

RONIM GUT GRUP BILONG YU



**Kamapim
ol Praioriti**

This training series helps community groups (youth groups, farmer groups, women's groups, family businesses, sports clubs, church groups, Ward committees) to run their organisation over a five-year cycle. It shows community groups how to be well-managed, well-governed, and self-reliant. It also shows community groups how to apply to and work with outside organisations that can give support (Government, Churches, companies, resource industries, NGOs). Each training handbook is practical and step-by-step. It leaves the community group with a recipe to follow to put the training into practice.

This training series can be used to directly train people in community groups, provided there is good follow-up mentoring and support to help them put it into practice. However, in most cases the best way to use this training series is to train **Community Development Workers**. A Community Development Worker is anyone who works with and in communities to help facilitate development (e.g., Pastors, Ward committee members, women leaders, volunteers, Government officers, extension workers, community liaison officers, retired public servants, grade 12 leavers). If Community Development Workers know what to do, they can *show* community groups how to do it.

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

This training series has been developed by CARE PNG and ACIAR, under the PNG Australia Partnership. Permission is given to use these trainings in part or in full, provided it is not for profit, and so long as CARE PNG and ACIAR are acknowledged.



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Australian Government

Australian Centre for
International Agricultural Research

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





This participant's handbook is also the trainers' handbook. This means that if you have been a participant then you can use the same handbook (this handbook) to train other people.

This course is designed to be delivered by trainers working in pairs – if possible, a man and a woman. This is because you and your co-trainer can give each other confidence and share the workload.

If you are running this training to train the members of a community group, then it should be for the whole of the group – not just the management committee. For this reason, it is always best to run training for community groups *long ples*. Suggest that other local community groups send key people to attend. And suggest that any other people who assist the community group also attend so they can also help the group put it into practice.

If you are running this training to train Community Development Workers (e.g., Pastors, Ward committee members, women leaders, volunteers, Government officers, extension workers, community liaison officers, retired public servants, grade 12 leavers) then explain to them that although the training has been written to train community group members, it can also be used to train Community Development Workers so they know how to *show* community groups what to do.

RECOMMENDED NUMBER OF PARTICIPANTS

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

HOW TO TEACH THE COURSE

Before the course visit the venue to check out what it is like. Work out how you and your co-trainer will split the training (who does 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! And practice so you are ready – have a go at activities you are not confident about with your co-trainer, so you get the hang of it.

At the start of the course give out a copy of this **handbook** to each participant (or at least a few copies of the handbook for each community organisation). This will be theirs to keep so that they can refer to it at any time.

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

At the start of the course, you will also need to explain the **training objective**. The training objective is the purpose or goal for the course. Be sure to write the training objective clearly on a poster and leave it up on the wall for the duration of the training. The training objective for this course is:

Ol patisipen bai klia gut hau long halavim grup bilong ol long kamapim ol praioriti bilong wanwan mison

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

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

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

'Review ball' (20 minutes)

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



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

HOW TO TEACH EACH TOPIC

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

1 hour

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



Materials

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

Key questions for this topic

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

Information for the trainer

| | |
|--|---|
| | Next is the information the participants need to understand. All of the information for each topic is broken into 'turns'. Each turn has a number on the left side of the page (for example this turn is turn '1'). While you are teaching turn 1 your co-trainer can be preparing for turn 2. When they teach turn 2 you can be preparing for turn 3. And so on. This is called a 'turns approach'. |
| 1 | It is best to teach turn by turn with your co-trainer. But when you get more experienced you can teach topic by topic (you teach one topic then your co-trainer teaches the next). Whether you teach turn by turn or topic by topic, make sure that you and your co-trainer cover all the information. Don't skip anything because you might skip something very important. All of the information in each topic is necessary for people to be able to understand the topic. Only when you become experienced can you decide for yourself what information is necessary and what information is okay to skip. |
| 1 |  <p>There are also activities and questions for the participants to do that are connected to the information in each turn. Sometimes they are included <i>before</i> the information in each turn and sometimes they are included <i>after</i> the information in each turn. Activities can take a long time if you don't control them so you will need to keep an eye on the clock and give time limits.</p> |
|  | |
| | The 'footprint' sign (look left and up) shows that one turn is finished, and the next turn has begun. Notice that the number on the left has also changed – this means we are now doing turn '2'. If your co-trainer has been teaching turn '1' then the footprint sign tells you that it is now your turn to teach turn '2'. |
| 2 | <p>When you explain the information in each turn make sure it is very clear to the participants. This might mean you need to use pidgin (or local language). When you become very familiar with the information in each topic you will be able to style things a little more. In time you will come up with your own training style.</p> <div data-bbox="1021 1265 1396 1467"> <p>Sometimes there will be a trainer's information box with ideas to help the trainer teach the topic.</p> </div> |

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



Save moa yet

Sometimes there is also an extension activity box. This contains extra information that is not essential. However, people who are interested can go through this in their own time. *Save moa yet.*

TRAINING JOURNAL

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

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

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

MATERIALS THE TRAINER WILL NEED TO RUN THIS COURSE

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

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



SUGGESTED TRAINING SCHEDULE

You can teach *kamapim ol praioriti* on its own. If you teach it on its own it should take 3 days, starting at 8.00am and finishing at 3.30pm. Or you can teach it together with *kamapim ol eksen plen*. If you want to teach both trainings together (a good idea) then it will take six days. If you teach both trainings together there will be a lot to get through. Start and finish on time. If you want to combine the two trainings, then below is a six-day schedule that you could follow. Make sure you teach *kamapim ol praioriti* first.



| DAY 1 | |
|--------------------|--|
| 8.00-10.30 | START THE <i>KAMAPIM OL PRAIORITI</i> TRAINING BY THE END OF THE DAY YOU SHOULD HAVE STARTED <i>STEP 1</i> |
| 10.30-11 (BREAK) | |
| 11-12.30 | |
| 12.30-1.30 (LUNCH) | |
| 1.30-3.30 | |
| DAY 2 | |
| 8.00-10.30 | BY THE END OF THE DAY YOU SHOULD HAVE STARTED <i>HAP STEP 2.4</i> |
| 10.30-11 (BREAK) | |
| 11-12.30 | |
| 12.30-1.30 (LUNCH) | |
| 1.30-3.30 | |
| DAY 3 | |
| 8.00-10.30 | BY THE END OF THE DAY YOU SHOULD HAVE COMPLETED THE <i>KAMAPIM OL PRAIORITI</i> TRAINING |
| 10.30-11 (BREAK) | |
| 11-12.30 | |
| 12.30-1.30 (LUNCH) | |
| 1.30-3.30 | |
| DAY 4 | |
| 8.00-10.30 | START THE <i>KAMAPIM OL EKSEN PLEN</i> TRAINING BY THE END OF THE DAY YOU SHOULD HAVE COMPLETED <i>HAP STEP 1.4</i> |
| 10.30-11 (BREAK) | |
| 11-12.30 | |
| 12.30-1.30 (LUNCH) | |
| 1.30-3.30 | |
| DAY 5 | |
| 8.00-10.30 | BY THE END OF THE DAY YOU SHOULD HAVE COMPLETED <i>STEP 2</i> |
| 10.30-11 (BREAK) | |
| 11-12.30 | |
| 12.30-1.30 (LUNCH) | |
| 1.30-3.30 | |
| DAY 6 | |
| 8.00-10.30 | COMPLETE THE <i>KAMAPIM OL EKSEN PLEN</i> TRAINING EVALUATE BOTH TRAININGS YOU SHOULD FINISH BY LUNCH BUT TAKE LONGER IF YOU NEED IT |
| 10.30-11 (BREAK) | |
| 11-12.30 | |
| 12.30-1.30 (LUNCH) | |
| 1.30-3.30 | |

TOK IGO PAS



↪ What is this training about?

What is this training about?

3 hours

Materials Exercise book and pen for participants. Handbooks. Two-rung ladder. Poster paper for writing the two steps on.

Key questions for this topic What are the eight key ingredients of a good organisation?
What is road A? What is road B?




At the start of a training course, it is always a good idea to do a **prayer** and an **icebreaker**. Icebreakers you can use are included at the end of the handbook. And don't forget during the course to use energizers – especially after lunch. Energizers you can use are included at the end of the handbook.

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

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 |  <p>Brainstorm (10 minutes) Which organisations do you belong to? Call out whatever comes into your heads.</p> |
| 1 | <p>If people come together and organise to achieve something it is called an 'organisation'.</p> <p>The largest organisation in Bougainville is the Government. Everyone in Bougainville is a member of the Government organisation. The purpose of the Government organisation is to <i>strongim sindaun bilong ol manmeri</i> Bougainville.</p> <p>Bougainvilleans are also members of many other organisations. For example, a clan or church or soccer club or <i>mama grup</i> or campaign group or farmer group or school P&C or family business or association or health committee or Ward Assembly. <i>Kain kain</i>.</p> |

What is this training about?



1



General discussion (2 minutes)

What is a community organisation?

If people in a community want to come together and 'organise' themselves to achieve something in their community, then it is called a community organisation.

Community organisation *em ol grup long ples.*

Community organisations are also called community-based organisations (CBOs)

1



2



Brainstorm (10 minutes)

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

Every good organisation - whether the Government or a church or a soccer club or a farmer group or a family business - has the same eight key ingredients:

2

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

What is this training about?

① MEMBERS

bilong mekim wok na kaikai long en



② LEADERS

bilong kirapim bel na givim stia



③ MANAGERS

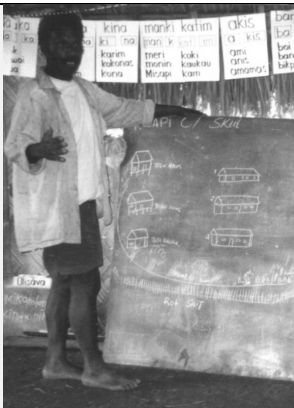
bilong go pas long ronim grup

Siamanmeri na Deputi Siamanmeri na Tresara na Sekriteri na kain olsem. Long planti ol grup long ples ol meneja save mekim wok lida wantaim. Em orait. Tasol long ol bikpela ogenaision yu mas banasim lida nogut em mekim wok meneja wantaim bilong wanem nogut lida wok long menejim grup long benefitim em yet. Yu save.



④ PURPOSE

bilong makim hap grup laik wokabaut long en



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

⑤ PLANNING

bilong gaidim wokabaut

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



What is this training about?



⑥ RESOURCES

bilong inapim wokabaut

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

⑦ KASTOM

long bihainim gutpela pasin

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



⑧ RULES

long kontrolim wokabaut




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

| | |
|---|--|
| ① | MEMBERS <i>bilong mekim wok na kaikai long en</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 wokabaut long en</i> |
| ⑤ | PLANNING <i>bilong gaidim wokabaut</i> |
| ⑥ | RESOURCES <i>bilong inapim wokabaut</i> |
| ⑦ | KASTOM <i>long bihainim gutpela pasin</i> |
| ⑧ | RULES <i>long kontrolim wokabaut</i> |

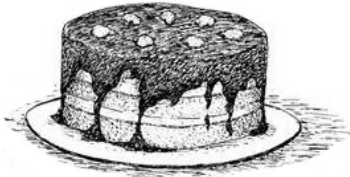




At the end go back to the start of the line of participants holding the names of each ingredient. One by one ask everyone else to explain what each ingredient means. When you are happy with each explanation, put the eight pieces of paper on the wall and leave them there for the rest of the training.





What is this training about?

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| | <p>Think about the Bougainville Government.</p> <p>The MEMBERS of the Government organisation are all Bougainvilleans.</p> <p>The LEADERS of the Government organisation are the men and women that we elect to represent us. The Members of the ABG and the Members of Community Government.</p> <p>The MANAGERS of the Government organisation are the public service. The public service needs to be independent. <i>Pablik sevis mas noken wokboi bilong ol lain we yumi votim ol.</i> If a government leader gets to control the public service, they might make sure the organisation is managed to benefit themselves. <i>Yu save.</i></p> <h2>If leaders get to manage they manage to stay leaders</h2> <p>PURPOSE. <i>Planti antap toktok tasol yumi sotim olsem</i> the vision of the ABG is to <i>strongim sindaun bilong olgeta manmeri</i> Bougainville. What the Government wants to do to <i>strongim sindaun</i> are its missions. <i>Tasol Gavman ol no save tok mison ol save tok 'sekta'.</i> The education sector and the health sector <i>na ol kain sekta olsem.</i></p> <p>3 PLANNING to achieve the Government's vision and missions are done by the public service. The Government has a five-year plan for how to achieve each of its missions. The education sector has a five-year plan - all Government sectors have five-year plans. Then public servants break the five-year plan for each sector down into action plans. Action plans are annual plan and budget, and project plans.</p> <p>The Government has human and physical and financial RESOURCES which it can use to achieve its plans. The human resources are the leaders and managers and members. The physical resources are things like Government buildings and cars and power lines and roads. The financial resources are money. The ABG gets its financial resources mostly from tax. Community Government's can also charge some taxes. Everyone and every business that can must pay tax to get the benefits of being a member.</p> <p>The KASTOM of the Government <i>em ol gutpela pasin we yumi save tok Gavman mas bihainim.</i> These principles need to become the <i>kastom</i> of our Government (<i>na tu ol narapela grup insait long Bougainville</i>). For example, transparency, accountability, equality, participation, <i>na ol kain kain antap toktok olsem.</i> We will look more at principles of good governance in another training.</p> <p>The RULES of the Government are our laws. The <i>mama lo</i> of Bougainville is the national constitution. The courts and police are there to help the members follow the laws.</p> |
| <p>3</p>  | <p>Small groups (30 minutes)</p> <p>Most people in Bougainville belong to a church. Get into a small group with 5 or 6 people from your church. In many parts of Bougainville, the church is a good organisation that runs well. Think about your church. Look again at the eight key ingredients of a good organisation and think about whether your church has these ingredients. Be prepared to share your ideas.</p> |

What is this training about?

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| | | <p>At the end you will need to decide whether each group gets to present their ideas, or just one or two. If there is not much time, then it is best to just ask one group to present and at the end ask other groups if they have anything to add.</p> |
| 3 | | <p>You can't make a cake if you don't have flour and butter and water and eggs and sugar and baking powder. You can have more ingredients to make the cake <i>swit moa</i> but if don't have the key ingredients you can't make a cake. You can't be a good organisation unless you are trying your best to put into practice the eight key ingredients for a good organisation.</p>  |
| |  | |
| 4 |  | <p>Role Play (40 minutes)</p> <p>Go outside. Pretend that you are all members of a community organisation. The trainer will identify four participants to become the Board of Management (BOM) - the Chairperson, the Deputy Chairperson, the Secretary, and the Treasurer. The BOM are going to lead everyone else in the organisation on a walk somewhere. For example a walk to the volleyball court then around the big tree and back to the training centre. The walk needs to be hard - with obstacles to move around - but not so hard so that people might get injured.</p> <p>Select people who aren't part of the real BOM (Board of Management) to play the role of the BOM</p> <p>The four BOM need to stand on the side and hold hands in a line. Next the trainer will ask everyone else to hold the hands of the BOM (on either side) so that all the members of the organisation are standing in a long line with the BOM in the middle.</p> <p>Next everyone except the BOM needs to close their eyes. <i>BOM mas ai op i stap</i>. The trainer will then say "GO" and the BOM then need to lead everyone else on the walk. Hold hands as you walk.</p> <p>When the walk is finished open your eyes and discuss how it felt to be led around by your BOM with your eyes closed.</p>  |
| 4 |  | <p>Brainstorm (10 minutes)</p> <p>How would it have helped if all the members had their eyes open when you did the walk - not just the BOM? Call out whatever comes into your heads.</p> |
| 4 | | <p>If all the members of a community organisation have their eyes open - not just the BOM - then there are many benefits. For example:</p> |

What is this training about?

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|---|---|
| | <p>✓ If all the members have their eyes open they will be able to see how hard the BOM works. <i>BOM save mekim bikipela wok na planti memba ol ino luksave.</i></p> <p>✓ If all the members have their eyes open they will want to help the BOM. <i>Wokim disisen wantaim na wokbung wantaim. Kamapim gutpela patisipeson.</i></p> <p>✓ If all the members have their eyes open they will be able to see if the BOM is doing the wrong thing and speak up. <i>Memba inap long stretim rot.</i></p> <p>✓ If all the members have their eyes open they can help make sure everybody walks together. Don't let disabled or youth or the elderly or women fall behind.</p> <p>✓ If all the members have their eyes open they will also learn how to be the BOM. <i>Tingim senis bilong BOM. Nogut BOM tasol save long hau long mekim.</i></p> <p>✓ If all the members have their eyes open then it builds trust in the group. There is less suspicion and <i>tok beksait</i>. There is no other way to build trust in a group.</p> |
| 4 | <p>BIKPELA TOK. This training - and the training that follows - should help everyone in your organisation to understand the eight key ingredients for a good organisation.</p> <p>This training - and the training that follows - should help everyone in your organisation to OPEN THEIR EYES. The managers need to have their eyes open <i>em klia</i>. But for an organisation to be successful the members also need to have their eyes open.</p> <p>Your job as participants in this training is to make sure you take what you learn and pass it on. It is your job to open the eyes of everyone in your organisation.</p> <p>Olgeta memba na meneja wantaim mas ai op i stap</p> <p><i>Nogut ol lain igo pas pulim ol memba raun olsem ai pas. Na nogut yupela ol memba tok beksait long ol lain igo pas bilong wanem yupela no luksave wanem wok BOM i mekim.</i></p> |
| 5 | <p>PLANNING is one of the eight key ingredients. <i>Em nau yupela save pinis.</i> But before you can have plans, your organisation needs to have a PURPOSE (or aim or objective or goal <i>o kain olsem</i>) - otherwise what are you planning to achieve? In <i>tok ogenaision</i> ol save <i>tok VISION</i> and <i>MISSIONS</i> instead of purpose. <i>Wankain samting.</i></p> <p>Every good organisation - whether the Government or a church or a soccer club or a farmer group or a family business or a Ward committee - needs to have PLANS and a VISION and MISSIONS.</p>  |
| 5 | <p>Presentation (30 minutes)</p> <p>The trainer will use a two-rung ladder (or chairs) to help you understand a good way for community organisations to have PLANS that target your VISION and MISSIONS. <i>Tok piksa tasol.</i></p>  |

What is this training about?

Give a really good explanation of the two-rung planning ladder. You will need to make a rough two-rung ladder to help you explain. When you explain the ladder note that you should use the word 'rung' not 'step' so that participants don't get confused. Or if you prefer you can use chairs (like in the picture on the next page). Get seven stackable chairs. Place two stacked chairs at the start of the *faiv yia wokabaut* - then a single chair to mark each year of the *faiv yia wokabaut*. When you explain *kamapim ol prairiti*, step up on the two chairs (carefully) and explain that you do this at the start of every five-years. Next, remove the top chair and stand on the single chair and say that after you have done *kamapim ol prairiti*, the next thing to do is to develop your action plans for the first year (the bottom rung of the planning ladder). Next, get off the single chair and say that after you develop your action plans for the first year, you then need to implement your action plans for the first year. At the end of the first year, develop your action plans for the second year (stand on the single chair again so everyone can see what you are saying). Do this for each year of the *faiv yia wokabaut*. At the end of the five years, stack the second chair on top again and step up on the two chairs (carefully). Explain that at the end of the *faiv yia wokabaut* you need to go back *antap olgeta* to do *kamapim ol prairiti* again. *Statim neks faiv yia wokabaut*.



You do the top rung of the planning ladder every five years. The first thing to do is agree on your vision and missions. *Sanap antap tru na lukim wanem longwe hap yupela laik wokabaut kamap.*

Next *glasim gut* each mission and come up with priorities (activities) to achieve each mission. Come up with two kinds of priorities for each mission. Come up with priorities for each mission that your organisation can achieve itself - *em ol aidia sais bilong yupela yet long mekim*. These are road A priorities. And come up with priorities for each mission that you can't achieve without outside support - *em ol aidia ino sais bilong yupela*. These are road B priorities. *Ol prairiti rot B em bilong BOM long maketim raun long painim sapot.*

To guide their *faiv yia wokabaut*, big organisations (like Governments) also map out clearly what priorities they want to achieve with their resources in each of the next five years. This is called a five-year plan.



You do the bottom rung of the planning ladder at the start of every year. Prepare your annual plan and budget - and any project plans if you need them. Action your road A priorities. Action plans.



Finally, get off the ladder and put into practice your action plans for the first year. At the end of the first year step on the bottom rung of the ladder again and prepare action plans for the second year. Then put them into practice. *Mekim wankain long olgeta yia igo inap long pinis bilong yia faiv. Em hau long plenim na mekim faiv yia wokabaut.*

What is this training about?



5



General discussion (2 minutes)

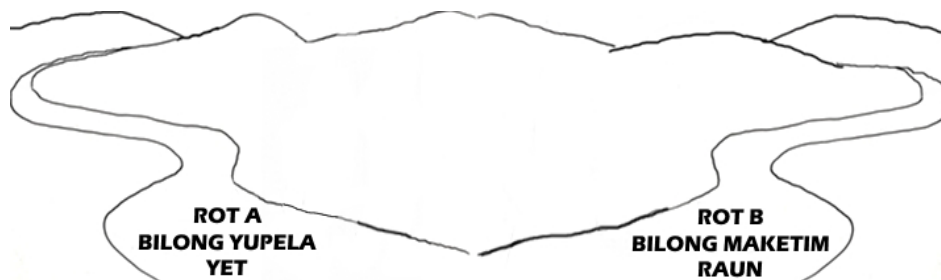
At the end of five years what will your organisation need to do?

5

Every five years, road A and road B join again. *Em taim long kamapim gen ol praioriti bilong wanwan mison.* Every five years, your organisation will need to go back up to the top rung of the ladder to *statim gen faiv yia wokabaut.* *Na bihainim gen lada kam daun.*

Some organisations *save mekim tri yia wokabaut ino faiv.* *Em tu orait.* *Wankain samting.*

Make sure everyone is clear that if their organisation chooses to do a three-year *wokabaut* then fine – but when this training says *faiv yia ol mas tingim tri yia ino faiv.*




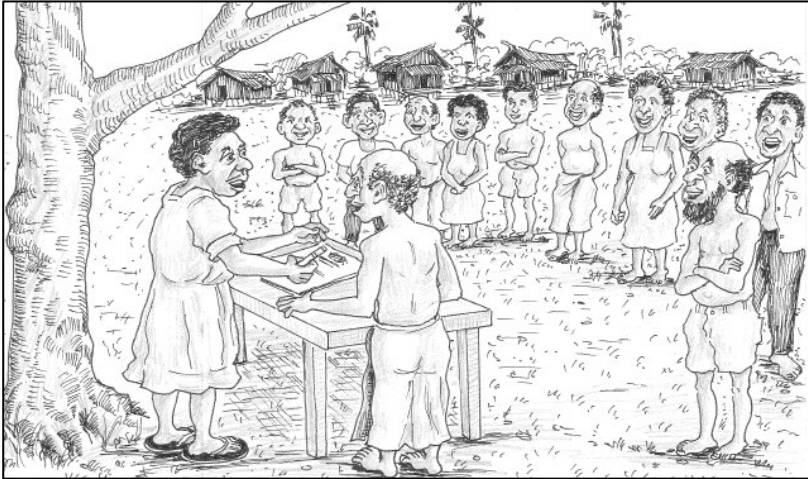
6



General discussion (2 minutes)

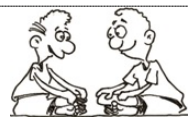
What are road A priorities? What are road B priorities?

What is this training about?

| | |
|---|--|
| 6 | <p>Every five years, when your group is <i>antap tru</i> on the top rung of the ladder, you need to come up with priorities (activities) to achieve each of your organisations missions.</p> <p>Come up with two kinds of priorities for each mission. Come up with priorities that your organisation can achieve itself - <i>em ol aidia sais bilong yupela yet long mekim</i>. These are road A priorities. And come up with priorities that you can't achieve without outside support - <i>em ol aidia ino sais bilong yupela</i>. These are road B priorities.</p> <p>When you come down to the last rung of the ladder to prepare your action plans you only need to try and action your road A priorities. There should be nothing to stop you putting your road A action plans into practice because they are the priorities that your organisation said it can achieve itself.</p> <p>You don't need to prepare action plans for your road B priorities. <i>Ol praioriti rot B em ol samting bilong wokim we luk olsem yu bai nidim autsait halavim. Rot B em bilong BOM long maketim raun long painim sapot - olsem na lusim inap long yu painim sapot.</i></p> |
| 6 | <div data-bbox="256 860 437 972">  </div> <p>Pairs (5 minutes)</p> <p>Get into pairs. What do you and your partner think about the idea of having two separate roads for community organisations to follow - road A and road B. Do you think it will help? Be prepared to share your ideas.</p> |
| 6 | <p>Bikpela tok. If your community organisation tries its best to follow road A <i>yupela yet</i> then there is more chance you will find outside support to help you achieve some of your road B priorities. <i>Ol grup we ol save mekim wokabaut wantaim lek na han bilong ol yet bai kisim nem. Ol autsait ogenaision olsem sios na Gavman na NGO na kampani bai laik long wokabaut wantaim kain grup olsem.</i> And outside organisations like the Government and NGOs and companies also like to work with community organisations that are trying to put the eight key ingredients of a good organisation into practice. <i>Ol autsait ogenaision save trastim kain grup olsem.</i></p> <div data-bbox="424 1413 1235 1890">  </div> <p>Bikpela tok gen. <i>Tasol sapos yupela mekim gut wokabaut long rot A na yu no painim sapot long bihainim rot B em tu orait. Mekim olgeta samting wantaim lek na han bilong yupela yet bai kamapim yupela strongpela moa gen.</i></p> |

What is this training about?

**Malomalo diwai save gro hariap tasol em save pundaun hariap
Strongpela diwai save gro isi isi tasol em save stap longpela taim**

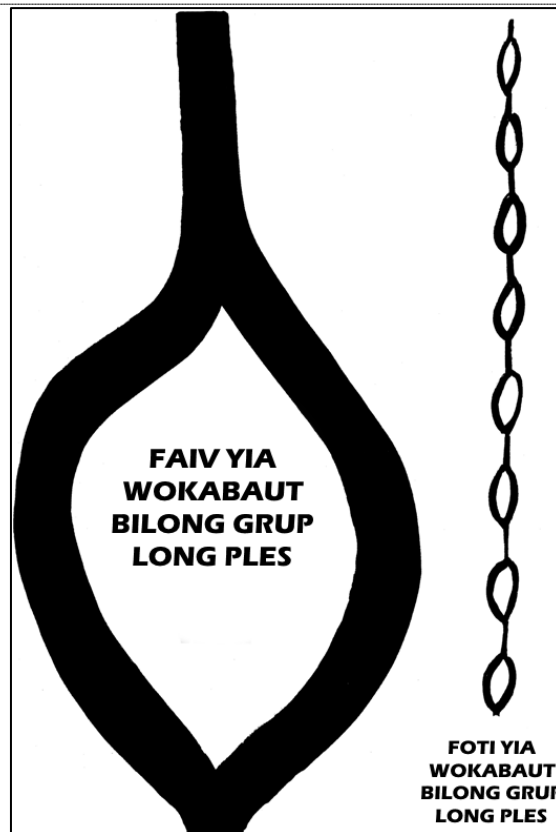


Pairs (15 minutes)

Get into pairs. Every five years, road A and road B join again. *Em taim long kamapim gen ol praioriti bilong wanwan mison. Yu save.*

With your partner look at the picture on the right. It shows *wanpela faiv yia wokabaut na wanpela foti yia wokabaut. Sapos grup bilong yupela mekim dispela kain foti yia wokabaut em bai halavim long kamapim vison na mison bilong yupela o nogat?* Do you think you will see a change? Be prepared to share your ideas.

The point to make is that people must think long term. If you prefer (or if there are not enough handbooks) then draw the picture on the board or on the ground or use *bilum rop*.



Yumi raunim liklik tasol nau bai yumi makim stret tripela bikipela mama toktok bilong dispela trenin na ol narapela trenin bihain.

**This training - and the training that follows - is for everyone in your organisation
olgeta memba na meneja wantaim mas ai op i stap**

**This training - and the training that follows - will help your organisation
put into practice the eight key ingredients for a good organisation**

**This training - and the training that follows - will show your organisation
how to put the two steps of the planning ladder into practice
long mekim wanpela faiv yia wokabaut**

What is this training about?

8



Time to start the first training. The first training is *kamapim ol praioriti. Em nau dispela hanbuk nau.*

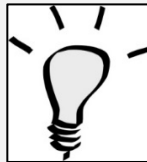
This training will teach you how to do the top rung of the planning ladder. Every five years confirm your organisation's vision and missions - then identify priorities to achieve your missions. This is the start of your *faiv yia wokabaut*.



If you are training an organisation that already has priorities (and a vision and missions) then at the end they can decide whether to put this training into practice next time they do a *faiv yia wokabaut* – o *prunim tasol* – o *statim gen niupela*.

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

- 1) What are the eight key ingredients of a good organisation?
- 2) What is road A? What is road B?



During the rest of the training, whenever you want to do revision or an energiser, get a couple of participants to run the demonstration on how to *mekim wanpela faiv yia wokabaut*. Get them to use the two-rung ladder (or the stackable chairs) to explain *hau long mekim wanpela faiv yia wokabaut*. This is what they will need to be able to explain to the rest of their members, so why not give everyone practice doing it.



What is this training about?



Save moa yet

Yumi nidim stret ol grup long ples

Do the 'save moa yet' box if you have time. Yu yet!

Long strongim Bougainville yumi nidim stert ol grup long ples. Nau bai yumi lukim hau ol grup long ples save strongim yumi Bougainville. Ol grup long ples ol no save mekim olgeta wanwan bilong dispela ol samting. Nogat em bai dipen long wanem wok ol laik mekim:

Grup long ples save wokim sevis. Wokim sevis we Gavman no inap long wokim. Planti sevis long ples ino wok bilong Gavman long mekim. Kain olsem long halavim ol lain disabel o long daunim sik HIV or long halavim ol fama long kisim moa profit. Kain kain.



Grup long ples save makim maus bilong ol lain long ples. Makim nid bilong ol lain long ples na karim igo paitim haus doa bilong Gavman na haus doa bilong ol narapela lain husat inap halavim.



Grup long ples save putim ai gut long Gavman. Mek sua Gavman wokim wok hau ol sapos long wokim. Nogat nau go paitim haus doa gen. Tasol yu no ronim grup bilong yu gut yu nogat rait long pointim pinga long Gavman.

Grup long ples save kamapim pasin wokbung. Les pasin save kamapim les pasin. Tasol gutpela pasin save kamapim gutpela pasin. Halavim save kamapim halavim. Pasin wokbung save kamapim pasin wokbung. Na tu ol haus lain na viles na klen mekim wok wantaim em bai kamapim pasin wokbung namel long ol. Sapos ol i stap wanwan yet bai nogat planti developmin long ples.



Grup long ples save kamapim ol bihain lida na bikmanmeri bilong kantri. Yu lidim o menesim gut tru grup long ples luk olsem yu redi long kamap lida na bikmanmeri bilong kantri. Grup long ples em trenin.

Grup long ples save lainim ol memba hau olgeta ogenaieson sapos long ron. Olgeta ogenaieson, Gavman igo daun long ol liklik grup long ples, sapos long ron long wankain wei. Ol ki ingridien i wankain. Sapos yu ronim ogenaieson bilong yu gut na ol lain long ples luksave olsem ol bai putim ai gut long Gavman na tokaut sapos Gavman tu ino mekiim wankain. Liklik han wara inap karim swit na klin igo long bikipela wara.



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



Bougainville nidim tupela wing long flai Ogenaieson nidim tupela wing long flai

KAMAPIM OL PRAIORITI



STEP 1 BOM redim ol samting

1.1 BOM redim wok plen



1.2 BOM singautim ol manmeri long kam bung



Step 1.1 | BOM redim wok plen

1 hour




Materials Posters with the steps *na ol hap step*

Key questions for this topic

What is a work plan?

| | |
|---|---|
| 1 | <div data-bbox="256 450 427 600"> </div> <div data-bbox="443 450 1358 600"> <p>Presentation (30 minutes) The trainer will give a presentation. There are three steps you need to take to <i>kamapim ol praioriti</i>. <i>Na wanwan step igat hap step tu long mekim. Bai yumi step bai step na luksave.</i></p> </div> <div data-bbox="256 640 1406 1164"> <div data-bbox="256 640 970 779"> <p>STEP 1 BOM REDIM OL SAMTING 1.1 BOM REDIM WOK PLEN 1.2 BOM SINGAUTIM OL MANMERI LONG KAM BUNG</p> </div> <div data-bbox="1002 651 1070 786"> </div> <div data-bbox="256 790 1406 1055"> <p>STEP 2 KIBUNG LONG KAMAPIM OL PRAIORITI BILONG WANWAN MISON 2.1 TOKIM OL MANMERI WANEM AS BILONG KIBUNG 2.2 SETIM GUT VISON NA MISON 2.3 GLASIM SINDAUN BILONG WANWAN MISON 2.4 KAMAPIM OL ROT A NA ROT B PRAIORITI BILONG WANWAN MISON 2.5 TOKTOK LONG WANEM OL NEKS STEP</p> </div> <div data-bbox="256 1066 1406 1164"> <p>STEP 3 BOM REDIM OGENAISESON PROFAIL 3.1 BOM REDIM OGENAISESON PROFAIL BILONG MAKETIM OL ROT B PRAIORITI</p> </div> </div> <div data-bbox="272 1200 1382 1444"> <p>When you explain the three steps, write them on paper and space them out on the ground. Then jump from step to step as you explain each step – everyone will see what they <i>hear</i> you saying. When you are standing on each step don't forget to also explain <i>wanwan hap step</i>. At the end put the two steps <i>na ol hap step</i> on the wall. This is the recipe everyone will need to follow to <i>kamapim ol praioriti</i>.</p> </div> |
| 1 | <div data-bbox="256 1480 368 1585"> </div> <div data-bbox="384 1480 1038 1585"> <p>General discussion (2 minutes) What are the three steps to <i>kamapim ol praioriti</i>?</p> </div> |
| 1 | <p>Step 1 <i>igat tupela hap step long mekim</i>:</p> <div data-bbox="256 1704 1406 1832"> <div data-bbox="256 1704 1406 1765"> <p>① BOM redim wok plen</p> </div> <div data-bbox="256 1765 1406 1832"> <p>② BOM singautim ol manmeri long kam bung</p> </div> </div> |
| 2 | <div data-bbox="177 1832 240 1921"> </div> <div data-bbox="256 1921 432 1995"> </div> <div data-bbox="448 1921 1406 1995"> <p>Every five years your community organisation will need to go back <i>antap olgeta</i> to the top rung to <i>kamapim ol praioriti bilong wanwan mison</i>.</p> </div> |

Step 1.1 | BOM redim wok plen

| | |
|---|---|
| | <p>Step 1 is normally done by the BOM. The BOM has to get things ready. The first thing to do to get things ready - the first <i>hap step</i> - is prepare a work plan.</p> |
| | <p>1 BOM redim wok plen</p> <p><i>Redi long statim wok plen yupela BOM sindaun wantaim wanpela naispela kap ti pastaim na lukim gen dispela hanbuk long kirapim bek tingting. Wokim rifresa pastaim. Olsem na noken troimwei ol hanbuk bilong yupela bihain long trenin. Noken tainim brus o putim long liklik ofis o boilim na kaikai. Putim gut.</i></p> |
| 2 | <p> General discussion (2 minutes) What is a work plan?</p> |
| 2 | <p>A work plan is a plan for what needs to be done, who is responsible for doing it, what time it should be done, and what needs to be done to get ready.</p> <p>To prepare a work plan just discuss what will need to be done to <i>kamapim ol praioriti</i>. When will it take place? What venue? What the agenda will be? Who should be invited? Who will do what? Who will prepare the flowers? Who will make sure the members are notified? <i>Kain kain.</i></p> <p></p> |
| 2 | <p> General discussion (2 minutes) How will preparing a work plan help you?</p> |
| 2 | <p><i>Wok plen ino samting nating.</i> If the BOM sits down (with a nice cup of tea) and prepares a work plan, then it will be a big help when you start to do the work:</p> <ul style="list-style-type: none"> ✓ You won't forget to do something. ✓ Everyone in the BOM will be clear about WHO will be responsible for what. ✓ Everyone in the BOM will be clear about WHEN it needs to be done. ✓ Everyone in the BOM will be clear about WHAT needs to be ready. <p>You can just discuss your work plan. But it is better to write it down. When the BOM has prepared the work plan they should <i>putim long ples klia</i>. If you have a notice board then put it on the notice board so the members can also see it. <i>Ol memba tu mas ai op i stap.</i></p> |

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

1) What is a work plan?





Step 1.2 | BOM singautim ol manmeri long kam bung

1 hour






Materials

Key questions for this topic






Who are the people you should invite to the *kibung*?

| | |
|---|---|
| 1 | <p>Step 1 <i>igat tupela hap step long mekim:</i></p> <div style="background-color: black; color: white; padding: 5px; margin-bottom: 5px;"> 1 BOM redim wok plen </div> <div style="background-color: black; color: white; padding: 5px;"> 2 BOM singautim ol manmeri long kam bung </div> <p><i>Yumi kam long las hap step nau bilong step 1.</i></p> <div style="background-color: black; color: white; padding: 5px;"> 2 BOM singautim ol manmeri long kam bung </div> |
|  | |
| 2 | <p>The purpose of the <i>kibung</i> in step 2 is to <i>kamapim ol praioriti bilong wanwan mison</i>. To do this you will need to confirm your organisations vision and missions - and then come up with priorities (road A and road B) to achieve each mission.</p> <p>If you want everyone in a community organisation to walk together - <i>ai op i stap</i> - then you must <i>statim faiv yia wokabout</i> with everyone in the community organisation.</p> |
| 2 | <div style="display: flex; align-items: center;">  <div> <p>Brainstorm (10 minutes)</p> <p>What are the benefits of involving everyone in an organisation to <i>kamapim ol praioriti bilong wanwan mison</i>? Call out whatever comes into your heads.</p> </div> </div> |
| 2 | <p>A big job for any BOM is to involve the members of the organisation as much as possible. <i>Ol memba mas pilim olsem mi tu mi papa bilong samting</i>. The BOM drives the organisation - but the members need to feel like their hand is on the steering wheel.</p> <div style="text-align: center; margin: 10px 0;"> <h3>BOM bai go pas long draiv tasol olgeta memba mas pilim olsem mi tu mi gat han antap long wil bilong stia</h3> </div> <p>This is a principle of good governance. It is called the principle of good participation. Every organisation - <i>ino mata yu Gavman o yu liklik grup long ples</i> - needs to have the principle of good participation in the <i>kastom</i> of their organisation.</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 10px; margin-top: 10px; background-color: #f0f0f0;"> <p>We will learn more about the principles of good governance in another training.</p> </div> |

Step 1.2 | BOM singautim ol manmeri long kam bung

| | |
|---|---|
| 2 |  General discussion (2 minutes) What can you do to try and involve all the members if your community organisation is too big for all the members to come to the same <i>kibung</i> ? |
| 2 | <p><i>Sampela liklik grup long ples tu ino liklik.</i></p> <p>If your community organisation is too big for all the members to come to the same <i>kibung</i> then you can invite key people instead of everyone.</p> <p>But if you do this you have to make sure you select the right key people. Don't just invite <i>ol bikmanmeri</i>. Key people are also those members who represent people in the organisation who normally don't get a chance to have their voice heard. People who normally miss out. Youth and women and disabled <i>na kain lain olsem</i>.</p> <p>And if you have a <i>kibung</i> with only the key people then the BOM must make sure that afterwards they find a way to contact all the members and explain what happened at the <i>kibung</i> - or make sure the key people you invited do it for you.</p> <p><i>Tasol tok strong</i> it is far better if all the members can come to the same <i>kibung</i>. <i>Ol memba mas pilim olsem mi tu mi papa bilong samting.</i></p>  |
|  | |
| 3 |  Brainstorm (10 minutes) Who else would be good to invite to the <i>kibung</i> to help your community organisation <i>kamapim ol praioriti bilong wanwan mison</i> ? Call out whatever comes into your heads. |
| 3 | <p>Everyone in your organisation needs to be involved in the <i>kibung</i>. <i>Em klia</i>. But there are other people who would also be good to invite.</p> <p>Think about a coffee farmer group. If the coffee farmer group deals with one or two coffee buyers, then it would be good to invite them to come to the <i>kibung</i>. They may have suggestions - and the coffee farmer group may have suggestions for them. <i>Strongim wokbung.</i></p>  <p>If the coffee farmer group deals with a coffee factory or company, then it would be good to invite a representative to come to the <i>kibung</i>. They may have suggestions - and the coffee farmer group may have suggestions for them. <i>Strongim wokbung.</i></p> <p>If the coffee farmer group works with the District or CIC or a church or a NGO or a coffee certification organisation, then it would be good to see if they can send a representative to the <i>kibung</i>. They may have suggestions - and the coffee farmer group may have suggestions for them. <i>Strongim wokbung.</i></p> |

Step 1.2 | BOM singautim ol manmeri long kam bung

| | | |
|---|--|---|
| | <p>And it would be good to invite the Community Government Members and other members of the Ward Assembly, and community leaders like the health worker and the head teacher. They may have suggestions - and they may be able to provide support. <i>Strongim wokbung.</i></p> <p>If you involve people from outside your organisation when you are starting to plan your five-year <i>wokabout</i> you will find they are more likely to want to <i>wokabout wantaim yu</i> to put your plans into action.</p> |  |
| 3 |  <p>Small groups (20 minutes)</p> <p>Get into a group with five or six people from your community organisation. Every five years your organisation needs to <i>statim faiv yia wokabout wantaim kibung long kamapim ol praioriti bilong wanwan mison</i>. The top rung of the planning ladder. Who do you think your organisation should invite to the <i>kibung</i>? Be prepared to share your ideas.</p> | |
| |  | |
| 4 |  <p>Brainstorm (10 minutes)</p> <p><i>Singautim ol manmeri long kam bung em wan.</i> What else do you need to prepare before a <i>kibung</i>? Call out whatever comes into your heads.</p> | |
| 4 | <p>There are lots of things to get ready before a <i>kibung</i>. For example:</p> <ul style="list-style-type: none"> ~ What time to start and finish ~ Food and water ~ Venue ~ Toilets ~ Chairs and tables ~ Tea and coffee ~ Flowers ~ Health and safety ~ Blackboard, paper, pens, markers, butcher paper, clock ~ Activities ~ Materials you need for your activities |  |

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

1) Who are the people you should invite to the *kibung*?



Step 1.2 | BOM singautim ol manmeri long kam bung



Save moa yet

Do the 'save moa yet' box if you want to. Yu yet!

Market chains and value chains

Think about a coffee farmer group. A coffee farmer group sells coffee. They are the first link in a chain - and the last link in the chain is someone who buys their coffee in a shop in Australia or London or Port Moresby. In between the coffee farmer group and someone drinking their coffee are other links in the chain - coffee buyers and factories and distributors and transport companies and coffee certification and CIC *na kainkain*.



All the links in the chain, together, are called a 'market chain'. But if all the links in the chain are trying to work together and plan together then it is called a 'value chain'. In a value chain all the links need to think of themselves as one chain. One community *o kain olsem*.

When the coffee farmer group holds a *kibung* every five years to *kamapim ol prairiti bilong wanwan mison*, they should try and involve as many links in their value chain as possible when they do their planning.



KAMAPIM OL PRAIORITI



STEP 2 kibung long kamapim ol praioriti bilong wanwan mison

HAP STEP 2.1

Tokim ol manmeri wanem as bilong kibung

HAP STEP 2.2

Setim gut vison na mison

HAP STEP 2.3

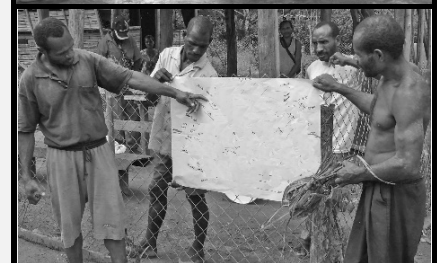
Glasim sindaun bilong wanwan mison

HAP STEP 2.4

Kamapim ol rot A na rot B praioriti bilong wanwan mison

HAP STEP 2.5

Toktok long wanem ol neks step






Step 2.1 | Tokim ol manmeri wanem as bilong kibung

1½ hours





Materials Two-rung ladder

Key questions for this topic






What are the two rungs on the planning ladder?

| | |
|----------|---|
| <p>1</p> | <p>There are three steps to <i>kamapim ol praoriti</i>:</p> <div style="text-align: right;">  </div> <div style="text-align: center;"> <p>STEP 1 BOM REDIM OL SAMTING</p> <p>STEP 2 KIBUNG LONG KAMAPIM OL PRAIORITI BILONG WANWAN MISON</p> <p>STEP 3 BOM WOKIM OGENAISESON PROFAIL</p> </div> <p>Step 1 is finished. Time to start step 2. <i>Step 2 igat faivpela hap step long mekim:</i></p> <ol style="list-style-type: none"> ① <i>Tokim ol manmeri wanem as bilong kibung</i> ② <i>Setim gut vison na mison</i> ③ <i>Glasim sindaun bilong wanwan mison</i> ④ <i>Kamapim ol rot A na rot B praoriti bilong wanwan mison</i> ⑤ <i>Toktok long wanem ol neks step</i> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-top: 20px;"> <p>Point to where you have written step 2 <i>na ol hap step</i> so that people can see what they <i>hear</i> you saying.</p> </div> <div style="text-align: right;">  </div> |
| <p>2</p> | <p>Time to start the <i>kibung long kamapim ol praoriti bilong wanwan mison</i>.</p> <p>The BOM normally runs a <i>kibung</i> - but it doesn't have to be the BOM. There might be someone else in your organisation who is really good at doing it. Or you might want to invite someone from outside your organisation to help run the <i>kibung</i>.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-top: 10px;"> <p>Tell everyone that there is also a training skills course for people that will give them some skills to run a <i>kibung</i></p> </div> <p>But it is always the work of the BOM to make sure the <i>kibung</i> runs how it is supposed to run. <i>BOM em olsem tarangau lukluk kam daun.</i></p> |
| <p>2</p> | <div style="display: flex; align-items: center;">  <div> <p>General discussion (2 minutes)</p> <p>What is the first <i>hap step long mekim</i>?</p> </div> </div> |

Step 2.1 Tokim ol manmeri wanem as bilong kibung

| | |
|---|--|
| 2 | <p>After you have welcomed everyone to the <i>kibung</i> - and said a prayer - the first thing to do is <i>tokim ol manmeri wanem as bilong kibung</i>. If you want everyone to have their eyes open, then they need to know the purpose of the <i>kibung</i>.</p> <p>1 Tokim ol manmeri wanem as bilong kibung</p> |
|  | |
| 3 | <p>When you explain the purpose of the <i>kibung</i> you need to explain why and what. Why the <i>kibung</i> is necessary and what everyone will be doing. Explain two things:</p> <ul style="list-style-type: none"> ✓ WHY the <i>kibung</i> is necessary. Explain the importance of planning and the two rungs of the planning ladder - and how this <i>kibung</i> fits in. ✓ WHAT everyone will do in the <i>kibung</i>. <i>Em ol hap step bilong step 2</i>. For example, you could say: "<i>Bai yumi setim gut vison na mison. Setim pinis orait bai yumi glasim sindaun bilong wanwan mison. Glasim pinis orait bai yumi kamapim ol rot A na rot B praoriti bilong wanwan mison. Las samting long mekim bai yumi toktok long wanem ol neks step.</i>" |
| 3 | <div data-bbox="256 987 432 1144"></div> <p>Role Play (45 minutes)</p> <p>Get into small groups of 5 or 6. Pretend that you are the BOM for a community organisation. You are starting the <i>kibung long kamapim ol praoriti bilong wanwan mison</i>. The first <i>hap step</i> is <i>tokim ol manmeri wanem as bilong kibung</i>. Prepare a role play showing you doing this <i>hap step</i>. You need to explain why the <i>kibung</i> is necessary and what everyone will be doing in the <i>kibung</i>. You can use the two-step ladder that the trainer used. If you want to take everyone outside or make lines on the ground to mark out five years <i>em tu orait</i>. Be ready to give your presentation.</p> <div data-bbox="1129 994 1401 1205" style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>Just choose one group to present their role play – <i>tingim taim</i>.</p> </div> <div data-bbox="264 1424 440 1738"></div> <div data-bbox="459 1435 1393 1592" style="background-color: black; color: white; padding: 5px;"> <p><i>Statim faiv yia wokabaut long antap rang. Setim gut vison na mison. Setim pinis orait glasim sindaun na kamapim ol praoriti bilong wanwan mison. Kamapim praoriti sais bilong mekim yupela yet. Em ol praoriti rot A. Na tu kamapim praoriti we luk olsem yupela bai nidim outsait sapot long en. Em ol praoriti rot B.</i></p> </div> <div data-bbox="459 1626 1393 1715" style="background-color: black; color: white; padding: 5px;"> <p><i>Wokim daunbelo rang long stat long olgeta yia. Kamapim anyual plen na badset. Na kamapim projek plen sapos yu gat wanpela bikpela wok long mekim. Aksonim rot A praoriti bilong yupela. Akson plen.</i></p> </div> <p><i>Lusim lada na bihainim ol askon plen bilong nambawan yia. Wokim pinis orait go gen long daunbelo rang bilong lada long kamapim ol niupela akson plen bilong nambatu yia. Mekim wankain long olgeta yia igo inap long pinis bilong faiv yia. Na long sem taim BOM bai raun long maketim ol praoriti rot B - nogut yu painim sapot. Pinis bilong faiv yia wokabaut bai yupela nid long go antap olgeta long antap rang na statim gen niupela faiv yia wokabaut.</i></p> |
|  | |

Step 2.1 | Tokim ol manmeri wanem as bilong kibung

| | | |
|---|---|--|
| 4 | <p>Wanpela liklik stia long hau long ronim gut kibung pastaim.</p> <p>Communication should always be two-way. <i>Toktok mas ikam igo.</i></p> <p>Whoever is running the <i>kibung</i> needs to make sure they give everyone else the chance to speak up and say what is on their mind. If you don't do this, then the people at the meeting won't feel like they have their hands on the steering wheel. <i>Ol memba mas pilim olsem mi tu mi papa bilong samting.</i></p> <p>This means that when you are explaining the purpose of the <i>kibung</i> don't forget to give everyone else the chance to speak up and say what is on their mind.</p> |  |
| 4 |  <p>Brainstorm (5 minutes)</p> <p>Some people find it hard to speak up and say what is on their mind. Which people? Call out whatever comes into your heads.</p> | |
| 4 | <p><i>Gutpela sapos planti ol memba kam bung – em mak bilong gutpela patisipeson.</i></p> <p>But good participation has two parts.</p> <p><i>Olgeta memba mas i gat sans long kam bung em wan. Na tu ol i kam bung ol i mas igat sans long autim wanem askim na tingting ol i gat. Ol manmeri i kam sindaun nating ino patisipeson.</i></p> <p>Everyone at the <i>kibung</i> should feel that <i>mi tu mi papa bilong samting</i> - em mak trutru bilong gutpela patisipeson.</p> <p>Always remember that some people find it hard to speak up and say what is on their mind. It might be because their culture says they shouldn't speak up or because they have a disability or because they are shy.</p> |  |
|  | | |
| 5 |  <p>Pairs (10 minutes)</p> <p>Get into pairs. In some parts of Bougainville women and youth find it hard to speak up and say what is on their mind. <i>Long sampela hap kastom em i strong tru.</i> It is the job of everyone in the <i>kibung</i> to make sure that women and youth are encouraged to <i>autim wanem askim na tingting ol i gat</i>. With your partner discuss what you can do in a <i>kibung</i> to make sure that women and youth are encouraged to <i>autim wanem askim na tingting ol i gat</i>. Be prepared to share your ideas.</p> | |
| 5 | <p>It is everyone's job to help women and youth participate. <i>Ol i kam sindaun nating ino gutpela patisipeson.</i> To help women and youth participate try the following:</p> | |

Step 2.1 | Tokim ol manmeri wanem as bilong kibung

- ✓ **Help women and youth feel comfortable and supported.** Be friendly. Encourage questions. Say that all questions are good questions. Never be cross or tell people they are stupid or tell someone to *pasim maus*. You need to respect women and youth and you need to respect what they say.
- ✓ **Have rules.** Come up with rules that encourage good participation. *Kain olsem noken sakim tok bilong narapela*. It is best if the participants at the *kibung* come up with the rules themselves. *Ol yet ol i papa bilong rul ol yet bai sanap antap long en*.
- ✓ **Put women and youth into small groups.** *Putim ol meri igo wantaim ol meri na man wantaim ol man*. *O long mekim gut tru brukim ol igo long yut man, yut meri, man, na meri*. *Mekim olsem nau ol bai pilim pri long toktok*.
- ✓ **Be careful of your language.** *Yumi klia olsem long tok pisin 'man' em i minim olgeta - tasol sapos yu tok 'manmeri' em i moa beta*. Saying 'manmeri' makes women feel like they are included.
- ✓ **Make sure there is a man and a woman and a youth running the kibung.** If a woman is helping to run the *kibung* then it helps other women to get involved. If youth are helping run the *kibung* it helps other youth to get involved AND it helps create the leaders of the future. *Yumi mas tingim senis bilong yumi*.
- ✓ **Make sure the timing suits men and women and youth.** Everyone has other work to do. If the timing for the *kibung* does not suit men or women or youth, then *ol no inap sindaun gut - ol bai wok long tingim ol narapela wok we ol sapos long mekim*.
- ✓ **Welcome babies and children.** When you invite people to come to the *kibung* make sure you say that babies and children are welcome. It will make women feel like they are supposed to attend - and it will make it easier for them to attend. *Na stat long kibung tokim ol long pilim pri long go autsait long stretim bebi na pikinini*.
- ✓ **Think about the location.** *Sampela hap bilong wokim kibung igat kastom bilong en olsem ol man bai go pas long toktok*. *Sapos yupela ronim kibung long kain hap olsem nogut ol meri na ol yut pilim pret long toktok*. *Na tu hap bilong kibung mas i ples sef na ples klin na igat gutpela toilet na wara*.
- ✓ **Give women and youth important jobs to do during the kibung.** For example, make a woman or a youth the timekeeper or the person who says the prayer, or the person who rings the bell.
- ✓ **Get support from local leaders.** *Ol save long kastom na hau long toktok*.
- ✓ **Show everyone that it is okay to make mistakes.** If everyone is happy to make mistakes, then it will help women and youth to speak up and say what is on their mind. Laugh when you make a mistake - don't be a *bik het* and try to cover it up.



6



General discussion (2 minutes)

Why does it matter if women and youth are involved or not?

Step 2.1 Tokim ol manmeri wanem as bilong kibung

We need to get youth involved because *yumi mas tingim senis bilong yumi. Planti ol yangpela manmeri stap nating*. We must get youth involved. They are our future.

We need to get women involved because men and women together make better decisions. What men know is half the story. What woman know is half the story. Together it is the whole story.

If a bird flies with just one wing it goes around in circles. Show them.

Bougainville needs two wings to fly.

6

Bougainville em i nidim stret ol lida man na lida meri.

Pikinini nidim stret ol gutpela tingting bilong mama na papa wantaim.

Ol grup long ples nidim stret ol gutpela tingting bilong man na meri wantaim.

**Bougainville needs two wings to fly
And the next generation needs to learn how to fly**

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


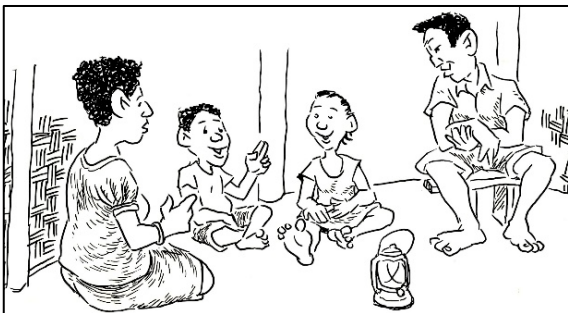

- 1) What are the two rungs on the planning ladder?



Step 2.2 | Setim gut vison na mison

2 hours
Materials

Key questions What is an organisation's vision?
for this topic What are an organisation's missions?

| | |
|---|--|
| | Now it is time to start the meat of the <i>kibung</i> . |
| | 2 Setim gut vison na mison |
| | The top rung of the planning ladder is <i>kamapim ol praioriti</i> . |
| 1 | <p>Before you can identify priorities for your missions you have to agree on what your organisations vision and missions are. If your organisation already has a vision and missions, then every five years when you start your <i>faiv yia wokabout</i> just check and confirm. Maybe your vision or missions have changed. <i>Setim gut vison na mission</i>.</p> <p>If your organisation doesn't have a vision and missions, then when you start your <i>faiv yia wokabout</i> the first thing to do is agree on what your organisations vision and missions are. <i>Vison na mison ino samting nating. Setim gut vison na mison</i>.</p> |
| 1 |  General discussion (2 minutes) What are an organisations vision and missions? |
| 1 | <p><i>Vison na mison em i tok ogenaieson.</i></p> <p>A vision is the organisations dream. <i>Em i bikpela antap driaman bilong grup.</i></p> <p>Missions are the key things your organisation wants to do to achieve the dream. <i>Mison em ol bikpela samting grup laik mekim long kamapim vison.</i></p> <p>Think about your family. A vision for a family might be <i>strongim sindaun bilong famili</i>.</p> <p>Your missions are the key things you want to do to achieve the vision. For example:</p> <ul style="list-style-type: none"> ✓ The family has better accommodation ✓ The children are educated properly ✓ The family uses money properly ✓ The family makes decisions together ✓ The family has more <i>gaden kaikai</i>  |
| 2 | <p><i>Vison em i bikpela antap driaman bilong grup.</i></p>  |

Step 2.2 | Setim gut vison na mison

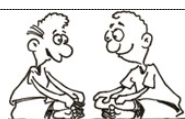
It is important that your organisation's vision is short and sweet and easy to understand. Lots of groups make the mistake of having a vision that is long and full of words that don't mean much. It looks nice on paper but what does it really mean!

Maus wara nating maski!

Imagine someone asks you what your organisation is for. What would you tell them? Would you say, "our organisation's dream is to enhance the capacity of our stakeholder members to pursue a valued life capacitated by improved income generation opportunities and social inclusion". *Maus wara nating.*

Much better to say '*Strongim sindaun bilong ol manmeri long ples*' o kain samting olsem. People will remember it. Short and sweet. *Noken pulim toktok.*

Vison em i het tok tasol. The time to explain what you mean by your vision is when you identify your missions.

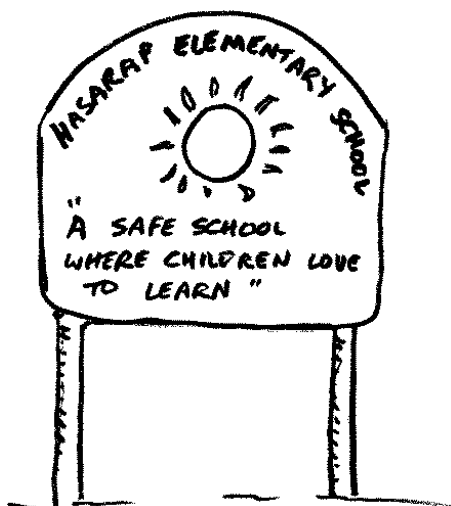


Pairs (5 minutes)






Get into pairs. The trainer will read out some examples of visions from different organisations. With your partner decide if you think the vision is a good one or not. *Em i sot na swit o nogat? Em inap o nogat?*

1. *Manmeri wantaim kirapim ples (mama grup)*
2. *Lukautim kakau long lukautim mipela (Cocoa farmer family group)*
3. *Wod wantaim Gavman wok long stretim sindaun (Ward Assembly)*
4. *Strongim pasin lotu (sios grup)*
5. Improve the economic and social status of people through an improved delivery of appropriate goods and services in an efficient and effective manner that is inclusive of people's active participation (*maus wara grup*)
6. A safe school where children love to learn (*Hasarap Elimentari skul*)


2



Step 2.2 | Setim gut vison na mison

| | |
|---|---|
| 2 |  <p>Small groups (20 minutes) Get into a group with five or six people from your community organisation. Think about your organisation. What would be a good vision for your organisation? If you have a vision already and you want to prune it, what would you suggest? Be prepared to share your ideas. The purpose of this exercise is to have a go - it doesn't mean everyone needs to agree. When you have finished stay in your groups.</p> |
|  | |
| 3 | <p>You have a vision. Time to put the meat on the bones. Time to identify your missions. It is very important to get your missions right. When you do your planning what you are planning to achieve is your organisation's missions.</p> <p>When you work out your organisation's missions, break down your vision into the main things your organisation wants to do to ACHIEVE THE VISION.</p> <p>You can't include everything. Four or less missions are a good number. Every five years - <i>taim long statim niupela faiv yia wokabaut</i> - you can always change your missions (and your vision).</p>  |
| 3 |  <p>Small groups (30 minutes) Get into the same group you were in when you came up with a vision for your community organisation. Time to have a go at coming up with missions for your organisation. You don't need to get it right - <i>brukim bus tasol. Bihain bai yumi stretim</i>. Don't worry about how you <i>stailim toktok</i>. <i>Na mekim long tok pisin o tok ples tu em orait</i>. You don't need to share what you came up with. When you have finished stay in your groups.</p> <div data-bbox="311 1406 1348 1579" style="border: 1px solid gray; padding: 10px; margin-top: 20px;"> <p>Move around and help each group - but at this stage you don't need to fix what they come up with. The point of this activity is to get them to begin by breaking down their vision into the things they want to do to achieve their vision.</p> </div> |
|  | |
| 4 | <p>Each mission should target THE DEEP PROBLEM.</p> <p>Think about the mission 'build a new classroom at school'. <i>Em orait liklik</i>. But maybe the deep problem is that the children are not getting a good education. Not having a good classroom could be one reason they are not getting a good education - but it is probably not the whole story. You might build a new classroom but find that the children are still not getting a good education. <i>Em bai olsem yu save</i>.</p> <p>A better mission would be 'our children get a better education'.</p> |

Step 2.2 | Setim gut vison na mison

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| | <p>Don't forget when you do your planning what you are planning to achieve is your organisation's missions. The top rung on the ladder is <i>kamapim ol prairiti</i>. If your mission is the deep problem, then the ideas that people come up with to tackle the problem are more likely to make a difference. If you ask people to think about the deep problem, they are more like to come up with deep solutions.</p> <p>If the mission was 'build a new classroom' then the ideas (priorities) that people came up with would be just about building a new classroom. But if the mission was 'our children get a better education' <i>ol bai tingim ol narapela samting tu long halavim ol pikinini long kisim skul gut olsem awenes bilong salim pikinini gel go skul na trenin bilong BOM na laibreri na ol kain samting olsem</i>. The full story!</p> |
| 4 |  <p>General discussion (2 minutes) What does development really mean?</p> |
| 4 | <p>If you dig deep what you discover is that all development is about people.</p> <p>A road is not development. A road is just a thing that will help to make a change in people's lives. The real development is how the road helps people. For example, a road might provide better health care, or it might mean it is easier to sell cocoa or coffee or meat birds in town or it might mean it is easier to put your money in the bank.</p> <p>Building a new classroom is not development. But if the new classroom means that children get a better education <i>em nau em divelopmin nau</i>.</p> <p>It is a good idea if you say in your mission statement WHO YOU WANT TO BENEFIT - 'the members' of your organisation or 'the community' or 'families' or 'children' or 'women' or <i>kain olsem</i>. If you do this then it will help your members to come up with ideas to tackle the mission that <i>painim mak</i>.</p> <p>If each mission targets the deep problem and says who you want to benefit then you can be pretty sure it is a good mission.</p> <p>If each mission targets the deep problem and says who will benefit then you can be pretty sure it is a good mission</p> <div> <p>Tell everyone that the language they use to write their missions is not important. You can say 'our children get a better education' or 'our children are getting a better education' or '<i>pikinini bilong mipela kisim gutpela skul</i>' or '<i>strongim edukeson bilong pikini</i>' o <i>kain olsem</i>. But it is good to be clear about who will benefit from the change. For example, if you just said '<i>strongim edukeson</i>' do you mean education for children or for adults or both?</p> </div> |

Step 2.2 | Setim gut vison na mison



Small groups (20 minutes)

Get into the same group you were in when you came up with missions for your community organisation. The trainer will read the four missions for a coffee farmer group. One mission is not a good mission. Which one? Why? Be prepared to share your ideas.

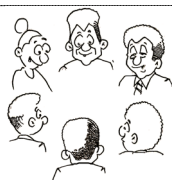
- ✎ *Halavim ol famili long kamapim kwaliti kopi na moa kopi*
- ✎ *Halavim ol famili long yusim gut kopi moni*
- ✎ *Strongim ogenaision long halavim ol memba kisim moa benefit*
- ✎ *Mekim developmin long ples*

4

The first three missions are good. However, the last mission is too broad. What does development mean? '*Developmin*' em i biknem tumas. It would be better if they were clear about what they meant by 'development'. For example, maybe they mean '*kamapim ol helti famili*' and '*halavim ol famili long kisim skul gut*'. This would make it easier for the members of the group to come up with good ideas for how to tackle the missions.



Bai gutpela sapos wanpela mison bilong ol grup long ples em i 'strongim ogenaision long halavim ol memba kisim moa benefit' o kain olsem. Mekim olsem taim long glasim sindaun na kamapim praioriti bai yupela kamapim ol aidia tu long hau long strongim ogenaision bilong yupela.



Small groups (30 minutes)

Get into the same group you were in when you came up with missions for your community organisation. Have a look at your missions again. Do your missions target the deep problem? Do your missions say who you want to benefit? Change your missions if you want to. It doesn't have to be perfect. *Long kisim klia aidia tasol*. Be prepared to share what you came up with.

5

Move around and help each group. Try and help them so that their missions focus more on the deep problem. For example, if the mission is 'more money for the members' maybe the problem is not just that people don't have enough money, but they don't USE their money properly. If this is the case maybe the mission should be 'our members have enough money, and they use it properly' o kain olsem.

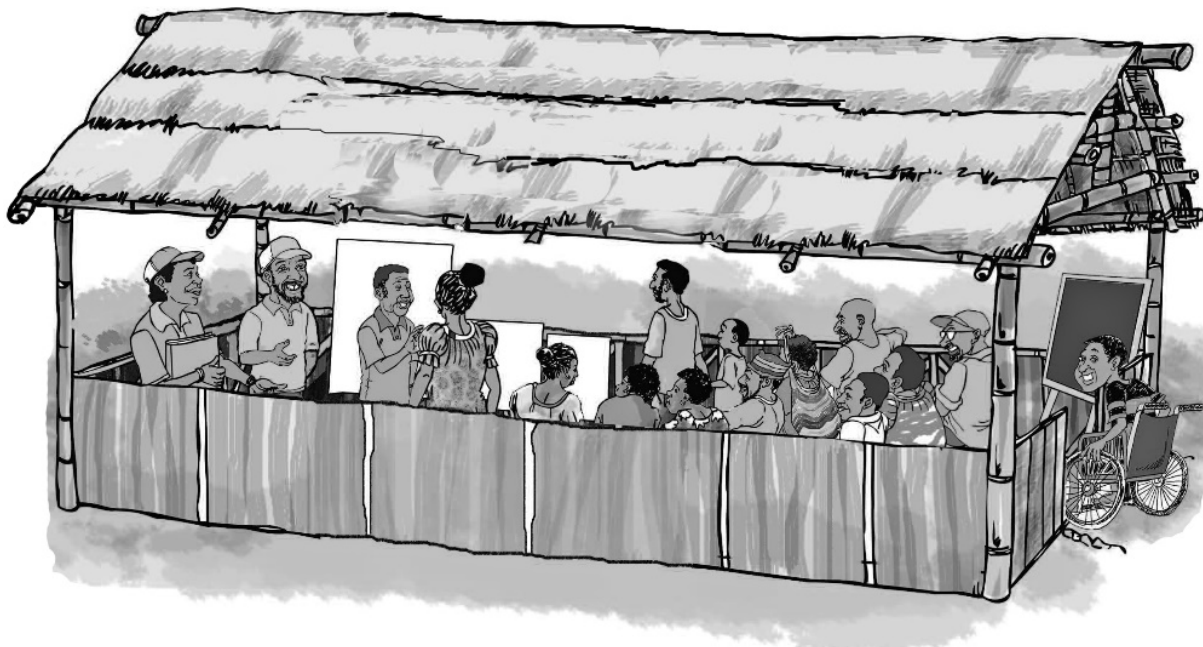
If the organisation you are training wants to continue and try and decide on their vision and missions, then now is a good opportunity. If they want to do this, then let them take over. Your job is to facilitate and give *stia*. The important thing is that everyone will need to agree. Encourage them to decide on their vision and missions *long wanbel wei*. If they need to vote then suggest that *ol meri soim han pastaim nogut ol i painim hat long agenstim man bilong ol na ol lida man*. If all the members are not present at the training, then make the point that the members who are not present should also be consulted.

Step 2.2 | Setim gut vison na mison

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| 5 | <p>Every five years – <i>taim long statim faiv yia wokabaut</i> – you will have a chance to look at your vision and missions again and change them if necessary.</p> <p><i>Em nau yumi stap pinis long dispela hap step – setim gut vision na mison.</i></p> <p>When you do this <i>hap step</i> in the <i>kibung</i> try and do the following:</p> <ol style="list-style-type: none"> 1. <i>Putim ol meri igo wantaim ol meri na man wantaim ol man long mekim nambawan toktok. O long mekim gut tru brukim ol igo long yut man, yut meri, man, na meri.</i> If you do this everyone will feel free to talk. Ask the groups to come up with a vision and missions. If you already have a vision and missions then ask the groups to come up with any suggestions for changes. At the end ask the groups to share their ideas. 2. Do the final selection. Get everyone back together and ask everyone to work together to come up with a final vision and missions. <i>Mekim long wanbel wei.</i> If you can't get agreement then ask everyone to vote. <i>Yu laik mekim vot askim ol meri long soim han pastaim nogut ol i painim hat long agenstim man bilong ol na ol lida man.</i> If you vote then only the members of your organisation should vote. <i>Em klia.</i> |
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Revision - ask the participants the key questions for this topic:

- 1) What is an organisation's vision?
- 2) What are an organisation's missions?



Step 2.3 | Glasim sindaun bilong wanwan mison




3 hours

Materials Some materials for making *ples mep*. Poster paper. A glass and water.

Key questions for this topic

What are five questions to help everyone *glasim sindaun bilong wanwan mison*?

What are the three things you need to do when you *stiaim toktok*?



| | |
|---|---|
| 1 |  General discussion (2 minutes) What is the top rung of the organisation planning ladder? |
| 1 | <p>The top rung of the ladder has two parts. The first part is <i>setim gut vison na mison</i>. The second part is <i>glasim sindaun na kamapim ol praioriti bilong wanwan mison</i>.</p> <p>Both parts are normally done in the same <i>kibung</i>.</p> <p><i>Setim gut vison na mison</i> can take a couple of hours. <i>Glasim sindaun na kamapim ol praioriti bilong wanwan mison</i> normally takes the rest of the day. The whole <i>kibung</i> normally takes one whole day - although some groups do it over two days.</p> <p><i>Setim gut vison na mison yumi mekim pinis</i>.</p> <p>Now it is time to look at how to start the second part of the <i>kibung</i> - <i>glasim sindaun na kamapim ol praioriti bilong wanwan mison</i>. The first thing to do is:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> 3 Glasim sindaun bilong wanwan mison </div> |
| 1 |  General discussion (2 minutes) What does <i>glasim sindaun</i> mean? |
| 1 | <p><i>Glasim sindaun</i> means helping everyone to open their eyes and look at their development situation. <i>Sindaun stap olsem wanem</i>?</p> <p>When you do this you will need to help everyone go deep to look at each mission. <i>Sindaun bilong wanwan mison stap olsem wanem</i>.</p> <p>This is why identifying good missions is very important for any organisation. Your missions are everything. They focus your thinking.</p> <p>It is important that all the members of your organisation – and any outside people you have invited to the <i>kibung</i> – work together to <i>glasim sindaun</i>. If everyone does it together then <i>bai yupela olgeta papa bilong toktok. Bai yupela wan nek</i>.</p>  |







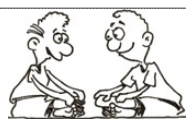
Step 2.3 | Glasim sindaun bilong wanwan mison

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| 2 | <p>A mission for a family might be 'the family has more <i>gaden kaikai</i>'. If you wanted to <i>glasim gaden</i> to come up with ideas to achieve this mission, what would you do?</p> <p>The best way to <i>glasim gaden</i> to come up with ideas to improve the garden is to go to the garden and look at it. You will see which parts of your garden need more work, where the pigs are getting in, which crops are not growing well. <i>Kain kain</i>.</p> <p>You can't come up with good ideas sitting down in the house. <i>Mekim olsem bai yu lus tinging long planti samting</i>.</p> <p>And when you go to the garden <i>olgeta famili mas i sanap wantaim yu</i>. <i>Mama tasol sanap long glasim gaden em bai lus tinging long ol wok gaden bilong man</i>. <i>Sapos man tasol glasim gaden em bai lus tinging long pat bilong meri na pikinini</i>. <i>Tru a?</i></p> |
| 2 | <div data-bbox="256 734 438 853" data-label="Image"> </div> <p>Pairs (10 minutes)</p> <p>Get into pairs. What might a mother not think about if she was the only one to <i>glasim gaden</i>? What might a man not think about if he was the only one to <i>glasim gaden</i>? Be prepared to share your ideas.</p> |
| 2 | <p>The best way to <i>glasim gaden</i> is to <i>sanap na lukim gaden wantaim ol wangaden</i>.</p> <p>The best way to <i>glasim sindaun bilong wanwan mison</i> is to <i>sanap na lukim hap bilong sindaun wantaim ol wanples</i>. But how can you do this? <i>Ples em bikpela hap graun</i>. Hire a plane? Grow wings? The best way to <i>sanap na lukim hap bilong sindaun</i> is to make a <i>ples map</i>. A <i>ples map</i> is large map or model that you make together on the ground.</p> <div data-bbox="256 1205 1401 2027" data-label="Image"> </div> |

Step 2.3 | Glasim sindaun bilong wanwan mison

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| | |
| 2 |  General discussion (2 minutes) What 'ples' means will depend on your organisation. If your organisation is a farmer group what area should your <i>ples map</i> cover? |
| 2 | <p>Start this <i>hap step</i> by getting everyone to make a <i>ples map</i> together on the ground.</p> <p>What 'ples' means will depend on your organisation. <i>Sapos yu wanpela grup long ples orait 'ples' emi viles o haus lain bilong yupela. Sapos yu wanpela grup sais bilong Wod orait 'ples' emi Wod bilong yupela. Sapos yu wanpela fama grup orait 'ples' emi wanem hap graun we ol fama memba i stap. Sapos yu wanpela mama grup bilong maket orait ples emi maket bilong yupela. Em nau yu kisim aidia pinis.</i></p>  |
| |  |
| 3 |  Whole group activity (50 minutes) Time to have a go at making a <i>ples map</i> . <div> <p>You can get everyone to make the <i>ples map</i> of the <i>ples</i> where the training is being held. Or if most of the participants are from a different <i>ples</i> you can get them to make the <i>ples map</i> of their own <i>ples</i>. Get everyone to make the <i>ples map</i> together – don't split them into different groups to make the <i>ples map</i>.</p> <p>Start by finding a clear space like a basketball court. Then get everyone at the <i>kibung</i> to make a large map of their <i>ples</i> – big enough for everyone to <i>sanap na lukim ol wanwan hap samting</i>.</p> <p>On the <i>ples map</i> ask everyone to show <i>ol samting bilong graun</i> like rivers or lakes or <i>ples kunai</i> or the coastline or bush. <i>Laik bilong ol</i>. Then ask everyone to show <i>ol samting we pipol wokim</i> like houses or roads or bridges or toilets or wells or sport grounds or the leaders house or fences or <i>ples kastom</i> or churches or the school or the health centre. <i>Laik bilong ol</i>.</p> <p>Let everyone use whatever materials they want to – branches or sand or old bottles or leaves or stones or wool. <i>Laik bilong ol</i>.</p> <p>They don't need to do it perfectly. <i>Em bilong kisim klia aidia tasol</i>. At the end make sure they don't <i>brukim ples map bilong ol</i>. You need to use it again later in the topic.</p> </div> |
| 3 |  General discussion (2 minutes) Why is it not a good idea to just draw the <i>ples map</i> on paper or on a blackboard? |

Step 2.3 | Glasim sindaun bilong wanwan mison

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| 3 | <p>It is not a good idea to just draw the <i>ples map</i> on paper or on a blackboard. If you do this, it will be hard for everyone to work together to make the <i>ples map</i>. Only some people who are more confident will do it.</p> <p><i>Olgeta memba husat i hat long rit na rait bai sindaun nating.</i></p> <p><i>Ples map</i> is a great activity for encouraging good participation. It helps people get involved. <i>Ol i kam insait nau ol bai kisim strong long toktok na autim tingting. Ol bai stat long tok olsem mi tu mi papa bilong samting.</i></p> <div data-bbox="252 577 406 728">  </div> <p>If it is going to rain, then you can make the <i>ples map</i> in a classroom. Or postpone <i>glasim sindaun bilong wanwan mison</i>. <i>Ples map em bun bilong glasim sindaun bilong wanwan mison. Olsem na wokim gut.</i></p> <div data-bbox="1241 190 1401 414">  </div> |
| 4 | <div data-bbox="177 734 240 817">  </div> <p>Now you have made the <i>ples map</i>. The next thing to do is help everyone at the <i>kibung</i> to use the <i>ples map</i> to <i>glasim sindaun bilong wanwan mison</i>.</p> <p>Everyone needs to think deeply and <i>toktok gut tru</i> about each mission. <i>Tok tasol</i>. It can take hours to discuss each mission. <i>Em orait. Pinisim olgeta toktok.</i></p> <div data-bbox="1149 817 1401 1108">  </div> <p>When everyone is talking about each mission there are five questions you can ask to help the conversation flow.</p> <div data-bbox="255 1243 1401 1697" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Five questions to help everyone glasim sindaun bilong wanwan mison</p> <ol style="list-style-type: none"> 1. Ask everyone about the situation. <i>Situation i stap olsem wanem?</i> 2. Ask everyone about the history. <i>Stori gut long stat i kam inap.</i> 3. Ask everyone about what we can do ourselves? 4. Ask everyone about what outside help is available? 5. Ask everyone to come up with ideas to achieve the mission? Brainstorm. </div> <div data-bbox="303 1747 1353 1877" style="border: 1px solid gray; border-radius: 10px; padding: 10px; margin-top: 10px;"> <p>Write the five questions to help everyone <i>glasim sindaun bilong wanwan mison</i> on a poster. Put it on the wall so that everyone will see what they <i>hear</i> you saying.</p> </div> |
| 4 | <div data-bbox="252 1915 438 2033">  </div> <p>Pairs (10 minutes)</p> <p>Get into pairs. Discuss how you would translate the five questions into <i>tok pisin</i> or <i>tok ples</i>. Be prepared to share your ideas.</p> |




Step 2.3 | Glasim sindaun bilong wanwan mison

Think about the mission 'our children get a better education'. When everyone is standing up looking at their *ples map*, ask everyone to think deeply and *toktok gut tru* about the mission 'our children get a better education'. Let the conversation flow - but you ask each of the five questions to help:



1. **Ask everyone about the situation. Situation i stap olsem wanem?** *Stori gut long edukeson bilong pikinini. Emi stap olsem wanem? Wanem hevi na wanem gutpela long en. Kain kain.*
2. **Ask everyone about the history. Stori long stat i kam inap.** *Ol i statim skul long wanem taim? Wanem stori bilong skul? Kain kain. Sans tu long kamautim kru pumkin bilong ol lapun. Histori em i kaikai bilong ol.*
3. **Ask everyone about what we can do ourselves? Yumi gat wanem strong bilong yumi yet long stretim edukeson bilong pikinini? Yumi gat wanem ol kaksi bilong yumi yet na moni na skil? Diwai i stap. Kunai i stap. Ol bipo menesa i stap long trenim BOM. I gat kapenta long ples. Kain kain.**
4. **Ask everyone about what outside help is available? Yumi nidim wanem halavim? Husat inap long kam halavim? Gavman bai givim wanem sapot? Kain kain.**
5. **Ask everyone to come up with ideas to achieve the mission? Brainstorm.** *Pinis nau sanap yet na lukim ples map wantaim ol memba. Askim ol long troimwei tingting long hau long inapim edukeson mison. Bai yumi mekim wanem? Olgeta memba mekim wantaim olgeta bai papa bilong toktok. Taim long mekim ol bai sapotim gut.*




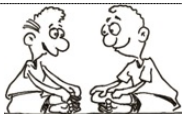

Step 2.3 | Glasim sindaun bilong wanwan mison

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| 4 |  <p>Demonstration (20 minutes)</p> <p>The trainer will demonstrate how to use the five questions to help everyone at the <i>kibung</i> to <i>glasim sindaun bilong wanwan mison</i>. The purpose of the demonstration is to give you a clear idea of what to do.</p> <p>If you can, use the <i>ples map</i> that everyone made earlier. If not, pretend that everyone is standing around a <i>ples map</i>. Use the mission 'our children get a better education' for the demonstration. You don't need to do a full demonstration (that would take hours). Just ask the five questions so everyone hears what they are – and get everyone to play along a little bit so they get the idea.</p> |
| 4 |  <p>You will find that when you start to <i>glasim sindaun</i> everyone will want to add things to their <i>ples map</i>. They may have missed things out or there may be new ideas. For example, teacher's gardens or the houses of students who are at high school or wool boundaries to show where the children for the elementary school come from or the FODE study centre or houses that have light at nighttime. <i>Kain kain</i>.</p> <p>Use the <i>ples map</i> as a tool to help with the discussion. For example, if people are talking about needing to relocate the school or to find new garden sites for the teachers then use the <i>ples map</i> to help everyone see different options and ideas.</p> |
| 5 |  <p>The people at the <i>kibung</i> who take the lead to help everyone <i>glasim sindaun bilong wanwan mison</i> have an important job.</p> <p>Their job is to <i>stiaim toktok</i>. Their job is to be a Community Development Worker.</p> <p>When you ask the five questions to help everyone <i>glasim sindaun bilong wanwan mison</i> - when people are talking - you need to try your best to <i>stiaim toktok olsem</i>:</p> <p>ASK WHY? WHY? WHY?</p> <p><i>Halavim ol long dik igo daun. Ol troimwei toktok nau yu askim ol bilong wanem em olsem? As tru tru bilong hevi i save stap dip tru. Yu painim nau bai yu inap long painim as trutru bilong stretim. Bilong wanem praimer skul bin pas? Bilong wanem ol tisa bin bel kros? Yu wok long askim ol long halavim ol yet long dik dip na luksave.</i></p> <p>ENCOURAGE EVERYONE TO THINK OF SOLUTIONS</p> <p><i>Noken autim ol hevi tasol, nogat autim aidia long stretim bek. Yu tok olsem pik save bagarapim gaden bilong tisa tasol bai yumi mekim wanem? Wanem aidia nau? Ol gutpela moa aidia emi ol aidia we em i sais bilong yumi yet long wokim. Sapos em aidia we em i nidim autsait halavim bai yumi nid long sindaun pastaim wetim autsait halavim i kam. Yumi yet mekim nau bai yumi yet kisim strong.</i></p> |












Step 2.3 | Glasim sindaun bilong wanwan mison

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| | <p>ENCOURAGE GOOD PARTICIPATION</p> <p><i>Em nau yumi lukim pinis. Everyone at the kibung should have a chance to autim wanem askim na tingting ol i gat. Everyone at the kibung should feel that mi tu mi papa bilong samting - em mak trutru bilong gutpela patisipeson.</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Write the three things a Community Development Worker needs to do to <i>stiaim toktok</i> on a poster and put it next to the poster with the five questions to help everyone <i>glasim sindaun bilong wanwan mison</i>.</p> </div> |
| 5 | <div style="display: flex; align-items: flex-start;">  <div> <p>Small groups (30 minutes)</p> <p>Get into a small group with 5 or 6 people. In your groups take turns being a Community Development Worker. When it is your turn, you need to ask everyone to talk about something. For example, "What do you like or not like about Bougainville?" or "What are your concerns for your family?" or "<i>sindaun long ples stap olsem wanem?</i>". Then when people are talking, you need to facilitate (manage) the conversation. Try your best to <i>stiaim toktok olsem</i>:</p> </div> </div> <div style="text-align: center; margin-top: 10px;"> <p>ASK WHY? WHY? WHY?</p> <p>ENCOURAGE EVERYONE TO THINK OF SOLUTIONS</p> <p>ENCOURAGE GOOD PARTICIPATION</p> </div> |
| 6 | <div style="display: flex; align-items: flex-start;">  <div> <p>Role Play (40 minutes)</p> <p>Get into the same group you were in when you came up with vision and missions for your community organisation (in the last topic). Time to put it all together. Pick ONE of the missions you came up with. Next, pretend that you are standing around the <i>ples map</i> for your <i>ples</i> (or stand around your <i>ples map</i> if you made one). Select one or two people to <i>stiaim toktok</i>, and everyone else can pretend to be the members of your organisation.</p> <p>Next, pick ONE of the five questions to help everyone <i>glasim sindaun bilong wanwan mison</i> and discuss <u>just the mission you have selected</u>. When you perform the role play, show how to <i>stiaim toktok</i>. ASK WHY? WHY? WHY? ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE GOOD PARTICIPATION. Be prepared to perform your role play.</p> </div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; text-align: center;"> <p>Five questions to help everyone glasim sindaun bilong wanwan mison</p> <ol style="list-style-type: none"> 1. Ask everyone about the situation. Situation <i>i stap olsem wanem?</i> 2. Ask everyone about the history. <i>Stori gut long stat i kam inap.</i> 3. Ask everyone about what we can do ourselves? 4. Ask everyone about what outside help is available? 5. Ask everyone to come up with ideas to achieve the mission? Brainstorm. </div> |

Step 2.3 | Glasim sindaun bilong wanwan mison

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| 6 | <p>As you get more experience as a Community Development Worker there are some other things you should try and do to <i>stiaim toktok</i>. For example:</p> <p>ENCOURAGE EVERYONE TO THINK ABOUT THOSE PEOPLE WHO ARE NORMALLY LEFT BEHIND OR EXCLUDED</p> <p><i>Long sampela hap ol no save tingim gut nid bilong ol kain lain olsem meri o lapun o disabel o yut o pikinini. Long strongim komiuniti yumi mas tingim gut nid bilong ol kain lain olsem. This is called the principle of inclusion. Long narapela trenin bihain bai yumi lukim gut tru.</i></p>  <p>ENCOURAGE EVERYONE TO THINK ABOUT MAINTENANCE</p> <p><i>Yumi save sikarap long wokim ol niupela samting – niupela klasrum na kain olsem. Tasol moa beta sapos yumi mentenim wanem samting i stap pinis pastim bipo yumi wokim ol niupela samting. Tru a!</i></p> <p>REMINDE EVERYONE THAT DEVELOPMENT IS ABOUT PEOPLE</p> <p><i>Sapos ol i tok mipela nidim wokabaut soamil o masin bilong samap askim ol hau bai dispela samting halavim long stretim sindaun bilong ol pipol? Wokabaut soamil em bilong katim diwai bilong niupela klasrum inap long ol pikinini bai skul gut. Pikinini ol i skul gut em i trutru nid nau – ino wokabaut soamil. Yu kliarim ol olsem nau, askim ol bilong wanem pikinini ino skul gut. Why? Why? Why? Yu save.</i></p> <p>ENCOURAGE EVERYONE TO THINK ABOUT THE ENVIRONMENT</p> <p><i>Envaironmen no gat wei long toktok. Em wok bilong Komiuniti Dvelopmen Woka long makim maus bilong en. Yumi lukautim envaironmen em bai lukautim yumi.</i></p> <p>REMINDE EVERYONE THAT THE GLASS IS HALF FULL</p> |
| 6 | <div data-bbox="256 1339 438 1451">  </div> <p>Pairs (10 minutes)</p> <p>Get into pairs. The trainer will hold up a glass that is half full of water. With your partner discuss whether you think the glass is half full or half empty? What is the point of this demonstration? Be prepared to share your ideas.</p> <div data-bbox="1139 1346 1401 1518"> <p>Don't forget to prepare a glass half full of water</p> </div> <div data-bbox="762 1576 890 1720">  </div> |
| 6 | <p>Most people say that the glass is half empty. But the glass is both half full and half empty at the same time. <i>Sik bilong man long olgeta hap long wol em long lukluk long hap empti na lus tinging long hap pulap. Tru a!</i></p> <p>When you get experience as a Community Development Worker one of the things you need to try and do is encourage everyone to see that the glass is also half full. There is a lot that is good and great about the <i>ples</i> that people live.</p> |

Step 2.3 | Glasim sindaun bilong wanwan mison

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| | <p><i>Stiaim ol long lukluk long wanem ol gutpela samting i stap pinis. Na wanem gutpela hanmak i stap pinis olsem gutpela haus sik o sios o ples i klin o kain olsem. Noken hangamap tasol long wanem ol samting ino stap. Planti sindaun bilong yumi em i stret pinis. Ol narapela kantri bai kam long Bougainville na ai gris long gutpela kastom bilong ples na gaden na klin wara na bus na ol naispela pisin na pasin bilong halavim halavim.</i></p> <p>If people are proud of what they have then they will want to do more. <i>Kirapim bel.</i></p> | | | | | | |
|  | | | | | | | |
| 7 | <p>During the <i>kibung</i> you need to <i>glasim sindaun bilong wanwan mison</i>. Do the following:</p> <table border="1"> <tr> <td></td><td>Start by making a <i>ples map</i> together. You can add to it as you go.</td></tr> <tr> <td></td><td>Look at the <i>ples map</i> and ask the five questions to help everyone <i>glasim sindaun bilong wanwan mison</i></td></tr> <tr> <td></td><td><i>Stiaim toktok</i>. ASK WHY? WHY? WHY? ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE GOOD PARTICIPATION.</td></tr> </table> |  | Start by making a <i>ples map</i> together. You can add to it as you go. |  | Look at the <i>ples map</i> and ask the five questions to help everyone <i>glasim sindaun bilong wanwan mison</i> |  | <i>Stiaim toktok</i> . ASK WHY? WHY? WHY? ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE GOOD PARTICIPATION. |
|  | Start by making a <i>ples map</i> together. You can add to it as you go. | | | | | | |
|  | Look at the <i>ples map</i> and ask the five questions to help everyone <i>glasim sindaun bilong wanwan mison</i> | | | | | | |
|  | <i>Stiaim toktok</i> . ASK WHY? WHY? WHY? ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE GOOD PARTICIPATION. | | | | | | |
| | <p>Las tok. The <i>ples map</i> is a great tool for encouraging good participation and help everyone to see their <i>sindaun</i> with fresh eyes. But it can also be used to do planning for what you want your <i>ples</i> to be like. You can get everyone to make the <i>ples map</i> into what they want their <i>ples</i> to be like in 10 years' time - or 20 years. A plan.</p> <p>It is also a good idea to get someone to copy the <i>ples map</i>. You can include it with the organisation profile that we will look at in Step 3.</p>  | | | | | | |

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

- 1) What are five questions to help everyone *glasim sindaun bilong wanwan mison*?
- 2) What are the three things you need to do when you *stiaim toktok*?



Save moa yet

PRA tools

PRA tools are the best way to help everyone *glasim sindaun bilong wanwan mison*. *Ples map* is a PRA tool. PRA tools are activities that encourage good participation and help everyone to see their *sindaun* with fresh eyes.

At the end of this handbook there are four PRA tools that you could use to help everyone *glasim sindaun bilong wanwan mison*. When you get more experience as a Community Development Worker you might want to use one or all of these four PRA tools. You can use them instead of the five questions to help everyone *glasim sindaun bilong wanwan mison*.

Step 2.4 | Kamapim ol rot A na rot B praoriti bilong wanwan mison

2 hours

Materials Paper for the group activities

Key questions for this topic Explain how to do the first round - first talk?
Explain how to do the second round - the final selection?

Glasim sindaun bilong wanwan mison em pinis. Everyone has come up with ideas for how to achieve each mission.

The next thing to do is help everyone to *kamapim ol rot A na rot B praoriti bilong wanwan mison*. Ideas for what you can do to achieve your missions.



4 Kamapim ol rot A na rot B praoriti bilong wanwan mison

1

To help everyone *kamapim ol rot A na rot B praoriti bilong wanwan mison* you need to do two rounds. The first round is first talk. The second round is the final selection.

However, if you are just working with a women's group (or a man's group) you only need to do one round - the first talk can also be the final selection.



1



General discussion (2 minutes)

What are 'priorities'?

1

'Priorities' are what you want to do to achieve your missions - road A and road B - listed in order of importance. Most important *ikam daun*.

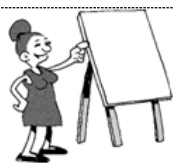
When you come up with ideas to achieve each mission - your road A or road B priorities - you don't need to include fundraising or ways to generate income for the group. You should only include ideas to achieve your missions.



It is better to include ideas for generating income in another sort of plan. This is called a 'finance plan'. We will look at how to do a 'finance plan' in the 'financial management manual' training. A good time to prepare (or revise) your organisations 'finance plan' is every five-years - at the same time that you do your five-year plan.



Step 2.4 | Kamapim ol rot A na rot B prairiti bilong wanwan mison



Demonstration (40 minutes)

The trainer will demonstrate how to *kamapim ol rot A na rot B prairiti bilong wanwan mison* - **FIRST TALK**.

2

Tell everyone that they are all the members of a coffee farmer group. Pretend that you are a BOM member who is facilitating the *kibung*. You have already helped everyone to *glasim sindaun bilong wanwan mison*. Now you need to help everyone *kamapim ol rot A na rot B prairiti bilong wanwan mison*. One of the missions is '*halavim ol famili long yusim gut kopi moni*'. Put all of the participants into two groups - men and women - and get them to come up with priorities for road A and road B for this mission. Just do the first round - first talk. First talk is explained below. They don't need to do it *trutru*. Just make sure everyone understands how to do it. Make sure both groups (men and women) keep a record of what they came up with because they will need it when you help them to do the second round - final selection.

If you prefer you could ask them to get into groups with other members from their organisation and choose one of their missions. Then get them to have a go at coming up with priorities road A and road B for this mission - first talk.

How to *kamapim ol rot A na rot B prairiti bilong wanwan mison* - **FIRST TALK**.

2

- Divide everyone (members and BOM and other people you have invited to the *kibung*) into two groups - men and women. Ask one person in both groups to be the scribe (the person who writes down what people say) and ask another person to be the facilitator (*stiamanmeri*). Give both groups paper (or butcher paper).
- Ask both groups (men and women) to come up with road A ideas for how to achieve the first mission on one paper, and road B ideas for how to achieve the first mission on another paper. Brainstorm. After everyone has come up with their road A ideas and their road B ideas, then the next thing both groups need to do is select three (3) road A ideas as *nambawan*. Write the number '1' next to the three road A ideas that are *nambawan*. These are the most important (*bikpela moa*) ideas for achieving the mission. All the other ideas that people came up with should be either a number '2' (*bikpela tasol ino olsem nambawan*) or a number '3' (*yumi lusim pastaim*). Finally, do the same thing for the road B ideas. Write '1' next to the three road B ideas that are *nambawan* – and the rest are number '2' or '3'.

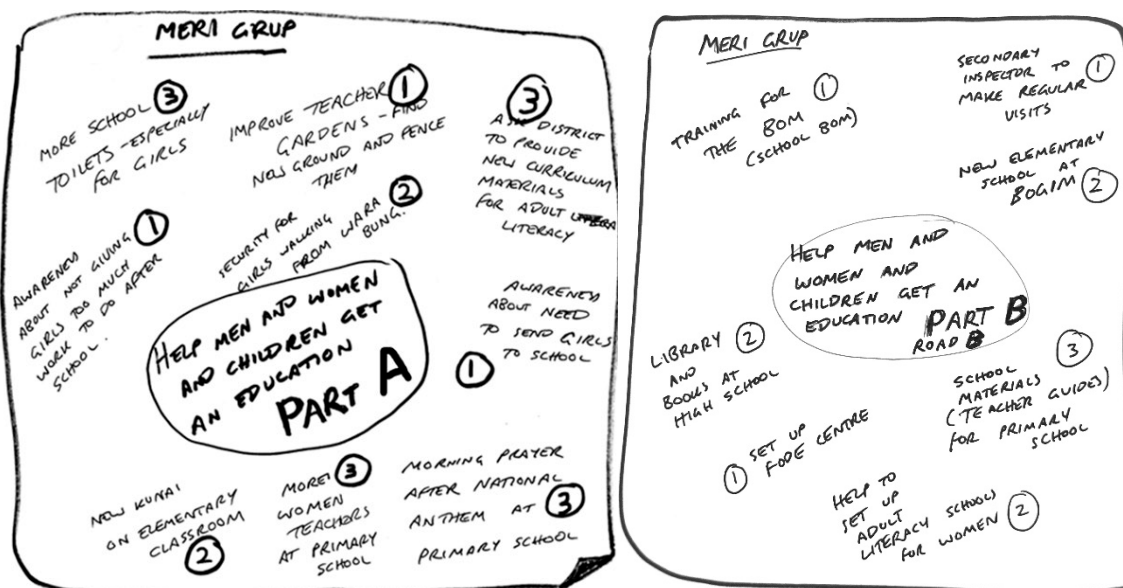
1 = Bikpela moa

2 = Bikpela

3 = Yumi lusim pastaim

Step 2.4 | Kamapim ol rot A na rot B prairiti bilong wanwan mison

It is okay if a group includes an idea - like building new school toilets - that another organisation like the school BOM already plans to do something about. But if they did include it then they probably wouldn't include the idea as a *nambawan* idea because another organisation plans to do it.



- When you have finished the first mission (road A and road B) then do the same thing for the rest of the missions.
- When you have completed all your organisation's missions ask both groups (men and woman) to present what they came up with. Get them to explain their three *nambawan* road A ideas and their three *nambawan* road B ideas for each mission.

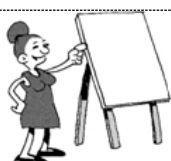


To help everyone *kamapim ol rot A na rot B prairiti bilong wanwan mison* you need to do two rounds.

3

The first round is first talk. The second round is the final selection.

First talk is finished. Now it is time to do the final selection.







Demonstration (40 minutes)

The trainer will demonstrate how to *kamapim ol rot A na rot B prairiti bilong wanwan mison* - **FINAL SELECTION**.




3

Continue on from your previous demonstration. You should have a record of what both groups (men and women) came up with for the mission '*halavim ol famili long yusim gut kopi moni*'. How to do the final selection is explained below. They don't need to do it *trutru*. Just make sure everyone understands how to do it.




Step 2.4 | Kamapim ol rot A na rot B praoriti bilong wanwan mison

| | | |
|---|--|--|
| | | How to help everyone at the <i>kibung</i> to <i>kamapim ol rot A na rot B praoriti bilong wanwan mison</i> - FINAL SELECTION. |
| 3 | <p>Start with the first mission. Start with road A. Put the three <i>nambawan</i> road A ideas that both groups (men and woman) came up with on separate sheets of paper and put them on the ground. This means there should be six <i>nambawan</i> road A ideas. Explain each idea again (or ask the group that came up with the idea to explain it). If there are people who find it hard to read and write, then also draw a quick picture of the idea on the sheet of paper.</p> <p>If two ideas are the same, you don't need to include the idea twice. And if everyone decides that a road A idea is really a road B idea, then now is a good time to include it as a road B <i>nambawan</i> idea instead.</p> <p>Next do the final selection. Look at the six <i>nambawan</i> road A ideas. Men and woman need to work together to try and come up with only three <i>nambawan</i> ideas. The remaining ideas can be number '2' (<i>bikpela tasol ino olsem nambwan</i>) or number '3' (<i>yumi lusim pastaim</i>).</p> <p><i>Sapos ol i hat long disisen long wanem tripela nambawan (1) aidia i go pas em orait yupela inap long putim foapela nambawan (1) aidia igo long selekson. Tupela nambawan (1) aidia tu em orait.</i></p> <p>When you have made the final selection for road A, then go ahead and make the final selection for road B.</p> <p>When you have finished the first mission (road A and road B) do the same thing for the rest of your missions.</p> |  |
| |  | |
| 4 | <p>It is better for everyone to make the final selection <i>long wanbel wei</i>. But make sure it is <i>trutru wanbel</i>.</p> <p>Sometimes <i>tubel</i> is obvious - there are people who don't agree with the final selection, and they say or show they don't agree.</p> <p>Sometimes <i>tubel</i> is not obvious. There are people who don't agree with a decision, but they are too shy or they feel they can't speak up.</p> |  |
| 4 |  <p>Sharing (10 minutes) What can you think there is <i>tubel</i>? If you have a suggestion, then share it.</p> | |

Step 2.4 | Kamapim ol rot A na rot B praioriiti bilong wanwan mison

| | | |
|---|---|--|
| 4 | <p><i>Sapos yu skelim olsem igat tubel i stap then the best thing to do is put it to a vote.</i></p> <p>Voting is okay but voting means you end up with winners and losers.</p> <p>If you need to put it to a vote, then ask women to <i>soim han pastaim</i>. It is best to do this because some women find it hard to <i>agenstim man bilong ol na ol lida man</i>. <i>O yu ken mekim hait vot.</i></p> <p><i>Hau yu mekim vot ino mata tasol traim bes long kamapim wanbel namel long ol.</i></p> <p>If you do need to put it to a vote then only the members of the organisation and the BOM should vote - other people you have invited to the <i>kibung</i> who are not a part of the organisation should not vote. <i>Em klia!</i></p> |  |
| 5 |  <p>General discussion (2 minutes)</p> <p>If your organisation has both men and women, why is it a good idea to break men and woman into separate groups to do the first round - first talk?</p> | |
| 5 | <p>In many parts of Bougainville women find it hard to say what they think. <i>Hat long agenstim man bilong ol na ol lida man.</i></p> <p>If women and men are in separate groups when you do the first round - the first talk - then it will be easier for women to say what they think.</p> <p><i>Ol grup long ples nidim stret ol gutpela tingting bilong man na meri wantaim. Famili em i nidim stret ol gutpela tingting bilong man na meri wantaim. Bougainville em i nidim stret ol gutpela tingting bilong man na meri wantaim.</i></p>  <p>Some community organisations like to do the first round - the first talk - with four groups (young men, young women, men, women) so that it is easier for both women and young people to say what they think. If you do this then <i>mekim wankain hau yumi bin mekim.</i></p> <p>Bougainville needs two wings to fly And the next generation needs to learn how to fly</p> | |

Step 2.4 | Kamapim ol rot A na rot B praoriti bilong wanwan mison

| | |
|---|---|
| 5 |  General discussion (2 minutes) What should you do if your organisation has only women (or men)? |
| | If your community organisation has only women then you might not need to do two rounds - the first talk can also be the final selection. |
| 5 | But don't forget Bougainville needs two wings to fly. Even if your community organisation has only women, when you do the <i>kibung to kamapim ol praoriti bilong wanwan mison</i> it is a good idea if men are invited to attend to share their ideas. But only the members of the organisation should <i>kamapim ol praoriti rot A na rot B</i> . Only the members of the organisation should be involved in making the decisions. |
|  | |
| 6 | <p>Las tok. In the <i>kibung</i> you need to <i>glasim sindaun bilong wanwan mison</i> and you need to <i>kamapim ol rot A na rot B praoriti bilong wanwan mison</i>.</p> <p>But you don't need to do it one <i>hap step</i> after the other. You can mix it up. For example, you can <i>glasim sindaun</i> for one mission and then go on and <i>kamapim ol rot A na rot B praoriti</i> for that mission. Finish it completely. Then when you have finished that mission go back and <i>glasim sindaun</i> for your second mission.</p> <p><i>Mekim olsem nau ol toktok na aidia bilong wanwan mison bai stap fres yet insait long kru pumkin bilong ol taim long kamapim ol rot A na rot B praoriti. Tasol yu yet.</i></p>  |

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

- 1) Explain how to do the first round - first talk?
- 2) Explain how to do the second round - final selection?






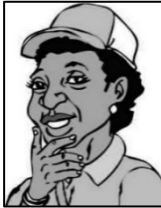
Step 2.5 | Toktok long wanem ol neks step

1/2 hour







Materials Exercise book and pen for participants. Handbooks.

Key questions for this topic





What is the bottom rung of the planning ladder?

| | |
|---|---|
| | <p>There are three steps to <i>kamapim ol praioriti</i>:</p> <div style="text-align: right;">  </div> <div style="text-align: center;"> <p>STEP 1 BOM REDIM OL SAMTING</p> <p>STEP 2 KIBUNG LONG KAMAPIM OL PRAIORITI BILONG WANWAN MISON</p> <p>STEP 3 BOM WOKIM OGENAISESON PROFAIL</p> </div> <p>Step 2 igat faivpela hap step long mekim:</p> <div style="border: 1px solid black; padding: 5px;"> <p>1 Tokim ol manmeri wanem as bilong kibung</p> <p>2 Setim gut vison na mison</p> <p>3 Glasim sindaun bilong wanwan mison</p> <p>4 Kamapim ol rot A na rot B praioriti bilong wanwan mison</p> <p>5 Toktok long wanem ol neks step</p> </div> <p>The last <i>hap step</i> to do is <i>toktok long wanem ol neks step</i>. When you finish a <i>kibung</i> it is normal to talk about what will happen next. <i>Nogut ol manmeri memba ai pas gen.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>5 Toktok long wanem ol neks step</p> </div> |
|  | |
| <p>2</p> | <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>General discussion (2 minutes)</p> <p>What is the bottom rung of the planning ladder?</p> </div> </div> |
| <p>2</p> | <p>The top rung of the planning ladder is almost finished.</p> <p>When you <i>toktok long wanem ol neks step</i> you need to explain that the next thing the organisation needs to do is the bottom rung of the planning ladder - <i>kamapim ol eksen plen</i>.</p> <div style="text-align: right;">  </div> <p>Each year the organisation needs to come up with action plans. Action plans are annual plan and budget - and project plans if you need them.</p> <p>It is a good idea to set a time for everyone to come back together again to <i>kamapim ol Eksen pen</i>. You need to prepare your action plans for the first year so that everyone can get off the ladder and start to put your road A priorities into practice.</p> |

Step 2.5 | Toktok long wanem ol neks step

| | | |
|---|--|--|
| | You don't need to prepare action plans for your road B priorities. Road B priorities <i>em bilong maketim raun long painim sapot.</i> | |
| 2 |  General discussion (2 minutes) What is an 'organisation profile'? | |
| 2 | <p>When you <i>toktok long wanem ol neks step</i> you need to explain that there is one more step to take to complete the top rung of the planning ladder.</p> <p><i>Kamapim ol praioriti</i> has three steps. The third step is <i>BOM wokim ogenaíseson profail.</i></p> <div>  <p>Explain that the organisation profile will help the BOM <i>maketim raun ol rot B praioriti. Rot B em ol praioriti bilong wanwan mison we ino sais bilong yumi yet long mekim.</i></p> <p>Developing the organisation profile is something that the BOM normally does on their own. But if other people in the organisation want to be involved then even better. Ask everyone what they want to do.</p> </div> | |
| |  | |
| 3 | <p><i>Toktok long wanem ol neks step em pinis.</i></p> <p>The <i>kibung long kamapim ol praioriti bilong wanwan mison</i> is now over.</p> <p>If the <i>kibung</i> is over, you need to end the <i>kibung</i> properly. <i>Pasin tasol!</i></p> | |
| 3 |  Brainstorm (5 minutes) What should you do to end a <i>kibung</i> properly. <i>Pasin tasol.</i> Call out whatever comes into your heads. | <div> <p>The participants should know this. Use what they say to help everyone learn.</p> </div> |
| 3 |  <p>When the <i>kibung</i> is over it is a good idea to ask the participants (or key people) to give you feedback on how you ran the <i>kibung</i>. <i>Askim ol long glasim bek na skelim wok bilong yupela husat i bin go pas.</i> Feedback on how you ran the <i>kibung</i> will help you improve next time you run a <i>kibung</i>.</p> | |
| |  | |
| 4 | <p>The top rung of the planning ladder is now finished. It is a good story.</p> <ul style="list-style-type: none"> ☺ All of the members understand the planning ladder and how to <i>mekim wanpela faiv yia wokabaut</i> ☺ All of the members understand the importance of road A <i>bilong mekim yumi yet</i> ☺ All of the members own the organisation's vision and mission | |

Step 2.5 | Toktok long wanem ol neks step

| | | |
|---|--|--|
| | <p>☺ All of the members <i>glasim sindaun bilong wanwan mison</i> together</p> <p>☺ All of the members own your priorities to achieve each mission</p> <p>☺ Your priorities are better because everyone was involved - all <i>manmeri memba</i> and people from outside who you invited to attend the <i>kibung</i></p> <p>☺ You built relationships with the people from outside who you invited to attend the <i>kibung</i>. They are your network. <i>Wokbung wantaim</i>.</p> |  |
| 4 | <p> General discussion (2 minutes)</p> <p>What record should you have from the <i>kibung long kamapim ol praoriti bilong wanwan mison</i>?</p> | |
| 4 | <p> Don't forget to keep a record of the priorities (road A and road B) for each mission. You will need this information later.</p> <p>It is also a good idea to write down the story of how your organisation came up with priorities for each mission. Who came and what you did <i>na kain samting olsem</i>.</p> <p>This can be included in your organisation profile to help your organisation market its road B priorities. The Government and NGOs and Churches and companies like to support organisations that plan properly and involve all their members in decision making - men and women - because they know it leads to success.</p> |  |

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

1) What is the bottom rung of the planning ladder?



KAMAPIM OL PRAIORITI



STEP 3 BOM wokim ogenaíseson profail

3.1 BOM redim ogenaíseson profail bilong maketim ol rot B praioriti







Step 3 | BOM redim ogenaision profail bilong maketim ol rot B praoriti

2 hours


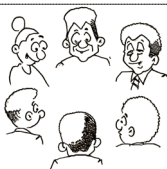




Materials Paper for the group activities

Key questions for this topic







What are the four things you need to include in your organisation profile?

| | |
|---|--|
| 1 | <p>Long mekim step 3 igat wanpela hap step tasol long mekim:</p> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> 1 BOM redim ogenaision profail bilong maketim ol rot B praoriti </div> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>Point to where you have written step 3 <i>na hap step bilong en</i> so that people can see what they <i>hear</i> you saying.</p> </div>  |
| 2 |  <p>When the BOM tries to <i>maketim raun</i> your road B priorities to organisations that can give support they will want to know all about your community organisation.</p> <p>The story of your organisation is called your organisation profile. There are four things you need to include in your organisation profile:</p> <ol style="list-style-type: none"> 1. A report on your organisation 2. A report on where your organisation is from 3. Your road A and road B priorities (for your missions) 4. The story of how you came up with your priorities  |
| 2 |  <p>Brainstorm (10 minutes) <i>Ripot bilong ogenaision pastaim.</i> What sort of things should you put in your <i>ripot bilong ogenaision</i>? Call out whatever comes into your heads.</p> |
| 2 | <p>The report on your organisation will help other organisations that can give support to decide whether you are the sort of organisation they should support or not.</p> <p>When you write the report on your organisation <i>noken pulim toktok</i>. Short and sweet. It doesn't need to be more than a page or two. Include the following information:</p> <ul style="list-style-type: none"> ✓ <i>Yupela bin stat long wanem yia?</i> ✓ <i>Yupela gat hamaspela memba?</i> ✓ <i>Yupela makim wanem hap (wanem viles o wanem Wod o kain olsem)?</i> ✓ <i>Yupela memba bilong wanpela asosieson o kain bikpela antap grup olsem?</i> ✓ <i>Wanem vison na mison bilong yupela?</i> |

Step 3 | BOM redim ogenaision profail bilong maketim ol rot B praoriti

| | |
|---|--|
| | <ul style="list-style-type: none"> ✓ <i>Yupela gat mama lo o anyual plen na badset o fainens plen?</i> ✓ <i>Yupela bin mekim wanem samting pinis yupela yet insait long las faiv yia?</i> ✓ <i>Sapos yupela bin kisim autsait sapot pinis husat i givim na ol i givim wanem halavim?</i> ✓ <i>Husat BOM bilong yupela?</i>  <p>If you have a constitution then include it. If you have a finance plan then include it. And include your last annual plan and budget <i>Long narapela trenin bihain bai yumi lukluk long hau long wokim ol dispela ol samting.</i></p> |
| 2 |  <p>Small groups (40 minutes) Get into a small group with 5 or 6 people from your organisation. Get some paper and have a go at preparing the report on your organisation. Be prepared to share what you came up with.</p> <div style="border: 1px solid gray; padding: 5px; display: inline-block;"> <p>Just choose one group to read their story – <i>tingim taim</i></p> </div> |
| 3 |  <p>The next thing to put in your organisation profile is a report on where your organisation is from. This information will help organisations that can give support to decide whether you are from the sort of area they should support. Are you from a remote area? Are you from an area that doesn't normally get help?</p> <p><i>Noken wokim ol stori trangu tasol. Wokim stori tru tru bilong hap bilong yupela. Ol tu bai gat sampela save na yupela wokim stret o nogat em tu em samting bilong skelim.</i></p> |
| 3 |  <p>Brainstorm (10 minutes) What sort of things should you put in the report on where your organisation is from? Call out whatever comes into your heads.</p> |
| 3 | <p><i>Long wokim stori bilong hap bilong yupela stori long ol kain samting olsem:</i></p> <ul style="list-style-type: none"> ✓ <i>Hamas manmeri i stap long hap bilong yupela</i> ✓ <i>Stori liklik long ol skul bilong yupela</i> ✓ <i>Stori liklik long ol helt sevis bilong yupela</i> ✓ <i>Stori liklik long yu stap longwe long taun olsem wanem</i> ✓ <i>Stori liklik long wanem Gavmen sevis yupela gat</i> ✓ <i>Stori liklik long wanem sios o kampani o NGO i stap</i> ✓ <i>Stori liklik long ol bikpela hevi bilong hap bilong yupela</i>  <p><i>Ol dispela kain stori em kaikai bilong Community Government. A good idea is to ask your Community Government Members to help. It is their job to help organisations in their Ward. Ol bai hamamas long halavim.</i></p>  |

Step 3 | BOM redim ogenaision profail bilong maketim ol rot B praioriti

| | |
|---|---|
| 3 |  <p>Small groups (40 minutes) Get into a small group with 5 or 6 people from your organisation. Get some paper and have a go at preparing the report on where your organisation is from. Be prepared to share what you came up with.</p> <div> <p>Just choose one group to read their story – <i>tingim taim</i></p> </div> |
| 4 |  <p>The next thing to include in your organisation profile is a copy of your road A and road B priorities (for your missions). Organisations that can give support will see what you are planning to do yourself to achieve your missions (and vision) - and what help you need.</p> |
| 4 |  <p>General discussion (2 minutes) What is the last thing you need to include in your organisation profile?</p> |
| 4 | <p>The last thing to include in your organisation profile is the story of how you came up with your priorities for each mission. Talk about what you did on the top rung of the planning ladder. Who came and what you did <i>na kain samting olsem</i>.</p> <p>Organisations that can give support will see whether your organisation has good participation - and involves men and women (and youth) in decision making. <i>Ol lain bilong givim sapot ol save olsem nogat gutpela patisipeson man na meri wantaim em mak bilong ogenaision bai pundaun. Ol tu ol les long troimwe koins nating.</i></p> |
| 4 |  <p>Pairs (10 minutes) Get into pairs. With your partner read the organisation profile at the end of the handbook (see the section 'example of an organisation profile').</p> <p>An organisation profile should included (1) a report on your organisation; (2) a report on where your organisation is from; (3) your road A and road B priorities (for your missions); and (4) the story of how you came up with your priorities. Do you think it is a good organisation profile? What could be improved? Be prepared to share your ideas.</p> |
| 5 |  <p>You have already identified what priorities are the most important for your organisation over the next five years. This is the top rung of the planning ladder. You need to include your road A and road B priorities (for your missions) - and the story of how you came up with them - in your organisation profile. <i>Em soim bel bilong yupela pinis.</i></p> <p>But sometimes an outside organisation will also ask you to include a five-year plan in your organisation profile.</p> |
| 5 |  <p>General discussion (2 minutes) What is a five-year plan?</p> |

Step 3 | BOM redim ogenaision profail bilong maketim ol rot B praoriti

A five-year plan shows what priorities your organisation plans to do each year over the next five years.



The problem with a five-year plan is that it is very hard to do well. To do a five-year plan well you need to think hard about how much money and time and other resources you will have available to use each year over the next five years to achieve your priorities. And you will need to cost out each of your priorities. *Het pein.*

And for small community organisations a five-year plan goes off track very quickly.

Instead, the time to think deeply about what you will actually be able to achieve each year is when you do your action plans - the bottom rung of the planning ladder. Normally only big organisations (like the Government) do five-year plans.

But, if you are asked to provide a five-year plan then include one in your organisation profile. Don't try and do a really good one. *Hat tru.* Just do the following:

5

1

Draw five columns and write the name of the year at the top of each column

2

Look at your road A priorities and space them out over each of the next five years. Don't worry about your road B priorities - *em bilong maketim raun long painim sapot.*

3

Don't put everything in - it will be impossible to achieve everything. Just put in what you think your organisation might be able to achieve each year. A goal or target for each year *o kain olsem.* Try and include those priorities that everyone thought were most important first.

Make sure everyone is clear that this sort of five-year plan is only something you should include in your organisation profile if you are asked to include it. The time to think deeply about what you will actually be able to achieve each year is when you do your action plans - the bottom rung of the planning ladder.

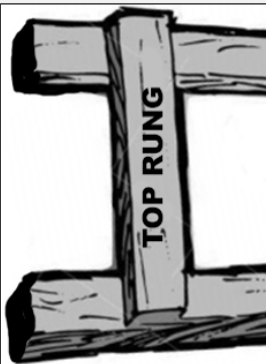
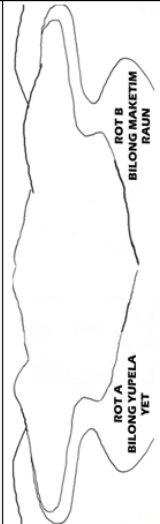
Revision - ask the participants the key questions for this topic:




1) What are the four things you need to include in your organisation profile?



THE TRAINING IS OVER. NOW IS THE TIME TO EVALUATE THE SUCCESS OF THE TRAINING.
Look at the section 'how to evaluate the training' (at the end of this handbook).

Wok mak for the two rungs on the planning ladder

| | | | |
|---|---|---|---|
|  | STEP 1 BOM redim ol samting | <ul style="list-style-type: none">1 BOM redim wok plen2 BOM singautim ol manmeri long kam bung |  |
| | STEP 2 Kibung long kamapim ol praoriti bilong wanwan mison | <ul style="list-style-type: none">1 Tokim ol manmeri wanem as bilong kibung2 Setim gut vison na mison3 Glasim sindaun bilong wanwan mison4 Kamapim ol rot A na rot B praoriti bilong wanwan mison5 Toktok long wanem ol neks step | |
| | STEP 3 BOM wokim ogenaiseson profail | <ul style="list-style-type: none">1 BOM redim ogenaiseson profail bilong maketim ol rot B praoriti | |

| | | | |
|--|---|---|--|
|  | STEP 1 BOM redim ol samting | <ul style="list-style-type: none">1 BOM redim wok plen2 BOM kostim aut ol praoriti rot A3 BOM klia gut long hamas moni bai stap long mekim wok4 BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup5 BOM wokim anyual plen na badset6 BOM singautim ol manmeri long kam bung |  |
| | STEP 2 Kibung long kamapim pinis ol aksion plen | <ul style="list-style-type: none">1 Tokim ol manmeri wanem as bilong kibung2 Putim anyual plen na badset long ples klia3 Wokim projek plen sapos igat nid long en4 Toktok long wanem ol neks step | |
| | <div><p>Finally, get off the ladder and put into practice your action plans for the first year. At the end of the first year step on the bottom rung of the ladder again and prepare action plans for the second year. Then put them into practice. Mekim wankain long olgeta yia igo inap long pinis bilong yia faiv.</p></div> | | |

Example of an organisation profile

Organisation Profile. Hagereto Farmer Group

| | |
|---|--|
| Group Name: Hagereto Farmer Group | Village/Ward/LLG: Metuyufa |
| District: Goroka | Province: Eastern Highland |
| Date: | Total Farmers/Group members: Male: 8 Female: 20 |

Community/Group Key People:

| Name | Roles |
|-----------------|----------------------------|
| 1. Aku Kulo | Chairman/Managing Director |
| 2. Esther Kua | Vice Chairlady/Treasurer |
| 3. Tom Sikal | Acting Secretary |
| 4. Anton Kua | Secretary |
| 5. Soso Giastik | Direct Member |
| 6. Elias Waiyo | Non-Executive Member |

Brief Description of the Group and where we are from:

Hagereto Farmer Group is a small family group in Metuyufa Ward in Goroka District, Eastern Highlands Province. The group consists of 8 females and 20 males. The chairman of the group is Mr. Aku Kulo. The five (5) executive members of the group are Aku Kulo's family clan members. The group have become successful leading *kaukau* growers and buyers in Goroka District.

The Hagereto farmer group started informally in 2006. The chairman, Mr Aku Kulo, mobilized and organized his family clan members and relatives to plant and sell their *kaukau* produce to the group. The produce was then pack in stock-feed bags and transported to markets in Lae, Madang and Port Moresby. This proved successful, and the group continues to do this today. However, in 2017, the Hagereto farmer group decided to formalize and expand the scope of their agribusiness. Fresh Produce Development Agency (FPDA) assisted the members of Hagereto farmer group to identify their vision and missions - and priorities to achieve their missions. The vision and missions for Hagereto farmer group are:

Hagereto Farmer Group Vision:

Improve crop and livestock production for sustainable livelihood.

Hagereto Farmer Group Missions:

- Mission 1: *Strongim famili group long sait bilong wok gaden insait long famili*
- Mission 2: *Improve standard of crops and livestock production and marketing*
- Mission 3: *Support human development project insait long famili na komiuniti (Social Development)*

Example of an organisation profile

Hagereto farmer group is now in the process of registering to PNGIPA for certification and recognition as a registered family farmer group.

The priorities of Hagereto Farmer Group:

During an organisational planning workshop, facilitated by Fresh Produce Development Agency (FPDA), Hagereto farmer group members identified their priorities for the next five years to achieve each of their three missions (listed above). The members identified two types of priorities - road A priorities are those the group anticipates being able to achieve themselves, without outside assistance. Road B priorities are those the farmer group will need outside support to achieve. Road B priorities are for marketing to outside organisations for support. The priorities (road A and road B) are shown on the next two pages. These priorities form the basis of Hagereto farmer groups five-year plan. Over the next five years Hagereto farmer group undertakes to try and work towards achieving their road A priorities. The road B priorities will be marketed to outside organisations, such as Fresh Produce Development Agency (FPDA) and the District, for support. In five years' time this organisational profile will be updated.

ROAD A five-year priorities plan

Road A – Mission 1: *Strongim famili group long sait bilong wok gaden insait long family.*

- Priority: Family group meeting (monthly)
- Priority: Group to develop by laws for the group and members
- Priority: Identify and allocate land for the *kaukau* project.
- Priority: Healthy Island concept - *stretim na lukautim ples.*

ROAD A five-year priorities plan

Road A – Mission 2: *Improve standard of crops and livestock production and marketing.*

- Priority: Plant more *kaukau* and other fresh vegetables like carrot, bean cabbages
- Priority: Recycling of animal including chicken and pig waste for land or soil use
- Priority: Community will provide their labour for any agriculture development activities (labour-self-support)
- Priority: Group will continue to improve produce and use the existing markets to sell their produces (sales and marketing)

ROAD A five-year priorities plan

Road A - Mission 3: *Support human development project insait long femili na komiuniti (Social Development).*

- Priority: Practice good discipline with the family and community
- Priority: Family supporting family.
- Priority: Support and strengthen church activities in the community.
- Priority: Support sport activities in the community.
- Priority: Assist in maintaining local community roads.
- Priority: Support and improve quality education for our children

Example of an organisation profile

ROAD B five-year priorities plan

Road B - Mission 1: *Strongim famili group long sait bilong wok gaden insait long famili*

- Priority: Organisational planning training for the group members (good governance)
- Priority: Health and hygiene training
- Priority: Financial literacy training (budget)
- Priority: Basic skills training on household management (sewing & cooking)

ROAD B five-year priorities plan

Road B - Mission 2: *Improve standard of crops and livestock production and marketing.*

- Priority: Livestock management training
- Priority: Quality control training (improve marketing)
- Priority: Postharvest training (sorting and grading, storage, transporting, etc.)
- Priority: Soil fertility management and fertiliser use
- Priority: Proposal writing to get funding from government and other donors (project management).
- Priority: Help find market for farmers to sell produce (market research)

ROAD B five-year priorities plan

Road B - Mission 3: *Support human development project insait long famili na komiuniti (Social Development).*

- Priority: Family counselling
- Priority: Gender training (family farm training)
- Priority: Family farm training (time management)
- Priority: First aid training
- Priority: Technical assistance/support needed to negotiate with authorities (road maintenance)

Hagereto farmer group undertakes to try and work towards achieving the road A priorities identified in their five-year plan (as shown on the previous pages). Hagereto farmer group has prepared this organisational profile to help obtain support for the group's road B priorities (as shown on the previous pages). Therefore, we hereby request your organisations consideration of support.

Your sincerely, on behalf of the members of Hagereto farmer group:

| Name and position | Signature | Date |
|-------------------|-----------|------|
| | | |
| | | |

Witnessed and supported by the Metuyufa Ward Member:

| Name and position | Signature | Date |
|-------------------|-----------|------|
| | | |

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 – *hat tru*).

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: RACETRACK. 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 storyteller.
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 storyteller.

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 neighbor's 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 persons clap rhythm, then they have to demonstrate their own different clap rhythm for the next person to copy.
4. The next person copies it and so on until everyone has had a turn.

How to evaluate the training

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



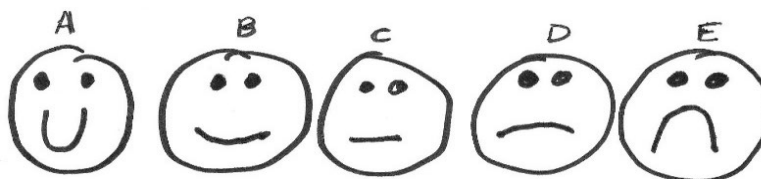
- ✓ The participants get to think about what they were supposed to learn
- ✓ The participants get the chance to *autim bel na lukim bel bilong ol narapela*
- ✓ Giving everyone the chance to *autim bel* shows them you value their opinion
- ✓ You can see if the participants learned what they were supposed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

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

Ranking

Do the following:

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



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

How to evaluate the training

Write A if you are *KLIA OLGETA* (full bar)

Write B if you are *KLIA TASOL SAMPELA HAP INO YET*

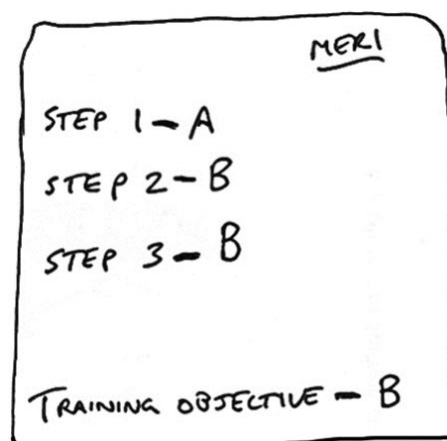
Write C if you are *NAMEL STRET*

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

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

- When you have completed step 1 do exactly the same thing for step 2. Step 2 is *KIBUNG LONG KAMAPIM OL PRAIORITI BILONG WANWAN MISON*. Then do step 3. Step 3 is *BOM REDIM OGENAISESON PROFAIL*.
- The last thing to do is find out how well everyone thinks the training objective has been achieved. The training objective is *OL PATISIPEN BAI KLIA GUT HAU LONG HALAVIM GRUP BILONG OL LONG KAMAPIM OL PRAIORITI BILONG WANWAN MISON*. Point to where you have written the training objective on the wall – *em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia trenin objektiv*. Then say the training objective out loud so everyone is clear. Ask everyone to write the words 'training objective' (or 'TO') on their piece of paper. Then ask everyone to write which letter lines up with how well they think the training objective has been achieved.

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



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

Feedback questions

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

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

How to evaluate the training

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

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

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



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

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

All Trainers need to take evaluation to heart. Sit down with your fellow Trainers and read the evaluation information. Do a debrief.

Experience is the best teacher but only if you learn from it. Look at the evaluation information and learn lessons for next time.



Lainim pinis nau tasol bai yu aksonim olsem wanem?

PRA TOOLS

Ples map em i bun bilong glasim sindaun. Em save karim planti kaikai:

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

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

Ples map is a PRA tool.

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



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

- ✓ The Timeline PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what has happened in the past.
- ✓ The Seasonal Calendar PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what happens now each year.
- ✓ The Asset Inventory PRA tool is a great way to help everyone think deeply and *toktok gut tru* about what we can do ourselves.
- ✓ The Services and Opportunities PRA tool is great way to help everyone think deeply and *toktok gut tru* about what outside help is available.

Timeline (*taim bipo ikam inap long nau*)

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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



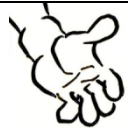


In some places there are also regular cycles that occur every three or four years or even longer (e.g., trade cycles, agriculture cycles, or health cycles, or governance planning cycles [like Ward Priorities Planning]). If this is the case, then you can ask people to create another seasonal calendar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

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

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

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

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

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

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

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

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



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

GROUPS

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

Tingim wanpela education mission. People might suggest that the women's group can help organise women to carry *kunai* for the new classroom or the soccer boys can help dig toilets for girls. *Kain kain*. For each suggestion ask the person who made it to find an object or local material to represent the suggestion (or someone could draw a quick picture on paper or card) – and then get them to put it into the GROUP box. It is best to use objects or local materials or pictures because the people who find it hard to read and write can participate.



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

NATURAL RESOURCES AND ASSETS

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



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



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

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

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

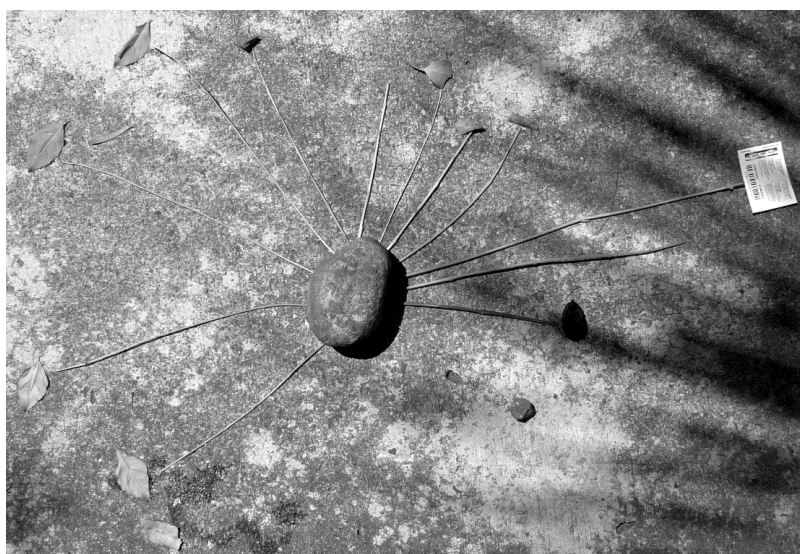
Services and opportunities diagram (*soim ol sevis na sanis istap klostu o longwe long ples*)

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

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

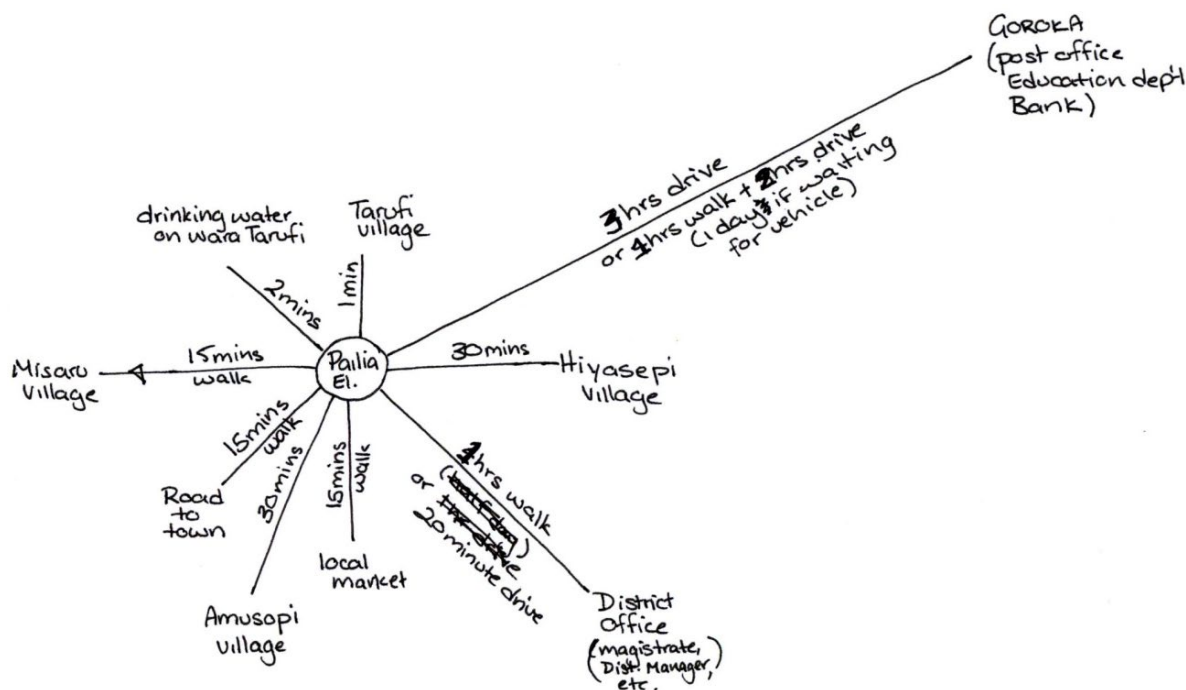
Use longer strings or sticks or marks for services/opportunities that are a long way away, and shorter strings or sticks or marks for services/opportunities nearer by. The distance should reflect the real time it takes people to get there.

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



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

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



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

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

There are many more PRA tools – some are great to use when you are helping a group or community to develop a project. As you get more experience as a Community Development Worker you will learn more – and how to use them properly.