heart. Sit down with your fellow facilitators 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.

Male or female _____

Position _____

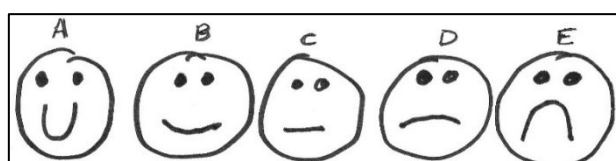
Community Government area _____

The training objective is: COMMUNITY GOVERNMENT MEMBERS WILL UNDERSTAND THEIR ROLES AND RESPONSIBILITIES AND WILL HAVE SOME SKILLS TO IMPLEMENT THEM.

Look at the five faces on the right. In the space provided below, write down which letter lines up with how well you think the training objective has been achieved.



ANSWER _____



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)

Briefly answer each of the five following questions. If you have more to say about any of the questions (or anything else) then you can write it on the back of this page.

① One comment I would make about the way the facilitator did the training is...
② The part I found really useful was...
③ The part I am most confused about is...
④ One change that should be made to improve the training is...
⑤ Any other comments...

This module should be delivered over two evening sessions. A good idea is to start on Tuesday evening, and then finish on Wednesday evening. *Tasol yu yet.*

Understanding gender (15 minutes)
Understanding gender and human rights (55 minutes)
Inclusive decision-making (60 minutes)

Part 1: Un Part 1: Understanding Gender [15 Minutes]

Objectives:

- Recap understand gender from Round 1 BHCP training
- Define gender
- Differentiate between gender and sex
- Describe the social construction of gender

Required Materials:

- Butcher paper
- Masking tape/pins
- Markers
- Prepared flipchart papers with definitions of: gender; sex; gender equality; and gender equity.

Format:

- Small group discussion
- Plenary
- Role play
- Case studies

Methods

1. By way of introducing 'Part 2', engage the participants in a refresher discussion on gender. Place two pieces of butcher paper on the wall, one with 'sex' and one with 'gender' written at the top.
2. Ask participants to explain the meaning of these two words in their own tok place/culture/community, and add this to the corresponding flipchart.
3. Explain the definitions of sex and gender using the definitions below.
4. If there is time, on another blank butcher paper, write 'Social/Cultural Expectations' and split the paper into two columns, one for men and one for women. Ask participants to tell you about some of the different social and cultural expectations for men versus for women. Make sure to remind them of the distinction between 'sex' and 'gender' if the two are becoming blurred. (You can also ask participants if there are any proverbs that reinforce harmful gender stereotypes or discrimination.)
5. Wrap up the session be explaining the definitions of gender equality and gender equity. (The difference between equality and equity can be reinforced in the inclusive voting sessions, i.e. the notion that the same treatment doesn't mean everyone will be able to succeed in equal measure. This is the importance of equity, of which affirmative action is an example.)

Sex is “a biological categorization assigned to an individual at birth, usually on the basis of secondary sex characteristics (genitalia) but also by reproductive and chromosomal markers. Generally, either ‘male’ or ‘female’, but individuals may also be categorized as ‘intersex’, where a clear perception of male/female is not possible.”

Gender refers to “the socially constructed roles, characteristics and behaviours considered appropriate for men and women respectively, which differ across cultures and time periods.” Some people may feel that gender is a term that implies exclusion and hatred of men, and though it is sometimes used in place of women and girls, gender is a neutral term that includes men and women.

Gender identity differs as it relates to “a person’s internal sense and experience of their own gender, which may or may not correspond with the sex they were assigned at birth or with traditional man/male and women/female.”

Gender equality is “the same treatment of all people regardless of gender identity”.

Gender equity refers to “the creation of conditions of fairness that take into consideration the diversity of all people across all genders and identities – not despite their gender, but in response to their gender.”

Part 2: Understanding Gender and Human Rights [55Minutes]

Objectives:

- Understand the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

Required Materials:

- Butcher paper
- Masking tape/pins
- Markers
- CEDAW handout
- Sticker dots (red and one yellow)
- Prepared flipchart papers with definitions of: discrimination; direct discrimination; indirect discrimination; rights; convention; CEDAW article summaries.

Format:

- Dot activity
- Plenary discussion

Methods

1. Dot Activity [10 minutes]:

To start this discussion, conduct an activity that allows participants an opportunity to explore the impact of stereotypes and discrimination with the dot activity.

- Ask all participants to stand in a circle with their eyes closed. Tell them that they are not allowed to talk through the whole duration of the game.
- Stick one red dot on the forehead of each participant. Make sure that only ONE participant has a yellow dot.

- When you are finished sticking the dots, ask the participants to open their eyes.
- Say this phrase loudly and repeat only 3x. “Group yourselves according to what you have on your forehead. You have 3 minutes to do this.” *You will notice that people will start grouping themselves according to the colour of the dots on their forehead. ** Observe the person with the yellow dot – how he or she is treated, thrown away from a group, or unwanted.
- After 3 minutes, ask the groups to sit down, and start the discussion.

2. Plenary Debrief [15 minutes]:

- Ask the participants to discuss how they felt in the activity? What happened? How did they group themselves? Did they use a strategy? How did they feel not knowing what they had on their forehead?
- Ask participants to take the sticker off their forehead to reveal what they have.
- Ask participants to link this with reality. Tell them that the instruction was simple, that they should group themselves according to what they had on their forehead. The instructions didn’t say anything about grouping according to colour or shape. They could have formed one group because they all had a dot on their foreheads – regardless of the colour.
- Ask if anyone can think of a word to describe this sort of interaction/behaviour. Explain the concept of discrimination.

Discrimination: The unfair treatment of a person or group for any reason such as being a woman or a man, belonging to a particular race or religion or having different abilities. When people are discriminated against, they cannot enjoy their rights.

- Explain how discrimination can be direct or indirect.

Direct Discrimination	Indirect Discrimination
<ul style="list-style-type: none"> • Generally easier to detect <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Laws that forbid women from having certain jobs. • Customs of a community that don’t allow girls to go for higher education. • An able-bodied person and a person living with a disability have the same qualifications and skills but the employer chose the able-bodied person because they thought the person with a disability would need to take more time off. • A woman is not considered for a job because the employer assumes she will not be able to work the hours required (based on assumptions about her role as a mother or caregiver). 	<ul style="list-style-type: none"> • Harder to recognize than direct discrimination • Refers to situations that may appear to be unbiased but result in unequal treatment of girls and women <p><i>Examples:</i></p> <ul style="list-style-type: none"> • A job that has a minimum height and weight which women find difficult to fulfill so are unable to get the job. • A job requires a driver’s license; however, you have a disability that means you aren’t able to drive. • You are a wheelchair user, however your school entrance has stairs, which makes it very difficult for you to access.

- Encourage participants to give a few examples from their communities where they have witnessed or experienced discrimination (some examples have been listed above). Ask them to reflect on the stereotypes that exist between people of different cultures, race and gender. What does this mean to the group? See if they can identify direct and indirect forms of discrimination.

3. Introduction to CEDAW and discussion [30 minutes]

- Ask the participants if they have heard of human rights and if anyone can tell you what they are.

Rights: Rights (or human rights) are things that every person has that describe what she or he is entitled to. For example, everyone has the right to life, to choose their religion, and to be protected from violence. These rights are written in an international document called the Universal Declaration of Human Rights (UDHR), which was agreed by the United Nations in 1948. All people have the same rights and all rights are equally important. The UDHR clearly says the girls and women and boys and men have the same rights.

- So discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights.
- Ask the participants if anyone knows what a convention is.

Convention: A convention is an agreement between countries to behave a certain way. Conventions about human rights are promises between governments that they will treat the people who live in their countries in a particular manner. A convention sets standards or rules that must be followed to protect human rights. Conventions can also be called treaties, covenants, international agreements or legal instruments. When a country ratifies a convention, it often changes its own laws so that the goal of the convention can be reached. Conventions put a legal obligation on governments to do all they can to respect the rights in it.

- Ask participants if anyone has heard of the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). Provide background on CEDAW to the participants.

CEDAW: CEDAW was adopted by the United Nations General Assembly in 1979. It helps women and girls of every age to claim their rights. It calls upon governments to take action to end discrimination of women and girls – demanding that governments change laws and customs in their country so that women and girls are not discriminated against in any way. It protects women and girls from discrimination in areas such as education, health, work, marriage and family life. Being aware of women's and girl's rights is the first step towards ending discrimination they face.

CEDAW follows three principles: substantive equality, non-discrimination and state obligation. 188 countries have ratified the convention, including Papua New Guinea. This means the country has agreed to take measures to improve women's status in the country.

Bougainville Constitution

In Part 3 of the Constitution, *Bougainville Objectives and Directive Principles*, there are two sections that clearly support gender equality,

19. FAIR REPRESENTATION OF WOMEN AND MARGINALIZED GROUPS

There shall be fair representation of women and marginalized groups on all constitutional and other bodies.

28. RECOGNITION OF THE ROLE OF WOMEN IN BOUGAINVILLE SOCIETY

The role and welfare of women in traditional and modern Bougainville society shall be recognized and encouraged and shall be developed to take account of changing circumstances.

In addition, within Part 3 Section 55, *Establishment and Composition of the House of Representatives*, includes a provision for three women members “elected to represent the interests” of women, one from each region. Throughout the Constitution there are clear electoral provisions for the three women members, including in the electoral rolls, the writs and nominations. Section 80 (1(c)), *Membership of the Bougainville Executive Council*, states that the Council must include “a women member of the House of Representatives appointed by the President”. Part 6, *Bougainville Senior Appointments Committee and Appointments Generally*, section 102 (1(d)), *Bougainville Senior Appointments Committee*, declares that the Committee should comprise of, among others, “a person appointed to represent the women of Bougainville”. It does not stipulate that this person must be a woman, however the role is currently held by a woman.

Why should men and boys care about CEDAW? When women and girls exercise their rights, it benefits everyone, including men and boys. Educated, healthy and skilled women and girls, and also men and boys, come together to build a better future for themselves, their families, communities and nations. The attitudes of men and boys make a difference. When boys and men support girls and women to claim their rights, they have better relationships with girls and women in their lives. Men and boys can support women and girls in realising their rights in many ways. In their homes, schools and communities, men and boys can change attitudes and behavior towards women and girls. Men and boys can also make women and girls feel safe, encouraged and supported to assert the rights that CEDAW says they have.

- Make sure all participants have a copy of the simplified CEDAW and the full version. There are 30 articles in total, outlining the rights of women and girls and what governments should do to end discrimination against them. Give a quick summary of the articles. As the facilitator, you should prepare butcher papers in advance with a quick summary of the below, i.e. Articles 1-16 – outlines things governments must do to end discrimination against women and girls.

CEDAW Articles 1-16: These articles outline different things governments must do to end discrimination against girls and women. This section lists specific areas where discrimination against girls and women must end, like laws, marriage, education, healthcare and employment.

CEDAW Articles 17-22: These articles set up a committee of international experts called the CEDAW Committee (or the Committee on the Elimination of Discrimination against Women).

The CEDAW Committee monitors whether governments that ratified CEDAW are doing enough to end discrimination against women and girls.

CEDAW Articles 23-20: These articles mention how the United Nations and governments should work together to make sure the rights of all women and girls are protected.

- Select an article or two to discuss with the group in plenary. For example, Article 7 on political and public life; Article 10 on education; Article 11 on employment; Article 13 on economic and social life. Ask participants to discuss examples of discriminatory practice they may have witnessed in their communities related to these Articles. How can these be addressed? Don't worry if you don't have time to discuss more than one or two Articles.
- Conclude the session by reiterating the importance of the convention and of all Bougainvilleans having a strong understanding of their human rights.

Part 3: Inclusive Decision-Making [1 hour]

Objectives:

- Understand the important role that gender plays in being able to fully and meaningfully participate in political and public life.

Required Materials:

- Butcher paper
- Masking tape/pins
- Markers

Format:

- Small group discussion
- Plenary

1. Introduction to session (5 mins)

- Explain that the purpose of this session is to explore how different aspects of someone's identity, primarily gender, may influence their ability to participate in political and public life as leaders and decision-makers.
- It is important for us to understand other people's experiences that are different from our own and how that might impact their political participation. Sometimes we don't notice privileges because they are so ingrained in our communities or because we don't experience them ourselves. Those members of our communities who don't experience the same privileges deserve to have a voice and a say in the decisions that affect them.

2. Power walk – First to the ballot box (25 mins)

- Ask participants to stand up and form a line, and give each participant a piece of paper with a character on it. Let them know that the piece of paper is also their ballot, and place a container to serve as the ballot box a decent distance away from the starting point.
- Ask each participant to read their character out loud as you go down the line. As they read out their character give them an instruction to stay in place, step forward or step backward (see table below for instructions for each character).

- Give an instruction to participants to take one step forward if the statement applies to his/her given character. Read the statements following statements:
 - a. I can move freely in my community.
 - b. My family believe I know enough to make my own decisions.
 - c. I am a leader in my community.
 - d. I participate in and influence decision-making in my community.
 - e. I do not fear harassment or violence.
 - f. I was able to vote freely in the referendum and ABG election.
 - g. I'm able to meet with ward and Community Government officials.
 - h. I need family permission to vote.
 - i. I have access to information in formats I can easily read and understand.
 - j. My community think positively of me.
 - k. I do not fear verbal abuse when I speak publicly.
 - l. I'm consulted on issues affecting the community.

Character	Instruction
Male community leader, aged 62	Take 2 steps forward
Man who is blind, aged 65, no support or income	Take 1 step back
Male local member of parliament, aged 45	Take 3 steps forward
Woman, single mother, aged 20	Take 2 steps back
Women, aged 30, university graduate	Stay in place
Buai seller, young man, aged 18	Take 1 step back
Young woman, aged 22, never went to school	Take 2 steps back
Police Station Commander, aged 56	Take 2 steps forward
Man, aged 34, completed Grade 6	Stay in place
Young woman, aged 19, completed Grade 8	Take 1 step back
Male Storekeeper, aged 19	Stay in place
Woman running a small business, aged 45	Stay in place
Woman, unemployed, aged 40, looking after disabled son	Take 2 steps back
Young woman, 25, responsible for looking after younger siblings and family members	Take 1 step back
Women, aged 60, has trouble walking	Take 1 step back

You may not require all of the characters listed above, however make sure to have an equal number of men/boys and women/girls represented, as well as a mix of abilities and socioeconomic backgrounds. You may choose to add additional details about the characters that are relevant to your context.

- Some key questions that facilitators may want to ask are listed below. You may also wish to capture some of the participant's feedback/comments on a flipchart at the front of the room, while the discussion is ongoing.
 - Why are some people at the back, and others are at the front?
 - How did the people at the back feel when the others were stepping forward?
 - How did the people at the front feel when they moved ahead of the others?

- Can the participants who take none or only take a few steps have their voices heard by those at the front? How could they be heard?
- What is the position of girls, boys and women relative to others in the power walk?
- The distance between participants symbolizes real distances or inequities in communities. What are they? (Socio-economic, cultural, rural/urban, status, etc.)
- Bring participants back to the definitions of gender equality and gender equity, using the power walk exercise to demonstrate how these concepts manifest. For example, when referring to gender equity refer to the fact that everyone did not have the same starting point, some started further behind. When discussing gender equality encourage participants to look at where the women and girls are in relation to the men and boys.
- Both equality and equity are needed for a just society. As the image below demonstrates, treating everyone the same by giving them all a box (equality) does not necessarily lead to an equal outcome. However, recognising that there are differences between the 3 people in the image and giving to each person according to their need creates the conditions of fairness (equity) that are needed for all the individuals to see over the fence.

Equality



Equity



- Discuss the outcomes of the power walk and its implication on our community level activities. How do people at different levels listen to one another?
- Ask participants what they might be able to do as elected officials to help people from marginalised or excluded groups, including women, participate in decision-making.

3. Case Study Analysis (30 mins) • Split the participants up into small groups and assign each group one of the two case studies below.

- Ask participants in their groups to discuss the following questions once they have read the case studies:

- Is there discrimination in your case study? If so, is it direct or indirect?
 - What examples of discrimination do you think are represented in the case study?
 - How does discrimination impact people who are discriminated against?
 - How can discrimination be prevented?
 - What actions can you as leaders take to support women experiencing discrimination/women's leadership and political participation?
- Conclude the session by bringing the participants back into plenary to briefly share some of their reflections from their small group discussions.

Case Study #1 – Running for Elected Office

Joanita is a well-respected member of her community and has wanted to run for political office for many years. She is very involved in her church and helped set up a women's fellowship. She is also very involved in her local women's group that worked to raise money to get a water tank for the village.

As it got closer to the Bougainville election, she announced her plans to run for the seat in her constituency. Despite her commitment to her community, demonstrated by her work with the women's groups and the church, they were not supportive of her running for an open seat. Many members of her community told her that the open seats were meant for men, since women had reserved seats to contest. Others in the community told her that politics was for men and women's roles are in the community. Male candidates campaigned against her saying "women cry easily and cannot fight, do not vote for them."

She had a hard time raising funds for her campaign because her community decided to support the male candidate. She was told often that she was not qualified for the role, that she was not educated enough and/or had not done enough to demonstrate her leadership. When she tried to tell them what she had done, and that she had done more for the community than her male competitor, they dismissed her. Despite her best efforts, Joanita did not win the open seat she contested.

Case Study #2 – Working as a Public Servant

Bernadette is the Secretary for the Department of Public Administration. She completed her university education in Port Moresby and obtained a degree in Public Administration before returning to Bougainville. She has 20 years of experience working as a public servant and was recently appointed as the Secretary of her Department. However, when she attends inter-departmental meetings she finds that when she speaks her male colleagues interrupt her, don't let her speak or dismiss what she has to say. She knows she has good ideas and valuable things to add to the discussion but she isn't often given an opportunity to share them.

When she does get an opportunity to share her ideas, her male colleagues tend to take credit for it. She doesn't know who to speak to as all her colleagues and her supervisor are men and she's not sure they would understand how she feels. She's also worried that if she expresses her frustration her male colleagues will tell her it's because she isn't qualified enough for the role or she isn't meant to be a leader. She feels very alone and unsure of how long she will be able to stay in the role without any support from her colleagues.



CARE International in PNG piloted the Village Assembly Strengthening Project in partnership with the Tinputz District Administration from mid-2012 to September 2015. The project provided training to Village Assembly leaders to help them understand and apply the skills and knowledge needed to carry out their roles. It encouraged them to work in an inclusive way that involved women and youth and took their needs and interests into account; and it promoted a spirit of self-help to complement service delivery through Government systems.

Following the introduction of the Bougainville Community Government Act (2016), CARE was asked by the ABG to assist with developing training for Community Government Members.

This coursebook on the roles and responsibilities of Community Government Members has been developed by CARE International in PNG. The following organisations have provided assistance to develop the coursebook and deliver it to Community Government Members.

