

**RONIM GUT GRUP BILONG YU**



**Wok Bilong  
Meneja na Memba  
na Lida**

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.



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Australian Government

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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 long wok bilong meneja na memba na lida

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

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

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

### 'Review ball' (20 minutes)

Do the 'review ball' activity when it suits you. A good idea is to do it at the start of each day so you can revise everything in the course up to that point. The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question.

After they answer the question, they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!



If there are experienced 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.

	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 of 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 data-bbox="1018 1267 1401 1473"> <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

Make sure you have already taught *kamapim ol praioriti* and *kamapim ol eksen plen*.

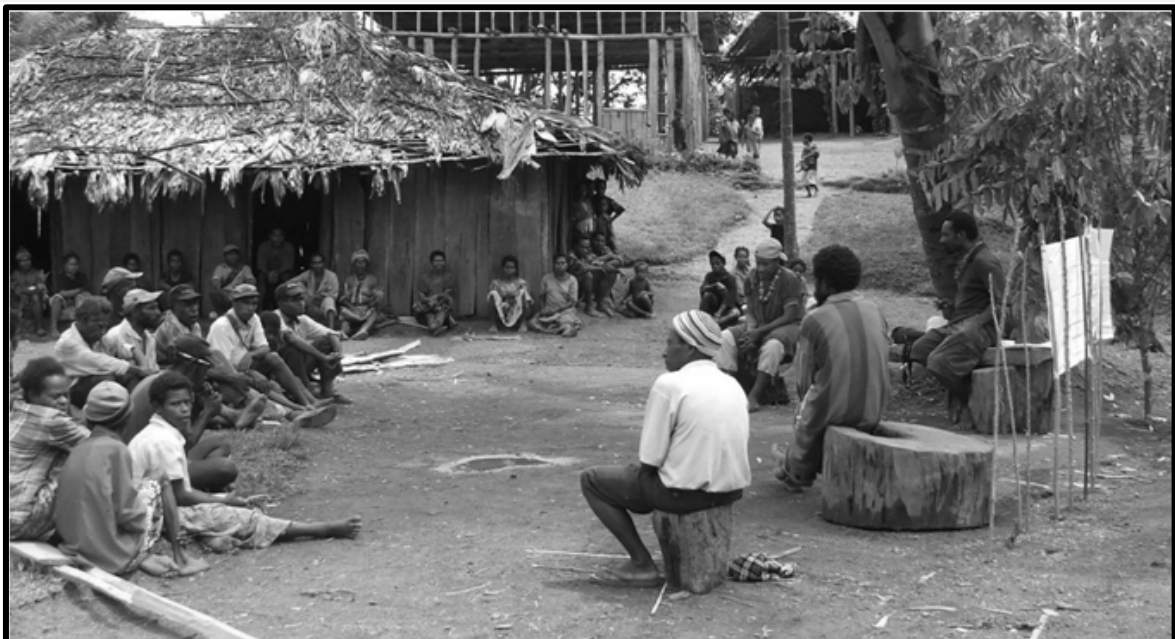
You can teach *wok bilong meneja na memba na lida* on its own. If you teach it on its own it should take 2-3 days, starting at 8.00am and finishing at 3.30pm. Or you can teach it together with *setim gutpela kastom bilong ronim grup*. If you want to teach both trainings together (a good idea) then it will take a full five days - and you should start with *setim gutpela kastom bilong ronim grup*. 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 schedule that you could follow.



DAY 1	
8.00-10.30	START THE <i>SETIM GUTPELA KASTOM BILONG RONIM GRUP</i> TRAINING BY THE END OF THE DAY MAKE SURE YOU HAVE COMPLETED THE PRINCIPLE OF TRANSPARENCY IN <i>HAP STEP 2.2</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 MAKE SURE YOU ARE WELL INTO <i>HAP STEP 2.3</i> (TRY AND START THE WORKSHOP ACTIVITY WHERE EVERYONE DEVELOPS THE CONSTITUTION)
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	
DAY 3	
8.00-10.30	BY LUNCH COMPLETE THE <i>SETIM GUTPELA KASTOM BILONG RONIM GRUP</i> TRAINING
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	AFTER LUNCH START THE <i>WOK BILONG MENEJA NA MEMBA NA LIDA</i> TRAINING COMPLETE <i>TOK IGO PAS</i> AND START <i>WOK BILONG MENEJA</i>
1.30-3.30	
DAY 4	
8.00-10.30	COMPLETE <i>WOK BILONG MENEJA</i> AND <i>WOK BILONG MEMBA</i> BY THE END OF THE DAY MAKE SURE YOU HAVE STARTED <i>WOK BILONG LIDA</i>
10.30-11 (BREAK)	
11-12.30	
12.30-1.30 (LUNCH)	
1.30-3.30	
DAY 5	
8.00-10.30	COMPLETE THE <i>WOK BILONG MENEJA NA MEMBA NA LIDA</i> TRAINING  EVALUATE BOTH TRAININGS
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?

**1/2 hour**

**Materials** Exercise book and pen for participants. Handbooks.

## Key questions for this topic

What are the eight key ingredients of a good organisation?  
Which three key ingredients of a good organisation will this training look at?



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 anytime can write down words or things that they don't understand. When you get a chance, go over what participants have written down *long kliarim ol*.

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

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



## 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 earlier training. If someone mentions a key ingredient, then get them to explain it.

1



# What is this training about?

1	<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 kisim benefit</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> 
1	<p>Your organisation has done the two steps of the planning ladder.</p> <p>When you did the two steps of the planning ladder your organisation ticked off three key ingredients of a good organisation - PURPOSE (VISION and MISSIONS), PLANS, RESOURCES.</p> <p>In this training we will tick off three more key ingredients of a good organisation - MANAGERS, MEMBERS, LEADERS.</p> 
	
2	 <p>This training is wok bilong meneja na memba na lida.</p> <p>This training is for everyone in an organisation. Everyone in an organisation needs to know what work their BOM and their members and their leaders are supposed to do.</p> <p>Everyone in an organisation should have their eyes open.</p> 
2	 <p><b>Brainstorm (10 minutes)</b></p> <p>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.</p> 

## What is this training about?

Everyone at this training should have completed *kamapim ol praioriti*. They should know how it will help their organisation if everyone has their eyes open – not just the BOM. If you want to remind everyone, 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



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

- 1) What are the eight key ingredients of a good organisation?
- 2) Which three key ingredients of a good organisation will this training look at?






# Wok bilong meneja









5 hours

**Materials** Poster paper

**Key questions for this topic** What is a quorum?  
What is financial monitoring?






1	 <b>General discussion (2 minutes)</b> What are the official positions on a BOM?
1	<p>All organisations have MANAGERS. The management committee. The Board of Management. The BOM.</p> <p>The BOM runs the organisation. The members of the organisation give the BOM the power to manage the organisation when they elect (or select) them.</p>  <p>Every BOM in the world has a Chairperson (or 'Chair') and a Secretary and a Treasurer. Often a BOM will also have a Deputy Chairperson (or 'Deputy' or 'Vice'). However, there are no rules about what positions there should be in a BOM. A BOM can have all sorts of other positions. For example a maintenance manager, a youth representative, a women's representative, a disability representative, an education representative, a representative from each of the clans from the local area. <i>Kain kain</i>.</p> <p>But be careful you don't have too many (or too few) positions on your BOM.</p>
1	 <b>Pairs (10 minutes)</b> Get into pairs. What are the advantages and disadvantages of having a large BOM with lots of positions? What are the advantages and disadvantages of having a small BOM? Be prepared to share your ideas with the rest of the group.
1	<p>If a BOM is too large it may be hard to organize meetings and hard to reach decisions during meetings. <i>Ol save tok olsem</i> "too many cooks spoil the cake".</p>

# Wok bilong meneja

	<p>If the BOM is too small, then it may not fairly represent the members of the organisation. <i>Nogut sampela memba tok nogat man o meri long makim maus bilong mi.</i> A small BOM is also easily controlled by one or two people.</p> <p>The most common size for a BOM is five. Five is a good number.</p>	
		
2	 <p><b>General discussion (2 minutes)</b> What is the role of the Chairperson? <i>Tingim grup long ples.</i></p>	
2	<p><b>The Chairperson</b></p> <p>The work of a Chairperson is to give <i>stia</i>. <i>Stiaman o stiameri.</i> The Chairperson does the following:</p> <ul style="list-style-type: none"> <li>➤ <b>Ronim bung.</b> Runs or 'chairs' any meetings.</li> <li>➤ <b>Makim maus bilong grup.</b> Represents the organisation.</li> <li>➤ <b>Tarangau lukluk kam daun.</b> Checks to make sure that other people in the organisation are doing what they are supposed to be doing - and help if necessary to make sure the job gets done. This means the Chairperson needs to have oversight - an eagle-eye view of what everyone is doing.</li> </ul>	<p>Write the work of a Chairperson on a poster <i>na putim long ples klia</i></p> 
2	 <p><b>General discussion (2 minutes)</b> What is the role of the Deputy Chairperson of an organisation?</p>	
2	<p>The role of a Deputy Chairperson is straightforward – but difficult.</p> <p>It is straightforward because the role of a Deputy Chairperson is to be able to step in and perform the role of the Chairperson if he or she is not available. It is difficult because the Deputy Chairperson needs to be ready and able to do everything the Chairperson is supposed to do.</p> <p>A <i>grup long ples</i> doesn't really need a Deputy Chairperson. Instead just make it clear which other person in the BOM will take on the role of Deputy Chairperson should the Chairperson be unavailable - will it be the Secretary or the Treasurer <i>o husat?</i></p>	
		
3	 <p><b>Brainstorm (10 minutes)</b> It is the work of the members of a community organisation to elect a good Chairperson. What skills (<i>save</i>) and qualities (<i>pasin</i>) would make a good Chairperson? Call out whatever comes into your heads.</p>	



## Wok bilong meneja

	<p>Some of the skills and qualities of a good Chairperson (and Deputy Chairperson) for a community organisation are:</p> <ul style="list-style-type: none"> <li>Speaks clearly and openly. <i>Pasin bilong tok stret na tok klia.</i></li> <li>Impartial. <i>Pasin bilong noken wansait.</i></li> <li>Tactful. <i>Pasin bilong noken kirapim bel hot nating.</i></li> <li>Calm. <i>Pasin bilong noken paia rap paia rap.</i></li> <li>Solves conflict. <i>Pasin bilong daunim bel hot.</i></li> <li>Public speaker. <i>Save long sanap na toktok long ai bilong ol manmeri.</i></li> <li>Objective. Evidence not opinions. Facts not feelings. <i>Pasin bilong skelim gut.</i></li> <li>Keeps things on track. <i>Pasin bilong bihainim taim na progreim.</i></li> </ul>	
3	<ul style="list-style-type: none"> <li>Approachable. <i>Pasin bilong halavim ol manmeri long autim tingting na wari.</i></li> <li>A record of community service. <i>Pasin bilong halavim komiuniti.</i></li> <li>Able to delegate power. <i>Pasin bilong skelim wok go pas long ol narapela.</i></li> <li>Understands principles of good governance. <i>Pasin bilong strongim gutpela kastom.</i></li> <li>Experienced. <i>Save bilong mekim wok Siamanmeri.</i></li> <li>Builds consensus. <i>Pasin bilong kamapim wanbel.</i></li> <li>Good motivator. <i>Pasin bilong kirapim bel.</i></li> <li>Thinks about the future. <i>Pasin bilong tingim bihain taim.</i></li> <li>Humble. <i>Pasin bilong noken bikhet.</i></li> <li>Respects other people's opinions - <i>noken sakim tok.</i></li> <li>Out in the open. <i>Pasin bilong mekim samting long ples klia.</i></li> </ul>	
		
4	<p>One of the big jobs for the Chairperson is to run meetings.</p> <p>A meeting has its own <i>kastom long bihainim</i>. The Chairperson needs to know the <i>kastom</i> of a meeting. <i>Em bai go pas long ronim</i>. The rest of the BOM need to know the <i>kastom</i> of a meeting. <i>Em kaikai bilong ol</i>.</p>	
4	<div>  <div> <p><b>Sharing (10 minutes)</b></p> <p>If you have been in a meeting before that was a poor meeting, then share why it was a poor meeting.</p> </div> </div> <div> <p>After a person shares something, then ask everyone else what the person who ran the meeting should have done differently.</p> </div>	



### What the Chairperson needs to do to conduct a meeting

- ✓ **Make sure the Secretary has notified people to attend the meeting**
- ✓ **Arrive early and prepare.** Is everything ready? Refreshments, toilet paper, pens, chalk, documents, blackboard, a clock?
- ✓ **Check if there are enough members of the BOM present at the meeting for the decisions to be official.** The number of members needed for a decision to be official is called a 'quorum' (pronounced 'korum'). *Bihain bai yumi luksave.*
- ✓ **Confirm that the Secretary will be writing down a record of the meeting.** A written record of a meeting is called the 'minutes'. *Bihain bai yumi luksave.*
- ✓ **Open the meeting, present any apologies from people unable to attend, and explain any meeting rules and procedures**
- ✓ **Start by asking the Secretary to read the meeting 'minutes' from the last meeting (to give everyone a chance to confirm that it is a true record).** In some organisations, the Chairperson also asks the Treasurer to give a brief financial report.
- ✓ **Make sure the Secretary goes through what will be discussed in the meeting and asks if there is any other business.** A list of what will be discussed in a meeting is called the 'agenda'. *Bihain bai yumi luksave.*
- ✓ **Go through each agenda item. Help the BOM to make decisions.** We will look at how to make decisions in a meeting later in the topic. *Stap isi pastaim.*
- ✓ **At the end of each agenda item summarise what decisions were made and what follow-up actions need to be taken.** Doing this helps the Secretary to keep the meeting 'minutes'.
- ✓ **At the end of the meeting summarise what decisions were made and what follow-up actions need to be taken.** Make sure everyone leaves the meeting knowing what, when, how, and who. *Mekim las toktok.*
- ✓ **Close the meeting and set the date for the next meeting**
- ✓ **Facilitate the meeting properly**



# Wok bilong meneja

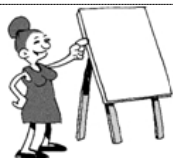
4	<div data-bbox="256 237 432 394"> </div> <div data-bbox="459 237 775 275"> <b>Role Play (30 minutes)</b> </div> <div data-bbox="459 275 1070 394"> <p>Get into groups of 4 or 5. Select one person to be the Chairperson. Everyone else needs to pretend to be other members of a BOM. The</p> </div> <div data-bbox="1098 237 1410 412" style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>Just ask one group to perform their role play - <i>tingim taim</i></p> </div> <div data-bbox="252 394 1410 667"> <p>BOM is holding a meeting. A very important job for the Chairperson is to facilitate the meeting properly. Below is a list of things that a Chairperson <u>should not do</u> when they facilitate a meeting. Prepare a role play showing a Chairperson doing some of the things that they should not do. Be prepared to perform your role play. After your role play everyone else will need to try and work out what the Chairperson did wrong - and what they should have done instead to facilitate the meeting properly.</p> </div> <div data-bbox="264 701 995 1111"> <ul style="list-style-type: none"> <li>☹ Don't allow one person to dominate</li> <li>☹ Don't allow conflict and disagreement to <i>go bikipela</i></li> <li>☹ Don't do all the talking</li> <li>☹ Don't cut people off when they are talking</li> <li>☹ Don't start a meeting any time you like</li> <li>☹ Don't allow meetings to go off track</li> <li>☹ Don't make people feel foolish or useless</li> <li>☹ Don't act like the boss</li> <li>☹ Don't loose your temper</li> <li>☹ <i>Noken tok raunim na tok hait</i></li> </ul> </div> <div data-bbox="1046 779 1410 1111"> </div>
5	<div data-bbox="256 1189 368 1290"> </div> <div data-bbox="387 1189 815 1227"> <b>General discussion (2 minutes)</b> </div> <div data-bbox="387 1227 1347 1312"> <p>How many members of the BOM need to be present at a meeting for the decisions to be official?</p> </div>
5	<p>The number of members that need to be present in a BOM meeting for any decisions to be official is called a <b>quorum</b> (pronounced 'koram'). <i>Tok ogenaíseson igat kain kain.</i></p> <p>The quorum for a BOM meeting is normally <b>more than half</b> the total members of the BOM. This is called a 'majority'. A majority means more than half.</p> <p>If more than half of the total members of a BOM are not present, then the decisions are not official. Don't continue a BOM meeting if there is no quorum. <i>Posponim. Surukum.</i></p> <p><b>A quorum for a BOM meeting is more than half the total members of the BOM if there is no quorum then postpone the meeting until more than half are present</b></p>
5	<div data-bbox="256 1805 432 1962"> </div> <div data-bbox="459 1805 711 1843"> <b>Pairs (10 minutes)</b> </div> <div data-bbox="459 1843 1382 2007"> <p>Get into pairs. Below is a list of the official BOM members for an Elementary school. With your partner answer the questions that follow. Be prepared to share your answers.</p> </div>

# Wok bilong meneja

**Chairperson  
Secretary  
Treasurer  
Head Teacher (Government appointed)**

1. How many BOM members need to be present in a meeting for a quorum?
2. If there is not a quorum in a meeting what should the Chairperson do?
3. If the school decided to include a Maintenance Manager as a new official position on the BOM, then there would be five BOM members. If there were five BOM members, then how many of these members need to be present for a quorum?
4. If the school decided to include a Disability Representative as well as a Maintenance Manager, then there would be six BOM members. If there were six BOM members, then how many of these members need to be present for a quorum?

A quorum normally means a majority (more than half). More than half of four is three. This means if there are four BOM members then three need to be present for a quorum. If there is no quorum then the best thing for the Chairperson to do is postpone the meeting. If the BOM had five official members instead of four then they would still need three members to be present for a quorum. More than half of five is still three. However, if the BOM had six official members then you would need four members for a quorum - an extra BOM member would need to be present for decisions to be official. This is why five is the most common size for a BOM. Five BOM members is better than four because there is one more representative on the BOM and it is no harder to get a quorum. Seven BOM members is better than six for the same reason. Seven BOM members is okay but there can be too many cooks to make the cake.



## Demonstration (30 minutes)

The trainer will choose four participants to help demonstrate how to make a decision in a BOM meeting. The trainer will be the Chairperson and the four participants are other BOM members. The BOM will make a decision about an agenda item – how to use a K300 donation from the District.

6

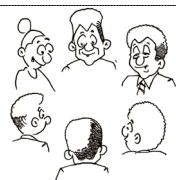
Make sure you read the rest of this step so you know the *kastom* for making a decision in a meeting. Ask one of the participants helping you to propose the motion to use the K300 to buy uniforms for BOM. Show the motion being defeated by a show of hands. Then have someone propose a new motion to put the K300 in the organisation's bank account. Show the motion being carried by a show of hands. At the end show the Chairperson asking the Secretary to make sure the result (how many for and against) is included in the meeting minutes. We will talk more about meeting minutes in the next step.

# Wok bilong meneja

The goal of most BOM meetings is to make a decision about something. Most organisations have the following *kastom* for making a decision in a BOM meeting.

## How to make decisions in a meeting

1. If a decision needs to be made about something - for example an agenda item - the first thing is to discuss the different options (the different courses of action) so that everyone has a chance to say what they think. Hopefully *toktok bai kamapim wanbel*.
2. Next, it is time to make a decision. The Chairperson will ask if someone can propose a course of action. In *tok ogenaision*, proposing a course of action is called a **motion**. A motion is what the person who proposed it thinks should be done.
3. The Chairperson will then ask if there is someone to **second** the motion. Someone will second the motion if they feel it should be supported. *Kastom em olsem*.
4. The Chairperson then asks everyone in the BOM to raise their hands if they support the motion. The Chairperson votes as part of the BOM. A majority (more than half) need to raise their hands for the motion to be passed or **carried**. The result of a motion - carried or defeated - is called a **resolution**. A resolution is a decision.
5. If there is a tie, then the best thing to do is talk more - discuss the different options again - then vote a second time. It might be that someone in the BOM has been convinced to change their mind and support the motion (or not support the motion). If there is still a tie, then you can postpone the decision until the next meeting (to give more time for discussion or to allow all the BOM members to be present). But if a decision must be made - it is urgent - then the Chairperson is allowed to vote a second time to break the deadlock. This is called a **casting vote**. It is always better for the Chairperson to avoid using a casting vote. *Nogut em kamapim bel nogut*.
6. If the resolution is that the motion is defeated, then the decision has been made to not take a course of action. This means that sometimes a different course of action might be needed. Someone can propose a new motion - someone will need to second the new motion - and the process of making a decision starts again.



### Small groups (30 minutes)





Get into a group with 5 or 6 people. Go through the *kastom* for making a decision in a meeting (above). Practice it. Do a role play together and try it out. Ask the trainer if you are confused. At

then end be prepared to share your questions or thoughts with the rest of the group.

Why not see if a group wants to present a role play?





Make the point that another reason for have an odd number of BOM members - five not four - is because there is less chance of a tie when you are voting on a motion (if all the members are present at the meeting).

# Wok bilong meneja


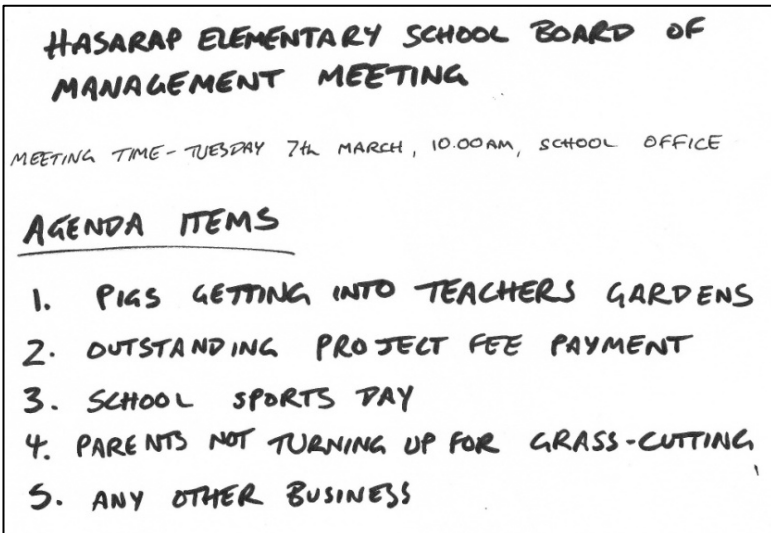




	<p>If the motion is for a change to the policy of the organisation - <i>luk olsem bikpela disisen tru</i> - most organisations have a rule that all of the BOM members need to be present before the BOM can make a decision.</p>	<p>A 'policy' is a list of rules about something - for example a finance policy or a behaviour policy (code of conduct)</p>
6	<p>If the motion is for a change to the constitution of the organisation - <i>mama lo bilong grup</i> - then most organisations have a rule that there has to be consultation with all of the members of the organisation first.</p> <p>Many organisations ask all of the members of the organisation to vote when the motion is for a change to the organisation's constitution. <i>Gutpela. Mama lo em bikpela samting na olgeta manmeri memba mas stap papa bilong en.</i></p>	
	 <p><i>Yu laikim olgeta manmeri memba long mekim vot askim ol meri long soim han pastaim nogut ol i painim hat long agenstim man bilong ol na ol lida man. O mekim hait vot. Yu yet.</i></p>	
	<h2>The Secretary</h2> <p>Bougainville is an oral culture. History, <i>tumbuna</i> stories, who is related to who, rules and <i>kastom</i>, what decision were made – everything is passed on by word of mouth.</p> <p>Bougainville is changing. Now we are also a print culture. In a print culture important things are written down. History, <i>tumbuna</i> stories, who is related to who, rules and <i>kastom</i>, what decisions were made - everything is passed on by writing it down and storing it safely.</p>	
7	 <p><b>General discussion (2 minutes)</b> What is the role of the Secretary?</p>	
7	<p>The role of the Secretary is to <i>makim</i> print culture. Writing things down and storing it safely. To do this the Secretary needs to do the following:</p>	<p>Write the work of a Secretary on a poster</p>



# Wok bilong meneja


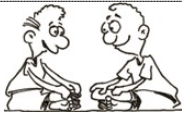
	<ul style="list-style-type: none"> <li>✓ Collect agenda items before a meeting (from BOM and also from the members)</li> <li>✓ Notify people who are supposed to attend a meeting</li> <li>✓ At the start of a meeting read the agenda and ask if there is any other business</li> <li>✓ Record the meeting minutes</li> <li>✓ Read the minutes from the last meeting at the start of a meeting and record a statement in the minutes that they have been read and accepted as true</li> <li>✓ Make sure official records (e.g. minutes and finance reports) are stored safely</li> <li>✓ Correspondence on behalf of the organisation- <i>salim pas igo ikam</i></li> <li>✓ Keep an up-to-date list of members of the organisation and the BOM</li> </ul> 
7	 <b>Brainstorm (10 minutes)</b> It is the work of the members of a community organisation to elect a good Secretary. What skills ( <i>save</i> ) and qualities ( <i>pasin</i> ) would make a good Secretary? Call out whatever comes into your heads.
7	Some of the skills and qualities of a good Secretary for a community organisation are: <ul style="list-style-type: none"> <li>✓ Good at writing. <i>Save gut long rait.</i></li> <li>✓ Impartial. <i>Pasin bilong noken wansait.</i></li> <li>✓ Good listener. <i>Pasin bilong stap isi na harim gut.</i></li> <li>✓ Experienced. <i>Save bilong mekim wok Sekriteri.</i></li> <li>✓ Out in the open. <i>Pasin bilong mekim samting long ples klia.</i></li> <li>✓ Well organised. <i>Pasin bilong set gut na wokim samting long taim.</i></li> <li>✓ A record of community service. <i>Pasin bilong halavim komiuniti.</i></li> <li>✓ Objective. Evidence not opinions. Facts not feelings. <i>Pasin bilong skelim gut.</i></li> <li>✓ Gets to the point. Clear and concise. <i>Pasin bilong noken rait raunim.</i></li> </ul> 
8	 <b>General discussion (2 minutes)</b> What is an agenda?

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8	<p>All meetings must have a purpose. What will be discussed in the meeting is called the meeting <b>agenda</b>.</p> <p>It is the Secretaries job to put together a list of agenda items before a meeting. <i>Bihain bai yumi luksave.</i></p> <p>The meeting agenda should be prepared before the meeting and sent to everyone who will attend the meeting - or put <i>long ples klia</i> so that everyone can see it.</p>
8	<div>  <p><b>Pairs (20 minutes)</b></p> <p>Get in pairs. Look at the agenda below for a meeting of a school BOM. Is this a good agenda? Do you have any suggestions to improve it? Be prepared to share your ideas.</p> </div> <div> <p>If you prefer you can write the agenda on a poster</p> </div> <div>  </div> <div> <p>Although people will have ideas for how this agenda could be improved, the main point to make is that this agenda is okay. <i>Em inap.</i></p>  </div>
9	 <p><b>General discussion (2 minutes)</b></p> <p>What are meeting minutes?</p>
9	<p>Meeting minutes are a written record of a meeting.</p> <div>  <p><b>Save moa yet</b></p> <p>Hundreds of years ago - when people first started writing down a record of meetings - paper was expensive and hard to get. So the Secretary used tiny or 'minute' (pronounced 'mainyut') writing. So the 'minutes' in meeting minutes should really be pronounced 'mainyuts' not 'minits'.</p> </div>
9	 <p><b>Brainstorm (10 minutes)</b></p> <p>Why is it important to keep meeting minutes? Call out whatever comes into your heads.</p>



## Wok bilong meneja

9	<p>🔗 <b>Minutes are history.</b> People should be able to read the minutes of past meetings and know what happened in the meeting. Someone who was absent from the last meeting can read the minutes and know what they missed. In a hundred years from now someone can read all of the minutes and write the history of your organisation.</p> <p>🔗 <b>Minutes are used to prevent disputes.</b> A good record of how and why decisions were made - and who will do what to put the decisions into practice - will prevent suspicion and <i>tok beksait</i>. Transparency. <i>Mekim na putim samting long ples klia.</i></p> <p>🔗 <b>Minutes are used to hold decision makers to account.</b> Anyone should be able to read the minutes and understand how and why decisions were made - and who will do what to put the decisions into practice. The minutes should also show whether the follow-up actions from the last meeting were put into practice. Accountability. <i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak.</i></p>																		
																			
10	<p>Minutes need to be brief and to the point. Knowing what to leave in or leave out of minutes takes experience. There are nine things you need to record in meeting minutes:</p> <h3 style="text-align: center;">Nine things you need to record in meeting minutes</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">1</td><td>The name of the organisation or committee</td></tr> <tr> <td style="text-align: center;">2</td><td>Location, date, and time the meeting started and ended</td></tr> <tr> <td style="text-align: center;">3</td><td>Names and titles of official members present and anyone else attending, and names and titles of official members not present and an explanation</td></tr> <tr> <td style="text-align: center;">4</td><td>A record that the previous meeting's minutes have been read and accepted as true and the results of follow-up actions listed in the previous meeting's minutes. If the action was taken, if not why not, and what still needs to happen.</td></tr> <tr> <td style="text-align: center;">5</td><td>The agenda for the meeting including any other business</td></tr> <tr> <td style="text-align: center;">6</td><td>Decisions made (who moved and seconded motions and the result of votes)</td></tr> <tr> <td style="text-align: center;">7</td><td>Follow-up actions (what, when and by who)</td></tr> <tr> <td style="text-align: center;">8</td><td>The name of who prepared the minutes and on what date?</td></tr> <tr> <td style="text-align: center;">9</td><td>Attach any letters or reports presented in the meeting</td></tr> </table>	1	The name of the organisation or committee	2	Location, date, and time the meeting started and ended	3	Names and titles of official members present and anyone else attending, and names and titles of official members not present and an explanation	4	A record that the previous meeting's minutes have been read and accepted as true and the results of follow-up actions listed in the previous meeting's minutes. If the action was taken, if not why not, and what still needs to happen.	5	The agenda for the meeting including any other business	6	Decisions made (who moved and seconded motions and the result of votes)	7	Follow-up actions (what, when and by who)	8	The name of who prepared the minutes and on what date?	9	Attach any letters or reports presented in the meeting
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10	<div style="display: flex; align-items: flex-start;">  <div> <p><b>Pairs (20 minutes)</b></p> <p>Get in pairs. On the next page, there is an example of minutes recorded by the Secretary during a school BOM meeting. Look at the minutes then answer the questions that follow. Be prepared to share your answers.</p> </div> </div>																		

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1. Does it include all nine things you need to record in minutes?
2. Are the minutes well written? Why or why not?

You can read the minutes out loud if you prefer

## HASARAP ELEMENTARY SCHOOL BOARD OF MANAGEMENT MEETING

**LOCATION:** Elementary 1 classroom **DATE:** 25<sup>th</sup> April 2022 **MEETING START:** 9.00am

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

**CHAIR:** Didiman Hain (Chairman)

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

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

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

### **DECISIONS MADE**

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

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

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

**MEETING ENDED:** 11.30am

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

**WHO PREPARED MINUTES AND WHEN:** Julie Ela on 26<sup>th</sup> April 2022





The main point to make is that these minutes are well written. *Em inap.*







# Wok bilong meneja

<p>10</p>	<div data-bbox="263 235 386 376"> </div> <p><b>Brainstorm (10 minutes)</b></p> <p>It is a hard job keeping meeting minutes. What can the rest of the BOM do during a meeting to make it easier for the Secretary to keep the meeting minutes? Call out whatever comes into your heads.</p> <div data-bbox="263 432 1407 600"> <p>Make the point that the rest of the BOM should speak clearly and not all at the same time. The Chairperson should control the meeting and allow time for the Secretary to take notes. The Chairperson can also repeat key points and ask the Secretary to take note.</p> </div>
<p></p>	
<p>11</p>	<div data-bbox="263 689 368 786"> </div> <p><b>General discussion (2 minutes)</b></p> <p>Who is responsible for managing the finances (money) of an organisation?</p>
<p>11</p>	<p><b>The Treasurer</b></p> <div data-bbox="1241 831 1407 1010"> </div> <p>If you said the Treasurer is responsible for managing the finances of an organisation then you are half-right.....and half-wrong.</p> <p>It is the job of everyone in the BOM - and everyone in the organisation - to manage the organisation's finances. However, it is the work of the Treasurer to have oversight to make sure the organisation is managing its finances properly.</p> <p>To understand financial management - and the role of the Treasurer - we need to understand what financial management means. Financial management can be broken into financial planning, financial control, financial monitoring, and financial reporting.</p> <div data-bbox="995 1205 1410 1375"> <p>Write the four parts of financial management on a poster <i>na putim long ples klia</i></p> </div> <div data-bbox="311 1435 555 1854"> </div> <div data-bbox="576 1615 820 1688"> </div> <div data-bbox="884 1451 1321 1854"> <pre> graph LR     FM[Financial management] --- FP[Financial planning]     FM --- FC[Financial control]     FM --- FMon[Financial monitoring]     FM --- FR[Financial reporting] </pre> </div>
<p></p>	
<p>12</p>	<div data-bbox="263 1937 368 2031"> </div> <p><b>General discussion (2 minutes)</b></p> <p>What is financial planning?</p>



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12	<p>Financial management includes <b>financial planning</b>. Financial planning has two parts:</p> <p>(1) <b>Planning how to get money</b>. Money in. Everyone in your organisation will need to be involved when you plan how to get money. The best time to plan how to get money you need is every five years (or every three years) when your organisation does <i>kamapim ol praioriti</i> - and every year when you <i>kamapim ol eksen plen</i>.</p> <p>(2) <b>Planning how to spend money</b>. Money out. A spending plan. A budget. When your organisation prepared its action plans you prepared an annual plan and budget, and a budget for any project plans. <i>BOM bin go pas long wokim tasol olgeta manmeri memba bin kibung long konfirmim</i>. Everyone in the organisation was involved.</p> <p>Everyone in the BOM and everyone in the organisation should be involved in financial planning. But it is the job of the Treasurer to have oversight to make sure it happens.</p> 
12	 <p><b>General discussion (2 minutes)</b> What is financial control?</p>
12	<p>Financial management includes <b>financial control</b>.</p> <p>Financial control means developing rules to control how the organisation manages its finances - and putting them into practice. Rules for who holds on to money. Who signs the bank account? Who does the banking? Who keeps receipts? Rules for the organisation's assets. Rules for petty cash. <i>Kain kain</i>.</p> <p>Everyone in the organisation needs to be involved to develop the organisation's rules for financial control. Most organisations do this by getting everyone together to develop a financial control policy. <i>Gutpela</i>.</p> <p>It is the job of the Treasurer to have oversight to make sure there are rules for financial control - and to have oversight to make sure they are put into practice.</p>
12	 <p><b>Small groups (30 minutes)</b> Get into a group with 5 or 6 people from your community organisation. What would be some good rules to control how your organisation manages its finances? Come up with at least 10 rules that you think could be included in a financial control policy. Be prepared to share your ideas.</p>
	

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13	 <b>General discussion (2 minutes)</b> What is financial monitoring?	
13	<p>Financial management includes <b>financial monitoring</b>.</p> <p>Financial monitoring means keeping track of your budget. This might be the budget from your annual plan and budget - or the budget from a project plan.</p> <p>To keep track of the organisation's finances <i>taim yupela wok long bihainim badjet</i> someone needs to keep a record of your income and expenses against the budget. Account keeping. Bookkeeping. Cash book.</p> <p>The Treasurer is responsible for financial monitoring. The Treasurer should know at all times whether a budget is on track or not - and if not why not. <i>Em wok bilong en.</i></p>	
13	 <b>General discussion (2 minutes)</b> What is financial reporting?	
13	<p><b>Financial reporting</b> means explaining what the state of the organisation's finances are to the rest of the BOM and the members of the organisation - and anyone else who wants to know. Transparency. <i>Mekim na putim samting long ples klia.</i></p> <p>The Treasurer is responsible for presenting the financial report on behalf of the BOM. Did the organisation follow the budget? Did the project spend what it planned to spend? How much money was paid in membership fees? <i>Kain kain.</i></p>	
14	<p>The role of the Treasurer is to do financial monitoring and financial reporting - and to have oversight over financial planning and financial control.</p> <p>This means the Treasurer needs to do the following:</p>	<div>           Write the work of a Treasurer on a poster  <i>na putim long ples klia</i> </div>

## Wok bilong meneja

	<ul style="list-style-type: none"> <li>✓ <b>Make sure the organisation does financial planning.</b> How to spend money and how to get money. Everyone in an organisation needs to be involved in financial planning. It is the job of the Treasurer to have oversight to make sure it happens.</li> <li>✓ <b>Make sure the organisation has a financial control policy.</b> Everyone in an organisation needs to be involved to develop rules for financial control. It is the job of the Treasurer to have oversight to make sure it happens.</li> <li>✓ <b>Be responsible for financial monitoring.</b> Keep a record of income and expenses against the budget. Account keeping. Bookkeeping. Cash book.</li> <li>✓ <b>Be responsible for financial reporting.</b> Be ready to explain what the state of the organisation's finances are to the rest of the BOM and the members of the organisation - and anyone else who wants to know. <i>Klia glas.</i></li> </ul> <div>  <p>Many community organisations set up a small finance committee - three BOM members who work together to <i>go pas long mekim wokim Tresura</i>. The Treasurer's job is to have oversight over the work of the finance committee. Doing this is a good idea. It helps prevent things going wrong, it spreads the work load, and it helps prevent suspicion and <i>tok beksait</i>.</p> </div> <div> <p>Financial management is not easy. Tell everyone that there is training on financial management for the BOM. The financial management training covers financial planning, financial control, financial monitoring, and financial reporting. It is written as a manual so that future BOM members can also read it and understand what to do.</p> </div>
14	<div>  <p><b>Brainstorm (10 minutes)</b> It is the work of the members of a community organisation to elect a good Treasurer. What skills (<i>save</i>) and qualities (<i>pasin</i>) would make a good Treasurer? Call out whatever comes into your heads.</p> </div>
14	<p>Some of the skills and qualities for a good Treasurer of a community organisation are:</p> <ul style="list-style-type: none"> <li>✓ Good with numbers. <i>Save gut long kauntim na adim.</i></li> <li>✓ Understands principles of good governance. <i>Pasin bilong strongim gutpela kastom.</i></li> <li>✓ Public speaker. <i>Save long sanap na toktok long ai bilong ol manmeri.</i></li> <li>✓ Accurate. <i>Pasin bilong noken gespai na mekim - mekim stret painim mak.</i></li> <li>✓ Well organised. <i>Pasin bilong set gut na wokim samting long taim.</i></li> <li>✓ A record of community service. <i>Pasin bilong halavim komiuniti.</i></li> <li>✓ Out in the open. <i>Pasin bilong mekim samting long ples klia.</i></li> <li>✓ Honest. <i>Pasin bilong noken stil na mekim samting long sait.</i></li> <li>✓ Follows rules. <i>Pasin bilong bihainim rul na kastom.</i></li> <li>✓ Experienced. <i>Save bilong mekim wok Tresura.</i></li> </ul>

# Wok bilong meneja



**Las tok.** Different people in a BOM have different work to do – *yumi lukim pinis*. However, it is the responsibility of everyone else in the BOM to help them do it. This means everyone in the BOM needs to know how to be the Secretary or Treasurer or Chairperson in case they have to step in and assist.

And everyone in the organisation needs to know what the work of the Secretary or Treasurer or Chairperson is. What happens inside the BOM shouldn't be a mystery.

15

- ✓ 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.

At the end of the next topic there is an activity where participants will have to get into small groups and prepare a role play to explain the role of the Chairperson and Deputy and Secretary and Treasurer (and *ol manmeri memba*). This will be when the participants will get to put what they have learned in this topic into practice.

10

**Las tok gen.** There is one more role for each BOM member to play.

Each BOM member must hand-over their work to the person who takes their place.

If you lose the election position or decide to not stand again then *noken bel hat na go*. The organisation is bigger than you. Do the right thing. The right thing is to sit down with the BOM member who takes your place - the new Secretary *o kain olsem* - and help them to understand their roles and responsibilities. *Mak bilong trutru meneja.*

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

- 1) What is a quorum?
- 2) What is financial monitoring?







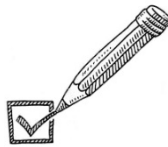


# Wok bilong ol manmeri memba

1½ hours



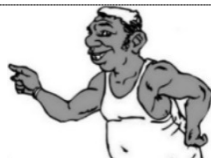




## Materials

### Key questions for this topic




What is the role of the members of an organisation?

1	 <b>Brainstorm (10 minutes)</b> What is the role of the members of an organisation? Call out whatever comes into your heads.	
1	<p>The members of an organisation need to do the following:</p> <ul style="list-style-type: none"> <li>Elect good BOM members</li> <li>Work with the BOM to develop the vision and missions</li> <li>Work with the BOM to do planning</li> <li>Work with the BOM to implement plans. <i>Mekim wok.</i></li> <li>Work with the BOM to make important decisions</li> <li>Work with the BOM to develop the <i>kastom</i> and rules</li> <li>Work with the BOM to make sure everyone follows the <i>kastom</i> and rules</li> <li>Work with the BOM to help all members participate and get involved - especially those who are normally left behind or excluded</li> </ul> 	<p>Write the work of <i>ol manmeri memba</i> on a poster <i>na putim long ples klia</i></p> 
1	 <b>Small groups (30 minutes)</b> Get into a group with 5 or 6 people from your organisation. Have a look again at the different roles that the members of an organisation need to perform (above). Think about your own organisation. Which roles do <i>ol manmeri memba</i> perform well? Which roles do they not perform well? What could your organisation do to help <i>ol manmeri memba</i> to perform these roles better? Be prepared to share your answers.	<p>Ask one or two groups to share their answers - <i>tingim taim</i></p> 

## Wok bilong ol manmeri memba

	<p>If you are running this training immediately after running the training on 'setim gutpela kastom bilong ronim grup' then you can skip the rest of this topic (if you need to save time). The rest of this topic repeats some key points on the principle of participation. But <b><u>you still do the role play at the end of the topic</u></b>. The role play at the end is important!</p>	
		
2		<p><b>Brainstorm (10 minutes)</b></p> <p>Some people find it hard to participate and get involved in an organisation. Who are people who might need more support and encouragement to participate and get involved? Call out whatever comes into your heads.</p>
2		<p>Always remember that some people find it hard to participate. It might be because their culture says they shouldn't speak up or get involved. It might be because they have a disability or because they are shy or because they think they are too young or too old. <i>Kain kain.</i></p> 
2		<p><b>Brainstorm (10 minutes)</b></p> <p>What will be the benefits for your organisation if everyone has the chance to participate and get involved? Be prepared to share your ideas.</p>
2		<p>Good participation has many benefits:</p> <ul style="list-style-type: none"> <li>✓ If people are participating, they will have a chance to see what is happening in the organisation and ask the BOM about what is happening. <i>Opim ai.</i></li> <li>✓ The organisation will make better decisions and plans because they have the full story. You need everyone - men and women and youth and elderly and disabled - to have the full story.</li> <li>✓ 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.</i></li> <li>✓ Everyone in the organisation will point to what is achieved as say "em bilong mi". Yu papa bilong wok nau bai yu lukautim igo igo wanem kaikai wok em karim.</li> <li>✓ <i>Les pasin save kamapim les pasin – yumi save pinis. Planti ol les lain stap long ples.</i> But if you give everyone the chance to wokim <i>disisen wantaim na wokbung wantaim</i> then it goes the other way. People feel valued and involved and they will feel like helping even more. Participation builds goodwill <i>na pasin wokbung</i></li> </ul> 
		
3		<p>There is another reason why it is good to encourage everyone in an organisation to participate and get involved. It will help close the gap between the people in our community who are stepping forward and the people who are stepping back. It doesn't matter how developed you are. If you don't <i>sotim rop</i>, then your community gets weaker.</p>

## Wok bilong ol manmeri memba

	Many rich countries around the world face this problem. If development is not spread fairly - if it does not include everyone - then in the end it is no development at all.
3	 <b>General discussion (2 minutes)</b> Why do we need to <i>sotim rop</i> ? Why does it matter if some people have less choices and options? Why does it matter if some people are left behind?
3	<p>There are three big reasons why it matters if some people are being left behind:</p> <div> <div> <b>1</b> It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas.</i> Have a heart. <i>Mi sori long ol.</i> Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. <i>Em wan.</i> </div> <div> <b>2</b> <i>Na tu,</i> it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran.</i> <i>Em bai olsem.</i> People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim.</i> They can become dependent on other people and the government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap.</i> </div> <div> <b>3</b> <i>Na tri,</i> it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view, and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.           </div> </div> <div> <p>Read the following <i>tok piksa</i> if you think it will help make the last point clearer: “<i>Yu laikim gaden bilong yu bai karim kaikai moa yet noken lukluk tasol long ol samting yu planim we em i karim gut pinis. Nogat yu mas givim bikpela lukluk long klinim na prunim na putim wara na gris igo long graun long halavim ol samting we em i painim hat long karim. Dispela kain nau gaden bilong yu bai karim kaikai moa yet.</i>”</p> </div>
3	 <b>General discussion (2 minutes)</b> What is the principle of equality? What are the principles of equity and inclusion? You learned about this in the last training. <i>Kirapim bek tingting.</i>
3	<p><i>Long sotim rop</i> all organisations in Bougainville need to try and make sure they have the principle of equality in their <i>kastom</i>. <i>Pasin bilong lukim yu wankain olsem narapela.</i></p> <p>An organisation that has the principle of equality in its <i>kastom</i> has rules and policies to treat people fairly and not discriminate, and it also help its members think about their <i>kastom</i> and to dig up any roots that are causing discrimination.</p> 

## Wok bilong ol manmeri memba

But to really close the gap between the people stepping forward and the people stepping backwards, organisations in Bougainville also need the principles of equity and inclusion in their *kastom*. *Pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela.*

This is because people stepping backwards need extra support and encouragement to help them step forward and catch up (equity). *Oli kaikai wankain kaikai bai oli no inap.* And because the people stepping backwards are the ones who know best what help they need to catch up (inclusion). "Nothing for us without us".

Organisations with the principles of equity and inclusion in their *kastom* make sure that:

**THOSE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED  
SHOULD BENEFIT MOST FROM WHAT THE ORGANISATION DOES  
AT THE VERY LEAST WHAT THE ORGANISATION DOES  
SHOULD NEVER MAKE THEM EVEN MORE LEFT BEHIND OR EXCLUDE**



**AND THE PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED  
NEED TO BE INCLUDED WHENEVER DECISIONS ARE MADE  
BECAUSE THEY KNOW BEST WHAT HELP THEY NEED  
"NOTHING FOR US WITHOUT US"**



4



### Role Play (40 minutes)

Get into groups of 5. Pretend you are the BOM for an organisation. Prepare a role play showing the BOM explaining the role of the Chairperson, the Deputy, the Secretary, the Treasurer, and *ol manmeri memba*. Be prepared to perform your role play.

Just ask a few groups to perform their role play - *tingim taim*

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

- 1) What is the role of the members of an organisation?



















# Wok bilong lida

6 hours






**Materials** Poster paper. Marker.

## Key questions for this topic

What are four leadership skills or qualities that most people say good leaders need to have?  
Why is it important for women to also be leaders?

1	 <b>General discussion (2 minutes)</b> What is the work of a 'leader'? 								
1	<p>The work of a leader is to <b><i>kirapim bel na givim stia.</i></b></p> <p>Every leader is different. There are HAND, HEAD, MOUTH and HEART leaders.</p> <table border="1"> <tr> <td></td><td>HAND leaders are those who make or grow or farm or build things. <i>Go pas long wokim samting wantaim leggan.</i></td></tr> <tr> <td></td><td>HEAD leaders are those who are good at thinking and planning and solving problems. <i>Tingting kilim ol.</i></td></tr> <tr> <td></td><td>MOUTH leaders are those who are good at talking and directing and motivating. <i>Mausmanmeri.</i></td></tr> <tr> <td></td><td>HEART leaders are those who get people together and solve conflict and help others and build goodwill. <i>Kirapim wokbung na bihainim lewa.</i></td></tr> </table> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Use examples to help everyone get the idea. A HAND leader might be a great mechanic or a fight leader or an expert farmer. A HEAD leader might be a schoolteacher or a businesswoman or a retired public servant. A MOUTH leaders might be a good speaker or the chair of the school BOM. A HEART leader might be an old woman who is a peace maker or a priest or the clan chief <i>o kain olsem</i>. Make the point that most leaders are a combination of different types - for example HEART and HAND or HEAD and MOUTH. Great leaders can be all four at the same</p> </div>		HAND leaders are those who make or grow or farm or build things. <i>Go pas long wokim samting wantaim leggan.</i>		HEAD leaders are those who are good at thinking and planning and solving problems. <i>Tingting kilim ol.</i>		MOUTH leaders are those who are good at talking and directing and motivating. <i>Mausmanmeri.</i>		HEART leaders are those who get people together and solve conflict and help others and build goodwill. <i>Kirapim wokbung na bihainim lewa.</i>
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	HEART leaders are those who get people together and solve conflict and help others and build goodwill. <i>Kirapim wokbung na bihainim lewa.</i>								
1	 <b>Whole group activity (20 minutes)</b> Stand up. Everyone needs to decide whether they are more a HAND or HEAD or MOUTH or HEART leader. If you think you are more a HAND leader, then raise both your hands. If you think you are more a HEAD leader, then put both your hands on your head. If you think you are more a MOUTH leader, then put both your hands on your mouth. If you think you are more a HEART leader, then put both your hands on your heart. If you think you are a combination of two, then put one hand on one and the other hand on the other. Look at what other participants have chosen. 								

# Wok bilong lida

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



# Wok bilong lida



2



## Sharing (10 minutes)

Share the story of a leader you admire. They might be a leader in your community or an international leader. What makes them a good leader?

Below are some quotes and sayings about leadership:





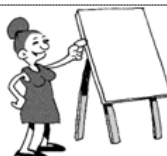
- *Be the leader you would follow*
- *Do what is right – not what is easy*
- *What you do has far greater impact than what you say*
- *True leaders don't create followers – they create more leaders*
- *Good leaders have the courage to stand up and speak – great leaders have the courage to sit down and listen*
- *The best training ground for leadership is raising children*
- *Great leaders don't tell you what to do – they show you how it's done*
- *Leaders must be willing to give up more than the people they lead*
- *People will forget what leaders said – people will forget what leaders did – but people will never forget how leaders made them feel*
- *A leader sees more than others – further than others – and before others*
- *When I talk to some leaders I get the feeling they are important – but when I talk to great leaders I get the feeling that I am important*
- *Management is doing things right – leadership is doing the right things*
- *A boss says "GO!" – a leader says "LET'S GO!"*
- *Some leaders lead from above people – good leaders lead from within people*
- *The test of a good leader is if people say "we did it ourselves"*
- *Followers complain about problems – leaders talk about solutions*
- *Do what you feel in your heart to be right because you'll be criticized anyway*
- *Leaders help people dream more, learn more, do more, and become more*
- *The art of leadership is saying 'no' not 'yes'. It is easy to say 'yes'*
- *A good leader is a person who takes a little more than his share of the blame and a little less than his share of the credit*

Ask participants to help you read out each of these quotes





# Wok bilong lida

2	 <p><b>Brainstorm (10 minutes)</b> What do you think are the skills and qualities of a good leader? Call out whatever comes into your heads.</p> <div> <p>When you run a brainstorm activity don't forget to write down what people say on the board or on a poster</p> </div>
2	<p>Different leaders have different skills and qualities. We are going to have a look at four leaderships skills or qualities that most people say good leaders need to have.</p> <div>  <div> <p>A good leader is a <b>problem solver</b> A good leader is a <b>decision maker</b> A good leader is a <b>critical thinker</b> A good leader is a <b>motivator</b></p> </div>  </div>
	
3	<p><b>A good leader is a problem solver</b></p> <p>The real skill in problem solving is getting people to solve problems for themselves. If people solve their own problems then they own their solutions. Half the job is done.</p> <p>There are four steps to helping people solve their own problems. The first step is:</p> <p><b>1 Help everyone identify the problem.</b> Get people together to talk about what the problem is. If you can't identify what the problem is then it is difficult to do anything about it. Hit the nail on the head. <i>Wanem trutru hevi bilong yumi?</i></p>
3	<p>After you identify the problem the next thing to do is:</p> <p><b>2 Help everyone identify the causes of the problem.</b> The best way to do this is to brainstorm with people who are affected by the problem. <i>Wanem wanem as bilong dispela hevi bilong yumi? Why? Why? Why?</i></p> <p>When people come up with a cause ask them to think about what caused this cause. Get them to dig deeper. For example, people might say one reason teenagers use drugs is because teenagers <i>stap nating</i>. But ask them <i>bilong wanem ol yut save stap nating?</i> They might say it is because there is no sports or other things to do. Ask them why there is no sports or other things to do. <i>Halavim ol yet long dik igo dip na luksave. As tru tru bilong hevi i save stap dip tru. Yu painim nau bai yu inap long painim as trutru bilong stretim.</i></p>
3	 <p><b>Demonstration (20 minutes)</b> The trainer will demonstrate how to dig deep and identify the causes for the problem of teenage drug abuse.</p>

## Wok bilong lida



What you are trying to do is help everyone come up with a picture of the problem 'teenage drug abuse'. Write the problem at the top of the board or butcher paper. Start by asking everyone to identify one main cause of teenage drug abuse - then ask everyone what causes the cause they identified - then for each of these causes ask everyone what causes that. Keep going. Dig down. When you reach the bottom - *tok i pinis o kain olsem* - go back *antap* to the problem and ask everyone to identify another cause of teenage drug abuse. Keep digging down and going back *antap* until everyone is happy that you have identified all the causes of the problem. It takes time. Make the point that if you involve affected by the problem of teenage drug abuse - teenage drug users and community leaders and schoolteachers and health workers *na ol kain lain olsem* - then at the end you will have the full picture of the problem.

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

**3** **Help everyone identify the effects of the problem.** The best way to do this is to brainstorm with the people who are affected by the problem. *Dispela hevi em save kamapim wanem ol narapela samting?*

It helps to know the effects of the problem because everyone will be able to think about what the benefits could be if you try and do something about the problem.

**3** **Brainstorm (10 minutes)**  
What could be effects of the problem 'teenagers are being damaged by drug abuse'? Call out whatever comes into your heads.

# Wok bilong lida

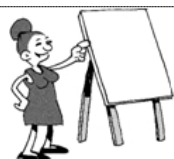
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After you help everyone identify the effects of the problem the next thing to do is:

3

4

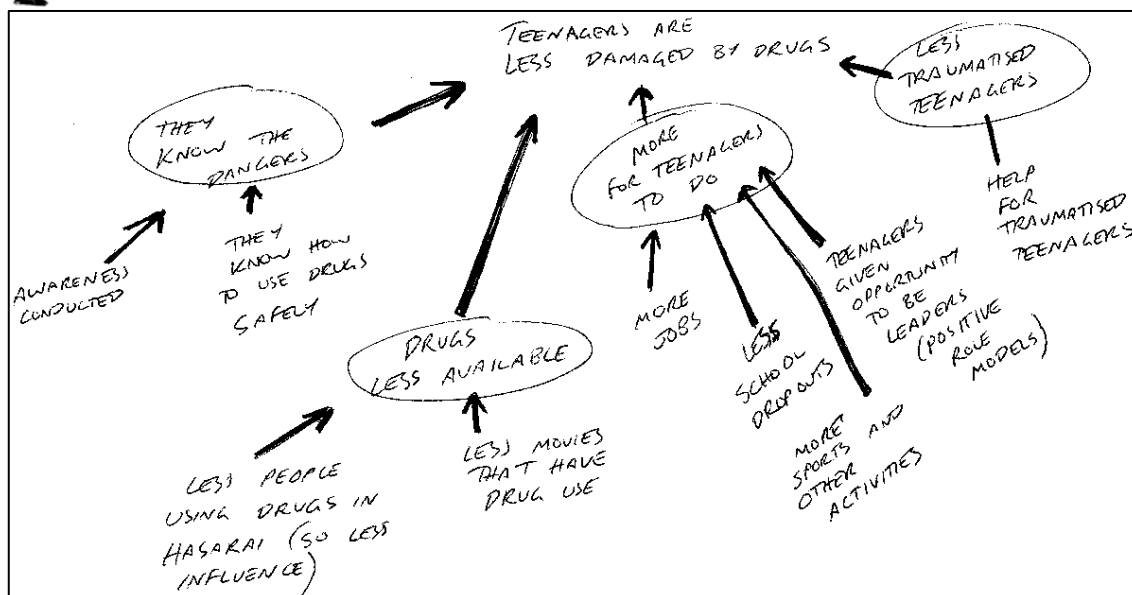
**Help everyone choose a solution.** Choose a solution with the people who are affected by the problem. A good way to do this is to first turn the picture of the problem into a picture of the solution.



## Demonstration (20 minutes)





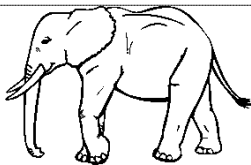
The trainer will demonstrate how to turn the picture of the problem of teenage drug abuse into a picture of the solution.

3







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

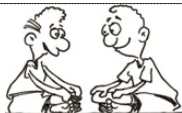

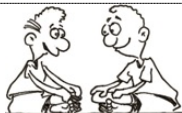

## Wok bilong lida

3	<p>The best solution will be to try and tackle all of the causes of the problem – but that might not be possible. You will need to decide together what to do. For each solution look at what it will take. What activities? What cost? How long will it take? Who will need to do what? What solutions will need outside support? Will it make a difference? What is most important? <i>Skelim</i>.</p> <p>After you have discussed the different solutions decide together what to do.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>You may need to develop a project plan to help you tackle the problem. In the training '<i>kamapim ol eksen plen</i>' we looked at how to develop a project plan.</p> </div>	
	<h3>A good leader is a decision maker</h3> <p>Leaders sometimes have to make hard decisions. Hard decisions are hard to make. When making a hard decision it can help to step back and do the following:</p> <p> <b>Consider more options.</b> Often hard decisions are hard because you don't like the choices you have to choose from. Are there more choices you haven't thought of? Be a problem solver. Be creative. Get other points of view. <i>Yu save</i>.</p>	
4	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Demonstration (20 minutes)</b></p> <p>The trainer will read the story below. It is a traditional story from Thailand. What is the message from this story? Be prepared to share your ideas.</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>A group of blind men heard that a strange animal, called an elephant, had been brought to the town, but none of them were aware of its shape and form. Out of curiosity, they said: "We must inspect and know it by touch, of which we are capable". So, they sought it out, and when they found it they groped about it. In the case of the first person, whose hand landed on the trunk, said "This being is like a thick snake". For another one whose hand reached its ear, it seemed like a kind of fan. As for another person, whose hand was upon its leg, said, the elephant is a pillar like a tree-trunk. The blind man who placed his hand upon its side said, "elephant is a wall". Another who felt its tail, described it as a rope. The last felt its tusk, stating the elephant is that which is hard, smooth and like a spear.</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px; text-align: center;"> <p>The point to make is that no one knows the full story because we see everything from our own point of view - just like each of the people in the story had their own idea of what an elephant was because they only touched different parts. It is good to get other points of view when you are trying to make a decision.</p> </div>	

# Wok bilong lida





		<p>If you prefer, set up the story about the blind men and the elephant as a demonstration. Ask everyone to close their eyes. Everyone will <i>see</i> what they <i>hear</i> you saying.</p> 
4	<p>Great leaders know that they are touching only one part of the elephant - the ear or the tusk or the tail or trunk <i>o kain olsem</i>. To have the full story - to see all the possible solutions to a problem - you have to get other points of view.</p> <p>Bad leaders are <i>bik het</i> - they think they know everything.</p> <p>Great leaders have the courage to sit down and listen.</p>	
4	 <p><b>Small groups (20 minutes)</b></p> <p>Get into a group with 5 or 6 people. The BOM for the local school has a problem with stealing and graffiti and vandalism. The BOM thinks local youths are to blame. Local youths use the school field for soccer. What can the BOM do about it? This is a hard decision. Don't make a quick decision. Step back. The BOM should consider more options. In your groups come up with some different solutions. Be creative. At the end be prepared to share your ideas.</p>	
4	<p>When you consider your options, it helps to think about <i>wanem samting bai i halavim yupela na wanem samting bai i mekim hat long yupela sapos yu gohet na mekim?</i></p> <p><b>② Think about <i>wanem samting bai i halavim yupela na wanem samting bai i mekim hat long yupela sapos yu gohet na mekim</i>.</b> Look at each option. Discuss the strengths and weaknesses for each option. If you do this, then often one idea stands out as easier to <i>gohet na mekim</i>.</p>	<p>Some people in the training might be familiar with a SWOC analysis. <b>Strengths Weaknesses Opportunities Challenges</b>. This is really the same thing. In a SWOC analysis you look at the strengths/opportunities of a solution (<i>wanem samting bai i halavim sapos yu gohet na mekim</i>) and then you look at the weaknesses/challenges of the solution (<i>wanem samting bai i mekim hat sapos yu gohet na mekim</i>). Tok save tasol.</p>

# Wok bilong lida







4	 <p><b>Pairs (10 minutes)</b> Get in pairs. The BOM for the local school has a problem with stealing and graffiti and vandalism. The BOM thinks local youths are to blame. Local youths use the school field for soccer. One solution was to call the police to come and deal with the problem. The BOM listed down their strengths and weaknesses for this option. Have a look below at what they came up with. Do you think this solution is likely to be a good one? Be prepared to explain your answer.</p> <table border="1"> <tr> <th><i>Wanem samting bai i halavim yumi if we ask the police to come?</i></th><th><i>Wanem samting bai i mekim hat long yumi if we ask the police to come?</i></th></tr> <tr> <td> <ul style="list-style-type: none"> <li>• We can contact the police by phone</li> <li>• The BOM Chair knows the police commander</li> <li>• People are afraid of the police</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• The police squad is two-days away</li> <li>• Normally the police don't come because of lack of funds and distance</li> <li>• We hear that sometimes the police come and <i>paitim man na kukim haus</i></li> <li>• They might ask for payment</li> <li>• The police aren't always here so the problem might come back</li> </ul> </td></tr> </table>	<i>Wanem samting bai i halavim yumi if we ask the police to come?</i>	<i>Wanem samting bai i mekim hat long yumi if we ask the police to come?</i>	<ul style="list-style-type: none"> <li>• We can contact the police by phone</li> <li>• The BOM Chair knows the police commander</li> <li>• People are afraid of the police</li> </ul>	<ul style="list-style-type: none"> <li>• The police squad is two-days away</li> <li>• Normally the police don't come because of lack of funds and distance</li> <li>• We hear that sometimes the police come and <i>paitim man na kukim haus</i></li> <li>• They might ask for payment</li> <li>• The police aren't always here so the problem might come back</li> </ul>
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5	 <p>When you consider other options, it helps to think about which choice has the best long-term gain.</p> <p><b>③ Think about which choice has the best long-term gain.</b> Some choices have more pain than gain. But sometimes the best choices have lots of pain in the short term (now) but lots of gain in the long term (later). For example, saying 'NO' to a child when they want something can be hard for everyone (pain) but there might be lots of gain later. Leaders should always make decisions that have the best long-term gain - as long as they feel they can lead people through the pain.</p> <p><b>Leaders should make decisions that have the best long term gain as long as they feel they can lead people through the pain</b></p>				
5	 <p><b>Pairs (10 minutes)</b> Get in pairs. The BOM for the local school has a problem with stealing and graffiti and vandalism. The BOM thinks local youths are to blame. Local youths use the school field for soccer. Some possible choices are listed below.</p> <p>For each choice, discuss the pain that you think could happen if you went ahead with the choice, and then discuss the long-term gain that could happen if you went ahead with the choice. Which choice has the best long-term gain? Will you be able to lead people through the pain? There is no right answer because it depends on how you <i>skelim</i>. Be prepared to explain your answer.</p> 				






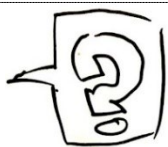

## Wok bilong lida

	<ul style="list-style-type: none"> <li>• Have a community <i>kibung</i> to talk about what to do</li> <li>• Pay for a security guard</li> <li>• Ask the soccer team to be security as 'payment' for using the school field</li> <li>• Say that no one can use the school field and put up a KEEP OUT notice saying that any stealing or graffiti or damage to school buildings will be reported to the police</li> <li>• Build a fence around the school and lock the gate</li> </ul>
5	<p>When you consider other options, it helps to think about which choice has the best long-term gain.</p> <p>It also helps to follow your heart.</p> <p><b>4 Follow your heart.</b> Think about your principles. Ask yourself what the right thing to do is. Pray. If you do this, then often one choice stands out as the right thing to do. Do what is right - not what is easy. Follow your heart. That is what true leadership is all about.</p> 
5	 <p><b>Pairs (10 minutes)</b></p> <p>Get in pairs. The BOM for the local school has a problem with stealing and graffiti and vandalism. The BOM thinks local youths are to blame. Local youths use the school field for soccer. Some possible choices are listed below. Which of the choices below do you and your partner think are <i>right</i> things to do? Use your heart not your head. There is no right answer - it depends on your principles. Be prepared to explain your answer.</p> <ul style="list-style-type: none"> <li>• Have a community <i>kibung</i> to talk about what to do</li> <li>• Pay for a security guard</li> <li>• Ask the soccer team to be security as 'payment' for using the school field</li> <li>• Say that no one can use the school field and put up a KEEP OUT notice saying that any stealing or graffiti or damage to school buildings will be reported to the police</li> <li>• Build a fence around the school and lock the gate</li> </ul>
5	<p>If you follow your heart and you still can't make a decision, then it helps to sleep on it.</p> <p><b>5 Sleep on it.</b> Most really hard decisions shouldn't be made in a hurry. It is better to take time and make the decision well. If the decision is still hard, then sleep on it. Doing this gives your <i>kru pamkin</i> time to relax and calm down. When you wake up in the morning your subconscious mind has cleared things up for you - and often one choice seems obvious.</p> 
5	 <p><b>General discussion (2 minutes)</b></p> <p>What is the principal of transparency?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Everyone learned this in the training <i>setim gutpela kastom bilong ronim grup</i></p> </div>






## Wok bilong lida

5	<p><b>Las tok.</b> Both leaders and managers need to be ready and willing to explain their decisions <i>long ples klia</i>. The principle of transparency.</p> <p>If you have a hard decision - and you follow the five steps above to help you make a good decision - then at the end you will have a very strong argument to give to other people to justify your decision.</p> <p>Leaders should make decisions that have the best long-term gain - but you will need a strong argument if you need to lead people through the pain. Be the leader you would follow.</p> 
6	 <p><b>General discussion (2 minutes)</b> What does being 'critical' mean?</p> 
6	<h3>A good leader is a critical thinker</h3> <p>Some people just accept what they hear or see <i>nogat tok</i>. A critical thinker is someone who questions what they see or hear. Leaders have to be critical thinkers. <i>Skelim toktok</i>.</p> <div style="display: flex; align-items: center;">  <div style="flex-grow: 1; text-align: center;"> <p>Is the trainer telling the truth?              Why is the school closed today?              Why did the Treasurer say that in the meeting?              Is the bank really giving out free money?              How come there are no women on the BOM?              Does that medicine really cure HIV?              Can I trust what the South Fly Member is saying?              What is really going on here?              Is the world really about to end?              Does wearing a hat really make me <i>kela</i>?              Did that person really die because of <i>sanguma</i>?              Will the logging company really be good for us?</p> </div>  </div>
6	 <p><b>Demonstration (30 minutes)</b>          The trainer will pretend to be someone selling medicine at the market. Leaders have to question what they see or hear - and leaders have to stand-up and be counted if they see or hear something that is wrong. Imagine that you are someone at the market seeing and hearing the person selling medicine. How would you respond. Be prepared to share what you would do.</p>

## Wok bilong lida

	<p>Pretend to be someone selling a medicine at the market. Say “my medicine cures baldness and makes you smarter and makes you have more children and helps with birth control and makes women (or men) <i>laikim yu tumas</i>. It only costs K50 a bottle. I only have three bottles left so don’t miss out. <i>Brata bilong mi em i wanpela dokta boi olsem na em i tok pinis em i trupela marasin</i>. I can sell it for thousands of kina each bottle <i>tasol mi sori long yupela</i> so I want to give you first chance”.</p> <p>After you have tried to sell the medicine ask if there is anyone who wants to buy the medicine? Ask participants how they would respond?</p> 
6	Asking questions and gathering more information is an important part of being a critical thinker. The more evidence you have the easier it is to question what you see or hear.
	 <p><b>Pairs (20 minutes)</b></p> <p>Get into pairs. Asking questions and gathering more information is an important part of being a critical thinker. Below is what someone selling medicine at a market said. What questions could you ask the medicine seller to help you <i>skelim toktok</i>? What other information can you collect to help you <i>skelim toktok</i>? Be prepared to share your ideas.</p>
6	<p>“My medicine cures baldness and makes you smarter and makes you have more children and helps with birth control and makes women (or men) <i>laikim yu tumas</i>. It only costs K50 a bottle. I only have three bottles left so don’t miss out. <i>Brata bilong mi em i wanpela dokta boi olsem na em i tok pinis em i trupela marasin</i>. I can sell it for thousands of kina each bottle <i>tasol mi sori long yupela</i> so I want to give you first chance”.</p>
6	 <p><b>Las tok.</b> We all want to hear what we agree with or what makes us feel good about ourselves. A good critical thinker knows this and has the courage to truly question what they see or hear - even if it means questioning themselves.</p> 
7	 <p><b>Brainstorm (10 minutes)</b></p> <p>What are ways to motivate people to do something? <i>Kirapim bel</i>. Call out whatever comes into your heads.</p>

# Wok bilong lida





	<h2>A good leader is a motivator</h2> <p>You can motivate people by telling them what to do - and if they don't do it then there are consequences. This is called 'outside' motivation.</p> <p>Whenever no one is around to tell them what to do - or there are no consequences - then there is no motivation. Problem.</p> <p>7 A better form of motivation is 'inside' motivation - it comes from inside people. Good leaders lead from inside whenever they can - and from outside only if they have to.</p> <p>The first thing you can do to try and lead from inside people is:</p>	
	<div>  <p>Agree on a shared vision - a dream for the future. Throw the spear long.</p> </div>	
	<div>  <p><b>General discussion (2 minutes)</b> What is a vision?</p> </div>	
	<p>A vision is a dream for what you want the future to be like. Your missions are what you need to do to achieve your vision.</p> <p>To lead from inside people you need to get together and agree on what it is you want to achieve. What is our shared dream and what needs to be done to achieve the dream? What is our vision and what are our missions?</p> <p>7 Throw the spear long - to where everyone wants it to land - and then together work out how to get there.</p> <div> <p>Do the action of throwing the spear long. Everyone will see what they <i>hear</i> you saying.</p> </div>	
	<p>To lead from inside people you need to agree on a shared vision. You also need to:</p>	
	<div>  <p>Make people feel proud and confident. The glass is half full.</p> </div>	

# Wok bilong lida

7	<div data-bbox="256 197 427 344"> </div> <div data-bbox="443 197 1358 309"> <p><b>Demonstration (10 minutes)</b> The trainer will hold up a glass with water in it? Is the glass half full or half empty? Be prepared to share your answer.</p> </div> <div data-bbox="352 387 1299 495"> <p>Hold up a glass that is half full/half empty with water. First, ask participants to hold up their hands if they would say the glass was half empty. Next, ask participants to hold up their hands if they would say the glass was half full.</p> </div> <div data-bbox="767 533 895 696"> </div>
7	<p>Most people see the glass as half empty. <i>Sik bilong man long olgeta hap long wol em long lukluk long hap empti na lus tinging long hap pulap.</i></p> <div data-bbox="1241 792 1401 936"> </div> <p>But the truth is the glass is also half full.</p> <p>To lead from inside people you need to get them to think about what they have and what they are doing well. Remind them of what they have and all that is good and great about their <i>ples</i> and their achievements so far. People who think they are doing well will try and do better. People who think they are backsliding <i>bai slaid igo bek moa yet</i>.</p> <p><i>Planti sindaun bilong yumi em i stret pinis. Ol narapela kantri bai kam long Bougainville na ai gris long ol gutpela kastom bilong ples na gaden na klin wara na bus na ol naispela pisin na pasin bilong halavim halavim. Glas em hap pulap.</i></p>
7	<div data-bbox="256 1339 368 1435"> </div> <div data-bbox="389 1339 815 1413"> <p><b>General discussion (2 minutes)</b> What does "do as I do" mean?</p> </div>
7	<p>To lead from inside people you need to agree on a shared vision - and you need to make people feel proud and confident. The final thing you can do is:</p> <div data-bbox="256 1592 1401 1720"> <div data-bbox="268 1599 400 1720"> </div> <div data-bbox="432 1644 1385 1682"> <p>Be a role model. Lead by example. Show them how its done. "Do as I do".</p> </div> </div> <p>Some leaders say "do as I say". "Do as I say" is 'outside' motivation.</p> <p>Great leaders say "do as I do". "Do as I do" is inside motivation. Be a role model. Lead by example. Show them how it is done. Follow rules. Respect the <i>kastom</i>. Lead from inside people. Be the leader you would follow.</p> <div data-bbox="1273 1765 1401 1960"> </div>



# Wok bilong lida

8	<p>Different leaders have different skills and qualities. We have looked at four leaderships skills or qualities that most people say good leaders need to have.</p> <div data-bbox="256 311 397 479">  </div> <div data-bbox="560 313 1064 477"> <p>A good leader is a <b>problem solver</b>  A good leader is a <b>decision maker</b>  A good leader is a <b>critical thinker</b>  A good leader is a <b>motivator</b></p> </div> <div data-bbox="1235 311 1401 479">  </div> <p>There is one last point to make. An important point. A point that we sometimes forget.</p> <h2>Leaders are both men and women</h2>
8	<div data-bbox="256 692 387 831">  </div> <p><b>Brainstorm (10 minutes)</b>  Why is it important for women to also be leaders? Call out whatever comes into your heads.</p>
8	<p>There are six big reasons why it is important for women to also be leaders:</p> <div data-bbox="347 987 683 1077">  </div> <div data-bbox="807 880 1401 1048"> <p>If you have a large number of women participants, then ask them to read together (loudly and proudly) the points below.</p> </div> <div data-bbox="250 1104 932 1296"> <p><b>Bougainville needs two wings to fly.</b> To develop Bougainville we need the qualities and skills of both men and women. Men and women need to make decisions together in our families and communities and organisations and in Government.</p> </div> <div data-bbox="999 1104 1401 1301"> <p>Show everyone how a bird needs two wings to fly. If it flies with just one wing it goes around in circles.</p> </div> <div data-bbox="250 1330 1374 1444"> <p><b>Women are already leaders.</b> Women are already leaders in families and in communities and in organisations and in Government. In church and in schools and in business. Let women leaders fly.</p> </div> <div data-bbox="250 1480 975 1671"> <p><b>Women know things that men don't know.</b> Men and women have different points of view. For example, women are very good at seeing the needs of the family and children and elderly and people who are normally left behind or excluded.</p> </div> <div data-bbox="999 1480 1401 1677"> <p>Remind everyone of the story of the elephant. Women touch a different part of the elephant to men.</p> </div> <div data-bbox="250 1706 1311 1821"> <p><b>Women know what is best for women.</b> Only women leaders know best what development will help women benefit more - and what development could make women benefit less. "Nothing for us without us".</p> </div> <div data-bbox="250 1854 1406 1930"> <p><b>Women leaders make other women stronger.</b> Women leaders are role models. Our sons and daughters will be stronger and have a better future because of women leaders.</p> </div> <div data-bbox="250 1964 1402 2036"> <p><b>It is fair.</b> Women are half the population. It is fair that about half our leaders are women and about half our leaders are men.</p> </div>



## Wok bilong lida

8	<div data-bbox="260 232 435 392" data-label="Image"> </div> <p><b>Role Play (30 minutes)</b> Get into groups of 6 people. You need to be able to explain to <i>ol lain long ples</i> why it is important for women to also be leaders. Prepare a role play to show how you would do this. Use the six points above to help you. Be prepared to perform your role play.</p> <div data-bbox="1134 266 1366 409" data-label="Text" style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>Just ask one or two groups to perform their role play - <i>tingim taim</i></p> </div>
9	<div data-bbox="180 472 240 551" data-label="Image"> </div> <p>Bougainville has always benefited from <i>ol gutpela tingting na stia bilong ol meri</i>. Women have a proud history in Bougainville. In many families and communities and organisations, Bougainville has been flying with two wings. Our Community Government will also fly with two wings. This is because one of the ward representatives elected by each Ward Assembly must be a woman.</p> <div data-bbox="1034 551 1396 824" data-label="Image"> </div> <div data-bbox="255 846 325 936" data-label="Image"> </div> <p>Community Governments are a world-leading example of <b>equal representation</b>. <i>Ino liklik samting</i>. Bougainville should be very proud.</p> <p>But there is more to do. <i>Ino yet</i>. Bougainville also needs to fly with both wings <i>long ples</i>.</p>
9	<div data-bbox="260 1059 387 1200" data-label="Image"> </div> <p><b>Brainstorm (10 minutes)</b> What can we do <i>long ples</i> to help women become leaders? Call out whatever comes into your heads.</p>
9	<p>There is a lot of things we can do <i>long ples</i> to help women become leaders:</p> <ul style="list-style-type: none"> <li>☺ Encourage women to participate and get involved whenever there is a public discussion - in church or at the market or during a school P&amp;C meeting - and point out how it helped having women involved.</li> <li>☺ Have community activities that encourage women to take the lead - activities where women are normally the leaders. For example, community sewing days or baking lessons where the whole community are involved.</li> <li>☺ Encourage families to make decisions together - husbands and wives and boys and girls. Change starts with the family.</li> <li>☺ Point out that women are already leaders. <i>Ino niupela samting</i>.</li> <li>☺ Challenge people who use <i>kastom</i> to hold back women. Be a critical thinker. The behavior that you walk past is the behavior that you accept.</li> <li>☺ Ask an outside organisation to deliver training on gender equality</li> </ul> <div data-bbox="1043 1592 1396 2040" data-label="Image"> </div>

## Wok bilong lida

- ☺ Make sure that whenever an outside organisation helps you that both men and women both benefit from the help
- ☺ Praise husbands and wives that make decisions together - and ask them to share their experiences
- ☺ Encourage leaders to think about their language. "*Man*" save *minim* "*olgeta*" *yumi* save *pinis* - but by saying *manmeri* instead it makes a clear point to everyone that women and girls are equal to men and boys.
- ☺ Make sure that any meeting venues or training venues are suitable for women
- ☺ Make it clear that children and babies are always welcome at meetings or training
- ☺ Give leaders and local champions - men and women - the chance to speak about the importance of men and woman making decisions together
- ☺ Make sure both girls and boys are given an equal chance to attend school
- ☺ When you elect the BOM make sure that women and men members are both encouraged to nominate candidates
- ☺ When you vote make sure that you ask women to show their hands first (if men and women are asked to show their hands at the same time it will be hard for many women to disagree with their husbands or male leaders).
- ☺ In community organisations always involve both women and men in decision making - and don't forget to point out how it helped having women involved.
- ☺ Have rules and *kastom* that encourage women to be on the BOM. Many organisations have a rule that roughly half the BOM must be women. If necessary, include extra positions on the BOM so that women can be involved.



### Save moa yet



Don't just have a women's representative on the BOM. This is a good start, but one woman on a BOM is not equal representation. Some organisations make extra positions on their BOM (for example, a fundraising officer or a good governance officer or a vice treasurer and a vice secretary) so women can be involved in the BOM without taking the position from the person with the most skills and confidence to do the job (which is often a man because he has had more choices and opportunities).

If you do make extra positions on the BOM, and your BOM gets too large, you can have a smaller executive committee (to vote in meetings) but have other BOM members who have roles to play and share ideas (but who don't vote in meetings). BOM members who don't vote in meetings are called 'non-executive' officers.

A great idea is to not only have a vice chairman, but also a vice treasurer and a vice secretary – and make them women. This shares the workload. It means you are helping women to be the next generation of leaders. And it means there is more chance there is always someone on the BOM who knows what to do (to show new BOM members).



## Wok bilong lida

9	 <p><b>Workshop (40 minutes)</b></p> <p>Get together with everyone from your organisation. Choose a facilitator and a scribe to write down what people say. Come up with actions that your organisation can take to help women and girls become leaders <i>long ples</i>. Your organisation can use this as a gender policy. You can include it with your organisation profile. Nice. Be ready to present your ideas.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Outside organisations that help <i>ol grup long ples</i> want to see more women involved in decision making. They know that community organisations where men and women make decisions together are more likely to be successful. They are more likely to fly. Suggest to the organisation you are working with that they include their gender policy with their organisation profile when they market their <i>rot B</i> priorities to outside organisations. And don't forget to encourage everyone to put their ideas into practice.</p> </div>
9	 <p>Change needs to start <i>long ples</i>. In the end, it is the leaders <i>long ples</i> who can make it happen. Great leaders can lead their people through any short-term pain if they can convince their people that there is long-term gain.</p> <p>But it will not be easy. They might face questions and challenges to their leadership from men who want to resist the change. You might even have women who resist the change because gender <i>pasin</i> and roles are in our roots. If we have lived in one <i>ples</i> all of our lives these roots are deep and strong.</p> <p>Key people and leaders might need to show the way by putting the long-term gain of their community ahead of their own pain. These are the greatest leaders. These are the leaders that go down in history – even if we don't realise it at the time.</p>

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

- 1) What are four leadership skills or qualities that most people say good leaders need to have?
- 2) Why is it important for women to also be leaders?



**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).



### 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?"
- 

#### 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.

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**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.

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**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.

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**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.

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**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.
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### **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.

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**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.

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**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!

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**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!

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**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.

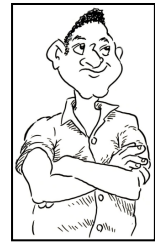
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**Energiser: PASS THE CLAP. Materials: None**

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

### How to evaluate the training

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



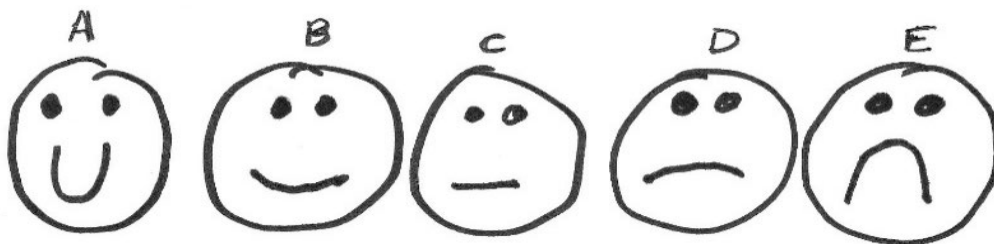
- ✓ The participants get to think about what they were supposed to learn
- ✓ The participants get the chance to *autim bel na lukim bel bilong ol narapela*
- ✓ Giving everyone the chance to *autim bel* shows them you value their opinion
- ✓ You can see if the participants learned what they were supposed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

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

### Ranking

Do the following:

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



4. Next read out the first topic - *wok bilong meneja*. It is a good idea to quickly go over the topic again 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 '*wok bilong meneja*' on their sheet of paper, then next to this 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***

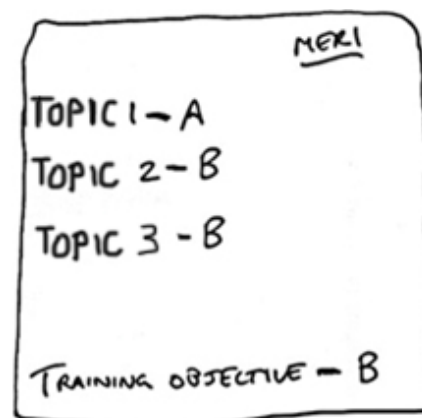
**Write C if you are *NAMEL STRET***

**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 the first topic do exactly the same thing for the second topic. The second topic is *wok bilong memba*. Then do the same thing again for the last topic. The last topic is *wok bilong lida*.
- 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 LONG WOK BILONG MENEJA NA MEMBA NA LIDA*. Point to where you have written the training objective on the wall – *em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia trenin objektiv*. Then say the training objective out loud so everyone is clear. Ask everyone to write the words 'training objective' (or 'TO') on their piece of paper. Then ask everyone to write which letter lines up with how well they think the training objective has been achieved.

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



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

## Feedback questions

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

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

## How to evaluate the training

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

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

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



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

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

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

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



**Lainim pinis nau tasol bai yu aksonim olsem wanem?**