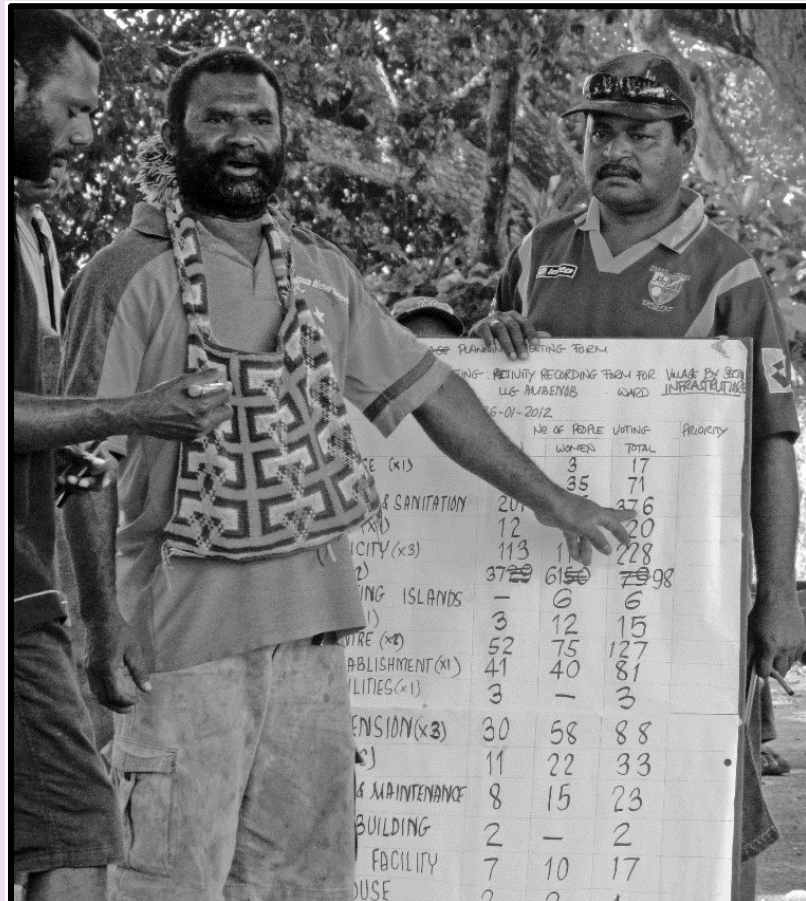


## **RONIM GUT GRUP BILONG YU**



# **Kamapim ol Eksen Plen**

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.

①	<b>KAMAPIM OL PRAIORITI.</b> 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	<b>KAMAPIM OL EKEN PLEN.</b> 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	<b>SETIM GUTPELA KASTOM BILONG RONIM GRUP.</b> COME UP WITH WOK MAK FOR PRINCIPLES OF GOOD GOVERNANCE. MAMA LO FOR YOUR GROUP. DEVELOP A CONSTITUTION.
④	<b>WOK BILONG MENEJA NA MEMBA NA LIDA.</b> THE ROLES AND RESPONSIBILITIES OF THE BOARD OF MANAGEMENT AND THE MEMBERS OF THE GROUP AND THE LEADERS.
⑤	<b>FINANCIAL MANAGEMENT MANUAL.</b> A PRACTICAL GUIDE TO HELP AN ORGANISATION MANAGE THEIR FINANCES. FINANCIAL PLANNING, CONTROL, MONITORING, AND REPORTING.
⑥	<b>RESEARCH YOUR BUSINESS IDEAS (<i>kamapim bisnis plen part 1</i>).</b> HOW TO WORK WITH YOUR GROUP TO RESEARCH YOUR BUSINESS IDEAS (MARKET RESEARCH).
⑦	<b>ANALYSE AND DECIDE ON A BUSINESS IDEA (<i>kamapim bisnis plen part 2</i>).</b> HOW TO WORK WITH YOUR GROUP TO GLASIM NA SKELIM YOUR BUSINESS IDEAS.
⑧	<b>DEVELOP A BUSINESS PLAN (<i>kamapim bisnis plen part 3</i>).</b> 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.



**#PNGAusPartnership**



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 eksen plen

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 <b>information</b> 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 <b>activities</b> and <b>questions</b> 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>
	 <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'.</p>
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 style="border: 1px solid gray; border-radius: 10px; padding: 10px; width: fit-content; margin-left: auto;"> <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



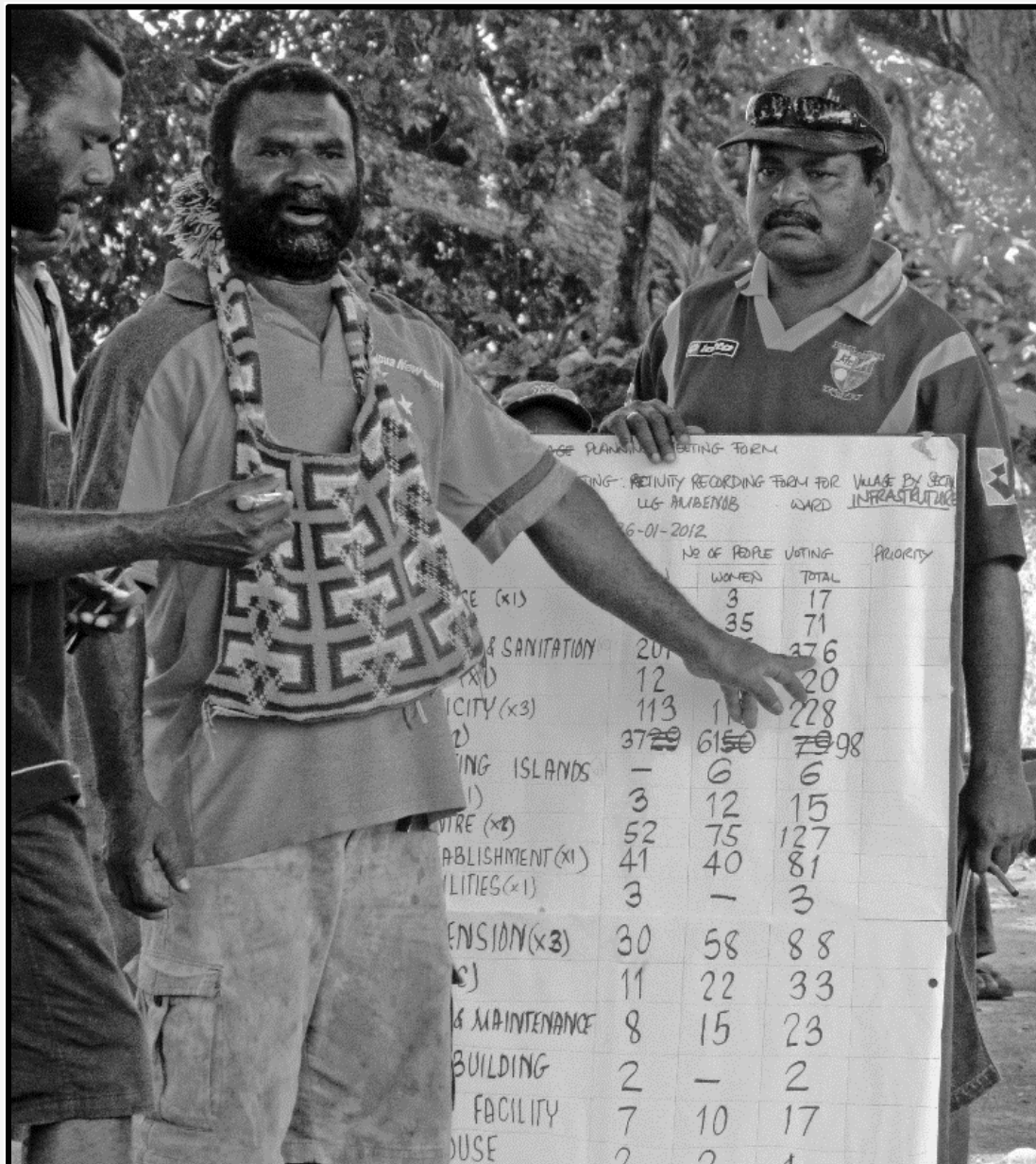
### SUGGESTED TRAINING SCHEDULE

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?

1 hour

**Materials** Exercise book and pen for participants. Handbooks. Three-rung ladder.

**Key questions** What is an annual plan and budget?

**for this topic** What is a project plan?



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 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.



## Brainstorm (10 minutes)

There are eight key ingredients of a good organisation. Eight iron posts. What are they? Call out whatever comes into your heads.

They should already know this from the *kamapim ol praioriti* training. If someone mentions a key ingredient, then get them to explain it.

1





## What is this training about?

### Ki ingridien bilong ronim gut grup long ples

1

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
4. **PURPOSE** - bilong makim hap grup laik wokabout long en
5. **PLANNING** - bilong gaidim wokabout
6. **RESOURCES** - bilong inapim wokabout
7. **KASTOM** - long bihainim gutpela pasin
8. **RULES** - long kontrolim wokabout



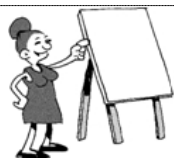
1

**PLANNING** is one of the eight key ingredients. *Em nau yupela save pinis.*

But before you can have plans, your organisation needs to have a **PURPOSE** (or aim or objective or goal *o kain olsem*) - otherwise what are you planning to achieve? In tok ogenaision ol save tok VISION and MISSIONS instead of purpose. *Wankain samting.*

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.

There are two steps to planning. A good way to understand the two steps to planning is to think of them as two rungs on a ladder. *Em nau yu save pinis.*



#### Demonstration (20 minutes)

The trainer will demonstrate the two rungs of the planning ladder - and how an organisation can put it into practice *long mekim wanpela faiv yia wokabout*. Be ready to help.

Everyone learned this in the *kamapim ol praoriti* training. *Kirapim bek.*

1



## What is this training about?

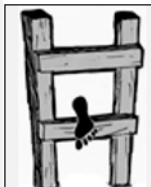
Ask some participants to help you explain - they should know this by now. Find an open space and mark out five years. You can use wool (*rop bilum*) and break the wool into five lengths of about a metre long, or just draw on the ground, or use sticks. *Yu yet!* Next put the two-rung ladder at the start and explain what the two rungs are.



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 praioriti rot B em bilong BOM long maketim raun long painim sapot.*

Big organisations (like the Government) also develop a five-year plan. A five-year plan maps out what priorities they want to achieve in each of the next five years. Small organisations don't need 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.*

Make sure everyone is clear that at the end of each year they will need to go back to the bottom rung of the ladder to prepare their annual plan and budget for the next year. And make sure everyone understands that at the end of five years they will need to go back *antap olgeta long antap rang long statim neks faiv yia wokabaut.*



4






In the first training we learned how to *kamapim ol praioriti* - the top rung on the planning ladder.

Time to start this training. This training is *kamapim ol eksen plen* - the bottom rung on the planning ladder. Time to try and turn your road A priorities into action plans. Action plans are annual plan and budget - and project plans (if you need them).



# What is this training about?

4	 <b>General discussion (2 minutes)</b> What is an annual plan and budget?
4	<p>Annual means 'every year'. An annual plan is a work plan for what your organisation wants to do in a year. A budget is the spending plan that goes with the annual plan.</p> <p>An annual plan and budget lists down:</p> <ol style="list-style-type: none"> <li>1 <b>What work</b> needs to be done? What activities need to happen?</li> <li>2 <b>What resources</b> will be needed (including money) for each activity?</li> <li>3 <b>How much money is left in the budget</b> after each activity?</li> <li>4 <b>Who is responsible</b> for doing each activity?</li> <li>5 <b>When</b> each activity should be carried out (timing)?</li> </ol> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>Make sure everyone is clear that if their organisation does a six-month plan instead of an annual plan then fine. When this training says annual plan, they should think about a six-month plan instead. If an organisation already has an annual plan and budget, then at the end they can decide whether to put this training into practice next time they do their annual plan and budget (and any project plans) – or <i>prunim tasol – o statim gen niupela</i>.</p> </div>
4	 <b>General discussion (2 minutes)</b> What is a project plan?
4	<p>If there is something in your annual plan and budget which is a big activity - like building a new elementary classroom or setting up a chicken project <i>o kain olsem</i> - then it helps if you do a separate plan just for the activity. This is called a project plan.</p>  <p>If it is a small activity - like fixing a door - you don't need a project plan.</p> <p>A project plan breaks down a big activity into smaller activities - <i>ol hap wok long mekim</i> - so that it is easier for everyone to follow.</p>

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

- 1) What is an annual plan and budget?
- 2) What is a project plan?



# STEP 1 BOM redim ol samting

**1.1 BOM redim wok plen**

**1.2 BOM klia gut long hamas moni bilong group**

**1.3 BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup**

**1.4 BOM kostim aut ol praioriti rot A**

**1.5 BOM wokim anyual plen na badset**

**1.6 BOM singautim ol manmeri long kam bung**



## Step 1.1 | BOM redim wok plen

1/2 hour

Materials

**Key questions for this topic**

Why is a work plan important?

1	<div data-bbox="256 450 427 600"> </div> <div data-bbox="443 450 1393 600"> <p><b>Presentation (20 minutes)</b></p> <p>The trainer will give a presentation. There are two steps your organisation needs to take at the start of each year to <i>kamapim ol eksen plen</i>. <i>Na wanwan step igat hap step tu long mekim.</i></p> </div> <div data-bbox="256 645 1370 947"> <p><b>STEP 1 BOM REDIM OL SAMTING</b></p> <p><b>1.1 BOM REDIM WOK PLEN</b></p> <p><b>1.2 BOM KLIA GUT LONG HAMAS MONI BILONG GRUP</b></p> <p><b>1.3 BOM KLIA GUT LONG KOS BILONG WOK MENTENENS NA KOS BILONG RONIM GRUP</b></p> <p><b>1.4 BOM KOSTIMAUT OL PRAIORITI ROT A</b></p> <p><b>1.5 BOM WOKIM ANYUAL PLEN NA BADSET</b></p> <p><b>1.6 BOM SINGAUTIM OL MANMERI LONG KAM BUNG</b></p> </div> <div data-bbox="384 965 1393 1182"> <p><b>STEP 2 KIBUNG LONG KAMAPIM PINIS OL EKSEN PLEN</b></p> <p><b>2.1 TOKIM OL MANMERI WANEM AS BILONG KIBUNG</b></p> <p><b>2.2 PUTIM ANYUAL PLEN NA BADSET LONG PLES KLIA</b></p> <p><b>2.3 WOKIM PROJEK PLEN SAPOS IGAT NID LONG EN</b></p> <p><b>2.4 TOKTOK LONG WANEM OL NEKS STEP</b></p> </div> <div data-bbox="309 1227 1350 1464"> <p>When you explain the two 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 eksen plen</i>.</p> </div>
1	<div data-bbox="256 1509 368 1608"> </div> <div data-bbox="389 1509 1342 1630"> <p><b>General discussion (2 minutes)</b></p> <p>What are the six things the BOM needs to do in step 1 to prepare for the <i>kibung</i> in step 2?</p> </div> <div data-bbox="331 1675 1329 1845"> <p>If you observe that it is mostly men who are talking, then try and encourage women to talk. You can say that Bougainville seems to be flying with only one wing again. If Bougainville flies with one wing, then it goes around in circles!</p> </div>
1	<div data-bbox="256 1906 459 2004"> </div> <div data-bbox="475 1883 1402 2004"> <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 is prepare a work plan. This is the first <i>hap step</i> of step 1.</p> </div>

## Step 1.1 | BOM redim wok plen

	<div data-bbox="276 237 691 284" data-label="Section-Header"> <h3>1 BOM redim wok plen</h3> </div> <div data-bbox="248 333 1158 526" data-label="Text"> <p>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.</p> </div> <div data-bbox="1197 329 1396 526" data-label="Image"> </div>
2	<div data-bbox="256 607 368 707" data-label="Image"> </div> <div data-bbox="389 613 815 647" data-label="Section-Header"> <h4>General discussion (2 minutes)</h4> </div> <div data-bbox="389 651 665 685" data-label="Text"> <p>What is a work plan?</p> </div>
2	<div data-bbox="248 752 1075 864" data-label="Text"> <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> </div> <div data-bbox="248 909 1070 1095" data-label="Text"> <p>To prepare a work plan just discuss what will need to be done to kamapim ol eksen plen. 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? Kain kain.</p> </div> <div data-bbox="1091 752 1396 1095" data-label="Image"> </div>
2	<div data-bbox="256 1133 368 1234" data-label="Image"> </div> <div data-bbox="389 1144 815 1178" data-label="Section-Header"> <h4>General discussion (2 minutes)</h4> </div> <div data-bbox="389 1182 935 1216" data-label="Text"> <p>How will preparing a work plan help you?</p> </div>
2	<div data-bbox="248 1279 1396 1357" data-label="Text"> <p>Wok plen ino samting nating. 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> </div> <div data-bbox="261 1402 1270 1554" data-label="List-Group"> <ul style="list-style-type: none"> <li>✓ You won't forget to do something</li> <li>✓ Everyone in the BOM will be clear about WHO will be responsible for what</li> <li>✓ Everyone in the BOM will be clear about WHEN it needs to be done</li> <li>✓ Everyone in the BOM will be clear about WHAT needs to be ready</li> </ul> </div> <div data-bbox="248 1592 1401 1704" data-label="Text"> <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 putim long ples klia. If you have a notice board then put it on the notice board so the members can also see it. Ol memba tu mas ai op i stap.</p> </div>

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

1) Why is a work plan important?










## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok

3 hours

Materials

**Key questions for this topic**

What is *susu moni*?

1	<p>To prepare an annual plan and budget for next year the BOM will need to know what money the organisation will have to spend. <i>Em klia.</i></p> <p><i>Yupela BOM sindaun wantaim wanpela naispela kap ti na klia gut pastaim hamas moni bai stap bilong mekim wok.</i></p>	
	<b>2 BOM klia gut long hamas moni bilong grup</b>	
1	 <p><b>General discussion (2 minutes)</b> What is <i>susu moni</i>?</p>	
1	<p>The best money to use when you prepare your annual plan and budget is <i>susu moni</i>.</p> <p><i>Susu moni</i> is money that comes from your own hands. It is money you can rely on. It is money you can depend on. <i>Long sampela hap ol save tok swet moni. Wankain tasol.</i></p> <p><i>Susu moni</i> is not lucky money. Lucky money is money that your organisation would be lucky to get. <i>Sans moni.</i></p> <p><i>Susu moni</i> is not promise money. Promise money is money that someone promises to give you. <i>Ol bai givim o nogat hat long save.</i></p> <p><i>Laki moni na promis moni em no save kam. Yu noken dipen long en. Sapos ogenaision bilong yu laik sanap antap long laki moni o promis moni em no inap sanap longpela taim. Em bai pundaun. Yupela yet mas susuim ogenaision bilong yupela.</i></p>	
	<b>Yupela yet mas susuim ogenaision bilong yupela</b>	
		
2	 <p><b>Brainstorm (10 minutes)</b> What are some ways a community organisation can get <i>susu moni</i>? Call out whatever comes into your heads.</p>	
2	<i>Susu moni</i> comes from your own hands. <i>Susu moni em ol kain samting olsem:</i>	

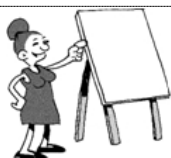
## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok

- ↗ Annual membership fee
- ↗ *Spesol fi kain olsem projek fi*
- ↗ Renting a building or land
- ↗ Fundraising *kain olsem kopi nait o eksenis basket*
- ↗ Selling services like report writing or typing or security
- ↗ Training provider (running training for other people)
- ↗ Set up a business. Craft or scones or ice blocks or t-shirts or trade store goods or secondhand clothes or sewing or chickens or potatoes or cabbage or flowers or coffee or cocoa or pigs or *galip o buai* or rabbits or ducks or fish or *hani bi o pislama* or solar power to charge phones or a guest house. *Kain kain!*
- ↗ Hiring out a venue or a generator *o kain samting olsem*
- ↗ Group marketing - for example a coffee farmer group can sell their coffee together *na tainim hap profit antap igo bek long grup*



3

**Wanpela tok piksa pastaim.** Think about a fruit tree. Coffee or cocoa or guava *o kain olsem*. Each year your organisation should grow like a strong and healthy fruit tree.



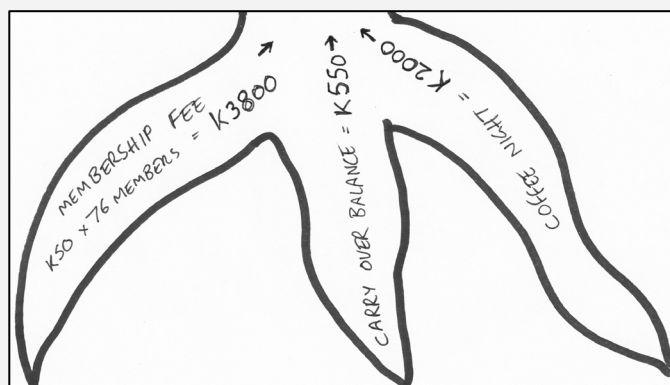
### Demonstration (20 minutes)

The trainer will show you an example. Each year *Mun Kopi Asosieson* should grow like a strong and healthy fruit tree.





*Ol rut pastaim. Ol rut bilong prut diwai save susuim diwai.* The roots of an organisation are the different ways you get *susu moni*. *Ol rut bilong ogenaieson save susuim ogenaieson.* The different ways that *Mun Kopi Asosieson* gets *susu moni* are the roots - and how much *susu moni* they expect to get in a year is written inside each root.

3

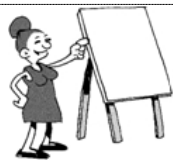
Use the board or butcher paper and draw the following picture. Leave enough space to draw the rest of the tree later. Make sure everyone understands that the *susu moni* the group expects to get is what they think they will get in the next year.



## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok

3	 <p><b>General discussion (2 minutes)</b> If the Ward Counsellor promised to give the coffee farmer group K1000 next year should <i>Mun Kopi Asosieson</i> include this in their roots?</p> <p>Make the point again that a community organisation should never put their roots into lucky money or promise money. <i>Em olsem wanpela sik ikam insait pinis.</i></p>
4	 <p>Wanem susu rut givim em bilong karim prut. Tru a!</p> <h1>Nogat!</h1> <p>If a fruit tree puts all its strength into carrying fruit, it will die. A fruit tree needs to <i>strongim bek em yet pastaim</i> so that it will have the strength to carry fruit later.</p> <p><i>Tingim mama igat bebi. Sapos mama ino strongim bek em yet pastaim wantaim gutpela kaikai bai nogat susu long givim bebi. Tru a!</i></p> <p><i>Tingim ka. Yu laik kisim pasanja raun em orait tasol yu no mentenim ka na putim ol samting olsem wara na wel na petrol igo insait inap ka bai ron gut bai nogat raun. Tru a!</i></p> <p><b>Bikpela tok.</b> The first use of the <i>susu moni</i> that your organisation gets each year must be to <i>strongim bek</i> your organisation. <i>Nogut yu laik karim prut na brans bruk.</i></p>
4	 <p><b>General discussion (2 minutes)</b> What do you need to do to <i>strongim bek</i> your organisation?</p>
4	<p><i>Tingim ka.</i> You need to maintain your car, so it is fit to be on the road. And you need to set money aside to cover running costs like petrol and repairs and a new drivers licence. If you don't maintain your car and cover your running costs, then you won't have a car for long. <i>Tru a!</i></p> <p>To strengthen your organisation, you need to do the same thing. You need to maintain your organisation so that it is fit to <i>mekim wok</i>. And you need to set money aside to cover running costs so that it can continue to <i>mekim wok</i>. If you don't maintain your organisation and cover your running costs, then you won't have an organisation for long. <i>Tru a!</i></p> <p>The first use of the <i>susu moni</i> that your organisation gets each year must be to maintain your organisation and cover your running costs. In the next <i>hap step</i>, we will look at how to work out your organisation's maintenance costs and running costs. <i>Olsem na stap isi.</i></p> 

## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok

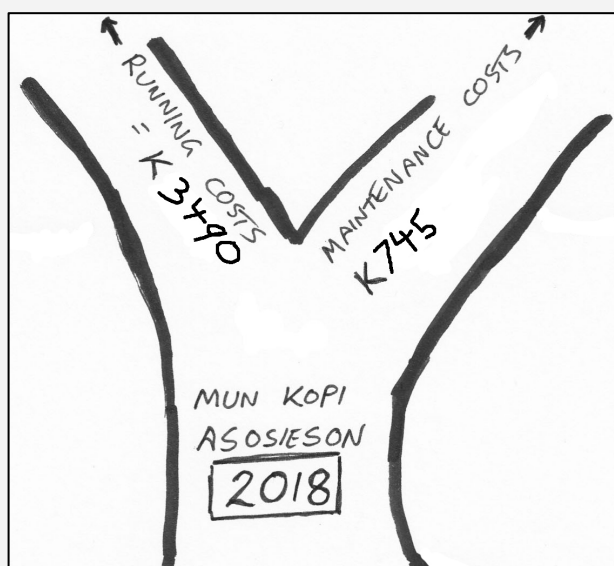


### Demonstration (20 minutes)

Think about our *tok piksa*. Each year *Mun Kopi Asosieson* should grow like a strong and healthy fruit tree. The roots of *Mun Kopi Asosieson* are the different ways they get *susu moni*. The branches of *Mun Kopi Asosieson* are what they need to *strongim bek pastaim inap grup bai gat strong long karim prut*. Yu laik karim hevi tumas brans bai bruk. Yu save.

The trainer will add the two branches that all organisations need to *strongim bek pastaim* - maintenance and running costs. The expected costs for next year (2018) are written inside each branch.

Go back to the drawing you did showing the roots (the *susu moni*) for *Mun Kopi Asosieson*. You have done the roots – now do the branches. Make sure everyone understands that we will look at how to work out your organisation's maintenance costs and running costs in the next *hap step*.



5



### General discussion (2 minutes)





The roots are your *susu moni*. The branches are what you need to *strongim bek pastaim*. What is the fruit?

The fruit is what your organisation wants to do to achieve your vision. *Em ol praioriti rot A bilong wanwan mison. Em ol prut. Em ol samting we yupela tok long karim yupela yet.*

5

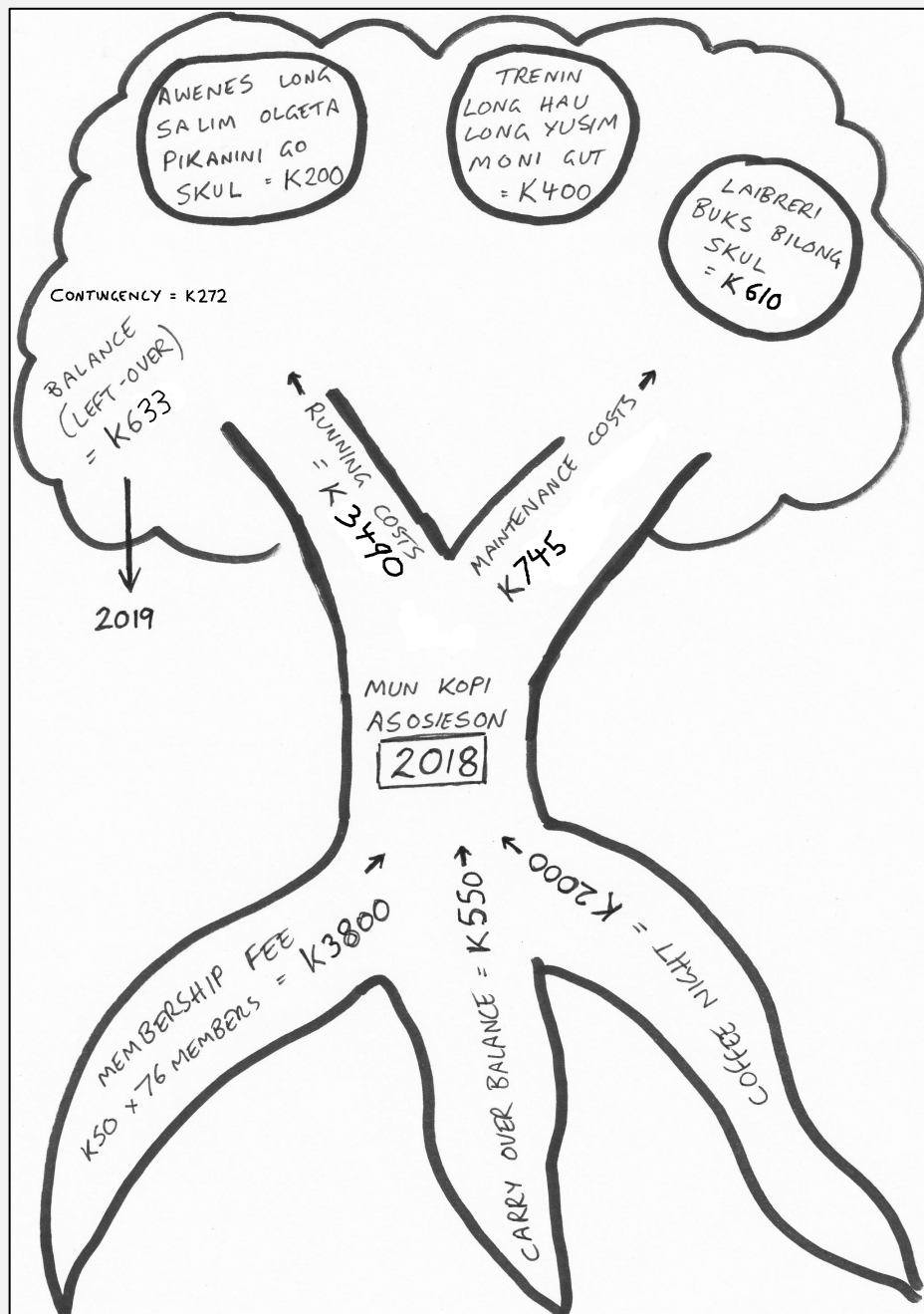
You won't be able to achieve all of your road A priorities in a single year - or even in five years. *Em klia. Wanem prut yupela laik kaikai long en bai dipen long wanem susu moni yupela gat leftova bihain long yu strongim bek ol brans. Saisim.*

## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok

	<p>When you first plant a fruit tree it can take a few years before it has fruit. A new organisation is the same - you need to grow and become strong first before you <i>stat long karim</i>. <i>Strongpela diwai save gro isi isi tasol em save stap longpela taim</i>.</p> <p><i>Tingim</i>. Your road B priorities are also fruit - but they are not your fruit. Your road B priorities are what you need outside support to achieve. <i>Em bilong maketim raun long painim sapot</i>. <i>Yu painim sapot em olsem narapela ogenaision givim prut long yupela long kaikai – ino ogenaision bilong yupela karim</i>.</p>
5	 <p><b>General discussion (2 minutes)</b> What are 'savings'?</p>
5	<p>The roots are your <i>susu moni</i>. The branches are what you need to <i>strongim bek pastaim</i>. The fruit is what road A priorities you can do with the money left over after you <i>strongim bek tupela brans</i>.</p> <p>But if you want your fruit tree to be strong and healthy you must make sure there is some <i>sefti moni</i> available in case prices change or something goes wrong. In <i>tok badset</i> this is called 'contingency'. Make sure you have some contingency.</p> <p>And if you want your fruit tree next year to be strong and healthy you must <i>putim gris igo bek long graun bilong narapela yia bihain</i>. To <i>putim gris igo bek long graun</i> you need to make sure you have savings. Savings becomes your <i>susu moni</i> for next year. Always make sure you have the same or more savings leftover to <i>putim gris igo bek gen long graun</i>. If your carry-over balance root grows deeper each year, then each year your organisation becomes stronger. Deep roots are strong roots.</p> 
5	 <p><b>Demonstration (20 minutes)</b> Think about our <i>tok piksa</i>. Each year <i>Mun Kopi Asosieson</i> should grow like a strong and healthy fruit tree. The roots of <i>Mun Kopi Asosieson</i> are the different ways they get <i>susu moni</i>. The branches of <i>Mun Kopi Asosieson</i> are what they need to <i>strongim bek pastaim inap grup bai gat strong long karim prut</i>. The fruit is the work they want to do to achieve their vision. <i>Em ol praioriti rot A bilong wanwan mison</i>. The trainer will add some fruit so that you get the idea. The cost for each road A priority is written inside the fruit. And the trainer will also show how there needs to be contingency - and savings leftover at the end. Always make sure you have the same or more savings leftover to <i>putim gris igo bek gen long graun bilong narapela yia bihain</i>. <i>Susu moni</i> for next year.</p>  <p>Don't forget. <i>Wanem prut yupela laik kaikai long en bai dipen long wanem susu moni yupela gat leftova bihain long yu strongim bek ol brans</i>. <i>Saisim</i>. And don't forget to have contingency – and savings leftover to <i>putim gris igo bek long graun</i>.</p>

## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok





Go back to the drawing you did for *Mun Kopi Asosieson*. You have done the roots and the branches – now do the fruit. Make sure you explain clearly why you have only included a few fruits even though the coffee farmer group has lots of road A priorities. And make sure you point out that there is contingency – and the balance (left over) is savings to *putim gris igo bek long graun bilong narapela yia bihain*. At the end step back and ask everyone to look at the picture of *Mun Kopi Asosieson*. This is called an **annual planning tree**. This annual planning tree is strong and healthy. If you can *sanapim ogenaision wankain* each year, then your organisation will grow like a strong and healthy fruit tree.





## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok



6	 <b>General discussion (2 minutes)</b> What is this <i>hap step</i> ?
	This <i>hap step</i> is <i>BOM klia gut long hamas moni bilong grup</i> . Know your roots.
	<b>② BOM klia gut long hamas moni bilong grup</b>
6	The best money to use when you prepare your annual plan and budget is <i>susu moni</i> . There are two ways to work out how much <i>susu moni</i> you will have to spend in a year:
	<b>① Estimate</b> <b>② Basket</b>
6	 <b>General discussion (2 minutes)</b> What does 'estimate' mean?
6	<b>① Estimate</b>
	Estimate means 'best guess'. To estimate what <i>susu moni</i> you will have to spend in a year you will need to try and best guess what <i>susu moni bai kam insait</i> .
	How many members will actually pay their membership fees? How much money will we raise in the fundraising night? Best guess.
	
6	 <b>General discussion (2 minutes)</b> What does underestimate mean?
6	When you estimate how much <i>susu moni bai kam insait</i> next year it is always best to 'underestimate'. Underestimate means to estimate UNDER your best guess. Round it down. For example, if you think you might get K2200 from the coffee night then it is better to estimate that you will only get K2000. <i>Sefti o kain olsem</i> .
	If you don't get as much <i>susu moni</i> as you estimated then your annual plan and budget will become a headache. You will need to chop and change as you try and put your annual plan into practice.
	But if you underestimate how much <i>susu moni bai kam insait</i> then you won't have a headache. You will have more money than you thought. This is a nice problem to have.

## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok



5



### General discussion (2 minutes)

The second way to work out how much *susu moni* you will have to spend in a year is 'basket'. What do you think 'basket' means?

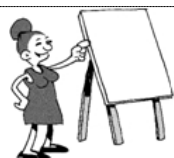
## ② Basket

5

To work out what *susu moni* you will have to spend next year using 'basket' you need to have put all the money you received last year into the bank and not touched it.

The bank is the 'basket'.

'Basket' is the best because you know exactly how much *susu moni* you will have to spend. There is no 'best guess'. There is no guess at all. You can plan and budget down to the last toea.

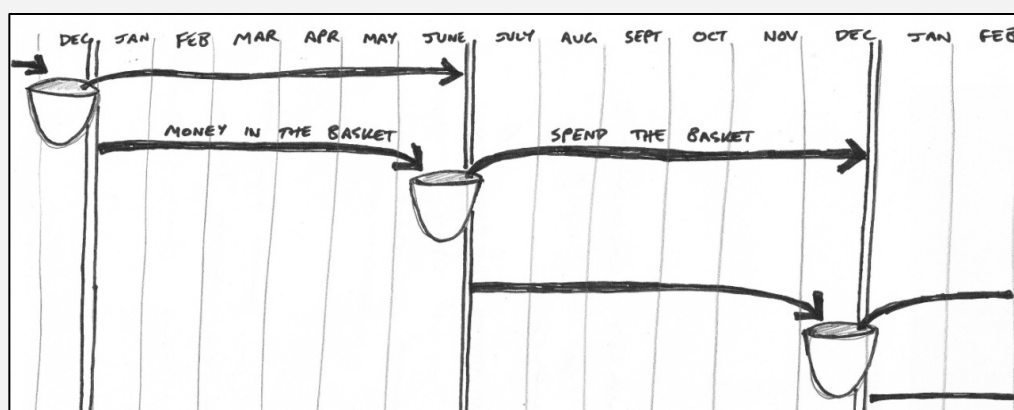


### Demonstration (20 minutes)

The trainer will demonstrate how to do 'basket' by drawing an example on the board or on butcher paper.

5

Use the board or butcher paper and draw the following picture. This example is for a 6-months plan and budget - if you are training everyone to do an annual plan and budget then change the picture so it shows 12 months instead of 6 months.



5

The big difficulty with using 'basket' is how to start. What money can you use for your annual plan and budget if you are trying to put it all into the bank and not touch it until next year?

The answer is to build up your savings and run your organisation for a year on savings - leftover money from previous years or money you raise from extra fundraising or even

## Step 1.2 | BOM klia gut long hamas moni bilong mekim wok

lucky money or promise money if you get it - and then put whatever *susu moni* you get into the bank to use as your 'basket' the following year.

The other difficulty with using 'basket' is having the discipline to put all the *susu moni* that you receive in a year into the bank and not touch it until next year. It will help if you open two bank accounts. A savings account and a spending account.

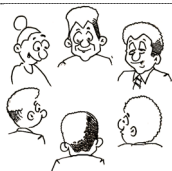


One account is your savings account. *Em bilong pulimapim susu moni na spendim long neks yia noken tatsim. Putim lid long en.*

The other account is your spending account. This is your savings account from last year. *Taim long bihainim anyual plen na badset rausim lid long en.*



5



### Small groups (20 minutes)

Get into a group with 5 or 6 people from your organisation. Think about the two ways to work out how much *susu moni* you will have to spend in a year - estimate and basket. *Wanem gutpela na wanem nogut long en?*

Which way do you think would be best for your organisation? Be prepared to share your ideas.

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

1) What is *susu moni*?






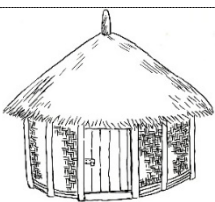

## Step 1.3 | BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup

2 hours

Materials

### Key questions for this topic

What is the difference between maintenance costs and running costs?

1	 <b>General discussion (2 minutes)</b> What are the two branches that every organisations needs to <i>strongim bek pastaim</i> ?
1	<p>Every organisation has the same two branches they need to <i>strongim bek pastaim inap grup bai gat strong long karim prut</i>.</p> <ol style="list-style-type: none"> <li><b>Maintenance costs.</b> <i>Em ol kos bilong mentenim ol bikipela samting we grup i gat pinis.</i> For example, fixing a leaking roof.</li> <li><b>Running costs.</b> <i>Em ol risos we grup save kaikaim long ronim grup.</i> For example, petrol for the generator or envelopes for the office.</li> </ol> <p>Step 1 is all about the BOM getting things ready for the <i>kibung</i> in step 2.</p> <p>One of the things the BOM needs to get ready is work out the organisation's maintenance costs and running costs.</p> 
	<div> <b>3</b> <b>BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup</b> </div>
	
2	<b>MAINTENANCE COSTS</b> Maintenance costs are the costs for fixing the big things that your organisation already owns. The big things that your organisation already owns are called 'assets'. 
2	 <b>Brainstorm (10 minutes)</b> Give examples of the sorts of assets that a community organisation might have? Call out whatever comes into your heads.
2	<p>Community organisations can have all kinds of assets. For example, chairs, tables, buildings, radio, car, generator, tools, lantern, coffee pulper, blackboard, mobile phone, computer, books, filing cabinet, cages for chickens, locks. <i>Kain kain</i>.</p> <p>Working out the maintenance costs is not hard. Write down the name of each asset that your organisation owns in an exercise book. This is called an 'asset register'.</p>

## Step 1.3 | BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup

Then walk around and inspect each asset.

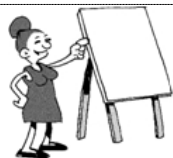
When you inspect each asset write down the condition of the asset and anything that needs to be repaired. Then write down what resources will be needed to fix the asset - especially the cost.



**An asset register lists down your assets, the condition of each asset, and what it will take to fix the asset**



An asset register needs to be kept up to date. You can update it when you need it. But a better idea is to make one person in your BOM responsible for keeping your asset register up to date.



### Demonstration (20 minutes)

The trainer will demonstrate how to list down maintenance costs in an asset register.

Pick one or two assets and show everyone how to work out the maintenance costs. For example:

Asset	Condition	Resources needed
Generator	Ok but need new oil filter	K30 for new oil filter
Ofis	Door needs new lock	K50
	Flai waia needs replacing	K30
	Blackboard is ok but needs new coat of paint	K20 to use some of the school's blackboard paint
	Coleman needs new mantle	K25



3



### General discussion (2 minutes)

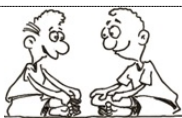




What is the difference between maintenance costs and running costs?

### RUNNING COSTS

Maintenance costs are the costs for fixing the big things that your organisation already owns. Running costs are the costs for things that your organisation uses each year to run your organisation. *Em ol samting we grup save kaikaim long ronim grup insait long wanpela yia. Em ol samting we luk olsem olgeta yia yu bai nid long baim gen.*



## Step 1.3 | BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup

	<p>Some assets also have running costs. For example, a generator is an asset, but it uses petrol and oil to keep it running. The petrol and oil your generator use each year should be included as a running cost.</p> <p>It can be confusing whether something is a maintenance cost or a running cost. But don't worry too much. If you include a new oil filter for a generator as a maintenance cost or a running cost doesn't really matter. As long as it is included somewhere.</p> <p><i>Tasol noken dabelim.</i> Don't include the oil filter as both a maintenance cost and a running cost at the same time.</p>
3	<div>  <p><b>Pairs (15 minutes)</b></p> <p>Get into pairs. The trainer will read out ten items one at a time. With your partner decide whether you think each item is a maintenance cost or a running cost. Be prepared to share your answers.</p> <ol style="list-style-type: none"> <li>1. Kerosin bilong lanten bilong ofis</li> <li>2. Blekbod pent bilong stretim blekbod</li> <li>3. Pepa bilong ofis</li> <li>4. Benk fi bilong benk akaunt bilong grup</li> <li>5. Top ap bilong mobail fon bilong mekim wok BOM</li> <li>6. Hama na so bilong mekim ol wok mentenens</li> <li>7. Ti na kopi bilong anyual kibung bilong ol memba</li> <li>8. PMV bilong Tresura long go putim koins bilong em yet long benk</li> <li>9. Membasip fi bilong grup long kamap memba bilong wanpela nesonal asosieson</li> <li>10. PMV bilong BOM long maketim raun ol rot B praioriti</li> </ol>  </div>
3	<p>Working out your running costs is not hard. Sit down with your BOM members and list down what your group needs each year to run the organisation - and its cost. Keep the list in an exercise book. This is called your 'running costs register'.</p> <p><b>A running costs register lists down what your group needs each year to run the organisation - and its cost</b></p> <div>  <p>Your running costs register needs to be updated each year. A good idea is to make one person in your BOM responsible for updating your running costs register. Each year all you need to do is update last years running cost register - and add any new running costs.</p>  </div>
3	<div>  <p><b>Demonstration (20 minutes)</b></p> <p>The trainer will demonstrate how to list down running costs in a running cost register.</p> </div>



## Step 1.3 | BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup

Show everyone how to work out the running costs. Use the example below. Make the point that after you do this a few times it gets easier – all you need to do each year is update last years running costs register - and add any new running costs.

Items	Expected cost 2017 calendar year
A4 paper for the office – 1 ream	K15
Box of black and red pens	K15
Receipt book	K10
Stamps (per book of 10)	K5
Batteries for wall clock	K10
Tea and coffee for mid year and end of year meetings with members	K30
Kerosene for lantern 10 litres	K25
Tea/coffee/milo/biscuits for <i>kopi nait</i> fundraiser	K150
Transport Treasurer to town – 2 trips per year plus one standby.	K100
Membership of coffee association	K100
Petty cash – K200 per half year	K400
Bank fees	K25
<b>TOTAL</b>	<b>K890</b>



There are some running costs that you might not think of:

Costs for **meetings na ol kibung** are running costs.

If your organisation has a **loan or debt** to pay, then you need to pay back the *dinau*. You may not need to pay back all of the loan - but you will need to pay back enough to keep it under control. Include any debt repayments in your running costs register.

If your organisation normally does **fundraising** to get *susu moni* - a *kopi nait o kain olsem* - then don't forget to include the costs for the fundraiser as running costs.

4




If your organisation runs a **business** - for example a chicken project - then *luk olsem* you have already included the income from this business as a root in your annual planning tree. Don't forget to also include the maintenance and running costs for your business in your organisations maintenance and running costs - or keep it separate and include business costs as a separate branch *long strongim bek*. The business branch will have its own *tupela han brans* - maintenance costs and running costs. *Yu save*.

If your organisation pays a **contribution** *taim bikman i dai o taim memba painim hevi* then this is a running cost. Include a sensible amount in your running costs register.

If your organisation pays **tax** then this is a running cost. The Government uses the tax to deliver services. Roads and schools and hospitals and teachers and electricity and defence and courts and police. *Kain kain stret*.



## Step 1.3 | BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup

4	 <p><b>Sharing (10 minutes)</b> It is hard for an organisation to say "no" when people ask for a contribution. If you have a suggestion that would make it easier then share it.</p>
4	<p>If you include contributions as a running cost then make sure you don't go over the mark that you set. For example, <i>sapos yu saisim kos bilong kontribuson olsem K500 noken abrus. K500 pinisim pinis nau yupela mas strong na tokim ol husat laik kisim dinaw olsem sapos mipela givim yet em bai pinisim mipela bihain nogat koins long halavim.</i></p> <p>Some organisations have an amount for member contributions - <i>K500 o kain olsem</i> - and another amount for contributions to help non-members - <i>K200 o kain olsem</i>.</p> <p>Some organisations run a credit scheme for their members instead of giving contributions. The members have to pay it back <i>wantaim sampela liklik koins antap</i>. If the money set aside for the credit scheme is used up then the organisation can tell the next person who asks for credit that they have to wait for someone else to pay back their credit first. This puts the pressure on to the people who have already received the credit (instead of on to the organisation).</p>
4	 <p><b>Small groups (60 minutes)</b> Get into a small group with 5 or 6 people from your organisation. Prepare an asset register for your organisation. <i>Listim igo daun ol kos bilong wok mentenens bilong ogenaision bilong yupela.</i> Then prepare a running cost register for your organisation. <i>Listim igo daun ol kos bilong ronim ogenaision insait long wanpela yia (Janyueri igo long pinis long Disemba). Gespai na mekim. Em bilong kisim piksa tasol.</i> At the end put your asset register and your running costs register <i>long ples klia</i> so everyone can see what you have done.</p> 

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

- 1) What is the difference between maintenance costs and running costs?



## Step 1.4 | BOM kostim aut ol praioriti rot A

1½ hours

Materials

**Key questions for this topic**

How do yo *kostim aut* a road A priority?

1

To prepare an annual plan and budget for next year the BOM will need to look at your *faiv yia plen* and *kostim aut* the top three road A priorities you identified for each mission. These are your *prut*. You need to have a fair idea of what each priority road A will cost (and what other resources you will need) so that you can prepare your annual plan and budget.



### 4 BOM kostim aut ol praioriti rot A

1



#### General discussion (2 minutes)

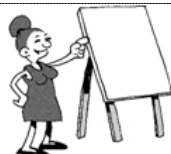
Why don't you need to *kostim aut* your road B priorities?

1

*Ol praioriti rot B em ol samting we luk olsem yu bai nidim autsait halavim. Rot B em bilong maketim raun long painim sapot. Olsem na lusim rot B inap long yu painim sapot.*



2









#### Demonstration (20 minutes)

The trainer will demonstrate how to *kostim aut* a priority (activity) so that you get the idea.





On the board or butcher paper do an example of how to estimate the cost of a priority:

Praioriti rot A bilong edukeson mison: Improve fence around teacher gardens			
WOK	HUSAT	WANEM SAMTING YUMI BAI NIDIM	KOST
1. Kisim tok orait long papa graun	BOM	Gaden kaikai na wanpela kakaruk long wokim mumu (Gaden kaikai nogat kos tasol bai yumi nidim K30 long baim kakaruk)	K30
2. Kisim diwai na kanda	Memba	Diwai na kanda (ol memba bai givim nating)	Ko
3. Hinge and nails for two gates	Treasurer	K50 for treasuer to go to town Packet nails K10 Hinge x 4 = K30	K80
4. Wok dei	Memba	Drinking water, bananas and fruit (memba bai karim kam)	Ko
TOTAL			K110

## Step 1.4 | BOM kostim aut ol praioriti rot A

2	 <b>General discussion (2 minutes)</b> What does estimate mean?
2	<p>To cost out a priority you need to think about what resources you will need to <i>mekim kamap</i>. You don't need to get a quotation. You are not preparing a budget. What you are trying to do is make an educated guess of what it will take. An educated guess is called an 'estimate'.</p> <p>To <i>kostim aut</i> a priority the BOM needs to sit down (with a nice cup of tea) and do the following:</p> <ul style="list-style-type: none"> <li>✓ <i>Tingim gut ol wanwan <b>WOK</b> yupela bai nid long wokim long mekim kamap dispela praioriti. Listim igo daun.</i></li> <li>✓ <i>Bilong wanwan wok tingim gut <b>HUSAT</b> bai mekim.</i></li> <li>✓ <i>Bilong wanwan wok tingim gut <b>WANEM SAMTING</b> yupela bai nidim long mekim. Listim igo daun. Na sapos igat kos long en raitim igo daun.</i></li> <li>✓ <i>Adim kos bilong olgeta wok na totalim kos. Em nau yu kostim aut pinis wanpela praioriti.</i></li> </ul> 
	
3	<p>If you need help to <i>kostim aut</i> a priority, then fine. Get help. You have time. For example, you might need to find someone who knows about building or you might want to get a teacher to help <i>o kain olsem</i>.</p> <div data-bbox="256 1323 392 1444">  </div> <p>Don't forget this is an estimate. <i>Yu no nid long kostim aut trutru. Olsem na noken kilim skin. Kamapim wanpela gutpela tok piksa tasol.</i></p>
3	<div data-bbox="256 1489 424 1659">  </div> <p><b>Small groups (30 minutes)</b></p> <p>Get into a small group with 5 or 6 people. Think about a coffee farmer group - <i>Mun Kopi Asosieson</i>. <i>Mun Kopi Asosieson</i> have already done the top rung of the planning ladder. One of their missions is '<i>halavim ol famili long kisim skul gut</i>'. One of the top three road A priorities they identified for this mission was '<i>wokim awenes long salim olgeta pikinini go long skul</i>'.</p> <p>In your groups try and <i>kostim aut</i> this priority. Estimate what it would take to <i>mekim kamap</i>. There is no right answer. It will depend on what work you think is necessary and who will do the work and what resources will be needed. Don't forget this is road A - <i>rot A em rot bilong yupela yet long bihainim</i>. <i>Mun Kopi Asosieson</i> will need to pay for it so cut down the costs. Be ready to share what you came up with.</p>
	

## Step 1.4 | BOM kostim aut ol praoriti rot A

4	 <b>General discussion (2 minutes)</b> What is a business plan?
4	<p>If one of the priorities is for a business idea - a chicken project or a fish project or buying a coffee pulper and putting it on hire <i>o kain olsem</i> - then when you <i>kostimaut</i> the priority you should do a business plan first.</p>  <p>A business plan will help everyone to think about who will buy your product, the costs involved, and how much money you should have left over after the costs have been met (profit). It might not be worth going ahead with the idea. It might cost more than its worth.</p> <p>Any profit from the business idea can be included as <i>susu moni</i> when you prepare next years' annual plan and budget. But you will also need to include the running costs and maintenance costs. Most organisations include the running costs and maintenance costs for their business as a separate branch <i>long strongim bek</i>.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Make sure everyone knows that there is training on how to <i>kamapim bisnis plen</i>. Tell them to check the front of this handbook for more information.</p> </div>
5	 <p><b>Las tok.</b> In the next <i>hap step</i> the BOM will need to prepare an annual plan and budget. The BOM now has all the information they will need at their fingertips to prepare the annual plan and budget. <i>Tingim:</i></p> <ul style="list-style-type: none"> <li>✓ The BOM knows how much money the group will have to spend in the annual plan and budget. <i>Em ol rut.</i></li> <li>✓ The BOM knows what the maintenance costs and running costs are. These are costs that the BOM will need to include first in the annual plan and budget. <i>Tupela brans bilong strongim bek pastaim.</i></li> <li>✓ <i>BOM kostimaut pinis ol praoriti rot A.</i> These are the costs that can be included in the annual plan and budget after the maintenance costs and runnings costs. <i>Em ol prut.</i></li> </ul> 

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

1) How do you *kostim aut* a road A priority?





## Step 1.5 | BOM wokim anyual plen na badset

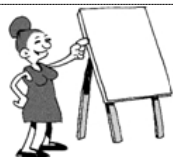
3 hours

Materials

**Key questions** What is petty cash?  
**for this topic** What is 'contingency money'?

1	<p>Now it is time for the BOM to prepare the annual plan and budget.</p> <p>An annual plan and budget lists down:</p> <div data-bbox="959 450 1401 616" style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>Write the five things that need to be included in an annual plan and budget <i>long ples klia</i></p> </div> <ol style="list-style-type: none"> <li>❶ <b>What work</b> needs to be done? What activities need to happen?</li> <li>❷ <b>What resources</b> will be needed (including money) for each activity?</li> <li>❸ <b>How much money is left in the budget</b> after each activity?</li> <li>❹ <b>Who is responsible</b> for doing each activity?</li> <li>❺ <b>When</b> each activity should be carried out (timing)?</li> </ol> <div data-bbox="252 943 1401 1010" style="background-color: black; color: white; padding: 5px;"> <b>❺ BOM wokim anyual plen na badset</b> </div>
1	<div data-bbox="256 1055 368 1155" style="float: left; margin-right: 10px;">  </div> <p><b>General discussion (2 minutes)</b></p> <p>An organisation should grow each year like a strong and healthy fruit tree. <i>Tingim</i>. What are the roots? What are the branches? What is the fruit?</p>
1	<p>An annual plan and budget is just an annual planning tree turned <b>upside down</b>. The flow of <i>gris</i> is the same. <i>Luksave</i>:</p> <div data-bbox="927 1220 1401 1355" style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>Turn the <i>Mum Kopi Asosieson</i> annual planning tree upside down</p> </div> <p>Start at the top. List down how much money the organisation has to spend for the year (the roots). <i>Totalim</i>.</p> <p>Next, list down the costs to <i>strongim bek</i> the organisation (the branches). As you list each cost, deduct it from the total amount of money the organisation has to spend for the year. List down the running costs first – then list down the important maintenance costs.</p> <div data-bbox="1230 1368 1401 1659" style="float: right; margin-top: 20px;">  </div> <p>Next, list down the fruit (the road A priorities) that the organisation can afford to do with the money still remaining, and as you list down the cost for the fruit, deduct it from the total amount remaining. <i>Em nau yu kisim pinis</i>.</p> <p>And finally, you need to make sure there is enough savings at the end to <i>grisim bek bilong narapela yia bihain</i>. Many organisations list down their savings and deduct it from the total amount remaining <b>before</b> they include their fruit, just to make sure they don't forget to <i>grisim bek pastaim</i>. Best.</p>

## Step 1.5 | BOM wokim anyual plen na badset



### Demonstration (30 minutes)

The trainer will show you an example of how to prepare an annual plan and budget for a coffee farmer group. One step at a time.

Write the example below on butcher paper or the board and explain the steps below (leave space to add more later) or ask everyone to look at the full annual plan and budget for *Mun Kopi Asosieson* (at the end of the handbook):

1. Start by listing the carry-over balance and money you will have at the top.
2. Next list down a running cost in the *wok* column.
3. Next list down '*samting yumi bai nidim na kos long en*'.
4. In the *balans* column deduct the cost of each item as you go.
5. Next write down *husat bai lukautim wok*.
6. Next write down *wanem taim long wokim*. What month or week or day? If you work out your *susu moni* by 'estimation', then make sure the money will be available to use before you spend it. For example, if the fundraiser is in March, then any work that depends on this *susu moni* will need to be after March. *Tingim*.
7. Don't forget to include the costs to generate *susu moni*. For example, the costs for the *kopi nait*. Some groups start with these costs, so they don't forget them.
8. Finally do a subtotal for the running costs.

1

Mun Kopi Asosieson Annual plan and budget JANUARY - DECEMBER 2018					
Carry-over balance (savings) from 2016		K550			
Susu moni for the 2017 year: Membership fees (K3800) and kopi nait (K2000)		K5800			
Total money available		K6350			
Wok	Samting yumi bai nidim na kos long en		Balans	Husat bai lukautim wok	Wanem taim
A4 paper for the office – 1 ream	1 ream A4 paper (Johnno's Stationary)	K15	K6335	Tresura	January
Box of black and red pens	Box of black and red pens	K15	K6320	Tresura	January
Box white chalk	Box white chalk (Johnno's Stationary)	K10	K6310	Tresura	January
Receipt book	Receipt book (Johnno's Stationary)	K10	K6300	Tresura	January
Stamps (per book of 10)	Stamps (per book of 10)	K5	K6295	Tresura	January
Envelopes (10)	Envelopes (10)	K5	K6290	Tresura	January
Batteries for wall clock	Four A4 batteries for wall clock	K10	K6280	Tresura	January
Tea and coffee for meetings	Tea Coffee Sugar	K15 K10 K5	K6250	Tresura	January
Kibung to develop action plans (to endorse this annual plan and budget and to develop project plans)	Catering for lunch x 1 day at K400 per day. (lump sum payment to Meri Kirap women's group for food and preparation)	K400	K5850	Siaman	January
Kibung with District to develop partnership agreement	Catering for lunch x 1 day at K400 per day. (lump sum payment to Meri Kirap women's group for food and preparation)	K400	K5450	Siaman	March
Kerosene for lantern 10 liters	Kerosene 10 liters	K15	K5435	Tresura	January
Petrol for the generator 25 liters	Petrol 25 liters	K150	K5285	Tresura	January
Transport Treasurer to town for banking and purchasing – 2 trips plus one standby	K100 per trip times 3 = K300	K300	K4985	Tresura	January June
Transport for purchased items (including maintenance items)	K1000 hire for one round	K1000	K3985	Tresura	January
Membership of coffee association	Membership PNGCGA	K400	K3585	Sekriteri	February
Petty cash – K300 per half year	Petty cash (K300 per half year)	K600	K2985	Tresura	January June
Bank fees	Bank fees (approx. K2 per month)	K25	K2960	Tresura	Ongoing
Costs to collect membership fees	No costs (already included in running costs)	K0	K2960	Tresura	January
Costs for kopi nait	Kerosene (already included in running costs) Tea/coffee/milo/sugar/milk/biscuits Movie/screen/generator (Church contribution)	K0 K100 K0	K2860	Siaman	March
SUBTOTAL KOS LONG RONIM GRUP		K3490	↓		

1



### General discussion (2 minutes)

What is petty cash?



## Step 1.5 | BOM wokim anyual plen na badset

When you prepare your annual plan and budget don't forget about bank fees. Bank fees are also a running cost. Look at your bank statements for last year and work out what the bank fee was - then include it as a running cost in your annual plan and budget.

And when you prepare your annual plan and budget don't forget to include the costs to generate your *susu moni*. For example, the running costs for the *kopi nait*.

And don't forget about petty cash. Petty cash is money that you withdraw from the bank to use *long ples* for small things. Petty cash *ino bilong kaikai nating*. You need to set a limit for how much petty cash can be taken out each year and you need to keep records to show how it was used.



The trainer is showing you an example of how to prepare an annual plan and budget for a coffee farmer group. The trainer has shown you how to list down the running costs - now it is time for the maintenance costs.

1. Start by listing down a maintenance cost in the *wok* column.
2. Next list down '*samting yumi bai nidim na kos long en*'. Don't group the things you need - list each item separately in the column. If there are labor costs don't forget to include them. The BOM for the coffee farmer group has also included where they got the price from (Brian Bell). *Gutpela* - be as accurate as possible.
3. In the *balans* column deduct the maintenance cost as you go.
4. Next write down *husat bai lukautim wok*. This is the person who is responsible for making sure the work is done (not necessarily the person who will do it). It is a good idea to just include one person, so no one ends up pointing fingers.
5. Next write down *wanem taim long wokim*.
6. Finally do a subtotal for the maintenance costs.

[illegible]

## Step 1.5 | BOM wokim anyual plen na badset

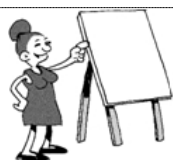


2

When your organisation did *kamapim ol praioriti* everyone indicated which road A priorities were the most important (*nambawan*). The BOM has already costed out these road A priorities. Now the BOM needs to choose which road A priorities to include in the annual plan and budget.



The BOM will need to use their judgement. They will need to think about how much money is available. And they will need to think about whether it is more important to do one or some of the road A priorities first. *Skelim*.



### Demonstration (30 minutes)

The trainer is showing you an example of how to prepare an annual plan and budget. You have listed down the running costs and the maintenance costs. Now it is time to include your road A priorities and your savings.

2

Just continue on underneath the subtotal for the maintenance costs and explain as you go. Do what you did earlier but this time make the following points:

1. The BOM have decided that 'awareness on sending children to school' and 'financial literacy training' are big activities. *Bikpela wok olsem moa beta yupela brukim igo daun long ol hap samting long wokim*. This is called a project plan. The project plan is something you will need to develop with your members in the *kibung* in step 2. For the moment the BOM has just written 'see project plan' - but they have included what they estimate the project will cost and deducted this in the *balans* column. Later on (after the project plan has been developed) the actual cost might turn out to be more (or less). If this happens then the annual plan and budget will need to be adjusted.
2. The total of runnings costs (K3490) and maintenance costs (K745) and road A priorities (K1210) is K5445.
3. The coffee farmer group has included K272 as contingency money ( $K5445 \times 5\%$ ).
4. There is K633 money left over to use as savings.

SUBTOTAL KOS LONG WOK MENTENENS		K745			
Awareness on sending children to school	See project plan	K200	K1915	see project plan	see project plan
Financial literacy training	See project plan	K400	K1515	see project plan	see project plan
Baim laibreri buks bilong skul	Books from National Library	K500			
	Transport from town	K60			
	New lock for school library	K50	K905	Tresura	Jan (buy)
	School has tools to fit lock	K0			Feb (work)
	Labor (Gary said he will do it)	K0			
SUBTOTAL KOS LONG PRAIORITI A (PRUT)		K1210	↓		
2017 annual plan and budget total $K3490 + K745 + K1210 =$		K5445	↓		
Contingency money for 2017 annual plan and budget $= K5445 \times 5\% =$		K272	K633		
Carry-over balance for 2018 (savings)			K633		


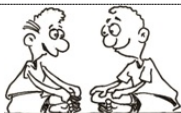


2
















### General discussion (2 minutes)

What is contingency money?



## Step 1.5 | BOM wokim anyual plen na badset

2	<p>The coffee farmer group has included K272 as contingency money. Contingency money is standby money which can be used in case prices change or something goes wrong with the budget. If it is not needed then contingency money can be used as savings.</p> <p>A good way to make sure you have enough contingency in your budget is to look at the total cost of everything you plan to do - running costs and maintenance costs and your <i>prut</i> - and add 5%. If you are just learning how to do a budget then 10% is better. <i>Sefti</i>.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The financial management manual has more information about good financial management.</p> </div> 
2	 <p><b>Pairs (10 minutes)</b></p> <p>Get into pairs. A youth group prepared their annual plan and budget and the total cost of everything - running costs and maintenance costs and road A priorities - was K2000. If the youth group wants to include 10% contingency in the budget how much would it be? Be prepared to share your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>If someone gets the right answer, ask them to explain it. Start by dividing whatever the total amount is into 100 parts. K2000 divided by 100 = 20. This means 20 is one part out of 100. 10% is 10 parts out of 100. This means the answer is 10 by 20. The answer is K200.</p> </div>
2	 <p><b>General discussion (2 minutes)</b></p> <p>Is there enough savings in the coffee farmer groups annual plan and budget?</p>
2	<p>Yes. The coffee farmer group has more left over balance (K633) than they had at the start of the year (K550). This is great. If the contingency money (K272) is not needed it can also be used as savings.</p> <p>It is very important that organisations have savings in the bank. Money that can be used <i>long taim nogut</i> or if a good opportunity comes along that they need more money for. For example, the District might agree to fund one of the coffee farmer groups road B priorities - provided the coffee farmer group contributes 10% of the total cost themselves. The coffee farmer group can use their savings (if the members agree).</p> <p>And savings help you get through down times when things aren't going to plan. There might be a natural disaster <i>o kain olsem</i>.</p> <p>Savings <i>em olsem yu putim gris igo bek long graun</i>. The more <i>gris</i> the better.</p>
2	 <p><b>General discussion (2 minutes)</b></p> <p>Is the coffee farmer groups annual plan and budget a good one?</p>




## Step 1.5 | BOM wokim anyual plen na badset

2	<p>Yes. The coffee farmer group has covered their running costs and maintenance costs with their <i>susu moni</i>. They have enough money left over to do some of their road A priorities. They have included contingency money in case something goes wrong with the annual plan and budget. And they have increased their savings. <i>Luk olsem</i> the coffee farmer group is growing like a strong and healthy fruit tree.</p> 
	
3	<p> <b>General discussion (2 minutes)</b> What can you do if there is not enough money to do what you planned to do? <i>Bai yupela mekim wanem sapos susu moni igo sot olgeta?</i></p>
3	<p>If there is not enough money to do what you planned to do then there are two options:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>1</b> <i>Katimdaun kos</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>2</b> <i>Kamapim moa susu moni</i> </div> </div>
3	<p> <b>Brainstorm (5 minutes)</b> What are some ways to cut down your organisation's costs? Call out whatever comes into your heads.</p>
3	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>1</b> <i>Katimdaun kos</i> </div> <p>If you cut down your costs it is the same as raising more <i>susu moni</i> - <i>ino olsem tasol wankain</i>. There are lots of ways to cut down your costs:</p> <ul style="list-style-type: none"> <li> Make sure you get the best price. Go to all the stores first before choosing and always ask for a discount price.</li> <li> <i>Go ikam long taun em save kostim planti moni</i>. Try and do lots of work in the same trip to town so you don't waste your money.</li> <li> Make sure what you are buying is a need not a want. Do you really need a lawnmower to cut the grass in front of the office or can you use a <i>sarip</i>? Do you really need to pay someone to type up your letter or can you write it by hand?</li> <li> Look after your assets and control who uses them. <i>Nogut ol wantok yusim nating</i>. This will reduce the maintenance costs and running costs.</li> <li> Maintain your assets as soon as something is wrong. If you wait until everything falls apart it will cost much more to <i>stretim bek</i>.</li> <li> Do things yourself with what you already have <i>long ples</i></li> <li> Encourage good participation</li> </ul> 
3	<p> <b>General discussion (2 minutes)</b> How can encouraging good participation help to cut down your costs?</p>

## Step 1.5 | BOM wokim anyual plen na badset

<p>3</p>	<p>A good way to cut down your costs is to encourage good participation. Involve your members in decision making (and decision doing). <i>Ol bai kamap olsem papa bilong samting. Yu papa bilong samting yu no inap askim koins long mekim ol liklik wok.</i></p> <p><i>Na tu ol manmeri memba ai op i stap ol bai luksave long hau long sanapim ogenaision strong na heliti. Ol bai luksave olsem sapos BOM kisim pasin long troimwe koins nating bai yumi olgeta kisim taim.</i></p> <p><i>Wei long kirapim bel bilong ol manmeri memba long wok voluntia em long kisim ol i kam insait long wokim disisen ai op i stap. Ol manmeri memba ai op i stap na papa bilong toktok nau bai yu lukim senis.</i></p> 
<p>3</p>	<div data-bbox="256 815 437 927"> </div> <p><b>Pairs (10 minutes)</b></p> <p>Get into pairs. If your organisation bought a lawnmower to cut the grass in front of the office what would be the cost over the next five years? Think about the purchase cost and the running costs and the maintenance costs. Come up with a number for what you think it would cost. How much cheaper would it be to just use a <i>sarip</i>? Be ready to share your answers.</p> <div data-bbox="272 1093 1385 1263" style="border: 1px solid black; padding: 10px;"> <p>Encourage everyone to think of the real costs of buying a lawnmower. What happens when a part breaks and someone needs to go to town to buy a new one? Will you need to pay for someone to cut the grass? How much cheaper would it be to just use a <i>sarip</i>?</p> </div>
<p>4</p>	<div data-bbox="576 1346 1078 1435" style="border: 2px solid black; padding: 5px; text-align: center;"> <p><b>2</b> <i>Kamapim moa susu moni</i></p> </div> <p>There are different ways a community organisation can get <i>susu moni</i>. For example:</p> <ul style="list-style-type: none"> <li>~ Annual membership fee</li> <li>~ <i>Spesol fi kain olsem projek fi</i></li> <li>~ Renting a building or land</li> <li>~ Training provider (running training for other people)</li> <li>~ Fundraising <i>kain olsem kopi nait o eksenis basket</i> or raffles</li> <li>~ Selling services like report writing or typing or security</li> <li>~ Set up a business. Craft or scones or ice blocks or t-shirts or trade store goods or secondhand clothes or sewing or chickens or potatoes or cabbage or flowers or coffee or cocoa or pigs or <i>galip o buai</i> or rabbits or ducks or fish or <i>hani bi o pislama</i> or solar power to charge phones or a guest house. <i>Kain kain.</i></li> </ul> 

## Step 1.5 | BOM wokim anyual plen na badset

	<p>➤ Hiring out a venue or a generator <i>o kain samting olsem</i></p> <p>➤ Group marketing - for example a coffee farmer group can sell their coffee together <i>na tainim hap profit antap igo bek long grup</i></p>
4	<p> <b>Sharing (10 minutes)</b></p> <p>It is a good idea to get advice from other organisations or people on how your organisation can raise income. What organisations or people are there in your District or Community Government area that might be able to help?</p> <p>Community Governments will know who their development partners are and what help they can provide. Community Governments also wants to know what community organisations are active in their area and what help they need. A good first step is always to contact their Community Government (through their ward representatives).</p>
4	<p>If you can't get enough money by cutting down cost then you may need to wait until the <i>kibung</i> with your members in step 2 to talk about what to do.</p> <p>It will be hard for the BOM to make decisions about how to <i>kamapim moa susu moni</i> without the rest of the members being involved. The BOM might have to raise membership fees or propose a fundraising event <i>o kain olsem. Em orait. Em nominal.</i></p> <p> Don't forget, if you decide to do a new fundraiser to generate more <i>susu moni</i>, then you will need to go back to your annual plan and budget and include the profit you estimate you will get as <i>susu moni</i> - and you will need to include the running costs.</p>
4	<p> <b>Las tok.</b> If it looks like you won't be able to cut down enough costs (or raise more <i>susu moni</i>) then you may have to make some tough decisions.</p> <p>It will be a temptation to cut out some of your maintenance costs. But be careful because if you cut out too many maintenance costs it will cost you more in the long run. Maintenance saves money. It will be a temptation to cut out some of your running costs. This might be possible. But your organisation needs to run.</p> <p>The best thing to do might be to cut out a <i>prut</i>. One of your road A priorities. Or change which road A priority you want to include.</p>

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

- 1) What is petty cash?
- 2) What is 'contingency money'?



## Step 1.6 | BOM singautim ol manmeri long kam bung

1/2 hour

Materials

**Key questions for this topic** Why do all the members of an organisation need to be involved with developing the annual plan and budget - and any project plans?

The final *hap* step of step 1 is *BOM singautim ol manmeri long kam bung*.

### 6 BOM singautim ol manmeri long kam bung



The members of your organisation helped to identify your vision and missions - and they helped come up with priorities to achieve your missions. The top rung of the planning ladder. *Ol manmeri memba ai op i stap.*

Now it is time to come up with actions plans - annual plan and budget and any project plans. The bottom rung of the planning ladder.

The BOM has prepared the annual plan and budget - but the members need to see it and understand it and have a chance to comment. *Sapos BOM tasol mekim anyual plen na badset - na projek plen sapos igat nid long en - nogut ol manmeri memba stat long tok olsem em samting bilong BOM ino mipela. Nogut ol manmeri memba stat long ai pas.*

This is why step 2 of *kamapim ol eksen plen* is a *kibung* with all the members.

1



#### Brainstorm (10 minutes)

Why is it important for everyone in an organisation to have their eyes open - not just the BOM? Call out whatever comes into your heads.

See if everyone remembers this from the *kamapim ol praoriti* training

1

- ✓ If all the members have their eyes open they will be able to see how hard the BOM works. *BOM save mekim bikpela wok na planti memba ol ino luksave.*
- ✓ If all the members have their eyes open they will want to help the BOM. *Wokim disisen wantaim na wokbung wantaim. Kamapim gutpela patisipeson.*
- ✓ 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. *Memba inap long stretim rot.*
- ✓ 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.
- ✓ If all the members have their eyes open they will also learn how to be the BOM. *Tingim senis bilong BOM. Nogut BOM tasol save long hau long mekim.*
- ✓ If all the members have their eyes open then it builds trust in the group. There is less suspicion and *tok beksait*. There is no other way to build trust in a group.



## Step 1.6 | BOM singautim ol manmeri long kam bung

If you want to remind everyone of what we did in the *kamapim ol praioriti* training, then run the following role play again:



### Role Play (40 minutes)

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.

The four BOM members 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. Next everyone except the BOM needs to close their eyes. *BOM mas ai op i stap.*

The trainer will then say "GO" and the BOM will need to lead everyone in their community organisation on the walk. Hold hands as you walk. When the walk is finished open your eyes and discuss the following question:

1. What is the message from this role play?

Select people who aren't part of the real BOM (Board of Management) to play the role of the BOM



2



### General discussion (2 minutes)

Everyone in your organisation needs to attend the *kibung long kamapim pinis ol eksen plen. Em klia*. But is there anyone else you should invite?

2

You don't need to invite anyone else - although it is always good to invite other people if you think they can help your organisation to develop an annual plan and budget (and any project plans). For example your local Ward representatives or the Head Teacher or someone from an organisation or company that you work with.

And think about inviting people from other community organisations to observe how you do it. If Bougainville is to develop then families and clans and villages and community organisations and Wards and companies and Government need to be able to work together. *Sapos yumi stap wanwan yet bai nogat gutpela developmin long ples.*

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

- 1) Why do all the members of an organisation need to be involved with developing the annual plan and budget - and any project plans?

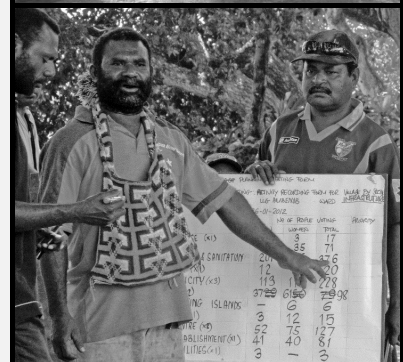


## STEP 2 Kibung long kamapim pinis ol akson plen

## 2.1 Tokim ol manmeri wanem as bilong kibung



## 2.2 Putim anyual plen na badset long ples klia



### 2.3 Wokim projek plen sapos igat nid long en



## 2.4 Toktok long wanem ol neks step



## Step 2.1 | Tokim ol manmeri wanem as bilong kibung

1½ hours

**Materials** Rough three-rung ladder

### Key questions for this topic

What are some ways to help women and youth participate in a *kibung*?

Kamapim ol eksen plen has two steps:

**STEP 1 BOM REDIM OL SAMTING**



**STEP 2 KIBUNG LONG KAMAPIM PINIS OL EKSAN PLEN**

Step 1 is finished. Time to start step 2. Step 2 igat faivpela hap step long mekim:

- 1 Tokim ol manmeri wanem as bilong kibung
- 2 Putim anyual plen na badset long ples klia
- 3 Wokim projek plen sapos igat nid long en
- 4 Toktok long wanem ol neks step

Point to where you have written step 2 na ol hap step so that people can see what they hear you saying.



After you have welcomed everyone to the *kibung* - and done introductions - the first thing to do is *tokim ol manmeri wanem as bilong kibung*. If you want everyone to have their eyes open, then they need to know the purpose of the *kibung*. Em klia!

- 1 Tokim ol manmeri wanem as bilong kibung



When you explain the purpose of the *kibung* you need to explain why and what. Why the *kibung* is necessary and what everyone will be doing. Explain two things:

- ✓ **WHY** the *kibung* is necessary. Explain the importance of planning and the two rungs of the planning ladder - and how this *kibung* fits in.
- ✓ **WHAT** everyone will do in the *kibung*. Em ol hap step bilong step 2. For example, you could say: "Mipela BOM bin tainim dispela anyual plenin diwai bilong nambawan yia i kamap anyual plen na badset. Bai yumi olgeta lukim gut pastaim. Lukim pinis orait bai yumi wokim projek plen sapos yumi nid long wokim. Wokim projek plen pinis orait bai yumi lukim gen anyual plen na badset na konfirmim. Las samting long mekim bai yumi toktok long wanem ol neks step."

## Step 2.1 Tokim ol manmeri wanem as bilong kibung

2	<div data-bbox="256 280 432 436" data-label="Image"> </div> <div data-bbox="453 284 772 320" data-label="Section-Header"> <h3>Role Play (40 minutes)</h3> </div> <div data-bbox="453 322 1096 669" data-label="Text"> <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 pinis ol eksen plen</i>. Prepare a role play showing you doing the first <i>hap step - tokim ol manmeri wanem as bilong kibung</i>. Explain the two rungs of the planning ladder, and what everyone will be doing in the <i>kibung</i>. If you want to take everyone outside or make lines on the ground to mark out five years <i>em tu orait</i>. Don't forget to explain what an annual plan and budget is - and what a project plan is for. Be ready to give your presentation.</p> </div> <div data-bbox="1158 313 1378 452" data-label="Text"> <p>Just choose one group to present their role play – <i>tingim taim</i>.</p> </div> <div data-bbox="264 712 440 1025" data-label="Image"> </div> <div data-bbox="456 723 1391 878" data-label="Text"> <p><b>Statim faiv yia wokabaut long antap rang. Setim gut vison na mison. Setim pinis orait glasim sindaun na kamapim ol praioriti bilong wanwan mison. Kamapim praioriti saib bilong mekim yupela yet. Em ol praioriti rot A. Na tu kamapim praioriti we luk olsem yupela bai nidim autsait sapot long en. Em ol praioriti rot B.</b></p> </div> <div data-bbox="456 911 1375 1008" data-label="Text"> <p><b>Wokim daunbelo rang long stat long olgeta yia. Kamapim anyual plen na badset. Na kamapim projek plen sapos yu gat wangepela bikpela wok long mekim. Aksonim rot A praioriti bilong yupela. Akson plen.</b></p> </div> <div data-bbox="260 1041 1351 1223" data-label="Text"> <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 praioriti 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> </div>
3	<div data-bbox="256 1312 368 1413" data-label="Image"> </div> <div data-bbox="384 1314 817 1350" data-label="Section-Header"> <h3>General discussion (2 minutes)</h3> </div> <div data-bbox="384 1350 758 1391" data-label="Text"> <p>What is good participation?</p> </div>
3	<p>In the <i>kamapim ol praioriti</i> training we learned about good participation.</p> <p><i>Gutpela sapos planti ol memba kam bung – em mak bilong gutpela patisipeson. But good participation has two parts. 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> <div data-bbox="1114 1536 1401 1738" data-label="Image"> </div> <div data-bbox="256 1771 461 2029" data-label="Image"> </div> <div data-bbox="477 1765 1402 1843" data-label="Text"> <p>Everyone at the <i>kibung</i> should feel that <i>mi tu mi papa bilong samting - em mak trutru bilong gutpela patisipeson</i>.</p> </div> <div data-bbox="477 1881 1378 2036" data-label="Text"> <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> </div>

## Step 2.1 | Tokim ol manmeri wanem as bilong kibung

It is the job of everyone at the *kibung* to make sure there is good participation.



### Brainstorm (10 minutes)

In some parts of Bougainville women and youth find it hard to speak up and say what is on their mind. What can you do in a *kibung* to help women and youth participate? Call out whatever comes into your heads.

3

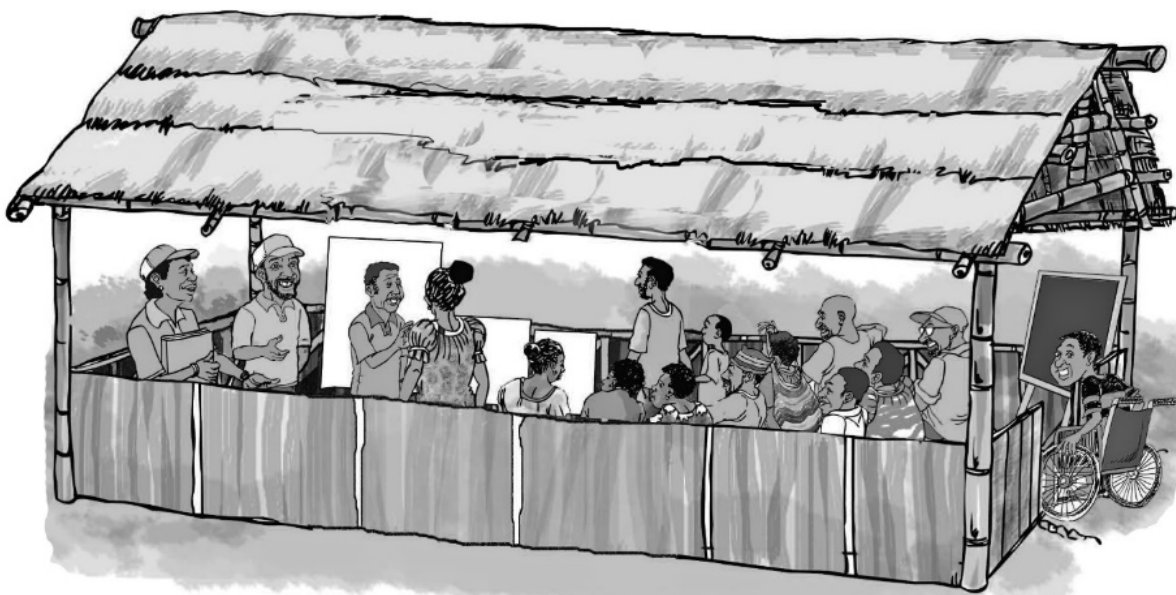
We looked at how to help women and youth participate in the *kamapim ol praioriti* training. Hopefully everyone remembers some key points.

Remind everyone that there is a training skills course for people who want to have the skills to deliver training and awareness to *ol lain long ples* – including the skills to *ronim kibung*.



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

- 1) What are some ways to help women and youth participate in a *kibung*?



## Step 2.2 | Putim anyual plen na badset long ples klia

1 hour

Materials

**Key questions for this topic** Why is it a good idea to explain to the members how an organisation should grow like a strong and healthy fruit tree?

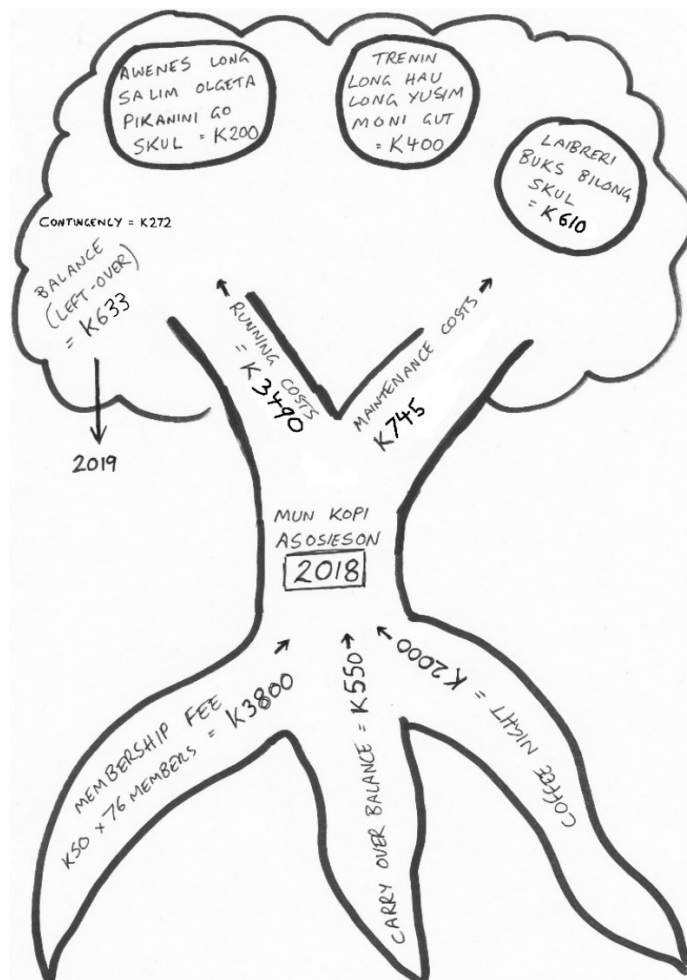
1

### 2 Putim anyual plen na badset long ples klia



2

Before you explain the annual plan and budget that the BOM developed in step 2 it is a good idea - a very good idea - to explain to all the members how an organisation should grow like a strong and healthy fruit tree. And when you do this, it is a good idea to prepare an annual planning tree and go through it with everyone in your organisation. If you do this it will help everyone in your organisation to have a clear picture of WHY and HOW the organisation needs to grow like a strong and healthy fruit tree. And you can leave it on the notice board. *Yu wok long opim ai bilong ol gut tru.*





## Step 2.2 | Putim anyual plen na badset long ples klia



### Role Play (40 minutes)

Get into small groups of 5 or 6. Pretend that you are the BOM for *Mun Kopi Asosieson*. You are running the *kibung long kamapim pinis ol eksen plen*. Prepare a role play showing you explaining how an organisation should grow like a strong and healthy fruit tree. Use the annual planning tree for 2018 (on the previous page). Draw it on butcher paper (or use the one the trainer drew earlier). Be prepared to present your role play.

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

## ROOTS

The roots are the different ways our organisation gets *susu moni*. *Susu moni* comes from our own hands. Money we can rely on. Money we can depend on. You can't depend on lucky money or promise money. *Susu moni em bilong susuim ogenaieson*.

## BRANCHES

The branches are what our organisation needs to *strongim bek pastaim inap grup bai gat strong long karim prut*. *Nambawan wok bilong wanem susu moni i kam insait em mas bilong strongim ol brans*. *Diwai laik karim hevi tumas brans bai bruk*. The two branches that all organisations need to *strongim bek pastaim* are maintenance costs and running costs.

## FRUIT

The fruit is the work that our organisation wants to do to achieve its missions and its vision. *Wanem susu moni i stap leftova bihain long yumi strongim bek ol brans orait bai yumi tainim igo long wanem prut ogenaieson inap long karim*. *Bai yumi lukluk tasol long ol praoriti rot A em ol praoriti sais bilong yumi yet long go pas na mekim*. *Lus tingting long ol praoriti rot B em ino sais bilong mipela em bilong mipela BOM long maketim raun long painim sapot*.

## GRISIM BEK

But don't spend every last toea. Make sure there is some contingency money (*sefti moni*) in case prices change or something goes wrong. And make sure there is leftover money to use as savings. *Savings em olsem yu putim gris igo bek long graun bilong narapela yia bihain*.

If there is enough *susu moni* to *strongim bek ol brans* and to *karim prut* and you have some contingency and you have savings leftover to *putim gris igo bek long graun*, then your organisation will grow each year like a strong and healthy fruit tree.






When you have explained how an organisation should grow each year like a strong and healthy fruit tree – and shown them the annual planning tree *long kliarim ol gut tru* – then you can *putim long ples klia anyual plen na badset* and explain it in detail.



Take your time. When you go through the annual plan and budget don't forget to give everyone else the chance to speak up and say what is on their mind. Communication should be two-way. *Toktok mas ikam igo*. And don't forget to encourage participation – especially by women and youth.



## Step 2.2 | Putim anyual plen na badset long ples klia

	<ul style="list-style-type: none"> <li>✓ Go through the headings and what they mean</li> <li>✓ Explain how much money you expect the group will have to use. The roots.</li> <li>✓ Explain the running costs and maintenance costs. The branches.</li> <li>✓ Explain the road A priorities that you have included and the costs. The fruit.</li> <li>✓ Explain the budget. How much contingency money is included? How much money will be left over as savings?</li> </ul> <p>When you show everyone the final annual plan and budget, point out that all you really did is turn the annual planning tree <b>upside down</b>. The flow of <i>gris</i> through a <i>diwai</i> is the same as the flow of <i>gris</i> through an annual plan and budget. You started the final budget (at the top) by listing down how much money the organisation has to spend for the year (each root) and you added up the total amount. Next, you listed down <i>wanwan</i> cost to <i>strongim bek</i> (the roots), and as you listed each cost you deducted it from the total amount. Next, you listed down the fruit (the road A priorities) that the organisation could afford to do with the money still remaining, and you deducted the cost for each fruit from the total amount remaining. And finally, you made sure there was enough savings at the end to <i>grisim bek bilong narapela yia bihain</i>.</p>	
2	 <p><b>Pairs (10 minutes)</b></p> <p>Get into pairs. At the end of the handbook there is an example of an annual plan and budget - <i>anyual plen na badset bilong wanpela kopi fama grup</i>. Have a good look at this annual plan and budget. If you were the BOM for this <i>kopi fama grup</i> think about how you would explain it to your members. Is there anything that is unclear about how you would explain the annual plan and budget to your members? Be prepared to share your comments.</p>	
3	 <p><b>Las tok.</b> If there are any problems with the annual plan and budget then now is a good time to talk about them with the members - and find solutions. Hopefully any small problems were fixed by the BOM in step 1. But if it was not clear what to do - or if the changes that needed to be made were big changes - then now is the time to <i>stretim</i>.</p>	

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

- 1) Why is it a good idea to explain to the members how an organisation should grow like a strong and healthy fruit tree?



## Step 2.2 | Putim anyual plen na badset long ples klia

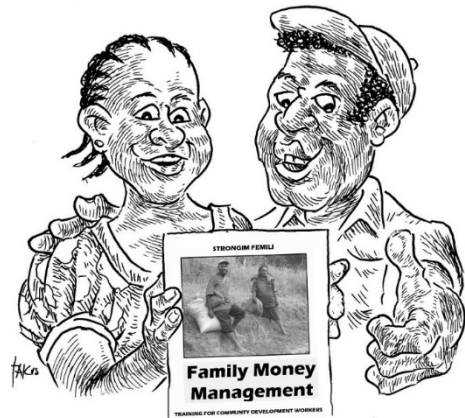


Save moa yet

### A family organisation

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

Think about a family. A family is also an organisation. A great way for a family to manage their money each year is to make an annual planning tree. To learn more about how to do this, download the handbook 'Family Money Management' from [pngcdwstandard.com](http://pngcdwstandard.com) (go to the menu "Other resources – for working with wards, communities, CBOs, SMEs & families" and then scroll down). A Community Development Worker can use this handbook to train *tupela marit* how to manage their money properly (financial literacy).



A family should also grow each year like a healthy fruit tree.

**Roots = gris moni (susu moni)**  
**Branches = expenses**  
**Grisim bek = savings**  
**Fruit = the family's goals**

Each year you need *gris*. *Niupela gris* (income) and *olpela gris* (savings).



The first thing to do with your *gris* is pay for your expenses.



Then make savings. *Grisim bek bilong narapela yia bihain*. Grow your savings.



Then whatever is leftover is for your goals. Fruit.

Bougainville needs two wings to fly. *Famili tu nidim tupela wing long flai*. If only the husband or the wife is flying, the family will go around in circles. *Yu save*. This means that *tupela marit* need to develop their family budget tree (and follow it) together as a team *ai op i stap*.







## Step 2.3 | Wokim projek plen sapos igat nid long en







3½ hours

Materials

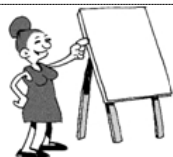
**Key questions** What are the five things that need to be included in your project plan?  
**for this topic** What does 'sustainability' mean?

1	 <b>General discussion (2 minutes)</b> What is a project plan?	
1	<p>If there is something in your annual plan and budget which is a big activity - building a new elementary classroom or setting up a chicken project <i>o kain olsem</i> - then it helps if you do a separate plan just for the activity. This is called a project plan.</p> <p>A project plan breaks down a big activity into smaller activities - <i>ol hap wok long mekim</i> - so that it is easier for everyone to follow.</p>	
	<b>3 Wokim projek plan sapos igat nid long en</b>	
1	 <b>Brainstorm (10 minutes)</b> Why is it better for everyone in the organisation to participate in developing the project plan? Call out whatever comes into your heads.	
1	<p>It is okay if the BOM wants to put together a rough project plan during step 1. <i>Em orait.</i></p> <p>But it is very important that all the members of an organisation get a chance to participate in the development of a project plan. If everyone in a group or community helps to develop a project plan, then there are many benefits:</p> <p>✓ <b>The project will be better designed.</b> Project plans often fail because only some people develop the plan. No one knows the full story. You need everyone - men and women and youth and elderly and disabled - to have the full story. If everyone helps to develop the project plan, then it is less likely that you will forget something or overlook something. The project plan is more likely to be a good plan.</p>	

## Step 2.3 | Wokim projek plen sapos igat nid long en

	<p>✓ <b>The project will be better implemented.</b> Everyone in the organisation <i>bai kamap olsem papa bilong toktok. Yu papa bilong toktok nau bai yu wokbung na putim ai gut long mek sua wok em kamap hau em sapos long kamap.</i></p> <p>✓ <b>The project will be sustained and maintained.</b> Everyone in the organisation will point to what is achieved and say <i>"em bilong mi"</i>. <i>Yu papa bilong wok nau bai yu lukautim igo igo wanem kaikai wok em karim.</i></p>
	
2	<p>To develop a project plan you need to develop a work plan and budget. Do exactly the same thing that you did when you prepared your annual plan and budget.</p> <p>List down:</p> <ol style="list-style-type: none"> <li>1 <b>What work</b> needs to be done? What activities need to happen?</li> <li>2 <b>What resources</b> will be needed (including money) for each activity?</li> <li>3 <b>How much money is left in the budget</b> after each activity?</li> <li>4 <b>Who is responsible</b> for doing each activity?</li> <li>5 <b>When</b> each activity should be carried out (timing)?</li> </ol>
2	<p> <b>General discussion (2 minutes)</b> What is the objective of a project?</p>
2	<p> Start your work plan and budget by reminding everyone of the project. <i>Luk olsem em wanpela praoriti rot A we ol yet bin putim igo insait long faiv yia plen. Tasol nogut ol lus tingting. Yupela olgeta mas sanap long sem toktok.</i> Talk about why the project is necessary and what change you hope to achieve. <i>Wanem as tingting bilong projek? Long tok developmin ol save tok 'objective'.</i> Some people say goal or purpose. <i>Wankain samting.</i></p> <p> Next remind everyone of how much money has been set aside for the project in the annual plan and budget.</p> <p> Next ask everyone to think about what activities will be needed to achieve the objective of the project. Brainstorm. For example, if the objective of your project is to raise awareness about sending children to school then <i>wanem ol hap samting long mekim? Brukim igo daun</i></p> <p> When you are ready then start to develop your work plan and budget. It will take a while. There will be a lot of chopping and changing. <i>Em orait. Em nomal.</i> If you prefer the BOM could prepare a draft work plan and budget for the project during step 1 - and then <i>putim long ples klia</i> in the <i>kibung</i> so that everyone has the chance to participate and contribute. <i>Em orait. Yu yet. Tasol tingim patisipeson.</i></p>

## Step 2.3 | Wokim projek plen sapos igat nid long en



### Demonstration (30 minutes)

The trainer will show you an example of how to prepare the work plan and budget for a project plan. This is the work plan and budget for the project 'awenes long salim pikanini go skul'. The coffee farmer group budgeted K200 for this project in their annual plan and budget.

Write the following on butcher paper or the board. Use it to explain how to do a work plan and budget. Make the following points:


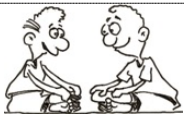

1. The objective of the project is written at the start.
2. Next list down how much money has been set aside for the project - the budget.
3. Next list down each activity (*hap wok*) you will need to do.
4. Then for each activity list down *samting yu bai nidim na kos long en*.
5. In the *balans* column as you go deduct the cost of each item from the balance.
6. Next write down *husat bai lukautim wanwan hap wok*. It is a good idea to just include one person. If you put two names, they might end up pointing fingers. This is not necessarily the person who will do the work - it is the person who is responsible for making sure the work is done.
7. Finally write down *wanem taim long wokim*. What month or what week or if you need a specific date then write down the day.
8. Notice how the left-over money (K5) has been included as contingency money. A bit more contingency would be better. Maybe K10 instead of K5 *tasol em orait*.

2

WOK PLEN na BADSET bilong projek 'awenes long salim pikanini go skul'					
As tingting bilong mekim wok. The objective of the project is for more children, particularly girls, to attend school regularly.					
Projek moni bilong mekim dispela wok			K200		
Wok	Samting yumi bai nidim na kos long en	Balans	Husat bai lukautim wok	Wanem taim	
Planning meeting with volunteers	Tea and coffee and biscuits (Bob's tred stoa) K20 White board and markers <i>stap pinis</i> Ko	K180	BOM Secretary	March	
Contact District	Send formal letter to District inviting the Inspector Ko PMV for BOM Chairperson to District and return to give formal letter and make arrangements K20 Flex for BOM Chairperson to follow up with calls K5	K155	BOM Chairperson	March	
Preparation and <i>tok save</i> at the three awareness sites	Pastor David and Mary do preparation and <i>tok save</i> ( <i>bikpela tenkyu!!</i> ) Ko	K155	Pastor David and Mary	March	
District School Inspector arrives	PMV for BOM Chairperson to District K10 PMV for BOM Chairperson and District Inspector K20 <i>Liklik kaikai long rot</i> K10 Welcome party for District Inspector with BOM. Garden food donated. Buy 2 chickens. K60 District Inspector sleeps at Roberts house 2 nights ( <i>bikpela tenkyu!!</i> ) Ko	K55	BOM Chairperson	April 21 <sup>st</sup>	
Nambawan awenes (long <i>kaugras kona</i> )	BOM Secretary and his wife and the District Inspector lead the awareness. <i>Ol bai volandia</i> ( <i>bikpela tenkyu!!</i> ) Ko	K55	BOM Secretary	April 22 <sup>nd</sup>	
Nambatu awenes (long <i>wara tait</i> )	BOM Secretary and his wife and the District Inspector lead the awareness. Ko	K55	BOM Secretary	April 22 <sup>nd</sup>	
Nambatri awenes (long <i>maunten mori</i> )	BOM Secretary and his wife and the District Inspector lead the awareness. Ko	K55	BOM Secretary	April 23 <sup>rd</sup>	
Formal thankyou letter to District for supporting	BOM to prepare letter and give to District Inspector Ko Mary to type and print (Mary's secretary services) K10	K45	BOM Chairperson	April	
District Inspector departs	PMV for BOM Chairperson and District Inspector K20 PMV for Chairperson to return K10 <i>Liklik kaikai long rot</i> K10	K5	BOM Chairperson	April 23 <sup>rd</sup>	
Follow-up awareness one month after at each site	Pastor David and Mary ( <i>bikpela tenkyu!!</i> ) Ko	K5	Pastor David and Mary	Las wik May	
KOS LONG PROJEK		K195			
Contingency ( <i>stanbai moni</i> )		K5	Ko		
TOTAL =		K200			








## Step 2.3 | Wokim projek plen sapos igat nid long en

3	<p>Your project plan is not finished yet. You need to go back and check it. There are three things to check so that your project plan is <i>swit moa</i>.</p> <div data-bbox="256 309 1401 394"> <b>1</b> Talk about what could go wrong and what actions to take to prevent it going wrong - or to reduce the harm if it does go wrong         </div> <div data-bbox="256 405 1401 490"> <b>2</b> Agree on what actions to take so that the benefits from the project last         </div> <div data-bbox="256 501 1401 584"> <b>3</b> Agree on how the project will be managed         </div>
3	 <b>General discussion (2 minutes)</b> What does 'risk' mean?
3	<p>The first thing to do to make your project plan <i>swit moa</i> is:</p> <div data-bbox="256 842 1401 927"> <b>1</b> Talk about what could go wrong and what actions to take to prevent it going wrong - or to reduce the harm if it does go wrong         </div> <p>Get everyone to think about the activities and actions that have been planned for the project. What could go wrong? <i>Tingim gut wanem birua inap long kamap long bagarapim wanwan hap wok insait long projek. Long tok developmin ol save tok 'risk'.</i></p> <ul style="list-style-type: none"> <li>✎ Don't worry about little risks - like we could run out of toilet paper.</li> <li>✎ Don't worry about risks that are not very likely - like a plane could fall on our heads.</li> <li>✎ <i>Tingim ol bikpela birua we yupela gat wari long en.</i></li> </ul> <p>When you have identified the risks that everyone is worried about, the next thing to do is talk about how to manage the risks. What actions can be taken to prevent the risks from happening? What actions can be taken to reduce the harm if it does go wrong?</p> <p><i>Tingim hau long stopim dispela birua noken kamap – o sapos nogat wei long stopim tingim hau long daunim bagarap bilong en sapos em kamap.</i></p>
3	<div data-bbox="256 1581 440 1697">  </div> <b>Pairs (10 minutes)</b> Get into pairs. Look at the picture on the right then answer the questions below. Be ready to share your answers.
	<div data-bbox="256 1783 938 1966"> <ol style="list-style-type: none"> <li>1. What has gone wrong?</li> <li>2. What action was taken to reduce the harm?</li> <li>3. What action could have been taken to prevent the risk from happening?</li> </ol> </div> <div data-bbox="970 1585 1401 2007">  </div>







## Step 2.3 | Wokim projek plen sapos igat nid long en

3	 <b>Brainstorm (10 minutes)</b> A school community is developing a project plan to make a new garden area for a teacher. What could be some of the risks that everyone needs to think about? Call out whatever comes into your heads.
3	 <b>Small groups (30 minutes)</b> Get into a group with 5 or 6 people. A school wants to make a new garden area for a teacher. Below are four risks that everyone identified as risks that need to be managed. In your groups come up with ways to manage these risks. What actions can be taken to prevent the risks from happening? What actions can be taken to reduce the harm if it does go wrong? Be prepared to share your ideas. <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div> <p>☹ Papa graun ino wanbel</p> <p>☹ Ol narapela tisa jelos</p> <p>☹ The people who do the work might want to get paid</p> <p>☹ There is an accident - a bush knife o kain olsem</p> </div>  </div>
3	<p>When you have identified the risks and how to manage them you may need to go back to your work plan and budget and make some changes. There may be new activities to add in. There may be activities to change or remove because the risks are too hard to manage. There may be more costs to think of. <i>Adjustim.</i></p> <p><i>Kain olsem sapos yupela luksave olsem bai gutpela long wokim agrimen wantaim papa graun pastaim orait adim igo insait long wok plen na badset. O sapos yupela luksave olsem bai gutpela long wokim sefti toktok bipo ol mamapapa stat klinim bus orait adim igo insait. O sapos yupela luksave olsem bai gutpela long bungim olgeta memba namel long projek na long pinis bilong en long givim ripot orait adim i go insait. Yu save.</i></p> <div style="display: flex; align-items: center;">  <div> <p>It is a good idea to write the heading 'risk management' in your project plan and then list the risks that you are worried about and what you plan to do about them. This will remind everyone to do what needs to be done. <i>Nogut ol gutpela tingting kapsait nating.</i></p> </div> </div>
4	 <b>Sharing (10 minutes)</b> If you know of a community project where the benefits of the project didn't last - <i>we luk olsem ol i bin hat wok nating</i> - then share it.
4	<p>After you have talked about ways to manage risks, the next thing you need to do is:</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>2 Agree on what actions to take so that the benefits from the project last</b></p> </div>



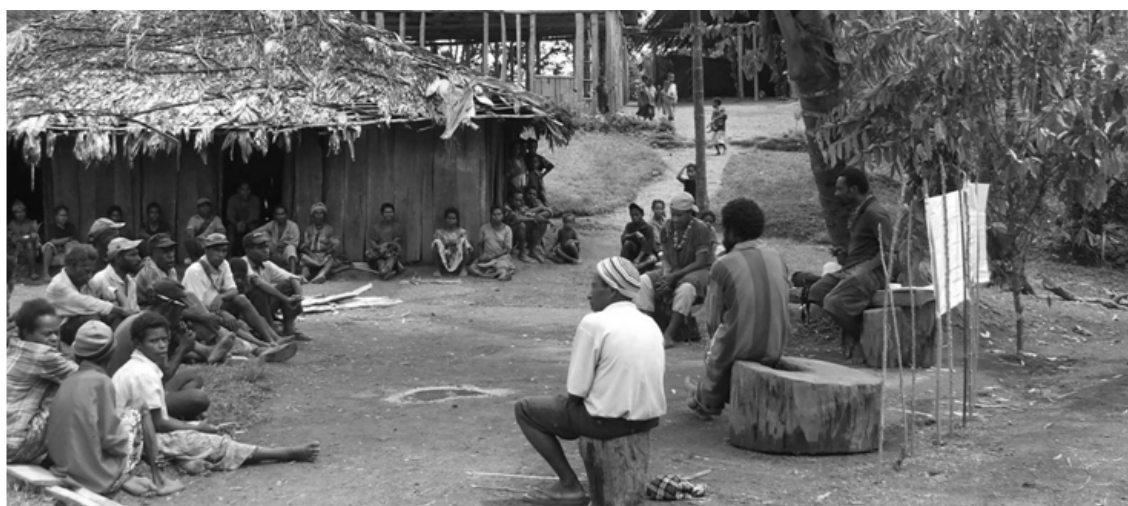
## Step 2.3 | Wokim projek plen sapos igat nid long en

	<p>Everyone will work very hard to implement the project. It costs money and time and resources. It would be a shame if the benefits from the project didn't last.</p> <p><i>Long tok developmin ol save tok 'sustainability'. It is very important to think about the sustainability of your project when you are developing your project plan.</i></p>
4	<div>  <p><b>Brainstorm (10 minutes)</b></p> <p>Think about the coffee farmer group's project '<i>awenes long salim pikanini go skul</i>'. What are some things you could do so that the benefits from this project lasted? Call out whatever comes into your heads.</p> </div> <div> <p>For example, you could try and run a community awareness day each year. You could make it a role for someone in the school BOM to raise awareness. The coffee farmer group could make it a rule that all members had to send all their children to school.</p> </div>
4	<p>When you have worked out what you want to do to sustain the project you may need to go back to your work plan and budget and make some changes. There may be activities to add in or change. There may be more costs to think of. <i>Adjustim</i>.</p> <p>If there are things that you want to do after the project is finished so that the benefits last then take note. You will need to decide who will make it happen and how. You may need to include new activities in your annual plan and budget - and in next years annual plan and budget - and every year <i>sapos yupela tingting long mekim olsem</i>.</p> <div>  <p>It is a good idea to write the heading 'sustainability' in your project plan and then list what you plan to do to sustain the project. This will remind everyone to do what needs to be done during the project and after the project is finished. <i>Nogut ol gutpela tingting kapsait nating</i>.</p> </div> 
5	<div>  <p><b>3 Agree on how the project will be managed</b></p> </div> <p>Normally the BOM manages the project - but if the members want to elect or select a committee to manage the project <i>em tu orait</i>. When you have agreed on who will manage the project the next thing is to discuss how the project will be managed.</p>

## Step 2.3 | Wokim projek plen sapos igat nid long en

Are there agreements that need to be made? When the project is ready to start (especially if it won't be starting for a while) should we get the members together again to remind everyone about who will do what and when? *Taim projek wok long ron* should we get the members together to *sekim wok* (monitoring)? After the project is finished, should we get the members together to *glasim bek na skelim* (evaluation)? If necessary, go back to the project plan and include any activities to help manage the project.

To manage a project well, you should follow a project cycle. There is training to show a Community Development Worker how to help a group to follow a project cycle in a way that meets the PNG National Standard. Go to [pngcdwstandard.com](http://pngcdwstandard.com) for more information.



6



### General discussion (2 minutes)

What can you do if it turns out that there is not enough money for the project in the budget?

6

There is always a lot of chopping and changing when you prepare a work plan and budget. *Em orait. Em nomal.* If it turns out that there is not enough money in the budget then you will have to try and cut down costs. Go back over your work plan and budget and see what can be done. *Saisim.*

If you still need more money for the project then you will need to go back to your organisation's annual plan and budget to find it. See if you can cut down on costs in your annual plan and budget so that there is more money available to use for the project. Or think about how your organisation could raise more *susu moni*.



If you can find cost savings or if you agree on how to raise more *susu moni* then make the changes to your annual plan and budget. Back and forth. Hard work. But it is important that everyone in your organisation understands what is happening. *Ai op.*

## Step 2.3 | Wokim projek plen sapos igat nid long en



The project plan is finished. There might be more work for the BOM to do after the *kibung* to finalise the project plan - to put the meat on the bones. *Em nomal. Em orait.* The important thing is that all the members have helped to develop the project plan. They will say that the project plan "*em samting bilong mi*".

You might also need to develop a project plan if you find an organisation to help you with one of your road B priorities - the Government or an NGO or a company or *kain olsem*. Hopefully the outside organisation will send someone to help you develop the project plan.

But sometimes the organisation will ask you to *karim projek plen ikam. Projek plen bilong givim long ol autsait ogenaision i narapela kain liklik long projek plen bilong mekim yupela yet*. At the end of this handbook there is a guidebook for how to prepare a project plan to give to an outside organisation.

There is training to show a Community Development Worker how to work in a way that meets the PNG National Standard when they help a group to analyse their development situation and develop a project plan. Go to [pngcdwstandard.com](http://pngcdwstandard.com) for more information.



7



### Small groups (60 minutes)

Get into a group with 5 or 6 people from your organisation. Look through the guidebook '*hau long wokim projek long kisim autsait sapot*' (at the end of the handbook). Is it easy to follow?

*Wanem samting ino klia?* Be prepared to share your thoughts.

Make sure each small group has at least one handbook

7

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

- 1) What are the five things that need to be included in your project plan?
- 2) What does 'sustainability' mean?







## Step 2.4 | Toktok long wanem ol neks step





**1/2 hour**

**Materials** Paper for the group activities

**Key questions for this topic** What is the next step after you finish the bottom rung of the planning ladder?

1	<p>The <i>kibung</i> long kamapim pinis ol eksen plen has four hap step:</p> <ol style="list-style-type: none"> <li><b>1 Tokim ol manmeri wanem as bilong kibung</b></li> <li><b>2 Putim anyual plen na badset long ples klia</b></li> <li><b>3 Wokim projek plen sapos igat nid long en</b></li> <li><b>4 Toktok long wanem ol neks step</b></li> </ol> <p>The <i>kibung</i> is nearly over. Your annual plan and budget is ready - and you have developed any project plans.</p> <p>The last <i>hap step</i> 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> <p><b>4 Toktok long wanem ol neks step</b></p>
	
2	<p> Before you talk about next steps, it is a good idea to go through the annual plan and budget again with everyone at the <i>kibung</i>. See if the members are happy. There may have been lots of chopping and changing. There may be some confusion. <i>Kliarim ol gen. Wokim las toktok</i></p>
2	<p> <b>General discussion (2 minutes)</b></p> <p>Your annual plan and budget is ready - and you have developed any project plans. What is a next?</p>
2	<p>Your annual plan and budget is ready - and you have developed any project plans. The next thing to do is to put your action plans into practice. Time to get off the bottom step of the planning ladder <i>na mekim wokabaut bilong yupela</i>.</p> <p></p> <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. <i>Mekim wankain long olgeta yia igo inap long pinis bilong yia faiv. Em hau long plenim na mekim faiv yia wokabaut.</i></p>

## Step 2.4 | Toktok long wanem ol neks step

	<p>Before the <i>kibung</i> ends look at your annual plan and budget. What needs to happen first? Look at who will be responsible for making it happen. Look at what resources you need to get ready. Next steps.</p> <p>If you need to begin a project then before the <i>kibung</i> ends look at the work plan and budget for the project. What needs to happen first? Look at who will be responsible for making it happen. Look at what resources you need to get ready. Next steps.</p>
	
3	 <p><b>Brainstorm (10 minutes)</b></p> <p>There are eight key ingredients of a good organisation. What are they? Call out whatever comes into your heads.</p>
3	<p><b>Ki ingridien bilong ronim gut grup long ples</b></p> <ol style="list-style-type: none"> <li><b>1. MEMBERS</b> - bilong mekim wok na kaikai long en</li> <li><b>2. LEADERS</b> - bilong kirapim bel na givim stia</li> <li><b>3. MANAGERS</b> - bilong go pas long ronim grup</li> <li><b>4. PURPOSE</b> - bilong makim hap grup laik wokabout long en</li> <li><b>5. PLANNING</b> - bilong gaidim wokabout</li> <li><b>6. RESOURCES</b> - bilong inapim wokabout</li> <li><b>7. KASTOM</b> - long bihainim gutpela pasin</li> <li><b>8. RULES</b> - long kontrolim wokabout</li> </ol>  <p>In the two trainings so far - the two rungs of the planning ladder - we have looked at three of the key ingredients of a good organisation: <i>VISON na MISON, RISOS, na PLEN</i>.</p> <p>There are two more trainings for everyone in your organisation.</p> <ol style="list-style-type: none"> <li>In the <i>setim gutpela kastom bilong ronim grup</i> training we will look at two more key ingredients of a good organisation: <i>KASTOM na RUL</i>.</li> <li>In the <i>wok bilong meneja na memba na lida</i> training we will look at the final three key ingredients of a good organisation: <i>MENEJA na MEMBA na LIDA</i>.</li> </ol> 

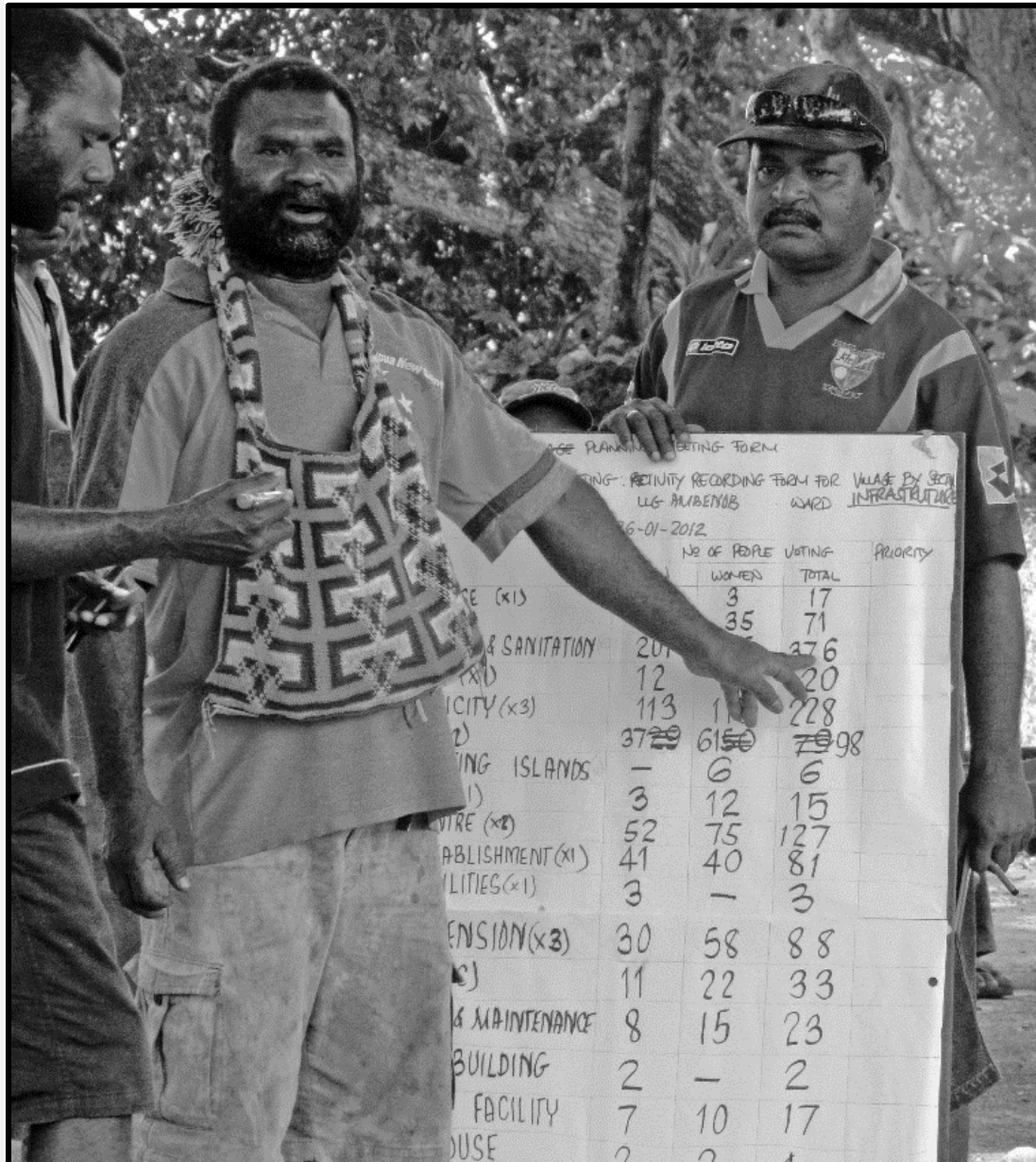
**Revision - ask the participants the key questions for this topic:**

- 1) What is the next step after you finish the bottom rung of the planning ladder?





# LAS TOK





Wokim spesol wok plen na badset

# Wokim spesol wok plen na badset

2 hours  
Materials

## Key questions for this topic

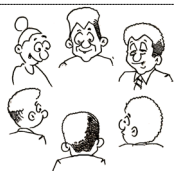
What is a *spesol wok plen na badset*?

1	<p><i>Susu moni</i> comes from your organisation's own hands. It is money you can rely on. It is money you can depend on. <i>Long sampela hap ol save tok swet moni. Wankain tasol.</i></p> <p><i>Susu moni</i> is not lucky money. Lucky money is money that your organisation would be lucky to get. <i>Sans moni.</i> <i>Susu moni</i> is not promise money. Promise money is money that someone promises to give you. <i>Ol bai givim o nogat hat long save.</i></p> <p>It is very important that your organisation doesn't put its roots into lucky money or promise money to <i>strongim bek ol brans</i> and to <i>karim prut - ol prairiti rot A.</i></p> <p><i>Ogenaiseson bilong yupela laik sanap antap long laki moni o promis moni em no inap sanap longpela taim. Em bai pundaun. Laki moni na promis moni em no save kam. Yu noken dipen long en.</i></p> <p><i>Yupela yet mas susuim ogenaiseson bilong yupela.</i></p>
	
2	<p> <b>General discussion (2 minutes)</b></p> <p>What should you do if lucky money or promise money does come?</p>
2	<p>If you do get lucky money or promise money, then you have a few options:</p> <p>If the lucky money or promise money is for a purpose - <i>Gavman givim long mentenim rot o kain olsem</i> - then you need to use it for this work. <i>Noken kaikai nating.</i> Get all of your members together and develop a new work plan and budget for this money. <i>Ol save kolim 'spesol' plen na badset.</i> If the activity is a big activity - a project - then you will need to develop a project plan instead. <i>Spesol projek plen o kain olsem.</i></p> <p>If the lucky money or promise money does not have a purpose, then you will need to get all of your members together and talk about what to use it for. Will you use it for a road A priority? Will you do some extra maintenance? Maybe it is enough money for one of your road B priorities? <i>Wanbel pinis orait wokim spesol wok plen na badset.</i> If the activity is a big activity - a project - then develop a <i>spesol projek plen</i> instead. <i>Yu save.</i></p> <p>If the lucky money or promise money does not have a purpose, you can always use it as savings. Put it in the bank for later. <i>Savings em olsem yu putim gris igo bek long graun.</i> You can include it as <i>susu moni</i> when you prepare your next annual plan and budget.</p>





# Wokim spesol wok plen na badset



## Small groups (90 minutes)

Get into a small group with 5 or 6 people. The coffee farmer group was promised K5000 by the District Member, but he never gave the money. *Nau klostu taim bilong ilekson na*

*Memba kam troimwe K5000 long ol.*

Make sure each small group has at least one handbook. This is an important revision activity.

The coffee farmer group came together to talk about what to do with the money. Everyone decided to use the money to buy a coffee pulper and build a storage shed for the coffee pulper - *luk olsem em wanpela praioriti bilong ol. Em bikpela wok sais bilong projek olsem na nau ol laik wokim spesol projek plen.*

In your groups have a go at developing the project plan. *Kisim hap pepa nabaut na wokim.* Develop the work plan and budget - and the three things you need to do so that your project plan is *swit moa*.

**1** Talk about what could go wrong and what actions to take to prevent it going wrong - or to reduce the harm if it does go wrong

**2** Agree on what actions to take so that the benefits from the project last

**3** Agree on how the project will be managed

2

This activity is just to get practice at doing it. *Yupela no inap raun na sekim prais. Na nogut wok kopi ino samting bilong yupela. Em orait gespaia na mekim.* At the end put your special project plen long ples klia inap long ol narapela bai lukim.





Help everyone start off the work plan and budget for the project plan. Write the following headings on butcher paper or the board. Make the following points:

1. *As tingting bilong mekim wok i stap.*
2. Next list down the *projek moni yupela gat bilong mekim wok.*
3. Next list down each activity (*hap wok*) you will need to do.
4. Then for each activity list down *samting yu bai nidim na kos long en.*
5. In the *balans* column as you go deduct the cost of each item from the *susu moni.*
6. Next write down *husat bai lukautim wanwan hap wok.*
7. Finally write down *wanem taim long wokim.* What month or what week or if you need a specific date then write down the day.
8. At the end tell each small group to have ago at finishing the *spesol projek plen.* Tell everyone that there is no right answer. *Em bilong kisim aidia tasol.*

SPESOL PROJEK PLEN na BADSET bilong mekim projek 'baim kopi palpa na wokim haus bilong en'				
As tingting bilong mekim wok. The objective of the project is for members to have access to a kopi palpa, and for non-members to use it for a fee (income generation for the group).				
Projek moni bilong mekim dispela wok		K5000		
Wok	Samting yumi bai nidim na kos long en	Balans	Husat bai lukautim wok	Wanem taim
...	Purchase kopi palpa (Farmset)	K2000	BOM	...

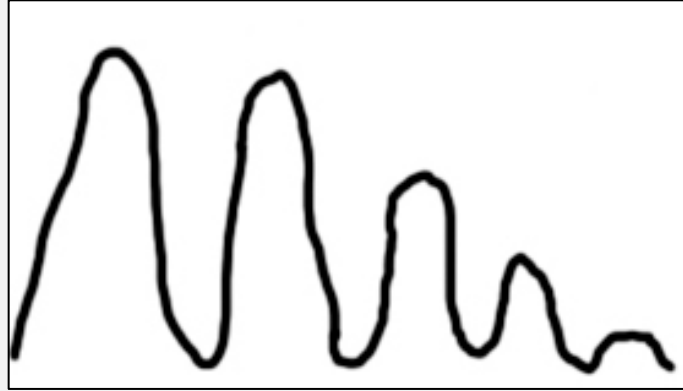
## Wokim spesol wok plen na badset



3	 <b>Brainstorm (10 minutes)</b> If the coffee farmer group buys a coffee pulper and builds a storage shed what extra running costs and maintenance costs will they need to think about each year? Call out whatever comes into your heads.
3	<p><i>Projek bilong kisim niupela kopi palpa na wokim haus bilong en em orait. Nais. Tasol wanpela samting luk olsem em bai kamapim moa kos gen long bihain.</i></p> <p><i>Moa brans long strongim bek.</i></p> <p>There will be petrol and oil and grease and kerosene for the light in the storage shed. And costs to go to town <i>long kisim kam</i>. Running costs.</p> <p>There will be maintenance costs. The coffee pulper will need to be serviced and fixed if anything breaks. The storage shed will need to be looked after. Maintenance costs.</p> <p><i>Isi long wokim niupela samting – hat long ronim na mentenim igo igo. Kaikai bilong tingting tasol.</i></p> 
3	 <b>General discussion (2 minutes)</b> What is a business plan?
3	<p>The coffee farmer group wants to buy a coffee pulper - and build a storage shed - to raise <i>susu moni</i> for the organisation.</p> <p>Before they go ahead and develop a project plan, the coffee farmer group should develop a business plan.</p> <p>A business plan will help everyone to think about the costs involved and how much money they should have left over after the costs have been met - profit. It might not be worth going ahead with the idea. It might cost more than its worth.</p> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>Remind everyone knows that there is training on how to prepare a business plan. The training is called <i>kamapim bisnis plen</i>. The <i>kamapim bisnis plen</i> training also includes information on how markets work.</p> </div>
4	 <p><b>Las tok.</b> <i>Plantu stori bilong ol grup long ples ino gutpela stori tumas. Ol grup long ples – na sampela bikpela ogenaieson tu – ol save dipen long laki moni na promis moni.</i> If you are this kind of organisation then you will always be up and down. <i>Laki taim bai yupela sanap – tasol taim nogut bai yupela pundaun bek gen long stat o bagarap olgeta.</i></p>

## Wokim spesol wok plen na badset

To help everyone see what you are saying draw the following on butcher paper or the board – or use a stick on the ground – or just draw in the air with your finger. This shows that organisations can climb the mountain very quickly if they get *laki moni o promis moni* but as soon as the money finishes, they crash back to where they started. If this happens a few times, then people start giving up. *Nogat gutpela hanmak. Em hat.*



But if you are the sort of organisation that tries to *susuim ogenaieson yupela yet* then the story will be different. If there is enough *susu moni* to *strongim bek ol brans* and to do some of your road A priorities - and you have savings left over *long putim gris igo bek long graun* - then your organisation will grow each year like a strong and healthy fruit tree. You will grow slowly at first - *tasol yu no inap bekslaid igo bek*.

To help everyone see what you are saying draw the following on butcher paper or the board – or use a stick on the ground – or just draw in the air with your finger. This shows that those organisations which can *susuim ogenaieson bilong ol yet* climb the mountain slowly – but they don't crash. And as they slowly get stronger, they can begin to climb faster.

This is a strong organisation.



If you are the sort of organisation that tries to *susuim ogenaieson yupela yet* then you are more likley to get support from other organisations to help you with your road B priorities - the Government or an NGO or a company or *kain olsem*. *Ol save laik long wokabaut wantaim kain grup olsem. Ol les long troim wei koins long grup nating.*

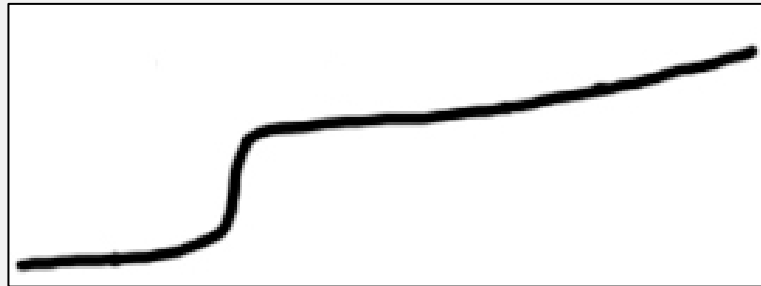
## Wokim spesol wok plen na badset

To help everyone see what you are saying draw the following on butcher paper or the board – or use a stick on the ground – or just draw in the air with your finger. This shows that those organisations which *mekim wok wantaim susu moni bilong ol yet* climb the mountain slowly – but they don't crash. And as they slowly get stronger, they can begin to climb faster.

If they get support *long mekim sampela rot B praioriti bilong ol* – then they can make jumps.

If they can cover the running costs and maintenance costs of any jumps with *susu moni – na strongim brans gen* – then they shouldn't slide back down.

This is a strong organisation.



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

- 1) What is a *spesol wok plen na badset*?

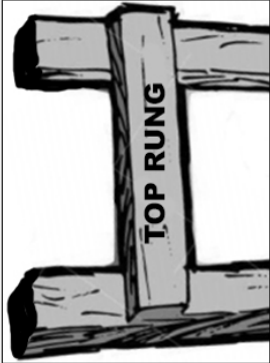






At the end of the handbook there is a guidebook. This guidebook includes information on how to prepare a project plan for an outside organisation, and how to evaluate your organisation's *faiv yia wokabaut*. During the training the participants should have already looked at how to prepare a project plan for an outside organisation - or at least they should already know the information is at the back of the handbook. Make sure you also point out to everyone that there is also information on how to evaluate your organisation's *faiv yia wokabaut*. Every five years - *taim long kamapim gen ol praioriti* - look back first before your look forward. *Glasim bek na skelim*. Evaluation. Learn lessons. If you have time, then get people into small groups to read through the information on how to evaluate your organisation's *faiv yia wokabaut*.



**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

	<div>STEP 1 BOM redim ol samting</div> <div>STEP 2 Kibung long kamapim ol praoriti bilong wanwan mison</div> <div>STEP 3 BOM wokim ogenaision profail</div>	<div>1 BOM redim wok plen</div> <div>2 BOM singautim ol manmeri long kam bung</div> <div>1 Tokim ol manmeri wanem as bilong kibung</div> <div>2 Setim gut vison na mison</div> <div>3 Glasim sindaun bilong wanwan mison</div> <div>4 Kamapim ol rot A na rot B praoriti bilong wanwan mison</div> <div>5 Toktok long wanem ol neks step</div> <div>1 BOM redim ogenaision profail bilong maketim ol rot B praoriti</div>	
	<div>STEP 1 BOM redim ol samting</div> <div>STEP 2 Kibung long kamapim pinis ol akson plen</div>	<div>1 BOM redim wok plen</div> <div>2 BOM kostim aut ol praoriti rot A</div> <div>3 BOM klia gut long hamas moni bai stap long mekim wok</div> <div>4 BOM klia gut long kos bilong wok mentenens na kos bilong ronim grup</div> <div>5 BOM wokim anyual plen na badset</div> <div>6 BOM singautim ol manmeri long kam bung</div> <div>1 Tokim ol manmeri wanem as bilong kibung</div> <div>2 Putim anyual plen na badset long ples klia</div> <div>3 Wokim projek plen sapos igat nid long en</div> <div>4 Toktok long wanem ol neks step</div>	
<div> 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.</div>			

### Some Some icebreakers you can use

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**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?"

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**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

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**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.

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**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.

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**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.

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**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.

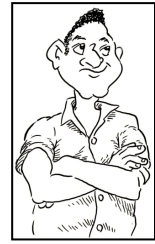
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**Energiser: PASS THE CLAP. Materials: None**

1. Get everyone to stand in a circle.
  2. The first person demonstrates a clap rhythm with the hands – *wokim stail wan*.
  3. The next person has to copy the first person's clap rhythm, then they have to demonstrate their own different clap rhythm for the next person to copy.
- 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*:



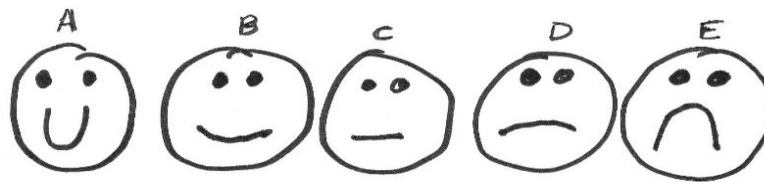
- ✓ The participants get to think about what they were supposed to learn
- ✓ The participants get the chance to *autim bel na lukim bel bilong ol narapela*
- ✓ Giving everyone the chance to *autim bel* shows them you value their opinion
- ✓ You can see if the participants learned what they were supposed 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***

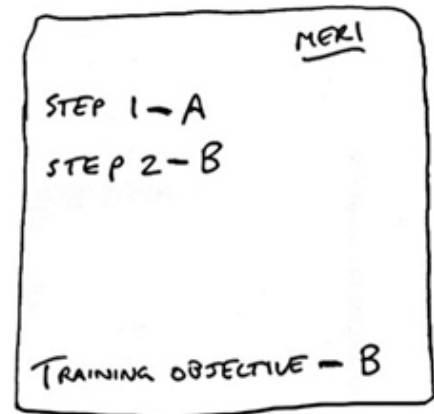
**Write C if you are *NAMEL STRET***

**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 PINIS OL EKSEN PLEN*.
- 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 EKSEN PLEN*. 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:

- 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?**



## Anyual plen na badset bilong wanpela kopi fama grup

Mun Kopi Asosieson Annual plan and budget JANUARY -DECEMBER 2018					
Carry-over balance (savings) from 2016		K550			
Susu moni for the 2017 year: Membership fees (K3800) and kopi nait (K2000)		K5800			
Total money available		K6350			
Wok	Samting yumi bai nidim na kos long en	Balans	Husat bai lukautim wok	Wanem taim	
A4 paper for the office – 1 ream	1 ream A4 paper (Johnno's Stationary) K15	K6335	Tresura	January	
Box of black and red pens	Box of black and red pens K15	K6320	Tresura	January	
Box white chalk	Box white chalk (Johnno's Stationary) K10	K6310	Tresura	January	
Receipt book	Receipt book (Johnno's Stationary) K10	K6300	Tresura	January	
Stamps (per book of 10)	Stamps (per book of 10) K5	K6295	Tresura	January	
Envelopes (10)	Envelopes (10) K5	K6290	Tresura	January	
Batteries for wall clock	Four A4 batteries for wall clock K10	K6280	Tresura	January	
Tea and coffee for meetings	Tea K15 Coffee K10 Sugar K5	K6250	Tresura	January	
Kibung to develop action plans (to endorse this annual plan and budget and to develop project plans)	Catering for lunch x 1 day at K400 per day. (lump sum payment to Meri Kirap women's group for food and preparation) K400	K5850	Siaman	January	
Kibung with District to develop partnership agreement	Catering for lunch x 1 day at K400 per day. (lump sum payment to Meri Kirap women's group for food and preparation) K400	K5450	Siaman	March	
Kerosene for lantern 10 liters	Kerosene 10 liters K15	K5435	Tresura	January	
Petrol for the generator 25 liters	Petrol 25 liters K150	K5285	Tresura	January	
Transport Treasurer to town for banking and purchasing – 2 trips plus one standby	K100 per trip times 3 = K300 K300	K4985	Tresura	January June	
Transport for purchased items (including maintenance items)	K1000 hire for one round K1000	K3985	Tresura	January	
Membership of coffee association	Membership PNGCGA K400	K3585	Sekriteri	February	
Petty cash – K300 per half year	Petty cash (K300 per half year) K600	K2985	Tresura	January June	
Bank fees	Bank fees (approx. K2 per month) K25	K2960	Tresura	Ongoing	
Costs to collect membership fees	No costs (already included in running costs) Ko	K2960	Tresura	January	
Costs for kopi nait	Kerosene (already included in running costs) Ko Tea/coffee/milo/sugar/milk/biscuits K100 Movie/screen/generator (Church contribution) Ko	K2860	Siaman	March	
SUBTOTAL KOS LONG RONIM GRUP		K3490	↓		
Roofing iron to replace leaking iron	K80 per sheet (2.4 m) x 6 sheets (Brian Bell). Old roofing sheets to be kept for other use. K480	K2380	Tresura		
Roofing nails	K30 K30	K2350	Tresura		
Hammer	K45 K45	K2305	Tresura		
New oil filter for the generator	Oil filter (Brian Bell) K30 Labor (Samson said he will do it) K20	K2255	Siaman	Jan (buy) Feb (work)	
New lock for the office door	Security Lock (Brian Bell) K50 Drill and drill bits (use the schools) Ko Labor (Gary said he will do it) Ko	K2205	Deputi	Jan (buy) April (work)	
Fly wire needs replacing in office	Fly wire (Brian Bell) K30 Nails (Brian Bell) K5 Hammer (we can use the schools) Ko Labor (Gary said he will do it) Ko	K2170	Deputi	Jan (buy) April (work)	
New coat of paint for office blackboard	Blackboard paint (use the schools) K20 Brush (Brian Bell) K10 Labor (Gary said he will do it) Ko	K2140	Deputi	Jan (buy) April (work)	
Office Coleman needs new mantle	Mantle (Brian Bell) K25 Labor (Secretary can do it) Ko	K2115	Sekriteri	Jan (buy) Feb (work)	
SUBTOTAL KOS LONG WOK MENTENENS		K745	↓		
Awareness on sending children to school	See project plan K200	K1915	see project plan	see project plan	
Financial literacy training	See project plan K400	K1515	see project plan	see project plan	
Baim laibreri buks bilong skul	Books from National Library K500 Transport from town K60 New lock for school library K50 School has tools to fit lock Ko Labor (Gary said he will do it) Ko	K905	Tresura	Jan (buy) Feb (work)	
SUBTOTAL KOS LONG PRAIORITI A (PRUT)		K1210	↓		
2017 annual plan and budget total K3490 + K745 + K1210 =		K5445	↓		
Contingency money for 2017 annual plan and budget = K5445 x 5% =		K272	K633		
Carry-over balance for 2018 (savings)		K633			



# ***Gaidbuk***



- ↗ **How to evaluate your organisation's *faiv yia wokabaut***
- ↗ ***Hau long wokim projek plen bilong kisim autsait sapot***

## How to evaluate your organisation's *faiv yia wokabaut*

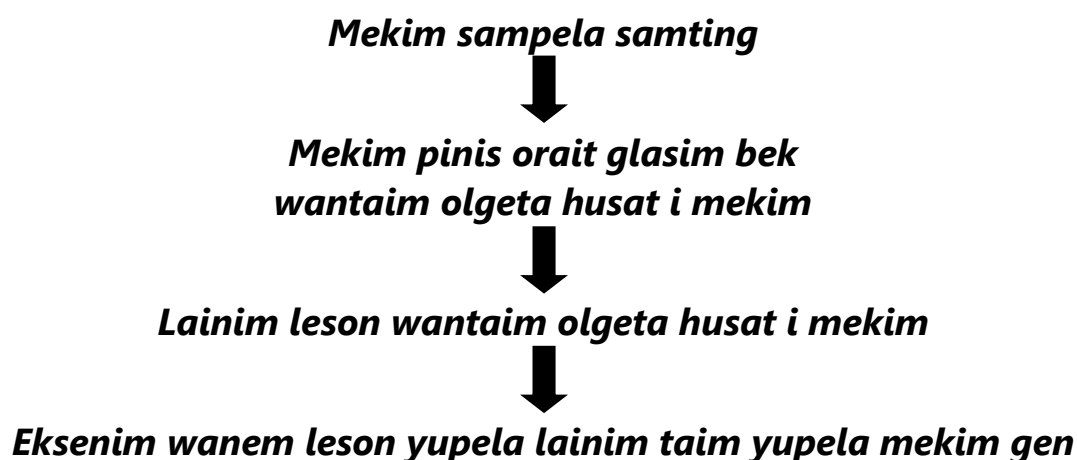
Earlier in the training we talked about why it is important for everyone to come together after a project is finished to evaluate the project. *Projek em i bin gutpela? Igat sampela lesen long lainim? Glasim bek na skelim.*

After five years - after you have put into practice your *faiv yia wokabaut* - you will need to go back to the top rung of the planning ladder *long wokim gen neks faiv yia wokabaut*.



Before you start your next *faiv yia wokabaut* it is a good idea to evaluate your last *faiv yia wokabaut*. *Em i bin gutpela? Igat sampela lesen long lainim? Glasim bek na skelim.*

Evaluation is all about learning from experience. *Luksave.*



In English this is called the 'learning from experience' cycle. A good way to explain the learning from experience cycle is to go through an example. Get four volunteers to help you. Ask the first volunteer to *makim 'mekim sampela samting'*. Point to them when you explain an 'experience' such as playing a game of soccer. Ask the next volunteer to *makim 'mekim pinis orait glasim bek wantaim olgeta husat i mekim'*. Explain that this is to make sure you take time to think about what happened during the experience. Ask the next volunteer to *makim 'lainim lesen wantaim olgeta husat i mekim'*. Explain that to learn lessons you need to go deep to think about what happened during the experience. Ask the last volunteer to *makim 'Eksenim wanem lesen yupela lainim taim yupela mekim gen'*. Explain that it is important to make sure you put any lessons learned into practice next time you play a game of soccer (or next time you go through a *faiv yia wokabaut* or next time you do a project).

If everyone involved in an experience learns lessons together then the lessons that you learn have more power. *Ino yu wan nogat yupela olgeta luksave.* Lessons learned together are powerful enough to change culture.

All of the members of your organisation need to be involved in your evaluation. *Em ogenaision bilong ol.* But other people should also be involved.

## How to evaluate your organisation's *faiv yia wokabaut*

*Tingim ol lain we yupela statim wokabaut wantaim long antap rang bilong lada* - the people who you invited to help your organisation to *kamapim ol praioriti*.

The people who you invited to help your organisation to *kamapim ol praioriti* might have been people from organisations that you work with - like an NGO or a church or the Ward Steering Committee or a cocoa company or the District. They might have been people from your supply chain or value chain - cocoa buyers and distributors *o kain olsem*. They might have been respected people in your community - school teachers or health workers or the Ward representatives *o kain olsem*.

If you do the evaluation as part of the *kibung long kamapim ol praioriti* - the top rung of the planning ladder - then the people who you would want to invite to help you with the evaluation would be the same people you would want to invite to help you *kamapim ol praioriti bilong neks faiv yia wokabaut*. *Mekim tupela wok long sem taim*.

To do the evaluation get everyone together and discuss the following five questions:



*Askim ol manmeri memba wanem gutpela kaikai bin kamaut long faiv yia wokabaut? Yumi stat long kamapim mison o olsem wanem?*



*Askim ol manmeri memba wanem nogut kaikai bin kamaut long faiv yia wokabaut? Ol nogut kaikai putim long ples klia na toktok long hau long prunim aut.*



*Askim ol manmeri memba ol i pilim olsem ol i bin wokabaut ai op i stap o olsem wanem? Ol i pilim olsem ol i papa bilong samting grup laik mekim o olsem wanem? Wanem lesen long lainim?*



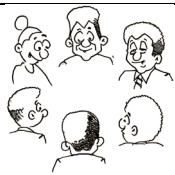
*Askim ol manmeri memba olsem grup mekim wantaim gutpela pasin o olsem wanem? Wanem lesen long lainim?*

## How to evaluate your organisation's *faiv yia wokabaut*



*Askim ol manmeri memba olsem man na meri tupela wantaim wokim disisen em i halavim o olsem wanem? Wanem lesen long lainim?*

These five evaluation questions can also be used when you evaluate a project. Just replace '*faiv yia wokabaut*' with '*projek*'.



### Small groups (30 minutes)

Get into a small group with 5 or 6 people. A coffee farmer group did an evaluation of their *faiv yia wokabaut*. The BOM asked everyone the following evaluation question: "*Man na meri tupela wantaim wokim disisen em i halavim o olsem wanem? Wanem lesen long lainim?*" There were two points that most people agreed with:

*"Em i gutpela. Man na meri tupela wantaim wokim disisen em save kamapim gutpela disisen na tu taim long mekim wok em save go gut moa."*

*"Wanpela samting planti man ol no save kisim meri bilong ol i kam. Yumi nogat planti meri memba. Em wanpela samting."*

What are some ways that the coffee farmer group could put these lessons into practice when they make their next *faiv yia wokabaut*? Be prepared to share your ideas.

Just ask one group to share their ideas - and then ask other groups to add anything new

After you do the evaluation it is a good idea to keep a record of responses to the five evaluation questions. Make a report. If you do this then put it with your organisation profile to help the BOM when they *maketim raun* your organisation's road B priorities.

Organisations that can help you with your road B priorities know that community organisations who get everyone together to conduct evaluation - and learn lessons - are the sort of organisations that are worth supporting. *Ol bai laikim stret*.

**Las tok.** When you do the evaluation don't hide anything. Not everything will work out. *Tok stret na tok klia. Sapos yu no tok stret na tok klia olgeta hevi save go hat moa.*

*Ol nogut kaikai putim long ples klia na toktok long hau long prunim aut. Na toktok long bilong wanem em i bin kamap olsem. Em ol lesen long tek not long en.*



## **Hau long wokim projek plen bilong kisim outsait sapot**

Ol praoriti rot B em samting long maketim raun lain painim sapot. Sapos wanpela outsait ogenaision laik halavim yupela ol bai salim wanpela wokmanmeri bilong ol long kam halavim yupela long wokim projek plen bilong mekim wanpela praoriti rot B bilong yupela. Em hau long mekim.



Tasol sampela taim husat yu laik kisim sapot long en bai tokim yupela long karim projek plen ikam. Sapos olsem tingim gut wanem kain sapot husat outsait lain save givim na pikimaut wanpela praoriti rot B bilong wokim projek plen long givim em.

Projek plen bilong givim long ol outsait ogenaision i narapela kain liklik long dispela projek plen bilong mekim yupela yet. Projek plen bilong givim long ol outsait lain em mas igat ol samting istap bilong halavim husat outsait lain long skelim olsem projek em samting long sapotim o nogat.

Projek plen bilong kisim outsait sapot em mas:

1. Putim long ples klia bilong wanem yupela nidim dispela projek. Senis yupela laik kamapim bai stretim sindaun olsem wanem? Yu tok klia olsem nau husat laik givim sapot inap long skelim olsem koins bilong ol sapos long karim wanem kain kaikai.
2. Brukim dispela bikpela wok long mekim igo daun long ol wanwan wok long mekim na husat bai mekim na wanem samting yupela bai nidim na kos bilong en. Em bai gat badjet bilong en yet. Yu mekim olsem nau husat laik givim sapot inap long skelim olsem ol mas givim hamas koins na wanem ol narapela halavim. Na tu ol bai lukim wanem kontribuson yupela yet bai putim. Projek we grup long ples nogat bikpela hanmak long en em no save wokaut gut. Bai yupela fandreis na kamapim kontributson o bai yupela yusim 'savings' o bai yupela wokim 'in-kind' kontribusen. In-kind kontribusen emi minim olsem yu givim pri samting bilong yupela olsem wait san na taim bilong yupela. Yu no kostim. Em 'kain olsem' moni.


Sapos yupela nid long wokim projek plen long givim long ol outsait lain yusim dispela projek plen fom i stap long neks pes. Long pilimautim dispela projek plen fom wokim kibung wantaim ol manmeri memba – o sapos yupela bikpela grup tumas wokim wantaim ol ki pipol na bihain wokim kibung wantaim ol manmeri memba long putim long ples klia projek plen we yupela bin wokim.

Wokim projek plen pinis orait putim wantaim ogenaision profail bilong yupela na givim long husat outsait lain yupela laik kisim sapot long en. Ogenaision profail emi bikpela samting bilong wanem em bai halavim husat yupela laik kisim sapot long en long skelim olsem yupela gutpela ogenaision long sapotim o nogat. Ogenaision profail em i (1) stori bilong ogenaision; (2) stori bilong hap bilong yupela; (3) ol rot A na rot B praoriti bilong yupela; (4) stori bilong hau yupela bin kamapim ol praoriti.

**Las tok.** Displea projek plen form yu no nid long taipim. Raitim ol het tok gen long pepa na raitim wanem hap stori igo insait.



# EXAMPLE PROJECT PLAN FORM *BILONG GIVIM LONG OL AUTSAIT OGENAISESON*

<p>Use pencil to complete this project plan form. If you need outside support for a priority then the Government or its partners (NGOs, churches, companies) will normally send an officer to come and help you develop a project plan. However sometimes the Government or its partners will ask you to give them a project plan instead. If this is the case, then use this form. This is the form that the Government has endorsed for Ward Development Committees to use. However, it can also be used by any community group. If you need more space, then use extra paper.</p>						
<h2>BACKGROUND INFORMATION</h2>		<p>The objective is the main change you want to achieve as a result of this project. As tingting bilong projek.</p> <p>If you circle which sector your project lines up with it will help the Government and its partners to see how the project lines up with the Government's priorities.</p> <p>When the project plan is completed the Chairperson of the management committee should sign and date it.</p>				
<p>Project name _____</p>						
<p>What is the objective of the project?</p> <p>_____</p>						
<p>Circle which Government sector your project lines up with (choose only one)</p>						
<p>Education</p>	<p>Economy</p>		<p>Health</p>	<p>Law and Justice</p>	<p>Community Development</p>	<p>Transport Infrastructure</p>
<p>Name and position of a contact person and their contact details (postal address, mobile, email)</p> <p>_____</p>		<p>Signature of Chairperson _____ Date _____</p>				
<p>Signature of Chairperson _____ Date _____</p>						
<h2>PROJECT SUMMARY</h2>		<p>Only fill in how long the project will take and how much it will cost (E and F) after you have completed all the other parts of this form.</p> <p>Who will benefit? Husat bai kisim nambawan halavim. For example, is it men or women or children or disabled or elderly or widows or vulnerable people or sick people or kain olsem?</p> <p>What are the deep problems that the project is trying to fix? There are immediate causes of problems – such as the school is closed because the teachers ran away. But dig deep – why did the teachers run away? If you identify deep problems, then you can identify deep solutions.</p> <p>Explain clearly how the project will help to fix the problems. The project doesn't need to fix all the problems – but if the project is a good solution then it should fix some of the deep problems that</p>				
<p>How many months do you think the project will take to complete? _____ months</p>						
<p>How much money do you need from outside sources</p>	<p><b>E</b> _____</p>		<p>How much money will you contribute</p>	<p><b>F</b> _____</p>		
<p>Who will benefit most from the project? How will they benefit?</p> <p>_____</p>						
<p>What are the main problems the project is trying to fix?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>						
<p>How will the project help to fix these problems?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>						

# EXAMPLE PROJECT PLAN FORM *BILONG GIVIM LONG OL AUTSAIT OGENAISESON*

If you have already tried to fix these problems, what have you done? Did it work? Why or why not? 1.  2.  3.		you identified above.  An outside organisation wants to know what you have done already to fix your problems. If you haven't tried anything yet that is okay. But if you have, then explain what you did and whether it worked or not.
<b>PROJECT OUTPUTS and INDICATORS</b>		The project objective is the main change you want to achieve. What outputs (wok kamap) do you need to complete to achieve the main change? You might have only one output – or four or more (but don't have too many). An indicator is your requirement for success – em wei long skelim olsem wok kamap we yupela laik mekim em painim mak o nogat. Include at least one indicator for each output.  Also include at least two indicators for the project objective. What would show that the main change that you want to achieve has been achieved or not? One indicator should be whether the community or group skelim that it has been achieved.
<b>Outputs.</b> To achieve the project objective what outputs need to be completed?	<b>Indicators.</b> What indicator would show that the output was completed successfully?	
1.	Indicator for output 1	
2.	Indicator for output 2	
3.	Indicator for output 3	
4.	Indicator for output 3	
Include at least two indicators for the project objective. 1.  2.		
<b>PROJECT RISKS</b>		Risks are what could go wrong. Think about the work you need to do to achieve each output (wanem wok long mekim long mekim dispela wok kamap) and then think about what could go wrong. List down what could go wrong.  Then for each thing that could go wrong think about what can you do to manage the risk. What can you do to avoid the risk so that em no inap kamap – or if it can't be avoided how can you reduce the effect of the risk so that you daunim bagarap bilong en?
List the risks for output 1	How will the risks for output 1 be managed?	
List the risks for output 2	How will the risks for output 2 be managed?	
List the risks for output 3	How will the risks for output 3 be managed?	
List the risks for output 4	How will the risks for output 4 be managed?	



<b>PROJECT SUSTAINABILITY</b>	<p><i>It would be a waste of everyone's time and money (including the donor) if the project em wan raun na pinis.</i></p> <p><i>You need to think about how to keep the benefits of the project into the future. The best way to do this is to look at each output. The outputs are what you said you need to do to achieve the project objective. Sapos olsem think about how to fund and maintain (sustain) each of the outputs.</i></p>
<p>Look at each of your outputs. How can you fund and maintain (sustain) each output so that after the project you continue to achieve the main change you hope the project will achieve?</p>	
<p>Output 1</p>	
<p>Output 2</p>	
<p>Output 3</p>	
<p>Output 4</p>	<p><i>Your community or organisation gets stronger if:</i></p> <p><i>...people do things together (gutpela patisipeson na wokbung).</i></p> <p><i>...you try and include people who are normally left behind or excluded (social inclusion).</i></p> <p><i>...you do as much as possible yourself (self-reliance).</i></p> <p><i>...women are involved in decision making.</i></p> <p><i>...you look after the environment.</i></p> <p><i>...there is good governance.</i></p>
<b>OTHER BENEFITS FROM THE PROJECT</b>	
<p>If the project goes ahead, how will it make your community or your organisation stronger?</p>	
<p>If the project goes ahead, how will women be included in decision making?</p>	
<p>If the project goes ahead, are there any benefits for the environment?</p>	
<p>If the project goes ahead, how will it help to promote good governance?</p>	<b>PROJECT MANAGEMENT</b>
<p>If the project goes ahead, how will your community or organisation manage the project?</p>	

**EXAMPLE PROJECT PLAN FORM *BILONG GIVIM LONG OL AUTSAIT OGENAISESON***

[illegible]

**EXAMPLE PROJECT PLAN FORM *BILONG GIVIM LONG OL AUTSAIT OGENAISESON***

[illegible]