

COMMUNITY DEVELOPMENT WORKER COURSEBOOK 1

Element 1 'Make Preparations'



Element 2 'Conduct Community'

Element 4 'Prepare a Report'



Including gender, equity, and diversity module "GED"

Community Development Workers are people who work with communities and groups and families to help them develop. Community Development Workers support community-led development, participatory development, inclusive development, and building local capacity.

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

This series of coursebooks targets the performance criteria (*wok mak*) from the PNG National Standard for Community Development Workers. Developed by leading PNG Community Development Workers, the National Standard was endorsed by the PNG Government in 2006, under the auspices of the National Apprenticeships and Trade Testing Board (NATTB). The National Standard identifies key jobs and duties that Communities Development Workers have, then it lists the *wok mak* that Community Development Workers need to put into practice if they want to perform those jobs and duties in a way that meets the Standard. For more information on the National Standard visit the website pngcdwstandard.com

| | |
|---------------------------------|--|
| 1 | MAKE PREPARATIONS, CONDUCT COMMUNITY ENTRY, AND PREPARE A REPORT |
| 2 | TRAINING AND AWARENESS |
| 3 | COMMUNITY MAPPING AND NEEDS ANALYSIS (STEP 1 OF THE PROJECT CYCLE). <i>GLASIM NA SKELIM SINDAUN.</i> DEVELOP A PLAN (STEP 2 OF THE PROJECT CYCLE). <i>KAMAPIM PLEN.</i> |
| 4 | FACILITATE AGREEMENT (STEP 3 OF THE PROJECT CYCLE). <i>KAMAPIM WAN BEL.</i> PROJECT START-UP (STEP 4 OF THE PROJECT CYCLE). <i>SET GUT NA STATIM WOK.</i> |
| 5 | MONITORING (STEP 5 OF THE PROJECT CYCLE). <i>SEKIM WOK.</i> EVALUATION (STEP 6 OF THE PROJECT CYCLE). <i>LUKLUK BEK NA SKELIM.</i> |
| 6 | PROVIDE MENTORING |
| COURSE FACILITATOR GUIDE | |

The Community Development Worker series of coursebooks were prepared by Christopher Gard, with support from the Australian Centre for International Agricultural Research. Permission is given to use these coursebooks in part or in full, provided the coursebooks are not sold for profit, and so long as the source is acknowledged. Thanks also to CARE PNG, the PNG-Australia Partnership, the World Bank, Oil Search Limited, the Autonomous Bougainville Government, and Fresh Produce Development Agency. The series of coursebooks can be downloaded from the website pngcdwstandard.com



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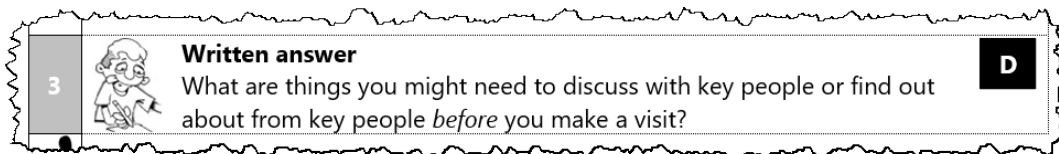
Luk save. Each topic is a *wok mak* from the National Standard, but the topic title has "How to" written in front of the *wok mak*. The topic title is written at the top of each page in the topic (along with the Element the *wok mak* is for). You can use the title (at the top of each page) to find the topic you want.

This series of coursebooks can be used as training handbooks, with trainers to 'train' you how to do it. If you have good trainers, then this is the best way for you to learn how to be a Community Development Worker. However, it is hard to organise training, and it can be hard to find good trainers. This series of coursebooks is also designed for learners to use themselves, with their colleagues, at their own pace, and without the need to organise training or find good trainers. This is called a workbook approach.

HOW TO USE THE COURSEBOOKS USING THE WORKBOOK APPROACH



Get together with your colleagues. Look at the coursebook. A good idea is to agree with your colleagues what topics you want to complete by the end of the month (or by the end of the quarter). If a colleague is unavailable, then continue without them (but let them know what they need to cover to catch up). If you don't have one or more colleagues to work with, then no problem. When the coursebook says to work with your colleagues just do it yourself. *Nogat samting*. In each coursebook, there are key questions that each learner will need to answer in their course exercise book. You will know if the question is one that you need to answer in your exercise book because it will have a letter (A-Z) in the top right corner (like in the example below). Your exercise book (or emailed answers) will be used by the course facilitator to check that you are on track.



The course facilitator will normally be a senior officer from your organisation (or a partner organisation) with experience as a Community Development Worker. The course facilitator is NOT AN ASSESSOR. Their role is to guide you and encourage you. They will use your answers to the key questions to check that you have completed the requirements for the coursebook and to check if you are eligible to receive a course completion certificate. Getting a course completion certificate DOES NOT MEAN THAT YOU ARE COMPETENT. It just shows that you have completed the course. To become competent, you have to put what you have learned in this course into practice when you do your work. If you work for an organisation, then they should help you to do it. If you believe you can work in a way that meets the National Standard, then there is also the option for workplace assessment, leading to accreditation. For more information on how assessment and accreditation work, refer to the Community Development Worker Workplace Assessment Handbook or ask the course facilitator.

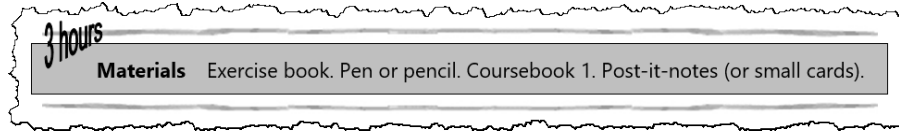
HOW EACH TOPIC IS SET OUT Each topic is a *wok mak* from the National Standard, but the topic title has "How to" written in front of the *wok mak*. The topic title is written at the top of every page in the topic, along with other tracking information. This means you can use the information at the top of each page to find the topic you want.

Luksave:

**Element 1 | How to find out information about the
Topic 1.1 | place and people to be visited**

At the start of each topic, there is also a list of the materials you will need for the topic. In the top left-hand corner, there is also an estimate of the time it should take to complete the topic. However, don't rush. Take whatever time you need. The purpose of this course is to learn how to meet the Standard – it doesn't really matter how long you take to do it.

Luksave:



Next is the information you need to learn. You will notice that there are numbers on the left-hand side. These are the steps. Each topic is broken into steps. Step 1, step 2, step 3 *igo igo*. A step groups together information that is about the same sub-topic. In between each step, there is a footprint to show that one step has finished, and the next step is beginning.

The information within each step is also broken down into smaller steps. *Hap step*. In between each *hap step*, there is a discussion or activity or written answer where you and your colleagues will need to do something with the information you have just learned (or discuss something that you are about to learn).

You will also notice that sometimes there is a box (like this one) with extra information for you and your colleagues

Luksave:

| | | |
|---|--|--|
| | leaves and flowers <i>na ol kain samting olsem.</i> | |
| | If you are going to be facilitating an agreement between your organisations and a community group, then the materials you will need for your activities might be copies of the agreement document, butcher paper, markers, and pens. | |
| 1 | Activity Imagine you are going to be running awareness with youth on the dangers of alcohol abuse. With your colleagues, come up with examples of the sort of materials you might use for your activities. | |
| | | |
| 2 | To meet the Standard, this <i>wok mak</i> says that materials for the activities need to be 'suitable'. Suitable materials: | |
| | <ol style="list-style-type: none"> 1 Are easy for people to understand or use. They suit the participants. 2 Help you achieve the outcome you want to achieve. They suit the work plan. | |
| 2 | Discussion Materials for the activities should be easy for people to understand or use. | |

When you come to the end of the information in a topic, there is a final revision discussion to help you and your colleagues go back over (review) what you have learned in the topic.

At the end of each Element (you will learn what this means *olsem na stap isi pastaim*) there is also a summary of the Element, and a revision exercise that covers all of the *wok mak* in the Element. Don't skip this revision exercise. Revision is very important.

Make sure you and your colleagues have a good place to meet to go through the coursebook. Quiet. Comfortable. Relaxing. *Sindaun wantaim wanpela naispela kap ti na mekim.* If everyone gets tired then go outside for a walk or take a break. Don't just read through the information in the coursebook together quietly – it is much better to also read it out aloud as you go. This will help you learn. And when you meet with your colleagues, it is also a good idea to do a revision exercise first to go over what you learned last time. *Kirapim bek tingting.* Start the revision by taking 30 minutes to go back over what you have covered so far in the coursebook. The purpose of doing this is to come up with two or three good questions about what you have done so far that you can ask your colleagues in the 'revision ball' exercise (below).



'Revision ball'

Get a ball (or just crumple up a piece of paper). Stand in a rough circle. The person holding the ball begins. Ask one question about anything from the coursebook so far, and then throw the ball to one of your colleagues to answer the question. After they answer the question, they need to ask their own question and then throw the ball to someone else. Keep doing this until everyone has had a few turns (or until no one can think of any more questions). If someone can't answer a question, then no worries. Anyone else can help them. This is not a test. This is revision. *Kirapim bek tingting.*



HOW LONG SHOULD IT TAKE TO COMPLETE THE COURSEBOOKS?

There are six Community Development Worker coursebooks. Complete them IN ORDER. How long it takes to complete each coursebook depends on how often you can meet with your colleagues to go through it – and how often you can meet with your course facilitator. Completing one coursebook every month or every quarter is a good goal. But you can go through them quicker or slower depending on your workplace requirements. *Yupela yet.* This is flexible learning. Go faster when you have the opportunity and slower when you have other commitments that make it hard. Good luck. *Stap wantaim yupela.*

HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

You can also use these coursebooks as training handbooks. The course facilitator can be with you face-to-face to 'train' you how to do it. The trainer explains the information in each step, and then you and your colleagues complete the discussion or activity or written answer in between each *hap step*. If you are using this coursebook as training handbooks, then participants don't need to write down their answers to the key questions (A-Z) in their course exercise book – instead, just get participants to discuss their answers in small groups. If you run these courses as full-time training, it takes between 4 and 5 days to complete each coursebook, starting at 8.30 in the morning and finishing at about 4 pm. If you run these courses as face-to-face training, then don't have more than 20 participants, and it is better to have two trainers (co-trainers) so they can take turns teaching each step. If you can organise face-to-face training (and find good trainers), then this is the best way for people to learn.

Introduction | The PNG National Standard for Community Development Workers

2 hours

Materials Exercise book. Pen or pencil. Coursebook 1. The PowerPoint on the PNG National Standard for Community Development Workers (but if you don't have a copy don't worry).



If you will be using the workbook approach (see page 4), then go through this coursebook with one or more colleagues *together*. If you don't have colleagues, then don't worry. You can go through this course on your own. If this is the case, then when the coursebook says to do something with your colleagues, just do it yourself.

You will need an exercise book to use for making notes and writing your answers. Use a new exercise book for each coursebook. On the cover write the name of the coursebook and your name. Then start going through the coursebook. Feel free to write notes and comments. **If there is a question that you need to answer in your exercise book, you will see the letter (A-Z) in a black box on the right.** You need to write down the letter and then write down your answer.



It is a good idea to use the last page in your exercise book to write down words that you are unclear about, or questions that you have. Your course facilitator will arrange to have semi-regular meetings with you and your colleagues to go through what you have covered since the last meeting, and to go through the answers in your exercise book. This is a good time to ask them to explain any words that you are unclear about, or questions that you have.

But feel free to contact your course facilitator any time you need help.

| | | | |
|---|---|---|---|
| 1 |  | <p>Discussion</p> <p>What is a Community Development Worker?</p> <p>Discuss this with your colleagues.</p> | <p>If this course is being run as a training by a trainer, then many of these discussion activities will be run as general discussions.</p> |
| 1 | <p>A Community Development Worker is someone who works with communities and groups and families to help them develop. <i>Long sotim ol save tok</i> 'CDW'.</p> <p>A CDW might be someone who is from <i>outside</i> a community who makes visits to help communities and groups and families (and people). An agriculture extension officer or a community liaison officer or a health worker or a field worker or an NGO worker or a District officer or a loans officer <i>o kain olsem</i>.</p> | |  |

Introduction | The PNG National Standard for Community Development Workers

A CDW can also be someone from *inside* a community who works with communities and groups and families to help them develop the community. Community volunteers or Grade 12 leavers or Pastors or Women’s leaders or Youth leaders or Ward Development Committee members *o kain olsem*.



Often a Community Development Worker will also have other expert skills. For example, an agriculture extension officer might be an expert on farming



systems (a *didiman*) and also someone who works with communities and groups and families to help them develop (a CDW). They wear two hats at the same time. Great.

CDWs support development that is community-led, participatory, inclusive, and builds local capacity. We will find out what some of these words mean as we go through the course *olsem na stap isi pastaim*.

A CDW has the most important job in development.

In most parts of PNG, education levels are low, but we need to start helping communities and groups and families to develop now. We can’t wait.



You have probably all heard expressions like “we need to keep up standards” or “we can’t let our standards drop”. To meet the standard for a job means you can competently perform the key skills and knowledge required to do the job.

But who decides what level of performance is acceptable?

The best people to do this are experienced people in the job. When experienced people in the job decide what level of performance is acceptable, they are setting the standard.

2 A ‘National Standard’ is an official document that makes it clear what you need to do to meet the nation-wide standard for a job.

It is developed by professionals who do the job, and it is endorsed by the Government.

National Standards are always set at the lowest possible level (the *minimum* level) required to perform the job to an acceptable level. The high jump bar is not set so high that no one can jump over it – the high jump bar is set lower down so that any Community Development Worker who tries should be able to clear the mark. *Inap*.



2



Written answer

What is a National Standard? Discuss this with your colleagues. Next, in your exercise book, write your answer.

A

Introduction | The PNG National Standard for Community Development Workers

The PNG Government worked with expert PNG CDWs to set up the PNG National Standard for CDWs.

They set it up to give CDWs *inside* and *outside* the community the key skills and knowledge they need to help communities and groups and families to develop.

They set it up to give CDWs and the organisations they work for a way to build the profession.

They set it up so that in the end, communities and groups and families in PNG get competent development assistance (assistance that meets the Standard).



2



Activity

With your colleagues, read the pamphlet on the PNG National Standard for CDWs (at the end of this coursebook). With your colleagues, discuss what your answers would be for the following questions:

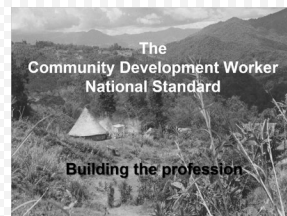
2

1. What are performance criteria?
2. What are the CDW Core Units?
3. What are the CDW Level 3 Units?
4. What does it mean if you have a CDW Level 1 Certificate?

Introduction | The PNG National Standard for Community Development Workers

5. Which Core Unit is compulsory if you want to receive a CDW Level 2 Certificate?
6. When can you be assessed for a Level 3 Unit?
7. Which three Elements (duties) are exactly the same in each CDW Core Unit?
8. Which Element is different in each CDW Core Unit?

Your course book facilitator should have given you a copy of the PowerPoint presentation on the PNG National Standard for CDWs. If you have it, then now is a good time to go through it with your colleagues. If you don't have it, or you don't have a way to look at it, then no matter. Just continue.



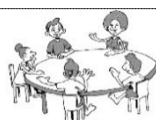
It is important to be very clear that Element 1, Element 2 and Element 4 are exactly the same in each of the Core Units. What changes each time is Element 3. For this reason, Element 3 is called the 'critical Element'. For example:

Conduct Community Awareness

- Element 1 Make Preparations
- Element 2 Conduct community entry and organising activities
- Element 3 Conduct the awareness**
- Element 4 Prepare a report

Monitor Community Activity





- Element 1 Make Preparations
- Element 2 Conduct community entry and organising activities
- Element 3 Conduct monitoring**
- Element 4 Prepare a report






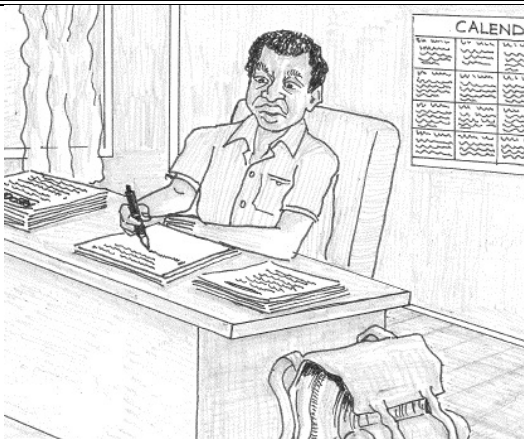
Activity

The next two pages show two Core Units from the PNG National Standard for CDWs. With your colleagues, work out which one of the Core Units is shown on the first page and which one of the Core Units is shown on the second page. What do you think?

Introduction | The PNG National Standard for Community Development Workers

| | |
|--|--|
| <p>Element 1 Make Preparations</p> |  |
| <p>Element 2 Conduct Community Entry and Organising Activities</p> |  |
| <p>Element 3?</p> |  |
| <p>Element 4 Prepare a Report</p> |  |

Introduction | The PNG National Standard for Community Development Workers

| | |
|--|--|
| <p>Element 1 Make Preparations</p> |  |
| <p>Element 2 Conduct Community Entry and Organising Activities</p> |  |
| <p>Element 3?</p> |  |
| <p>Element 4 Prepare a Report</p> |  |

Introduction | The PNG National Standard for Community Development Workers



Activity


Below is the full Unit (all 4 Elements) for one of the CDW Core Units (Unit C01 Conduct Community Awareness). Don't forget, Element 1, Element 2, and Element 4 are exactly the same for all of the Core Units. Only Element 3 changes (the critical Element). With your colleagues, confirm that it all makes sense.

If there is anything that is not clear then write down what it is on the last page of your exercise book (this is the page where you can keep track of questions to ask your course facilitator). You can also contact your course facilitator any time there is something that you are not clear about.

| CDW C01 | |
|--|--|
| Conduct community awareness | |
| <i>This Core Unit describes the job tasks required to conduct awareness in a way that meets the standard</i> | |
| Elements | Performance criteria |
| 1. Make preparations | 1.1 Find out information about the place and people to be visited 1.2 Communicate effectively with key people from the place to be visited 1.3 Prepare a suitable work plan (activity plan) 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices while doing office-based activities |
| 2. Conduct community entry and organising activities | 2.1 Confirm who the key people are, and work with them to make arrangements and identify and organise participants for the activities 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Communicate effectively with key people 2.4 Show respect for local culture and be sensitive to gender roles 2.5 Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6 Follow workplace health and safety practices while conducting field activities |
| 3. Conduct the awareness | 3.1 Support and encourage effective participation while conducting awareness 3.2 Communicate effectively while conducting awareness 3.3 Work in a way that is appropriate to local culture while conducting awareness 3.4 Demonstrate understanding of how people learn (principles of adult learning) when conducting awareness 3.5 Discuss how the awareness information is relevant to the needs of the community 3.6 Transfer the awareness information using effective techniques 3.7 Respond to any misunderstanding or confusion when conducting awareness 3.8 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.9 Discuss with the group how or if the visit has been useful to them 3.10 Thank participants, without rushing, and explain again what the awareness visit has been for |
| 4. Prepare a report | 4.1 Maintain diary (journal) of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis |

4

Introduction | The PNG National Standard for Community Development Workers

| | |
|---|---|
| 4 | <p>There are five CDW coursebooks. This coursebook will give you the skills and knowledge (the how and the why) to perform Element 1, 2, and 4 for each of the Core Units from the PNG National Standard for CDWs.</p> <p>If you get a 'training completion' certificate for completing this coursebook, this will just be a certificate to show that you have completed the coursebook and know what to do. It will not be a certificate to show that you can do it (and have done it).</p> <p>To meet the PNG National Standard, you will need to do it – you will need to put these skills and knowledge into practice when you make preparations (Element 1), conduct community entry and organising activities (Element 2), and prepare a report (Element 4).</p> <p>To get a certificate that says you have done it (called a 'competency-based' certificate) you will need to be assessed by a CDW workplace assessor while doing your work. For more information on assessment and accreditation, please refer to the Community Development Worker Workplace Assessment Handbook.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p>For more information on assessment and accreditation, you will need to look at the CDW Workplace Assessment Handbook. If you are interested, ask your course facilitator for more information.</p> </div> |
| 4 | <div style="display: flex; align-items: center;">  <div> <p>Written answer</p> <p>With your colleagues, write the coursebook objective on a poster <i>na putim long ples klia</i>. Leave it <i>long ples klia</i> until you complete this coursebook. For coursebook 1 (this coursebook) the objective is understand how to make preparations, conduct community entry, and prepare a report in a way that meets the Standard. Next, in your exercise book, write the coursebook objective in big letters.</p> </div> <div style="background-color: black; color: white; padding: 5px 10px; font-weight: bold; margin-left: 10px;">B</div> </div> |
| 4 | <p>Las tok. The PNG National Standard for CDWs is not a recipe to follow. It does not replace your workplace practice. The National Standard only lists the key skills and knowledge (the key ingredients) that need to be in your workplace practice if you want to work in a way that meets the Standard. <i>Wok mak</i>.</p> <p>The <i>wok mak</i> in the National Standard for Element 1 (make preparations) or Element 2 (community entry and organising activities) or Element 4 (prepare a report) are only the key ingredients. BUT your organisation might ask you to do more. For example, when you prepare a report, a <i>wok mak</i> in your organisation might be 'submit your work plan to your line manager for approval'. Fine. Good. This is how it should be.</p> |



Revision discussion

Do you think the PNG National Standard for CDWs will help your organisation?
Do you think the PNG National Standard for CDWs will help PNG? How?

Element 1 - Make preparations







PNG National Standard Performance Criteria for Element 1 (Make Preparations)

- 1. Find out information about the place and people to be visited**
- 2. Communicate effectively with key people from the place to be visited**
- 3. Prepare a suitable work plan (activity plan)**
- 4. Put together suitable materials for the activities**
- 5. Follow workplace health and safety practices while doing office-based activities**

Element 1 | How to find out information about the Topic 1.1 place and people to be visited

2 hours

Materials Exercise book. Pen or pencil.

| | |
|---|--|
| 1 | <p>Before working with a group or community or family to help them develop, you need to make preparations. If you fail to prepare you prepare to fail.</p> <h2 style="text-align: center;">If you fail to prepare you prepare to fail</h2> <p>The first thing you need to do when you prepare is to find out about the place and people that you will be visiting. This is the first <i>wok mak</i> you need to <i>inapim</i> if you want to make preparations in a way that meets the National Standard.</p> |
| 1 | <div style="display: flex; align-items: center;">  <div> <p>Discussion</p> <p>With your colleagues, discuss whether you have ever worked with a community or group or family and discovered that you should have found out more about the place and people first? What was your experience?</p> </div> </div> |
| 2 | <div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <div style="display: flex; align-items: center;">  <div> <p>Discussion</p> <p>With your colleagues, brainstorm what information could be useful to find out about the place and people that you are going to visit. Call out whatever comes into your heads. <i>Gespaia</i>.</p> </div>  </div> </div> </div> |
| 2 | <p>Useful information to find out about the place and people <i>before</i> you visit includes:</p> <ul style="list-style-type: none"> ↪ What is the geography like (location, what sort of environment, weather, etc)? ↪ What access to services do they have (for example health, education, law and order, communication, etc.)? ↪ What will be the literacy levels? ↪ What access to transport is there (and what kind of transport)? ↪ What levels of schooling is usually reached by men and women? ↪ What is the population? ↪ What type of leadership do they have? ↪ Which Ward are they in? ↪ What are their cultural beliefs and practices? ↪ What local activities or events could be going on? ↪ What is their economy or livelihood based on (e.g. fishing, gardens, employment)? ↪ What health and safety problems might there be? |

Element 1 | How to find out information about the place and people to be visited

Topic 1.1



3



Discussion

With your colleagues, discuss why it is important to find out information about the place and people before you make a visit?

It is very important to find out information about the place and people before you get there. This is because:

- 1 You can adjust your work plan (activity plan) to suit the place and people
- 2 You can make sure you use the right materials for the place and people
- 3 It will give you some idea of possible community expectations and how you might work better with the community
- 4 It will give you an idea of what you need to prepare so that you (and your team) stay safe and healthy during the visit
- 5 It shows respect. *Nogut yu as nating na go.*

3



4



Discussion

With your colleagues, discuss the different ways you can collect information about the place and people that you are going to visit?

You can collect information about the place and people that you are going to visit in many ways. For example:

- ~ You can talk to people who are from the place to be visited
- ~ You can talk to friends or colleagues who know about the place you will visit
- ~ You could telephone or contact in some other way key people from the place to be visited and ask them questions
- ~ You could check old reports or other written information about the place and people to be visited

4

Element 1 | How to find out information about the Topic 1.1 place and people to be visited

With any information that you get about the place and people to be visited you need to consider how reliable the information is.

If you think the information may not be reliable then try and confirm the information by cross-checking it.

This means you need to try and find out about the information from more than one source.

Normally, if three different sources say the same thing then the information can be considered reliable.



4



Written answer

Think about your own workplace. List three different ways you can find out information about the place and people that you are going to visit?

4

C



Revision discussion

What can happen if you don't find out about the place and people that you are going to visit *before* you make a visit?






Element 1 | How to communicate effectively with key people from the place to be visited

Topic 1.2






2 hours

Materials Exercise book. Pen or pencil.

| | |
|---|--|
| 1 |  <p>Discussion With your colleagues, discuss what problems you have experienced because key people were not effectively contacted before you made a visit? How could you have avoided the problem?</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>Whenever there is a discussion you and your colleagues could go outside for a walk to discuss the question. Doing this makes a nice change and it becomes an energiser. <i>Tasol yupela yet.</i></p> </div> |
| 1 | <p>It is important to communicate effectively with key people from the place that you are going to visit <i>before</i> you make the visit. This is because:</p> <ul style="list-style-type: none"> ✓ It will help you prepare for the visit ✓ It will help you make sure the timing and activities are suitable ✓ It allows the group or community to prepare for your visit ✓ It shows respect for key people ✓ It encourages ownership by key people of the work that you will do ✓ It creates a foundation for a good working relationship |
| 2 |  <p>Discussion Imagine you are helping an Elementary School in Wakunai with a project to improve the school so that more children attend. With your colleagues, discuss who you think the key people would be that you need to contact before making the visit?</p>  |
| 2 | <ul style="list-style-type: none"> ↗ Key people can be community leaders such as traditional leaders, church pastors, women’s leaders, youth leaders, community health workers, teachers, retired professionals, Ward representatives. <i>Kain kain.</i> ↗ Key people can be office-bearers in a group such as the President, Chairperson, Vice President, Deputy Chairperson, Treasurer, Secretary, Youth representatives, Women’s representatives, or the Coordinator ↗ Key people can be people in the community who are keen to learn how to be a Community Development Worker |






Element 1 | How to communicate effectively with key people from the place to be visited

Topic 1.2

| | |
|---|--|
| | <p>↗ Key people can be the beneficiaries of the work that you will do (or people who work with the beneficiaries). For example, if you are helping a community with a project on teenage drug abuse then key people would also be youth leaders and people who work with teenagers.</p> |
| 2 |  <p>Discussion With your colleagues, discuss why it is a good idea to communicate with more than one key person before you make a visit? What can go wrong if you only communicate with one key person?</p> |
| 2 | <p>It is always a good idea to try and communicate with more than one key person. The more the better.</p> <p>If you communicate with more than one person, especially if you communicate with both a man and a woman, then there is more chance that you will get the full story. Men don't know what women know. Women don't know what men know. The full story.</p> <p>If you communicate with more than one key person, there is more chance that the message about your visit will reach whoever it needs to reach. If only one key person is responsible for passing on messages, sometimes the message gets changed. <i>Yu save.</i></p> <p>If you communicate with more than one key person, then there is less chance that local politics will disturb the visit. And you build up your relationship with different parts of the community – men, women, youth. Nice.</p>   <p>If you communicate by mobile, a good idea is to ask the key person to get together with other key people first. Then when you call them back, ask them to put the phone on loudspeaker. If you do this then you can talk with a number of key people at the same time. And it helps make sure the message is not mixed up. And it helps the key person because other people can't say they changed the message.</p> |
|  | |
| 3 |  <p>Discussion With your colleagues, discuss what sort of things you might need to tell key people before you make a visit?</p> |
| 3 | <p>There are many things you might need to discuss with key people before you make a visit. For example:</p> <ul style="list-style-type: none"> ↗ Why you are coming (hopefully they know already because they asked you to come) ↗ If there is anything sensitive about what you plan to do |





Element 1 | How to communicate effectively with key people from the place to be visited

Topic 1.2

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> ↪ How many people will be coming ↪ When you plan to come ↪ How long you plan to stay ↪ What support you will need ↪ Your contact details ↪ What your expectations are |  |
| 3 |  <p>Discussion With your colleagues, discuss what sort of things might you need to find out about from key people before you make a visit?</p> | |
| 3 | <p>There are many things you might need to find out about from key people before you make a visit. For example:</p> <ul style="list-style-type: none"> ↪ Whether they want you to come – <i>ol bai givim tok orait o nogat</i>. ↪ Whether the timing for the visit suits the group or community – <i>nogut ol i gat haus krai o hevi long ples</i> ↪ Whether they agree with your work plan (the activities) ↪ What their expectations are for your visit ↪ What you need to know or bring so that you stay safe and healthy | |
| 3 |  <p>Written answer What are three things you might need to tell key people <i>before</i> you make a visit? What are three things you might need to find out about from key people <i>before</i> you make a visit?</p> | D |
|  | | |
| 4 |  <p>Discussion With your colleagues, discuss what the expression 'effective communication is two-way' means?</p> | |
| 4 | <p>Effective communication is not a <i>tok save</i>. A <i>tok save</i> is one-way communication – one person speaks and the other listens.</p> <p>Effective communication should be like a good conversation – both people should have a chance to speak and listen. Effective communication is two-way.</p> <p>Effective communication is two-way</p> <p>When you communicate with key people from the place to be visited make sure you do everything possible to give key people a chance to respond.</p> | |

Element 1 | How to communicate effectively with key people from the place to be visited

Topic 1.2

| | |
|---|--|
| | <p>What do they think about your plans? Do they have any advice or suggestions?</p> <p>If you give key people a chance to respond then you will be better prepared for the visit, and key people will take ownership of the visit because they will feel like they have been involved in planning it.</p> |
|  | |
| <p>5</p> |  <p>Discussion</p> <p>With your colleagues, discuss some different ways to communicate with key people before you make a visit?</p> |
| | <p>How you communicate with key people will depend on the time you have, where key people are located, and what options you have for communicating.</p> <p>Effective communication is two-way. If you can talk with the key people from the place to be visited in person or over the phone or two-way radio, then communication can be two-way.</p> <p>5 However, sometimes two-way communication is not possible. Sometimes you will be forced to send a <i>tok save</i> through the radio or a letter or through key people who are travelling to the place to be visited.</p> <p>A <i>tok save</i> is not effective communication, but a good <i>tok save</i> must at least encourage the key people to respond if they have any concerns (and it must tell them how to contact you).</p>  |
| | |
| <p>5</p> |  <p>Activity</p> <p>Imagine you are preparing to conduct awareness about how limited preferential voting (LPV) works in a remote community in Gumine. You have tried to contact key people by phone but there is no mobile reception. Instead, you need to send a <i>tok save</i> over the radio. With your colleagues, write down the key points for the radio announcer to say. Because you are sending the message over the radio, it can't be two-way communication. It can't be effective communication. It is a <i>tok save</i>. But it can still be a good <i>tok save</i>. Don't forget a good <i>tok save</i> must at least encourage the key people to respond if they have any concerns (and tell them how to contact you).</p> |



Revision discussion




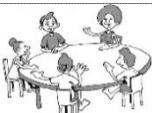
What can happen if you don't communicate effectively with key people *before* you make a visit?

Element 1 | How to prepare a suitable work plan

Topic 1.3 (activity plan)

2 hours

Materials Exercise book. Pen or pencil.

| | | |
|---|---|---|
| 1 |  | <p>If you have already found out about the place and people to be visited, and communicated effectively with key people from the place to be visited, then preparing a work plan will be much easier.</p> <p>A work plan is a guide that helps you to think through how you are going to carry out your work.</p> <p>Preparing a work plan doesn't mean the work plan is exactly what you will do – it is normal for a Community Development Worker to change their work plan after they arrive in a community. Reality is never what you planned. Expect the unexpected.</p> |
| 1 |  | <p>Discussion With your colleagues, discuss what is normally included in a work plan?</p> |
| 1 | <p>Different people prepare work plans in different ways. There is no set way to do it. However, most work plans include:</p> <p>Why? The aim or objective or expected outcomes.</p> <p>What? How you will do it (the activities).</p> <p>Who? Who is responsible for each activity (who will do it or who will take the lead).</p> <p>When? When each activity should happen and for how long (timing).</p> <p>With? Any resources you will need for each of the activities. If you need to include a budget then also include the cost for each resource, and then add up all the costs. And in your budget, also include the costs for you to do the work (per diems, travel etc).</p>  | |
| 1 |  | <p>Activity Below is an example of a work plan. With your colleagues, discuss whether it includes what is normally included in a work plan? Do you think it is a good work plan? Is there anything you would do to make it a better work plan?</p> |

Element 1 | How to prepare a suitable work plan

Topic 1.3 (activity plan)

VISIT TO WARD 12 TO HELP THEM EVALUATE THEIR WARD BEAUTIFICATION PROJECT

WHY? Objective: Help Ward 13 to evaluate their Ward beautification project.

Expected outcomes: (1) Ward Development Committee and people in Ward 12 learn lessons from the project. (2) District has evidence to help them evaluate their contribution to the project. (3) Ward Development Committee knows how to conduct evaluation themselves. (4) Ward Development Committee receive 'good project management' certificate from the District.

| WHAT | WHO | WHEN | WITH |
|--|--|--|---|
| Day one. Arrive in community | Driver/David/Mary | Monday 23 rd | |
| Day two. Meet with Ward 12 Ward Development Committee and other key people to organise the activities and plan who does what. | David and Mary with Ward Development Committee (WDC) | Tuesday 24 th A few hours. Walk around Ward to see. | Butcher paper/markers Copies of project plan for people to look at. Provide tea and biscuits. |
| Day three. Community <i>kibung</i> with one village (<i>Mako</i>). We need to look at the project objective and the project outcomes we hoped to achieve to find out how well they were achieved. We will also find out what other outcomes (expected and unexpected) came out of the project. Then we will find out what lessons can be learned from the project. | David and Mary and WDC | Wednesday 25 th Should take about three hours. | Provide tea and biscuits. Community providing lunch. Butcher paper/markers Copies of project plan for people to look at. |
| Day four. Community <i>kibung</i> in second village (<i>Saksak</i>) to do the same thing we did at <i>Mako</i> village. | David and Mary and WDC | Thursday 26 th Should take three hours. | Provide tea and biscuits. Community providing lunch |
| Day five. Work with Ward 12 Ward Development Committee to investigate the outcomes people identified during the community <i>kibung</i> . Take photos. Focus group discussions. Collect stories. Collect other evidence of what was achieved to put in final report. | David and Mary and WDC chair (Pastor Ned) | Friday 27 th Whole day | Office camera Butcher paper/markers Provide tea and biscuit Ward Development Committee providing lunch |
| Day six. Final meeting with Ward 12 Ward Development Committee and other key people to put the findings <i>long ples klia</i> . <i>Mumu</i> in the afternoon to celebrate completion. Show photo presentation of the project in the evening. | David and Mary and WDC | Saturday 28 th Should take about three hours. | Contribution for <i>mumu</i> . Office projector and screen. 2 litres of diesel for local generator Butcher paper/markers |
| Day seven. Depart. | Driver/David/Mary | Sunday 29 th | |

BUDGET

| | | |
|--|-------------------------------|----------------------|
| Resources for activities | Tea and biscuits | K150 |
| | Butcher paper/markers | K200 |
| | Copies of project plan | K30 |
| | <i>Mumu</i> contribution | K100 |
| | 2 litres of diesel | K20 |
| Resources for operation (David and Mary) | Vehicle drop-off/pick-up | K250 |
| | Per diems 7 days x 2 officers | K700 |
| | | K1450 (total) |

Element 1 | How to prepare a suitable work plan

Topic 1.3 (activity plan)



2



Discussion

With your colleagues, discuss the advantages of preparing a work plan before you do the work?

The advantages of preparing a work plan are:

- ✓ It reminds you what you need to communicate to key people *before* the visit
- ✓ It helps you work out what you need to prepare including what resources you will need
- ✓ It helps your supervisor or employer to have a picture of what will happen, and the cost of what you are planning to do (if you have included a budget).
- ✓ You can share it so your colleagues can give advice to help improve your work plan
- ✓ It reminds you of what needs to be organised when you arrive in the community
- ✓ It helps you stay on track during the visit
- ✓ It helps key people to work with you because they will know what is happening and when it will happen
- ✓ It helps other team members to work with you because they will know what is happening and when (hopefully they helped you develop the work plan.)



2



Written answer

Imagine that you need to prepare a work plan for a short visit to carry out some community development work (you choose). Don't worry about including a budget (pretend in your organisation your Line Manager is responsible for preparing the budget after you give them your work plan). Don't forget to put a copy of the work plan that you and your colleagues come up with in your exercise book.

E



Revision discussion





What can happen if you don't prepare a work plan *before* you make a visit?







Element 1 | How to put together suitable materials for Topic 1.4 the activities

1 hour

Materials Exercise book. Pen or pencil.

| | |
|---|--|
| 1 | <p>When you prepare your work plan you will need to think about the materials you will need for your activities.</p> <p>If you are going to be running coffee pruning training, then the materials you will need for your activities might be posters, coffee pruners, and a coffee tree.</p> <p>If you are going to be helping a group to evaluate a project, then the materials you will need for your activities might be butcher paper, markers, and copies of the project document.</p> <p>If you are going to be helping a group to do a map of their community, then the materials you will need for your activities might be local objects they can use to make their map on the ground – stones and leaves and flowers <i>na ol kain samting olsem</i>.</p> <p>If you are going to be facilitating an agreement between your organisations and a community group, then the materials you will need for your activities might be copies of the agreement document, butcher paper, markers, and pens.</p> |
| 1 | <div style="display: flex; justify-content: space-between; align-items: center;">  <div data-bbox="427 1323 544 1357"> <p>Activity</p> </div>  </div> <p>Imagine you are going to be running awareness with youth on the dangers of alcohol abuse. With your colleagues, come up with examples of the sort of materials you might use for your activities.</p> |
|  | |
| 2 | <p>To meet the Standard, this <i>wok mak</i> says that materials for the activities need to be 'suitable'. Suitable materials:</p> <ol style="list-style-type: none"> ① Are easy for people to understand or use. They suit the participants. ② Help you achieve the outcome you want to achieve. They suit the work plan. |
| 2 | <div style="display: flex; justify-content: space-between; align-items: center;">  <div data-bbox="427 1839 576 1872"> <p>Discussion</p> </div> </div> <p>Materials for the activities should be easy for people to understand or use. With your colleagues, discuss what you need to think about when you put together materials for the activities so that <u>they suit the participants</u>.</p> |

Element 1 | How to put together suitable materials for Topic 1.4 the activities

| | | |
|---|--|--|
| 2 | <p>To put together materials for the activities that are easy for people to understand or use, you need to think about:</p> <ul style="list-style-type: none"> ✓ The language of the participants ✓ The education level of the participants ✓ The location and how you will get there ✓ What materials will already be familiar to the participants ✓ The culture of the participants ✓ What local materials might be available that you could use |  |
| 2 |  <p>Discussion With your colleagues, discuss why it is a good idea to use local materials wherever possible.</p> | |
| 2 | <p>It is a great idea to use local materials wherever possible. This is because local materials:</p> <ul style="list-style-type: none"> ✓ Don't require transport ✓ Are free (hopefully) ✓ Should be readily available and familiar to local people ✓ Are easy for local people to use again if they want to repeat the activity themselves  | |
| 3 |  <p>Written answer Look at the work plan below. With your colleagues, list the materials that you think you will need for <u>day three</u>? The materials for day three should be suitable (they should suit the participants and they should suit the work plan). And don't forget that it is a great idea to use local materials wherever possible. When you have finished, don't forget to write what you come up with in your exercise book.</p> | <div style="background-color: black; color: white; padding: 5px; display: inline-block;">F</div> |

Element 1 | How to put together suitable materials for Topic 1.4 | the activities

AWARENESS WITH GOGOL COMMUNITY ON HANDWASHING

WHY? Objective: Gogol community have better hygiene.

Expected outcomes: (1) Participants understand why and how to wash their hands properly. (2) The Ward Development Committee can deliver the same awareness themselves.

| WHAT | WHO | WHEN | WITH |
|---|--|--|------|
| Day one. Arrive in Gogol. Remote community two days walk from road | Bennie | Monday 13 th | |
| Day two. Meet with Ward Development Committee and other key people to organise the activities and plan who does what. | Bennie and Ward Development Committee/key people | Tuesday 14 th A few hours. Walk around Ward to see. | |
| Day three. Deliver awareness in <i>Nambawan</i> village. See the plan for the awareness (below). Bennie takes the lead. | Bennie and Ward Development Committee | Wednesday 15 th Should take 3 hours. | |
| Day four. Ward Development Committee deliver awareness in <i>Nambatu</i> village, supported and mentored by Bennie | Ward Development Committee and Bennie | Thursday 16 th Should take three hours. | |
| Day five. Final meeting with Ward Development Committee and other key people to discuss the rollout of the awareness and how it will be put into practice. Set time for a follow-up visit. Depart in the afternoon. | Bennie and Ward Development Committee/key people | Friday 17 th | |

Plan for the awareness

1. **INTRODUCE.** Start by introducing the importance of good hygiene and washing your hands properly. Let the participants discuss themselves why it is important. What happens if you don't have good hygiene. Share stories. Identify which diseases are spread by poor hygiene.
2. **EXPLAIN.** Explain why washing your hands with water gets rid of germs. Explain why if you use soap it is even better (what does soap do that is better than just water on its own).
3. **DO.** Show people how to wash their hands properly with water. Then show them how to do it with soap. Then get some participants to have a go at doing it themselves.
4. **REVIEW.** Go over what we did in the awareness. Let everyone discuss the importance of washing hands properly in Gogol community. Give out butcher paper and markers and get everyone into small groups to design posters that can be put up around the community. Also, get everyone to come up with an action plan for how the community can put the awareness into practice.



Revision discussion

What can happen if the materials you put together for the activities are not suitable?

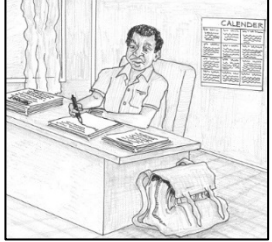





Element 1 | How to follow workplace health and safety practices while doing office-based activities

Topic 1.5








2 hours

Materials Exercise book. Pen or pencil.

| | | |
|----------|--|---|
| <p>1</p> | <p>Some organisations have policies and practices that set out how employees should keep themselves safe and healthy in the office. However, some organisations do not. The Government requires that all workplaces have health and safety policies and practices to keep employees safe and healthy in the office and to make these known to employees.</p> |  |
| |  <p>We are looking at the <i>wok mak</i> for Element 1 Make Preparations – the <i>wok mak</i> you need to put into practice <i>before</i> you make a visit. This <i>wok mak</i> is about the workplace health and safety practices that you need to follow when you make preparations (when you are in the office or your home).</p> | |
| <p>1</p> | <p>Discussion</p> <p>With your colleagues, brainstorm examples of office-based health and safety policies and practices? Call out whatever comes into your heads. <i>Gespaia</i>.</p> |  |
| | <p><i>Tok save.</i> If you are a Community Development Worker that is not a part of an organisation – if you are freelance or community-based <i>o kain olsem</i> – then when this <i>wok mak</i> says 'office' you should think about you home (or wherever you make preparations)</p> | |
| <p>1</p> | <p>Some examples of office-based health and safety policies might include:</p> <ul style="list-style-type: none"> ✓ Have an up-to-date first aid kit and an officer trained to use it ✓ Keep fire escapes clear of obstructions ✓ Have fire extinguishers and people trained to use them ✓ Wash hands properly after using the toilet ✓ Implementing an HIV policy ✓ <i>Tambu long kam long wok</i> if you are under the influence of alcohol ✓ No chewing <i>buai</i> in the office ✓ Having an office non-smoking policy ✓ Giving staff a regular induction on workplace health and safety procedures and regular refresher courses ✓ Have a weekly health and safety talk |  |



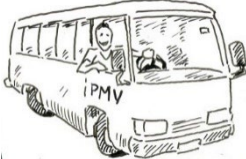



Element 1 | How to follow workplace health and safety practices while doing office-based activities

Topic 1.5

| | | | | | | | | | | | | | | | | |
|---|--|---|------------------------|------------------------|--|-------------------|--|---------------|--|---|--|---------------|--|--|------------------|--|
| | <ul style="list-style-type: none"> ↻ Having a designated health and safety officer ↻ Have a health and safety meeting before going into the field | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| <p>2</p> | <p>Staying safe and healthy is about using your common sense. But common sense is not enough. Staying safe and healthy is also about planning. Risk management planning.</p> <p>Mining companies and large organisations often say “do the five to stay alive” or ‘take 5 to stay alive’. What they mean is, <i>before</i> you do anything (especially if it is new and unfamiliar), take 5 minutes to do 5 things:</p> <table border="1" data-bbox="256 730 1374 1211"> <tr> <td data-bbox="256 730 555 804">1 STOP</td> <td data-bbox="555 730 1374 804">What am I about to do?</td> </tr> <tr> <td data-bbox="256 804 555 878">2 THINK</td> <td data-bbox="555 804 1374 878">What could go wrong? <i>Wanem ol birua inap painim mipela?</i></td> </tr> <tr> <td data-bbox="256 878 555 1041">3 IDENTIFY</td> <td data-bbox="555 878 1374 1041">What could be done to stop it going wrong? What could be done to reduce the effect if it does go wrong? <i>Hau bai yu stopim birua noken kamap? Sapos birua kamap yet hau bai yumi daunim bagarap bilong en?</i></td> </tr> <tr> <td data-bbox="256 1041 555 1126">4 PLAN</td> <td data-bbox="555 1041 1374 1126">What steps are we going to take to keep ourselves and others safe and healthy?</td> </tr> <tr> <td data-bbox="256 1126 555 1211">5 PROCEED</td> <td data-bbox="555 1126 1374 1211">Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice.</td> </tr> </table> | 1 STOP | What am I about to do? | 2 THINK | What could go wrong? <i>Wanem ol birua inap painim mipela?</i> | 3 IDENTIFY | What could be done to stop it going wrong? What could be done to reduce the effect if it does go wrong? <i>Hau bai yu stopim birua noken kamap? Sapos birua kamap yet hau bai yumi daunim bagarap bilong en?</i> | 4 PLAN | What steps are we going to take to keep ourselves and others safe and healthy? | 5 PROCEED | Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice. | | | | | |
| 1 STOP | What am I about to do? | | | | | | | | | | | | | | | |
| 2 THINK | What could go wrong? <i>Wanem ol birua inap painim mipela?</i> | | | | | | | | | | | | | | | |
| 3 IDENTIFY | What could be done to stop it going wrong? What could be done to reduce the effect if it does go wrong? <i>Hau bai yu stopim birua noken kamap? Sapos birua kamap yet hau bai yumi daunim bagarap bilong en?</i> | | | | | | | | | | | | | | | |
| 4 PLAN | What steps are we going to take to keep ourselves and others safe and healthy? | | | | | | | | | | | | | | | |
| 5 PROCEED | Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice. | | | | | | | | | | | | | | | |
| <p>2</p> | <p> Activity</p> <p>Imagine you need to go up onto the roof of the building you are in (or the nearest building) to retrieve a rugby ball. With your colleagues, take 5 to stay alive. Take 5 minutes to do 5 things. Do a risk management plan.</p> <table border="1" data-bbox="379 1451 1270 1720"> <tr> <td data-bbox="379 1451 512 1503"></td> <td data-bbox="512 1451 715 1503">1 STOP</td> <td data-bbox="715 1451 1270 1503">What am I about to do?</td> </tr> <tr> <td></td> <td data-bbox="512 1503 715 1554">2 THINK</td> <td data-bbox="715 1503 1270 1554">What could go wrong?</td> </tr> <tr> <td></td> <td data-bbox="512 1554 715 1606">3 IDENTIFY</td> <td data-bbox="715 1554 1270 1606">What could be done to stop it going wrong? What could be done to reduce the effect if it does go wrong?</td> </tr> <tr> <td></td> <td data-bbox="512 1606 715 1657">4 PLAN</td> <td data-bbox="715 1606 1270 1657">What steps are we going to take to keep ourselves and others safe and healthy?</td> </tr> <tr> <td></td> <td data-bbox="512 1657 715 1720">5 PROCEED</td> <td data-bbox="715 1657 1270 1720">Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice.</td> </tr> </table> |  | 1 STOP | What am I about to do? | | 2 THINK | What could go wrong? | | 3 IDENTIFY | What could be done to stop it going wrong? What could be done to reduce the effect if it does go wrong? | | 4 PLAN | What steps are we going to take to keep ourselves and others safe and healthy? | | 5 PROCEED | Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice. |
|  | 1 STOP | What am I about to do? | | | | | | | | | | | | | | |
| | 2 THINK | What could go wrong? | | | | | | | | | | | | | | |
| | 3 IDENTIFY | What could be done to stop it going wrong? What could be done to reduce the effect if it does go wrong? | | | | | | | | | | | | | | |
| | 4 PLAN | What steps are we going to take to keep ourselves and others safe and healthy? | | | | | | | | | | | | | | |
| | 5 PROCEED | Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| <p>3</p> | <p>Whether the organisation you work for has health and safety policies and practices or not, or if you are working freelance, never forget that safety begins with you.</p> <p>It is the responsibility of every Community Development Worker to look after themselves.</p> <div data-bbox="1011 1800 1406 2027" style="text-align: right;">  </div> | | | | | | | | | | | | | | | |

Element 1 | How to follow workplace health and safety practices while doing office-based activities

Topic 1.5

| | |
|---|---|
| 3 |  <p>Discussion</p> <p>With your colleagues, discuss what Community Development Workers can do <u>themselves</u> to stay safe when they are making preparations (in the office or at home)? Brainstorm. <i>Gespaia</i>.</p>  |
| 3 | <p>There are many things a Community Development Worker can do <u>themselves</u> to stay safe and healthy while in the office – and to keep others safe and healthy. For example:</p> <ul style="list-style-type: none"> ✓ Have a working mobile phone with credit and a charger ✓ Remember the five questions that will help you plan to stay safe and healthy ✓ Eat and drink healthily ✓ Travel to work and home again in a safe way ✓ Don't smoke ✓ Report any maintenance problems or health and safety issues ✓ Maintain basic hygiene (e.g. hand-washing after toilet and before eating) ✓ Wear appropriate clothing ✓ Have a good sleep the night before work ✓ Maintain health insurance cover ✓ If you are sick, then either don't come to work or be very careful of your hygiene so you don't pass it on to your colleagues ✓ If you have to leave the office, make sure someone (your supervisor) knows where you are going ✓ Know the office health and safety policies – and make sure others in the office also know them ✓ If your colleagues are doing something that is not safe or not healthy then politely point it out to them ✓ Don't be influenced by drugs or alcohol    |
| 3 |  <p>Activity</p> <p>With your colleagues, read the case study below. What are all the health and safety risks that Andrew needs to think about? Never forget that safety begins with you. What can Andrew do <u>himself</u> to keep himself safe?</p> <hr/> <p><i>Andrew is a Community Development Worker. The organisation he works for has an office on the second floor of a building in Lae. There are two doors into the building, although the Landlord normally keeps one door locked and holds the key. There are a few windows but they all have security bars on them.</i></p> |

Element 1 | **How to follow workplace health and safety practices while doing office-based activities**
Topic 1.5

Sometimes Andrew and some of the other Community Development Workers work late at night and sleep in the office, even though the Landlord has asked them not to. At night the Landlord locks both doors and takes the keys home with her.

Sometimes at night, Andrew likes to cook in the office using a kerosene cooker. There is no water or toilet inside the building. There is a toilet outside but there is no water near the toilet for washing hands. Often the telephone in their office is cut off because Andrew's organisation does not pay the telephone bill on time.



4



Written answer

If you work for an organisation, then with your colleagues, list all of the office-based health and safety policies and practices that you need to follow when you make preparations? Next, list all of the things that you can do yourself to stay safe and healthy when you make preparations? Use this information to guide you next time you make preparations. Don't forget to put a copy of what you come up with in your exercise book.

G



Revision discussion

Following workplace health and safety practices when you make preparations also helps the community or group or family that you plan to work with. How?



Element 1 - Make preparations

The topics in Element 1 cover the *wok mak* that a Community Development Worker is expected to be able to perform when they make preparations to work with a community or group or family.

Although this training helps you to understand what to do – to really become confident and competent you will need to put into practice what you have learned.

It is the responsibility of your employer to help you put the *wok mak* from the PNG National Standard for Community Development Workers into practice.

If you put into practice the *wok mak* when you make preparations, then the work you do with a community or group or family will be more successful *tok i dai*.



To meet the PNG National Standard when you make preparations to work with a community or group you need to:

- ✓ Find out information about the place and people to be visited
- ✓ Communicate effectively with the key people from the place to be visited
- ✓ Prepare a suitable work plan (activity plan)
- ✓ Put together suitable materials for the activities
- ✓ Follow workplace health and safety practices while doing office-based activities



Written answer

H

With your colleagues, read the case study below and then answer the questions that follow. Don't forget to write your answers in your exercise book.

Dylan is a Community Development Worker for a small NGO called *Niupela Sankamap*. *Niupela Sankamap* helps disadvantaged communities make use of local resources and find local solutions to improve their standard of living. *Niupela Sankamap* has a one-room office in a converted shipping container. There are computers, a printer, a phone and VHF radio. The office also has a tap, sink and kettle. Making a cup of tea in the morning, Dylan notices that the socket sparks when the kettle is plugged in. After making his cup of tea Dylan unplugs the kettle and gets on with his work.

Dylan has been asked to carry out drug and alcohol awareness at Doma. Doma community is located about two hours walk from the main access road. Doma has a population of 360 people. It is a traditional community where a chief system is strong. One of the major problems is poor law and order. Many attempts have been made to improve law and order but these seem to have failed. David, a colleague of Dylan's, has been to Doma to conduct community mapping and needs analysis, but has since left work, and lives far away. Dylan has not read David's report.

Dylan knows a man from Doma who lives nearby. When people from Doma come to town they usually stay with that man. There is a catholic mission in Doma and Dylan's boss has told him that the mission can be contacted by mobile and by VHF radio.

Dylan knows that Doma is usually a two-hour walk from the nearest road. Dylan has heard a rumour that the walking track has been damaged by a big landslide and that tribal fighting has started in a neighbouring area.

Discussion questions:

1. How could Dylan find out information about Doma before he visits?
2. What are some of the things Dylan should try to find out before he visits?
3. How could Dylan find out who the key people are to communicate with?
4. What are at least two ways Dylan could get in touch with key people at Doma?
5. What information should Dylan communicate before he visits?
6. What could Dylan have done to improve the safety of his office workplace?

Element 2 - Conduct community entry and organising activities






PNG National Standard Performance Criteria for Element 2 (Community Entry and Organising Activities)

- 1. Confirm who the key people are and work with them to make arrangements, and identify and organise participants for the activities**
- 2. Discuss roles, expectations, and the purpose of the visit with key people**
- 3. Communicate effectively with key people**
- 4. Show respect for local culture and be sensitive to gender roles**
- 5. Assess whether the work plan (activity plan) and materials for the activities are going to be suitable, and make necessary changes**
- 6. Follow workplace health and safety practices while conducting field activities**

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**








4 hours

Materials Exercise book. Pen or pencil. Post-it notes (or small cards).

| | |
|---|---|
| 1 | <p>After you have made preparations (Element 1), you can't just start the awareness or the training or monitoring or help a group to develop a plan or any of the other jobs that Community Development Workers do. <i>Nogat.</i></p> <p>After you make preparations (Element 1) and <i>before</i> you begin the job that you prepared to do (Element 3), you need to arrive in the community and spend some time doing community entry and organising activities (Element 2). <i>Sindaun gut wantaim ol pastaim bipo yu statim wok. Pasin. Set gut pastaim.</i></p> <p>Most Community Development Workers like to arrive in a community the day before they begin their work so they have time to conduct community entry and organising activities properly. At least try and sleep one night <i>wantaim ol bipo yu statim wok.</i></p> |
| 1 |  <p>Discussion With your colleagues, discuss why it is important to <i>sindaun gut wantaim ol manmeri pastaim bipo yu statim wok?</i></p> |
| 2 |  <p>Discussion With your colleagues, share stories about when you have worked in a place where the people who you thought were the key people turned out to not be the key people? What happened?</p> |
| 2 | <p>The first <i>wok mak</i> you need to <i>inapim</i> when you conduct community entry and organising activities (Element 2) is to confirm who the key people are and work with them to make arrangements, and identify and organise participants for the activities.</p>  <p>The first part of this <i>wok mak</i> is '<i>confirm who the key people are</i>'. When you made preparations for the visit, you should have identified key people in the community and made contact with them so that you could plan your visit. <i>Tingim.</i> However, when you first arrive in a community you need to <i>confirm</i> who the right key people are. It may be that you have been misinformed about who the key people are, or it may be that some key people are not present, or there may be other key people that you did not know about. Confirm.</p> |

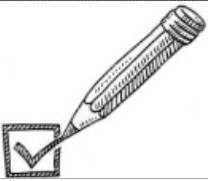




Element 2 | How to confirm who the key people are and work with them to make arrangements, and identify and organise participants for the activities

Topic 2.1




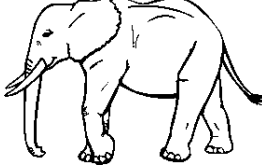
| | | |
|---|---|--|
| 2 |  | <p>Discussion With your colleagues, discuss how you can confirm who the right key people are when you first arrive in a community?</p> |
| 2 | | <p>When you first arrive in a community, ask a variety of different people who the key people are to work with. If a variety of different people agree on who the key people are to work with, then you can be fairly sure you have identified the right key people.</p> |
|  | | |
| 3 | | <p>Normally, Community Development Workers try and make sure the key people they work with includes:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>1 Community leaders such as traditional leaders, church pastors, women’s leaders, youth leaders, community health workers, teachers, retired professionals, Ward representatives, or office-bearers in a community group.</p>  </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>2 People who want to learn from them. In the next topic, we will learn that one of the roles of a Community Development Worker is to pass on what skills and knowledge they can to the people that they work with. A community leader or grade 12 leaver or a local champion.</p>  </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>3 The main beneficiaries of the work that you will do. For example, if you are helping a group with a project on disability, then the key people that you work with should include disabled people. If you are helping a community with a project to improve the health of mothers, then the key people that you work with should include mothers. “Nothing about us without us”. We will find out what this means later in the topic.</p>  </div> <div style="border: 1px solid black; padding: 5px;"> <p>4 Men and women and youth. To have the full story you need to include men and women and youth. PNG needs men and women and youth to be making decisions together. The <i>kumul</i> needs two wings to fly. The next generation needs to learn how to fly.</p>  </div> |
| | | |
| 3 |  | <p>Discussion With your colleagues, discuss how it would help if the key people you work with includes people from each of the four groups (above)?</p> |
| | | |
| 3 | | <p>When you confirm who the right key people are to work with, the following checklist might help you:</p> <ul style="list-style-type: none"> ✓ Do the key people include (1) community leaders, (2) people who want to learn how to be a Community Development Worker, (3) the main beneficiaries of the work that you will do, and (4) men and women and youth? |

Element 2 | How to confirm who the key people are

Topic 2.1 | and work with them to make arrangements, and identify and organise participants for the activities

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> ✓ Do you have the right key people 'to make arrangements, and help identify and organise participants for the activities'? ✓ Do you have the right key people so that no one important or no group feels left out? <i>Nogut sampela lain kisim bel nogut.</i> |  |
|  | | |
| 4 |  <p>Discussion The <i>wok mak</i> says 'make arrangements' with the key people. With your colleagues, discuss what arrangements you might need to make to get ready for the work that you plan to do?</p> | |
| 4 | <p>There are many arrangements to make, to get ready for the work that you plan to do. For example:</p> <ul style="list-style-type: none"> ✓ Timing – when to start and finish and what days ✓ Food and breaks ✓ Venue ✓ Accommodation ✓ Health and safety ✓ How key people will be involved? ✓ How many participants are needed? ✓ Who needs to participate so that the activities are successful? ✓ Who is available to participate? ✓ How can we make it easier for the participants to attend? |  |
|  | | |
| 5 | <p>The selection of participants for community development activities is very important. It is so important that this <i>wok mak</i> specifies that one of the arrangements you need to make is 'identify and organise participants for the activities'.</p> <p>The PNG Government wants as many people as possible to participate in community development activities – not just leaders and key people. The Government calls this 'participatory development'.</p> <p>The principle of participation is one of the principles that the PNG Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na femili tu</i>. The principle of participation is:</p> | |

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

| | |
|--|--|
| Pasin bilong wokim disisen wantaim na wokbung wantaim | |
| 5 |  <p>Discussion With your colleagues, discuss why it is important to try and encourage everyone in a community to participate in community activities – not just leaders and key people?</p> |
| 5 | <p>If everyone in a community or group or family is involved to <i>wokim disisen wantaim na wokbung wantaim em bai karim kain kain gutpela kaikai</i>.</p> <p>There are three big reasons why it is important to encourage everyone in a community or group or family to participate – not just leaders or key people:</p> <div style="background-color: black; color: white; padding: 10px;"> <p>1 Participation makes the work more successful</p> <p>2 Participation promotes inclusion (equality)</p> <p>3 Participation grows goodwill (social capital)</p> </div> |
| 6 |  <div style="background-color: black; color: white; padding: 5px;"> <p>1 Participation makes the work more successful</p> </div> <p>The first big reason why it is important to encourage everyone in a group or community to participate in community activities – not just leaders or key people – is because it makes the work more successful.</p> |
| 6 |  <p>Activity With your colleagues, read the story below. It is a traditional story from Thailand. A <i>tok bokis</i>. Discuss what you think the message is?</p> <div style="float: right; text-align: center;">  </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> |

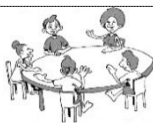
Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**



Luk olsem no one knows the full story because we see everything from our own point of view. Everyone has a blind spot. Each of the blind men in the story had their own idea of what an elephant was because they only touched their part - but they only found out what an elephant really looks like when they all came together and shared what they knew. The full story.

If everyone participates in a community or group or family, the more likely it is you will have the full story. And because you have the full story, the more likely it is any decisions you make together will be good ones.

6



Activity

With your colleagues, look at the cartoon below. Discuss what you think the message is?

6



Luk olsem the man didn't know the full story. When the *kaksman* asked if there was enough wood, he thought there was plenty. If he asked the women also he would have had the full story.



7



Discussion

Tingim projek. With your colleagues, discuss why a project will be more successful if everyone participates (not just the leaders or key people)?

Element 2 | How to confirm who the key people are Topic 2.1 | and work with them to make arrangements, and identify and organise participants for the activities

If everyone participates in a project, then the project will be more successful *tok i dai*.

✓ **The project will be better designed.**

Projects often fail because only some people in a community decide what the project will be about and how to do it. However, if everyone helps decide what the project will be about and how to do it then the project plan will be a better project plan. The project will be better designed.



✓ **Implementation will be more successful.**

If everyone is involved in developing the project plan, then everyone will feel the project plan belongs to them. *Mi tu mi papa bilong projek*. If there is ownership then when it is time to implement the project, everyone will want to get involved and give support. They will be less likely to ask for coins. *Ol bai putim ai gut long mek sua projek em kamap hau em sapos long kamap*. Implementation will be more successful.

✓ **The project will be maintained and sustained.**

If everyone feels that the project belongs to them, then everyone will want to look after what is achieved (maintenance), and everyone will want to find ways to make the benefits last (sustainability). *Kaikai bilong en bai stap gut na stap longpela taim*.

7 ✓ **It is easier to get outside assistance.**

A participatory project is where everyone helps develop and implement the project. The Government and other donor organisations (and banks) know that participatory projects are more likely to work out. *Ol tu ol les long troimwe koins nating*.







✓ **It is harder for individuals to take over.**

If everyone is involved with developing and implementing the project, then it is harder for a few individuals to take over the project (and get the benefits). If a few individuals run the show it won't work because individuals can't help but look after themselves first. Self-interest.



Element 2 | How to confirm who the key people are and work with them to make arrangements, and identify and organise participants for the activities

Topic 2.1

| | |
|---|---|
| 7 |  <p>Discussion If you know a story about a project that wasn't successful because it wasn't participatory (only a few individuals were involved), then share it with your colleagues.</p> |
|  | |
| 8 |  <p>Discussion <i>Tingim trenin o awenes.</i> With your colleagues, discuss why training or awareness will be more successful if everyone in a community or group or family participates (not just the leaders or key people)?</p> |
| 8 | <p>If everyone in a community or group or family participates in training or awareness, then the training or awareness will be more successful. <i>Em bai karim kaikai.</i></p> <ul style="list-style-type: none"> ✓ It is more likely that the training or awareness will be put into practice. If everyone in the community or group or family decides that the training or awareness is useful, and if everyone knows why and how to do it, then it is more likely that the training or awareness will be put into practice, and more likely everyone will support each other <i>na wokbung wantaim</i> when they put it into practice. ✓ The benefits will be maintained and sustained. If everyone was involved in the training or awareness then everyone will want to maintain and sustain the benefits. <i>Kaikai bilong en bai stap gut na stap longpela taim.</i> ✓ It is harder for participants to hide what they have learned from others. Knowledge is power. Sometimes people who are involved in training or awareness don't share what they have learned. However, if everyone in a group or community is involved in the training or awareness then it is more likely that what is learned will be shared. The more that learning is shared the more successful training or awareness is. <div style="display: flex; justify-content: space-around;">   </div> |
| 8 |  <p>Discussion If you know a story about training or awareness that wasn't successful because it wasn't participatory (only a few individuals were involved), then share it with your colleagues.</p> |

Element 2 | How to confirm who the key people are Topic 2.1 | and work with them to make arrangements, and identify and organise participants for the activities



1 Participation promotes inclusion (equality)

The second big reason why it is important to encourage everyone in a group or community to participate in community activities – not just leaders or key people – is because it encourages inclusion (equality).

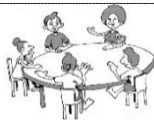
9



The PNG Government expects all Community Development Workers to try their best to encourage inclusion.

Encouraging inclusion means that when you help a group or community to develop their community, you have to do all you can to make sure that those people who are normally left behind or excluded are encouraged to join in.

Tok save sometimes 'inclusion' is called 'social inclusion'

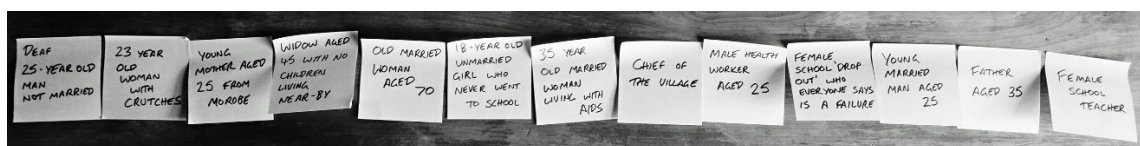


Activity

With your colleagues, do the following activity. Start by getting 13 post-it notes (or small cards). Below are 13 characters from a remote village in Simbu Province. Write one of the characters on each of the 13 post-it notes and then put them in a line like in the photo below. Imagine these 13 characters from the remote village are standing in a line. They can step forward. Or they can step backwards.

9

1. 35-year old woman living with AIDS
2. Old married woman aged 70
3. Deaf 25-year old man not married
4. Chief of the village
5. Young mother aged 25 from Morobe
6. Father aged 35
7. Young married man aged 25
8. Female school teacher
9. 23-year old woman with crutches
10. 18-year old unmarried girl who never went to school
11. Male health worker aged 25
12. Female school 'drop-out' who everyone says is a failure
13. Widow aged 45 with no children living near-by



Element 2 | How to confirm who the key people are Topic 2.1 | and work with them to make arrangements, and identify and organise participants for the activities

Below are 13 questions. Read the first question. If the first character (the first post-it-note) would probably answer 'yes' to the question, then the character needs to step forward (move the post-it-note forwards). However, if the first character would probably answer 'no' to the question, then the character needs to step backwards (move the post-it-note backwards). Next, do the same thing for the remaining 12 characters. You must decide for each character – forwards or backwards (don't leave them in the same spot). When you have finished the first question (and moved all 13 characters forwards or backwards), then do exactly the same thing for the remaining 12 questions.

1. Are you confident to seek police support if you need it?
2. Can you get money when you need it?
3. Do you help decide how household income is spent?
4. Can you leave your spouse if they hit you or abuse you?
5. Can you get to the Health Centre whenever you need to?
6. Can you travel to Kundiawa when you need to?
7. Can you speak out in village meetings?
8. Can you drive a car?
9. Do you read the newspaper?
10. Can you get top-up for your mobile phone when you need to?
11. Do you live near or with your own family – *ol lain bilong yu stret*?
12. Are you free to raise concerns or issues with your Ward representatives?
13. Can you apply for a bank account?

When you have finished, you should have something like the photo below (but it will depend on *hau yupela bin skelim*).



Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

Finally, with your colleagues, answer the following questions:

1. Which characters have been stepping forward? Why?
2. Which characters are being left behind? Why?

If this course is being run as a training by a trainer, then this activity can also be done as a role play. Get everyone to go outside and stand in a line. Give each person one of the 13 characters (if you have more than 13 people just give the same character to more than one person). Next, when you ask the 13 questions, get the participants to step forwards or backwards.



10



Discussion

With your colleagues, discuss who the people are that are being left behind in PNG?

10




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

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





BUT

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

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

| | |
|----|--|
| | <p>Because they are a woman - "<i>meri tasol na ol meri no inap</i>" Because of a sickness they have - "<i>em kisim sik long koap olsem na em mas rabis man</i>" Because they are young - "<i>ol yut nogat save</i>" Because they are old - "<i>ol lapun ol ino fit</i>" Because they 'failed' at school or didn't go to school - "<i>yu no skul meri pasim maus</i>" Because they have a disability - "<i>ol disabel ol ino inap</i>" Because they are poor - "<i>man nating</i>" Because of their religion - "<i>ol lain bilong narapela lotu maski</i>" Because of their language or clan or ples - "<i>ol i narapela lain gen na lusim ol</i>" Because they are from somewhere else - "<i>ol kam lain olsem na noken bisi long ol</i>" Because of the political party they support - "<i>ol i no givim vot long mipela wari bilong ol</i>"</p> |
| 10 |  <p>Discussion With your colleagues, discuss why it matters if some people have less choices and options? Why does it matter if some people are left behind?</p> |
| 10 | <p>There are three big reasons why it matters if some people are being left behind:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>1 It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas.</i> Have a heart. <i>Mi sori long ol.</i> Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. <i>Em wan.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>2 <i>Na tu,</i> it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran.</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></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>3 <i>Na tri,</i> it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.</p> </div> |
| 10 |  <p>Activity It can be hard to find a good way to explain to <i>ol lain long ples</i> why we need to do all we can to help those people who are left behind or excluded to step forward and catch up. With your colleagues, read the following <i>tok piksa</i> (below). Is this <i>tok piksa</i> helpful for explaining how giving everyone the same choices and opportunities makes us all stronger? See if anyone can come up with a better <i>tok piksa</i> to help explain to <i>ol lain long ples</i> why we need to do all we can to help those people who are left behind or excluded to step forward and catch up.</p>  |

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

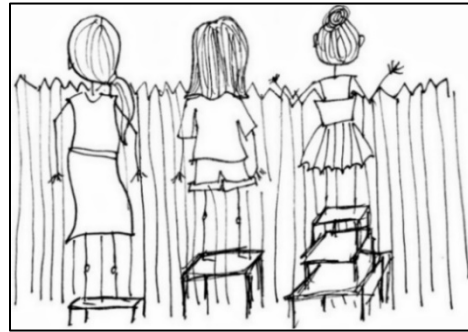
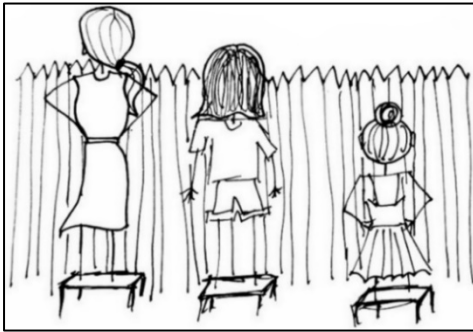
| | | |
|---|--|--|
| | <p><i>Yu laikim gaden bilong yu bai karim kaikai moa yet noken lukluk tasol long ol samting yu planim we em i karim gut pinis. Nogat yu mas givim bikpela lukluk long klinim na prunim na putim wara na gris igo long graun long halivim ol samting we em i painim hat long karim. Dispela kain nau gaden bilong yu bai karim kaikai moa yet.</i></p> |  |
| 10 | <p>It doesn't matter how developed you are. If the gap between the people stepping forward and the people stepping back gets wider, then your community gets weaker.</p> <p>Many rich countries around the world face this problem. If development is not spread fairly - if development does not include everyone - then it is no development at all.</p> <p>This is why one of the best measures of community development is not how many shops there are or how rich some people are – but how well the people who are normally left behind or excluded are <i>included</i> in the life of the community.</p> |  |
|  | | |
| 11 | <p><i>Yumi raunim liklik tasol nau yumi kam bek gen.</i> Every family and every community and every organisation and every Government in the world needs to help those people who are being left behind or excluded to catch up. This is called the principle of inclusion.</p> <p>Pasin bilong halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut</p> | |
| 11 |  | <p>Discussion Now we know what 'inclusion' means. But what does equality mean? Discuss what equality means with your colleagues.</p> |
| 11 | <p>The principle of inclusion has the goal of equality.</p> <p>Equality is a target. It means that everyone has the same choices and opportunities no matter who they are. Equality means everyone is treated the same.</p> <p>Equality is what Governments and organisations and communities around the world are trying to achieve. It might be impossible to ever achieve the goal of equality - but every step we take to try and achieve it makes our community stronger. The closer we get to the goal of equality the stronger we all become.</p> | |

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**



Activity

Sometimes people need MORE HELP than everyone else to step forward and catch up - not just the same help. With your colleagues, look at the two pictures below. What are the two pictures trying to say?



11

Luk olsem in the first picture the short girl doesn't have the same choices and opportunities. She can't look over the fence and couldn't take advantage of any opportunities (if there were any). The three girls are not equal. The short girl is stepping backwards. In the second picture the short girl can see over the fence (because she has been given extra chairs to stand on). Equality doesn't mean that *olgeta mas kaikai wankain kaikai*. Sometimes people need more (more money or more Government assistance or more *kaikai* or more chairs) to help them catch up.

11

Tok ples Inglis has lots of language about inclusion (equality). You probably don't need to remember these words, but it is good to know what they mean. *Save moa yet*.


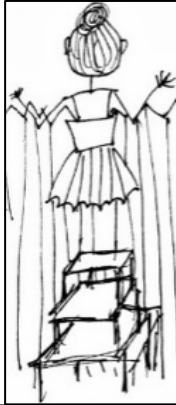

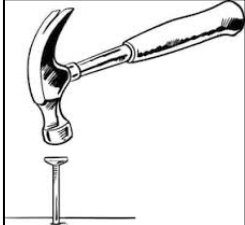
DISCRIMINATION is what happens when someone deliberately gets extra help because of who they are, or when someone is deliberately left behind because of who they are. Governments (and other organisations) have rules to try and stop discrimination. In the first picture (above) the short girl was left behind. But this probably wasn't deliberate. It probably wasn't discrimination.

EQUALITY is a goal. If there is equality it means everyone has the same choices and opportunities. The closer we get to the goal of equality the stronger we all become.

INCLUSION is a principle. *Pasin*. If there is inclusion it means we are trying to *halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut*.


EQUITY is when people who are stepping backwards have enough of what they need to help them catch up (enough money or Government assistance or *kaikai o kain olsem*). Often they need *more* help than everyone else to help them catch up (the short girl needed three chairs to see over the fence). This is fair – even though it can sometimes seem unfair to people who get less (only one chair).

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

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| 11 |  <p>Activity With your colleagues, have a look again at the two pictures above. In the second picture, is there inclusion? Is there equity? Is there equality?</p> |
| 11 | <p><i>Las tok.</i> The people who are left behind or excluded need to decide for themselves what extra help they need to catch up. They know best.</p> <p>The best person to know how many chairs the short girl needs to stand on is the short girl. She knows best. <i>Tingim.</i></p> <p>This is why people who are stepping backwards like to say “Nothing about us without us”. We know best.</p> <p style="text-align: center;">"Nothing about us without us"</p>  |
| 12 |   <p>Time to hit the nail on the head.</p> <p>The people in a community who are normally left behind or excluded need to participate in any community activity, so they can decide for themselves what help they need to catch up. They know best how many chairs they will need.</p> <p>The people in a community who are normally left behind or excluded should be the ones that benefit most from community activities – so they get the chairs they need.</p> <p>At the very least whatever you do with a community should never make those people who are normally left behind or excluded more left behind or excluded. If they don't get the chairs they need then they will be more left behind and excluded. <i>Tingim.</i> If the gap between the people stepping forward and the people stepping back gets even wider then <i>luk olsem</i> you have done more harm than good. <i>Mama lo bilong</i> community development <i>em olsem</i>:</p> <p style="text-align: center;">PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED SHOULD BENEFIT MOST FROM COMMUNITY DEVELOPMENT AT THE VERY LEAST ANY COMMUNITY ACTIVITY SHOULD NEVER EVER MAKE THOSE PEOPLE EVEN MORE LEFT BEHIND OR EXCLUDED</p> |

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**


12




Written answer

Think about the work that you and your colleagues do. With your colleagues, choose one of the groups of people below, and discuss what you (or your organisation) are doing to help this group or people step forward. When you have finished, write your answer in your exercise book.

1. Women and girls
2. Youth
3. People from remote areas
4. People living with disabilities



13



There are three main reasons why it is important to encourage everyone in a group or community to participate in community activities – not just leaders or key people.

- 1 Participation makes the work more successful
- 2 Participation promotes inclusion (equality)
- 3 Participation grows goodwill (social capital)


We have already looked at the first two reasons. The third big reason why it is important to encourage everyone in a group or community to participate in community activities – not just leaders or key people – is because it grows goodwill. *Pasin halivim.*

3 Participation grows goodwill (social capital)

Long planti hap long PNG planti ol yangpela manmeri stap nating. Planti ol bikpela manmeri tu wankain. Les pasin save kamapim les pasin. Sapos yumi no wok long involvim ol dispela lain na kirapim bel bilong ol long halivim komiuniti ino long taim ol bai lus tingting. Tru a.




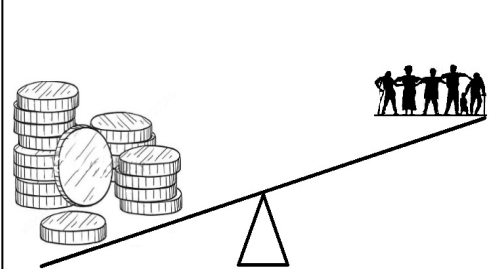
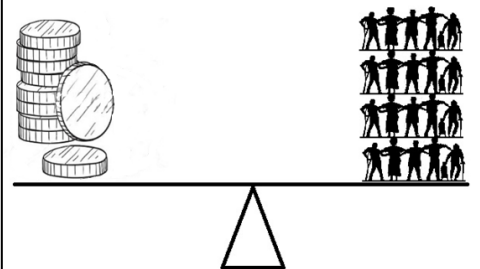
Les pasin save kamapim les pasin. But it can also go the other way. Gutpela pasin save kamapim gutpela pasin.

Involving people so they participate in community activities grows *gutpela pasin na pasin halavim na pasin wokbung*. It grows goodwill.






Gutpela pasin save kamapim gutpela pasin

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

| | |
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| 13 |  <p>Discussion With your colleagues, discuss whether money or <i>pasin halivim</i> is more important for development?</p> |
| 13 |  <p>If you measure how developed a Nation or District or LLG or Ward or village is, you cannot just look at how much money there is.</p> <p>Money is important. Provided it is generated in a way that doesn't destroy the environment, and provided it is shared fairly so that everyone is included (inclusive development), then more money should lead to more development. The bigger the cake the more chance there is that everyone can have a slice of cake.</p> <p>However, more money is no development at all if it destroys <i>pasin halivim</i>. Money only improves everyone's lives if the society also has enough goodwill – sharing, helping, thinking of other people, making sure everyone has a chance, <i>wari long ol, sori long ol</i>, having a heart, spiritual development, <i>pasin halivim</i>. <i>Tru a?</i></p> |
| 13 |  <p>Activity With your colleagues, look at the two pictures below. What are the two pictures trying to say?</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p><i>Luk olsem</i> development needs a balance between money and goodwill. If you focus on money only, it can destroy goodwill. Growing goodwill can cost money – but without goodwill having more money is no development at all.</p> </div> |
| 13 | <p>The amount of money in a community or group or family is called financial capital. 'Capital' means wealth. Financial capital means how much money wealth you have.</p> <p>The amount of goodwill in a community or group or family is called social capital. 'Capital' means wealth. Social capital means how much goodwill wealth you have.</p> |

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

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|---|--|
| | <p>You need both sorts of wealth (financial and social) for development. Often wealthy developed countries have lots of money wealth (financial capital), but they have generated their wealth in a way that destroys social wealth (social capital). PNG is developing. Hopefully, PNG can develop in a way that doesn't destroy its social capital.</p> |
| <p>13</p> |  <p>Discussion Think back to the first time you were asked to help make a decision in your family or your sporting team or your classroom. With your colleagues, discuss how being asked what you thought made you feel.</p> |
| <p>13</p> | <p>It feels good to be asked to help make a decision. It feels good to help. You can probably think back to the first time you were asked to help make a decision in your family or your sporting team or your classroom. You felt proud. You felt good. You felt goodwill. You wanted to keep doing it. <i>Tingim.</i></p> <p>A good way to grow goodwill inside a community or group or family is to involve everyone so they participate (alongside leaders and other people who have goodwill).</p> <p>And the more that families and groups and communities do things together the more you grow goodwill <i>namel long ol. Sapos ol i stap wanwan yet bai nogat planti developmin long ples. Tru a?</i></p>  |
|  | |
| <p>14</p> | <p>There are three big reasons why it is important to encourage everyone in a community or group or family to participate – not just leaders or key people:</p> <div style="background-color: black; color: white; padding: 10px;"> <ol style="list-style-type: none"> 1 Participation makes the work more successful 2 Participation promotes inclusion (equality) 3 Participation grows goodwill (social capital) </div> <p><i>Longpela wokabout liklik tasol kam bek gen.</i> This <i>wok mak</i> from the National Standard is to confirm who the key people are and work with them to make arrangements, and identify and organise participants for the activities.</p> <p>When you work with key people to make arrangements you need to '<i>identify and organise participants for the activities</i>'. When you work with key people to identify and organise participants for the activities, it is important that everyone in the community or group or family is encouraged to participate. PNG needs participatory development.</p> |

Element 2 | **How to confirm who the key people are**
Topic 2.1 | **and work with them to make arrangements, and identify and organise participants for the activities**

Never ever just tell the key people that everyone needs to participate. You need to explain why it is important that everyone participates. If key people know why then they will make it happen – and they will do it again themselves without your help.



Written answer

J

We have looked at three main reasons why it is important to encourage everyone in a community or group or family to participate – not just leaders or key people. (1) Participation makes the work more successful. (2) Participation promotes inclusion (equality). (3) Participation grows goodwill (social capital). There are other reasons that you might think of. Great. Time to put it all together.

Pretend that you and your colleagues are conducting awareness about a new District grant (funding) opportunity for people wanting to start a business. During community entry (Element 2) a *wok mak* you need to perform if you want to meet the Standard is 'confirm who the key people are and work with them to make arrangements, and identify and organise participants for the activities'.



14

When you perform this *wok mak*, you might need to explain why it is important that everyone participates – not just leaders or key people. With your colleagues, discuss what you would say to the key people so they understand the three big reasons why it is important to encourage everyone in a community or group or family to participate (below). *Bringim ikam daun long level bilong ol.*

- 1 Participation makes the work more successful**
- 2 Participation promotes inclusion (equality)**
- 3 Participation grows goodwill (social capital)**

When you have finished, in your exercise book answer the following question: If only the leaders and key people participate in the awareness about the new District grant (funding) opportunity for people wanting to start a business, will it make the awareness more successful or less successful? Will it promote inclusion or reduce inclusion? Will it grow goodwill or reduce goodwill?



Revision discussion

If you don't perform this *wok mak* in a way that meets the Standard, what could go wrong?

Element 2 | How to discuss roles, expectations, and Topic 2.2 the purpose of the visit with key people

3 hours

Materials Exercise book. Pen or pencil.

During community entry, you need to confirm who the key people are and work with them to make arrangements for the visit, and identify and organise participants for the activities. *Em nau yumi lukim pinis.*

If you want to meet the Standard, then when you work with the key people you also need to 'discuss roles, expectations, and the purpose of the visit'.



1

Discuss the purpose of the visit with key people

Discuss roles with key people

Discuss expectations with key people

If you discuss roles, expectations, and the purpose of the visit with key people then *yu wok long putim olgeta samting long ples klia.* This builds trust and understanding.

If you build trust and understanding, then key people will be happier to work with you, and they will take ownership. *Na wanem wok yupela laik mekim bai karim kaikai.*



2



Discussion

Should key people already know the purpose of the visit by the time you conduct community entry? Discuss what you think with your colleagues.

2

Discuss the purpose of the visit with key people

Key people should already be aware of the purpose of your visit. Hopefully, you discussed it with them when you prepared for the visit (Element 1).



What *wok mak* in Element 1 is an opportunity to discuss with key people the purpose of the visit? *Kirapim bek tingting.*

Even better, if you started your relationship with the community or group or family by helping them to identify what they wanted to do to develop (and what help they need to do it), then the purpose of your visit will already be clear to the key people. They identified the purpose of the visit. They asked *you* to come and help *them*. We will learn more about how you can help a community or group or family to *glasim na skelim sindaun* so they take charge of their own development in another Community Development Worker coursebook (coursebook 3) *olsem na stap isi pastaim.*

Element 2 | How to discuss roles, expectations, and Topic 2.2 the purpose of the visit with key people

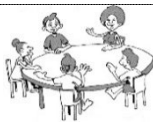
BUT

But, when you arrive to do community entry it is important to discuss the purpose of your visit again with the key people. This is because:

1. Discussing things face-to-face is always better
2. There might be new key people that you need to explain the purpose to
3. It may be that some key people were not clear about the purpose of the visit. Make sure you explain again what you are going to do and how it will be useful. If the community or group or family asked *you* to come and help *them*, then doing this should be easy.



3



Discussion

What is the role of a Community Development Worker? Discuss what you think with your colleagues.

Discuss roles with key people

Community Development Workers can be from *outside* the community. Community Development Workers can be from *inside* the community. A Community Development Worker has the most important job in development. This is why the PNG Government and expert PNG Community Development Workers set up the PNG National Standard for Community Development Workers.

Community Development Workers can have many different roles to play, depending on what they or their organisation normally do. For example:

- ✓ The role of a Community Development Worker is to help a community or group or family to follow a participatory project cycle.
- ✓ The role of a Community Development Worker is to promote good governance: Participation, inclusion (equality), transparency, accountability, responsiveness, and legitimacy.
- ✓ The role of a Community Development Worker is to close the knowledge gap between formally educated elites and the majority of Papua New Guineans.
- ✓ The role of a Community Development Worker is to encourage people to look after their environment. We don't want to generate money at the expense of the environment. If you look after your environment it will look after you.
- ✓ The role of a Community Development Worker is to encourage men and women (and youth) to make decisions together, and to benefit from development together. The *kumul* needs two wings to fly. The next generation needs to learn how to fly.
- ✓ The role of a Community Development Worker is to help people feel proud of themselves and their community and PNG.

We have already looked at the principles of participation and inclusion (equality). *Tingim*.

3

Element 2 | How to discuss roles, expectations, and Topic 2.2 the purpose of the visit with key people

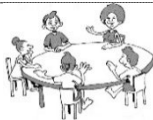
- ✓ The role of a Community Development Worker is to encourage financial responsibility. *Lukautim moni gut. Yusim moni long strongim bek pastaim na inapim ol trutru nid pastaim na groim sevingis.*
- ✓ The role of a Community Development Worker is to encourage local ideas and solutions and resources. Community-led development. Self-reliance.
- ✓ The role of a Community Development Worker is to encourage participation. It makes whatever work you do more successful. It promotes inclusion (equality). It builds goodwill (social capital). *Em nau yumi lukim pinis.*
- ✓ The role of a Community Development Worker is to encourage cooperation. Cooperation between groups and families and clans and with the Government and other organisations. *Yumi stap wanwan yet bai nogat gutpela divelopmin long ples.*
- ✓ The role of a Community Development Worker is to leave behind skills and knowledge so that local people can do it themselves. Your job is to not be needed.



During the Community Development Worker course, we will look at how you can play these roles *olsem na stap isi pastaim.*



3



Discussion

With your colleagues, discuss which of the roles (above) you perform?



4







Discussion




Some people say that the most important job of a Community Development Worker (from *outside* the community) is to not be needed. Your job is to not have a job. With your colleagues, discuss what this means.



Element 2 | How to discuss roles, expectations, and Topic 2.2 the purpose of the visit with key people





| | | |
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| 4 | <p>Community Development Workers are a bridge. <i>Ol save gokam gokam</i> to help communities and groups and families to develop.</p> <p>However, the goal for PNG is to not need Community Development Workers from <i>outside</i>. When there are enough people <i>long ples</i> who know what to do themselves, then there is no need for Community Development Workers from <i>outside</i>. It may take generations to reach this goal. For the time being, we need Community Development Workers from <i>outside</i> the community to work with Community Development Workers from <i>inside</i> the community, to pass on their skills and knowledge and show them how to do it. And we need Community Development Workers from <i>inside</i> the community to work with as many people as possible in their own community to pass on their skills and knowledge and show them how to do it.</p> <p>When you work with communities and groups and families to help them develop, do what you can to identify people in the community who have the potential to take the lead, and hand over to them the skills and knowledge they need. Build up their experience and confidence. It won't happen overnight – but never forget that as a Community Development Worker your most important job is to not have a job.</p> |  |
| 4 | <p>Discussion</p> <p>Think about the expression '<i>give a man a fish he feeds his family for a day - teach a man to fish he feeds his family for a lifetime</i>'. With your colleagues, discuss what this expression tells you about what the role of a Community Development Worker should be?</p> <p style="text-align: center;">Give a man a fish he feeds his family for a day Teach a man to fish he feeds his family for a lifetime</p> |  |
|  | | |
| 5 | <p>When you discuss roles with key people, you need to discuss what your role is as a Community Development Worker.</p> <p>You also need to discuss what the roles of the key people should be.</p> | |
| 5 | <p>Discussion</p> <p>With your colleagues, discuss what you think the role of key people should be when a Community Development Worker visits? Brainstorm. <i>Gespaia</i>.</p> |  |
| 5 | <p>During a visit by a Community Development Worker the role of key people should be to do the following:</p> <ul style="list-style-type: none"> ✓ To help organise the visit ✓ To mobilise (motivate) the community | |

Element 2 | How to discuss roles, expectations, and Topic 2.2 the purpose of the visit with key people

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| | <ul style="list-style-type: none"> ✓ To take the lead whenever possible during the activities ✓ To try and learn skills and knowledge from the Community Development Worker so they can develop their community or group or family themselves |
|  | |
| 6 | <p>During community entry, you need to confirm who the key people are and work with them to make arrangements for the visit, and identify and organise participants for the activities.</p> <p>When you work with the key people you also need to discuss the purpose of the visit, and you need to discuss roles.</p> <p>You also need to discuss expectations.</p>  <p>Discuss expectations with key people</p> <p>You need to discuss:</p> <ul style="list-style-type: none"> ✓ What the key people expect from you (and from the visit) ✓ What the key people think the community will expect from you (and from the visit) ✓ What you expect from the key people and the community |
| 6 |  <p>Discussion Discuss with your colleagues why it is important to lower the expectations of key people (and the community)? What can happen if everyone's expectations are too high?</p> |
| 6 | <p>No matter what you are doing, a Community Development Worker needs to make sure that key people (and the community) have a realistic expectation about what will happen and the chance of success.</p> <p>This might mean you need to lower their expectations.</p> <p>It is sometimes hard to lower expectations, especially if everyone is full of enthusiasm. Don't say definitely someone will fund the project plan. Don't say definitely the District will help. Don't say that everyone will become rich. Just don't. <i>Tok stret</i>.</p> <p>If the expectations of key people (and the community) are too high then the fall is hard. They lose respect for whoever raised their expectations. Even worse, they give up.</p> <p>Never ever make promises you can't keep. It is always better to under-promise but over-deliver.</p> <p>Under-promise but over-deliver</p> |
| | |

Element 2 | How to discuss roles, expectations, and the purpose of the visit with key people

Topic 2.2

| | |
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| 6 |  <p>Discussion Think about your own experiences. With your colleagues, discuss examples of when someone made promises that weren't kept?</p> |
| 6 | <p>When you work with a community or group or family to help them develop – whether training or awareness or helping them to follow a project cycle – try and get the key people to think <i>sais bilong ol</i>.</p> <p>Communities and groups and families need outside help to develop, but the best development does not require outside assistance. If people can <i>strongim sindaun wantaim lekhan bilong ol yet</i>, then there is nothing to stop them from doing it again themselves. And if you do it yourself you become stronger.</p> <p>Malomalo diwai save gro hariap tasol em save pundaun hariap Strongpela diwai save gro isi isi tasol em save stap longpela taim</p> |
|  | |
| 7 |  <p>Written answer</p> <p>Pretend that you and your colleagues are conducting awareness about a new District grant (funding) opportunity for people wanting to start a business. During community entry (Element 2) a <i>wok mak</i> you need to perform if you want to meet the Standard is 'discuss roles, expectations, and the purpose of the visit with key people'. With your colleagues, go back over the topic and make sure you are clear about what you need to talk about with the leaders and key people if you want to meet the Standard. When you have finished, write down what you would say to the leaders and key people to lower their expectations (about the new District grant (funding) opportunity for people wanting to start a business).</p> <p style="text-align: right;">K</p>  |



Revision discussion





What could happen if you don't discuss roles, expectations, and the purpose of the visit with key people? What could go wrong?

Element 2 | How to communicate effectively with key people

Topic 2.3

2 hours

Materials Exercise book. Pen or pencil.

| | | |
|---|---|--|
| 1 | <p>In the previous topic, we looked at the importance of discussing roles, expectations, and the purpose of the visit with key people. When you do this, you need to communicate effectively. <i>Wok mak em olsem.</i></p> <p>A Community Development Worker always needs to communicate effectively with the key people – and with everyone. If you communicate effectively with key people, then you are building trust and understanding, and you are showing respect. The key people will be happier to work with you, and they will take ownership. <i>Na wok yupela laik mekim bai karim kaikai.</i></p> |  |
| 1 | <p>Discussion</p> <p>With your colleagues, discuss what a Community Development Worker should do to communicate effectively? Brainstorm. <i>Gespaia.</i></p> |  |
| 1 | <p>Some of the key things you need to try and do to communicate effectively are:</p> <ul style="list-style-type: none"> ✓ Speak clearly and loudly enough to be heard ✓ Use <i>tok piksa</i> and <i>tok bokis</i> to help people understand ✓ Use a language that everyone understands (use a translator if necessary) ✓ Be careful to not talk down to adults – talk to adults as equals ✓ Look confident and encouraging (body language and facial expressions) ✓ Use butcher paper and other materials if you think they will help you communicate ✓ Use two-way communication - take turns to talk and give people time to respond ✓ Don't use big words that are too complicated. Don't use expensive English. | |
|  | <p>✓ Don't use big words that are too complicated. Don't use expensive English.</p> | |
| 2 | <p>Technical or expert language is called 'jargon'. Jargon is language that you might know, but that you can't expect other people to know.</p> <p>People who use jargon and expensive words when they know that other people won't understand them are either <i>bik het</i> – or they are hiding behind jargon and expensive words because they don't really know what they are talking about.</p> |  |

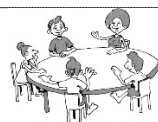
Don't hide behind jargon and expensive words

Make an effort to use words that the key people (and everyone) will understand. This might mean you have to find out what the jargon and expensive words mean yourself.

If key people have to use their *kru pumkin* to understand your words then they are not using their *kru pumkin* to understand what you are talking about.

In PNG there is a big gap opening up between formally educated elites who know the jargon and expensive English (and like to show it) and the majority of people who don't.

You can help to close this gap by not using jargon and expensive words. If you do this then you will win the respect of the key people (and everyone else). Be humble.



Activity

Imagine you and your colleagues are Community Development Workers. You have been asked by the District to facilitate an agreement between Ward 23 and the District for drought food relief. The title of the agreement is 'MOU between Ward 23 and Okapa District to support food security and sustain livelihoods'. *Hau bai yu tainim* the title of the agreement so that when you communicate with the key people during community entry you don't need to use jargon and expensive words.

Tok save. If you are ever given an agreement, or training handbooks, or awareness information, or anything that is full of jargon and expensive English, then give it back to whoever gave it to you and ask them to make it easier to understand. And point to this *wok mak* from the National Standard *long strongim tok bilong yu*.



✓ Look confident and encouraging (body language and facial expressions)






When you communicate with the key people (and anyone), it is important to look confident and encouraging.

Looking confident and encouraging is called 'non-verbal' (no-words) communication. If you look confident and encouraging, it tells the key people (without words) that you know what you are doing. But this doesn't mean you should be a *bik het*. Look confident and encouraging, but also don't be afraid to admit that you don't have all the answers – because then the key people will trust the answers you do have.




Element 2 | How to communicate effectively with key people

Topic 2.3

| | |
|--|---|
| | <p>And be careful of your other non-verbal communication. Good non-verbal communication is very important for effective communication. It requires:</p> <ul style="list-style-type: none"> ↪ good use of eye contact ↪ friendly face expressions ↪ friendly hand gestures ↪ facing people when you talk to them ↪ being close to people when you talk to them (but not too close.) ↪ being aware of other people's non-verbal communication |
| 3 | <div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Activity</p> <p>Look at the list of good non-verbal communication (above). For each example, demonstrate (1) a Community Development Worker doing this well; and (2) a Community Development Worker doing this poorly. Take turns with your colleagues. Have fun. Have a laugh.</p> </div>  </div> |
|  | |
| 4 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>✓ Use two-way communication - take turns to talk and give people time to respond</p> </div> <p>Effective communication is like a good conversation – both people need a turn to be speakers and listeners. This means effective communication is two-way.</p> <p>If you don't give the other person a turn to be the speaker, you won't know if what you want to get across to them has been understood. If you don't give the other person a turn to be speaker, <i>ino long taim ol bai les long nek bilong yu.</i></p> <h2 style="text-align: center;">Effective communication is two-way</h2> <p>To use two-way communication when you talk with the key people you should:</p> <ul style="list-style-type: none"> ✓ Give the key people opportunities to speak ✓ Listen carefully to what the key people say ✓ Ask and encourage questions <div style="text-align: right;">  </div> |
| 4 | <div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Activity</p> <p>With your colleagues, practice using good two-way communication. One person pretends to be a Community Development Worker. Everyone else should pretend to be key people. The purpose of your visit is to run awareness on Covid-19 (Coronavirus). Discuss the purpose of the visit with the key people. When you</p> </div> </div> |

Element 2 | How to communicate effectively with key people

Topic 2.3

| | |
|---|---|
| | <p>have the discussion, the Community Development Workers needs to use good two-way communication (give the key people opportunities to speak, listen carefully to what the key people say, ask and encourage questions). If you don't have any colleagues to work with, then ask a friend to pretend to be a key person.</p> |
| 4 | <p>When you ask questions, try and use open-ended questions. Open-ended questions are questions that need more than a 'yes' or 'no' answer. A 'yes' or 'no' answer does not really tell you much about what people know.</p> <p>Open-ended questions normally start with "why", "how", or "what". You should use open-ended questions when you want to check on people's understanding or when you want to go deep to get their opinion.</p> |
| 4 | <div data-bbox="256 752 405 864" data-label="Image"> </div> <p>Activity</p> <p>With your colleagues, practice using open-ended questions. One person pretends to be a Community Development Worker. Everyone else should pretend to be key people. The purpose of your visit is to run awareness on Covid-19 (Coronavirus). <i>Wankain long bipo</i>. Discuss the arrangements that need to be made for the awareness. Do this two times. The first time, when you ask the key people questions only use closed questions. The second time, when you ask the key people questions try and use open questions. Which way was more effective? If you don't have any colleagues to work with, then ask a friend to pretend to be a key person.</p> <div data-bbox="504 1137 1142 1532" data-label="Image"> </div> |
|  | |
| 5 | <div data-bbox="252 1615 341 1727" data-label="Image"> </div> <p>Written answer</p> <p>With your colleagues, discuss what you need to do to communicate with key people in a way that meets the Standard. Next, in your exercise book, write down three things that you are going to try and do yourself next time you conduct community entry so that you communicate more effectively with key people.</p> |



Revision discussion

What is wrong with using jargon and expensive words when you communicate with key people (or anyone)?

Element 2 | How to show respect for local culture and Topic 2.4 | be sensitive to gender roles

3 hours

Materials Exercise book. Pen or pencil.

| | |
|---|--|
| 1 | <p>When you conduct community entry and organising activities (Element 2) you need to show respect for local culture and be sensitive to the different ways that men and women are supposed to act (gender roles). <i>Wok mak em olsem.</i></p> |
| 1 | <div data-bbox="256 577 408 696" data-label="Image"> </div> <p>Activity With your colleagues, read the following case study and then answer the questions that follow.</p> <hr/> <p><i>Jessica is a Community Development Officer working with the Division of Community Development. Jessica is from Madang. Jessica has been asked to carry out awareness on reproductive health in a remote village. To do the awareness Jessica will need to talk openly about parts of the body and sex.</i></p> <p><i>Jessica has spent most of her life in large towns and does not have much knowledge of the traditional culture of the people she is to visit. Jessica is used to socialising and talking openly with men. She is used to wearing trousers and other town clothes. Jessica is Seventh Day Adventist and doesn't like it when people chew buai.</i></p> <p><i>In the community, she is visiting the women are restricted from talking openly with men. Women wear long skirts. Men are always responsible for welcoming visitors into the village and it is considered proper and polite to welcome visitors by sharing buai with them.</i></p> <hr/> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are some of the local customs that Jessica should respect? 2. What are some of the gender roles that Jessica will need to be sensitive to? 3. Do you think Jessica should dress in the way that people in the village dress or in a way that she feels comfortable? |
| 1 | <p>One of the best ways for a Community Development Worker to show respect for local culture is to take the time to conduct community entry properly. <i>Sindaun gut wantaim ol pastaim.</i> Do community entry in a way that meets the National Standard.</p> |
| 1 | <div data-bbox="256 1888 341 2007" data-label="Image"> </div> <p>Written answer</p> <p>Doing community entry properly is one way to show respect for local culture. In your exercise book, explain how doing community entry properly shows respect for local culture?</p> <div data-bbox="1331 1888 1414 1951" data-label="Text" style="background-color: black; color: white; padding: 5px; text-align: center;"> M </div> |

Element 2 | How to show respect for local culture and Topic 2.4 | be sensitive to gender roles



| | |
|---|--|
| 2 | <p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for different cultures. But because we are so good at respecting different cultures, we find it so hard to help people think about changing parts of their culture that may no longer be helping them.</p> <p>But you can respect a different culture without agreeing with it – in the same way that you might respect your father or mother, but disagree with them, or respect the religious views of a friend but not believe in them yourself.</p> <p>Culture (including the different roles of men and women) has developed over a very long history. But a healthy culture also changes as the world changes. As a Community Development Worker, you will definitely face a situation where you need to help the community or group or family you are working with to challenge or test their culture. If you need to do this, then there are some things you can do during community entry to help you do it in a way that shows respect.</p> |
| 2 | <div style="display: flex; align-items: center;"> <div> <p>Discussion</p> <p>With your colleagues, discuss situations where a Community Development Worker might need to help people challenge or test their local culture.</p> </div> </div> |
| 2 | <p>As a Community Development Worker you will definitely face a situation where you need to help the community or group you are working with to question the way they do things – including questioning their culture and gender roles. For example:</p> <ul style="list-style-type: none"> If you are conducting HIV training, you may need to challenge the way people find it difficult to talk openly about sex. If you are providing mentoring on family planning, you may need to challenge the belief that powerful men need to have lots of children. You may need to suggest that leaders involve everyone when they make decisions You may need to suggest that leaders do everything out in the open. <i>Klia glas</i>. You may need to challenge <i>kastom</i> that leaves behind or excludes some people You may need to challenge the way people think about the roles of women and men (gender roles) You may need to help people challenge beliefs about witchcraft You may need to help people challenge the way that men control the income from cocoa (even though women do a large part of the work to grow and harvest cocoa) |
| 2 | <div style="display: flex; align-items: center;"> <div> <p>Discussion</p> <p>With your colleagues, discuss what you can do during community entry if the work you are going to do will challenge or test local culture?</p> </div> </div> |

Element 2 | How to show respect for local culture and Topic 2.4 | be sensitive to gender roles

If the work you will be doing challenges or tests local culture, then discuss this with key people when you make preparations for the visit (before you arrive in the community).

Hopefully, you started your relationship with the community or group by helping them to identify what they want to do and what help they need to do it, so they take charge of their own development, because then the need to challenge or test local culture was their idea anyway. It is always best to start your relationship with any group or community by helping them to do community mapping and needs analysis (*glasim na skelim sindaun*). We will learn all about how to help a community or group to conduct *glasim na skelim sindaun* in CDW coursebook 3 *olsem na stap isi pastaim*.

In any case, if you think the work you will be doing will challenge or test local culture, then when you arrive in the community to do community entry use the following four points to guide you:



2

- 1 Explain to key people how what you are going to do could challenge or test local culture. *Tok stret na tok klia*. Discuss the advantages and disadvantages of changing or not changing. Give facts and figures. Use examples where people have made the change. If there are local champions who have made the change then see if they can help you to talk with the key people.
- 2 *Kisim tok orait* from key people to continue with the work
- 3 Ask advice from key people on the best approach to challenging or testing local culture without offending people. See if the key people (or the local champions) are happy to help and happy to take the lead when you begin the work.
- 4 Emphasise to key people that any decision to change local culture is theirs to make. *Yupela yet mas glasim ne skelim*.

2



Activity

Choose one situation where a Community Development Worker might need to help people challenge or test their local culture. Discuss how the Community Development Worker could put into practice the four points (above). What should they do and say? Come up with some dot points to guide you.



3

The different ways that men and women are supposed to act are called **gender roles**.

Normally there is no physical reason men and women are good (and not so good) at different things – but there are *kastom* reasons. Often our *kastom* tells us that the man's role is to be the provider and decision-maker, and the woman's role is to look after men and *harim tok*. Men might say that *ol meri no gat tingting*. Some women might agree because they have been raised to believe that they can't or shouldn't do what men do.

We think that the gender roles we grew up with are natural, but they are not – they are part of our local culture. A healthy culture changes as the world around us changes. This means that in a healthy culture, gender roles can also change.

Element 2 | How to show respect for local culture and Topic 2.4 | be sensitive to gender roles



Discussion

With your colleagues, complete the table below. For each statement decide whether it is *kastom* or natural.

| | <i>Kastom</i> | Natural |
|--|---------------|---------|
| Men are better leaders than women | | |
| The role of women is to look after men | | |
| Women don't know how to use money | | |
| Men need to hit women to control them | | |
| Men can't look after children | | |
| The more educated a woman is the more she needs to be kept under control | | |
| Women should <i>harim tok</i> | | |
| <i>Ol meri nogat tingting</i> | | |

Luk olsem each of the statements are *kastom* not natural. We might feel it in our bones that they are natural - but they are *kastom*. If they are *kastom* they can change if we want them to change.

It is very important to be sensitive and respectful of local gender roles – but at the same time, the PNG Government also wants Community Development Workers to help communities and groups and families challenge or test gender roles that stop women from being involved in decision making, and from benefitting from development.

The only fact we know in development is that no nation develops unless both women and men make decisions together. It is critically important for PNG that the barriers to women's participation in decision making are brought down. There are **six big reasons** why *yumi PNG yumi nidim stret*.



The *kumul* needs two wings to fly. To develop PNG 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 Government.









Women are already leaders. Women are already leaders in families and communities and organisations and Government. In church and schools and business. Let women leaders fly.



Women know things that men don't know. Men and women have different points of view. For example, women are good at seeing the needs of the family and children and the elderly and people who are normally left behind or excluded.

Don't forget the elephant story. Women touch a different part of the elephant to men.

Element 2 | How to show respect for local culture and Topic 2.4 | be sensitive to gender roles

| | |
|---|---|
| |  <p>Women know what is best for women. Only women leaders know best what development will help women benefit more - and what development could make women benefit less. "Nothing about us without us".</p>  <p>Women leaders make other women stronger. Women leaders are role models. Our sons and daughters will be stronger and have a better future because of women leaders.</p>  <p>It is fair. Women are half the population. It is fair that about half our leaders are women and about half our leaders are men.</p> |
| 3 |  <p>Written answer N</p> <p>With your colleagues, discuss what you would say to key people to explain why it is important that both men and women are involved in decision making. Next, in your exercise book, write down the six big reasons (above) why <i>yumi PNG yumi nidim stret</i> women to also participate in decision making. <i>Raitim gut.</i></p> |
| 4 |  <p>Activity</p> <p>At the end of this coursebook, there is a module called Gender Equity and Diversity module "GED". This module contains more detailed information to help CDWs understand gender, equity and diversity in PNG. If your course facilitator asks you to go through this module (or if you are interested), then do so at the end of this Element (after topic 2.6). It will take most of a day to complete.</p> |
| 4 | <p>Las tok. PNG expects Community Development Workers to do all they can to help challenge or test customs that keep women from being involved in decision making.</p> <p>Inclusion (equality) is about removing the barriers that stop people who are left out or excluded from stepping forward in their lives. It is about changing <i>kastom</i>. In the end, people only change their <i>kastom</i> when they suck it and see if it is sweet – when they try out the change and decide that change has helped them.</p> <p>After working with a community or group or family, if they agree that involving women in decision making had been a good thing, then as a Community Development Worker you should feel very proud. <i>Yu strongim sindaun bilong ol pinis maski sapos narapela wok yu laik mekim karim kaikai o nogat.</i></p>  |






Revision discussion

How does doing community entry in a way that meets the National Standard show respect for local culture?

Element 2 | **How to assess whether the work plan**
Topic 2.5 | **(activity plan) and materials for activities**
are going to be suitable, and make
necessary changes

2 hours

Materials Exercise book. Pen or pencil.

| | |
|---|--|
| 1 |  <p>Discussion With your colleagues, share examples of when you have changed your work plan (and the materials you planned to use) after arriving in a community. What did you change? Why?</p> |
| 1 | <p>When you made preparations for the visit (Element 1) you should have developed a work plan, and put together suitable materials for the activities. <i>Wok mak em olsem.</i></p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; display: inline-block;"> <p>Have a look again at Element 1 (make preparations) to remind yourself of the <i>wok mak</i>. <i>Kirapim bek tingting.</i></p> </div> <p>Even though you found out information about the place and people to be visited when you made preparations. Even though you communicated effectively with key people from the place to be visited. Even though you did your best to make sure your work plan (and the materials you planned to use) were going to be suitable. Things change.</p> <h2 style="text-align: center;">Things change</h2> <p>When you arrive in the community you need to re-assess whether the work plan and the materials for the activities are going to be suitable, and make necessary changes. If you don't do this then you won't meet the Standard.</p> |
| 1 |  <p>Discussion With your colleagues, discuss what you might find out during community entry that will affect your work plan and the materials you planned to use?</p> |
| 1 | <p>When you arrive in the community you might discover that:</p> <ul style="list-style-type: none"> ↯ It is harvest time and people are very busy ↯ The activities will take too much time ↯ The participants you planned to work with will not be able to attend ↯ The key people will not be able to assist in the way you hoped ↯ The school blackboard is broken ↯ The generator is not working ↯ There is school <i>kibung</i> on Tuesday ↯ The bag with the handouts to give to people got lost on the way  |

Element 2 | How to assess whether the work plan Topic 2.5 (activity plan) and materials for activities are going to be suitable, and make necessary changes



Written answer

With your colleagues, read the case study below. In Element 1 topic 1.3 'How to prepare a suitable work plan (activity plan)', you looked at a work plan prepared by David and Mary. They were planning to make a visit to Ward 12 to help evaluate their Ward beautification project. *Tingim*. The work plan that David and Mary prepared is included again on the next page. Below is a page from Mary's journal which she wrote after arriving in Ward 12 to conduct community entry. *Luk olsem* David and Mary found that things had changed. If you were David and Mary, what changes would you make so that the work plan and materials for the activities will still be suitable? When you have finished, write your answer in your exercise book.

Monday 23rd

David and I arrived today as planned. Everyone knew we were coming and everything was ready. Ward 12 youth group met us at Apim bridge and escorted us the rest of the way. We spent the first night with Pastor Jack's family. Pastor Jack said that from his point of view the Ward Beautification project has been a great success. On the first night, we wanted to play a movie for Pastor Jack's children, but Pastor Jack said that the only generator in Ward 12 was no longer working. We also found out that a leader in Saksak village was very sick and the Pastor thought he might die soon. The Ward Development Committee Chair, Ward Member Basil, arrived in the evening to welcome us. He recently returned from a Seventh Day Adventist *kibung* in town (along with his sister who is also on the Ward Development Committee). We didn't realise that the Seventh Day Adventist church was strong in Ward 12. All in all a great first day. Tomorrow David and I are going to meet with the Ward Development Committee and other leaders to continue organising the evaluation activities.



Element 2 | How to assess whether the work plan Topic 2.5 (activity plan) and materials for activities are going to be suitable, and make necessary changes

VISIT TO WARD 12 TO HELP THEM EVALUATE THEIR WARD BEAUTIFICATION PROJECT

WHY? Objective: Help Ward 13 to evaluate their Ward beautification project.


Expected outcomes: (1) Ward Development Committee and people in Ward 12 learn lessons from the project. (2) District has evidence to help them evaluate their contribution to the project. (3) Ward Development Committee knows how to conduct evaluation themselves. (4) Ward Development Committee receive 'good project management' certificate from the District.

| WHAT | WHO | WHEN | WITH |
|--|--|--|---|
| Day one. Arrive in community | Driver/David/Mary | Monday 23 rd | |
| Day two. Meet with Ward 12 Ward Development Committee and other key people to organise the activities and plan who does what. | David and Mary with Ward Development Committee (WDC) | Tuesday 24 th A few hours. Walk around Ward to see. | Butcher paper/markers Copies of project plan for people to look at. Provide tea and biscuits. |
| Day three. Community <i>kibung</i> with one village (<i>Mako</i>). We need to look at the project objective and the project outcomes we hoped to achieve to find out how well they were achieved. We will also find out what other outcomes (expected and unexpected) came out of the project. Then we will find out what lessons can be learned from the project. | David and Mary and WDC | Wednesday 25 th Should take about three hours. | Provide tea and biscuits. Community providing lunch. Butcher paper/markers Copies of project plan for people to look at. |
| Day four. Community <i>kibung</i> in second village (<i>Saksak</i>) to do the same thing we did at <i>Mako</i> village. | David and Mary and WDC | Thursday 26 th Should take three hours. | Provide tea and biscuits. Community providing lunch |
| Day five. Work with Ward 12 Ward Development Committee to investigate the outcomes people identified during the community <i>kibung</i> . Take photos. Focus group discussions. Collect stories. Collect other evidence of what was achieved to put in final report. | David and Mary and WDC chair (Pastor Ned) | Friday 27 th Whole day | Office camera Butcher paper/markers Provide tea and biscuit Ward Development Committee providing lunch |
| Day six. Final meeting with Ward 12 Ward Development Committee and other key people to put the findings <i>long ples klia</i> . <i>Mumu</i> in the afternoon to celebrate completion. Show photo presentation of the project in the evening. | David and Mary and WDC | Saturday 28 th Should take about three hours. | Contribution for <i>mumu</i> . Office projector and screen. 2 litres of diesel for local generator Butcher paper/markers |
| Day seven. Depart. | Driver/David/Mary | Sunday 29 th | |

BUDGET

| | | |
|--|-------------------------------|----------------------|
| Resources for activities | Tea and biscuits | K150 |
| | Butcher paper/markers | K200 |
| | Copies of project plan | K30 |
| | <i>Mumu</i> contribution | K100 |
| | 2 litres of diesel | K20 |
| Resources for operation (David and Mary) | Vehicle drop-off/pick-up | K250 |
| | Per diems 7 days x 2 officers | K700 |
| | | K1450 (total) |

Element 2 | **How to assess whether the work plan**
Topic 2.5 | **(activity plan) and materials for activities**
are going to be suitable, and make
necessary changes

| | | |
|---|---|---|
| 2 | <p><i>Las tok.</i></p> <p>A Community Development Worker needs to be flexible.</p> <p>Things change. Expect the unexpected.</p> <p><i>Noken buldosim ol.</i></p> <p>Respond to change by changing what you plan to do.</p> <p>This is the mark of a professional.</p> |  |
|---|---|---|



Revision discussion

If a Community Development Worker makes no changes at all to their work plan and the materials they plan to use, do you think they conducted community entry in a way that meets the Standard?



Element 2 | How to follow workplace health and safety practices while conducting field activities

Topic 2.6

2 hours

Materials Exercise book. Pen or pencil.

1

Some organisations have policies and practices that set out how employees should keep themselves safe and healthy while in the field. However, some organisations do not. The Government requires that all workplaces have health and safety policies and practices to keep employees safe and healthy in the field, and to make these known to employees.



We looked at how to follow workplace health and safety practices while conducting office activities earlier in the course (in Element 1 'Make preparations'). This topic is about the workplace health and safety practices you need to follow while in the field.

1



Discussion

With your colleagues, brainstorm examples of field-based health and safety policies and practices? Call out whatever comes into your heads. *Gespaia.*



Tok save. If you are a Community Development Worker that is not a part of an organisation – if you are freelance or community-based *o kain olsem* – then you can still think about what your own policies and practices should be. *Tingim.*

1

Some examples of field-based health and safety policies might include:

- ↷ Have a health and safety meeting before going into the field
- ↷ Always have a first-aid kit with you
- ↷ Never travel after dark
- ↷ Report back to the office every day
- ↷ No alcohol or drugs while in the field
- ↷ Have a reliable form of communication (mobile, satellite phone)
- ↷ Wear life jackets if travelling in a boat



Element 2 | How to follow workplace health and safety practices while conducting field activities

Topic 2.6

↻ Officers always need to travel in pairs

↻ Always carry (and use) a mosquito net



Staying safe and healthy is about using your common sense. But common sense is not enough. Staying safe and healthy is also about planning. Risk management planning.

Mining companies and large organisations often say “do the five to stay alive” or ‘take 5 to stay alive’. What they mean is, *before you do anything* (especially if it is new and unfamiliar), take 5 minutes to do 5 things:

We looked at how to take 5 to stay alive earlier (in Element 1).

2

1 STOP

What am I about to do?

2 THINK

What could go wrong? *Wanem ol birua inap painim mipela?*

3 IDENTIFY

What could be done to stop it from going wrong? What could be done to reduce the effect if it does go wrong? *Hau bai yu stopim birua noken kamap? Sapos birua kamap yet hau bai yumi daunim bagarap bilong en?*

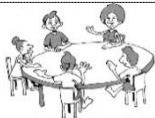
4 PLAN

What steps are we going to take to keep ourselves and others safe and healthy?

5 PROCEED

Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice.

Take 5 to stay alive



Activity

Imagine you are in a community. You need to meet with the key people to discuss something. It is after dark and it will take 10 minutes to walk to the home where the meeting will take place. *Ples em dak tru*. With your colleagues, take 5 to stay alive. Take 5 minutes to do 5 things. Do a risk management plan.



1 STOP

What am I about to do?

2 THINK

What could go wrong?

3 IDENTIFY

What could be done to stop it going wrong? What could be done to reduce the effect if it does go wrong?

4 PLAN

What steps are we going to take to keep ourselves and others safe and healthy?

5 PROCEED

Continue (if it is safe and healthy to do so) and follow your plan. Put your plan into practice.







Element 2 | How to follow workplace health and safety practices while conducting field activities

Topic 2.6

| | | |
|---|---|--|
| 3 | <p>Whether the organisation you work for has health and safety policies and practices or not, or if you are working freelance, never forget that safety begins with you.</p> <p>It is the responsibility of every Community Development Worker to look after themselves.</p> | |
| 3 | <p>Discussion</p> <p>With your colleagues, discuss what Community Development Workers can do <u>themselves</u> to stay safe when they are in the field? Brainstorm. <i>Gespaia</i>.</p> | |
| 3 | <p>There are many things a Community Development Worker can do <u>themselves</u> to stay safe and healthy while in the field – and to keep others safe and healthy. For example:</p> <ul style="list-style-type: none"> ✓ Carry an up to date first aid kit ✓ Have a working mobile phone with credit and a charger ✓ If possible have another alternative way to communicate (e.g. a spare mobile phone or a satellite phone) ✓ Use a mosquito net if sleeping in mosquito-infested areas ✓ Maintain basic hygiene (e.g. hand-washing after toilet and before eating) ✓ Do not have casual sex in the community (and if you do use a condom) ✓ Treat women, children and men with the same respect that you would like visitors to treat your family ✓ Avoid travelling after dark ✓ Report back to your office regularly ✓ Make sure your family and office know when you are expected back ✓ Do not drink alcohol or use illicit drugs ✓ Wear a life jacket when travelling on a boat ✓ Maintain health insurance cover ✓ Remember the five health and safety questions that will help you plan to stay safe and healthy ✓ Carry appropriate clothing and medicines | |
| | <p>Activity</p> <p>With your colleagues, read the case study below. What are all the health and safety risks that Chris needs to think about? Never forget that safety begins with you. What can Chris do <u>himself</u> to keep himself safe?</p> | |

Element 2 | How to follow workplace health and safety practices while conducting field activities

Topic 2.6

| | |
|---|--|
| | <p>Chris is a Community Development Worker with the NGO Kirapim Tingting. Chris has come to Lus Ples community to facilitate an agreement. The community is surrounded by swamps infested with mosquitoes and there is no clean drinking water. The only building where the community gather for meetings is quite old and needs the main post to be replaced. Chris has forgotten to bring anti-malaria tablets and mosquito repellent – although he has brought a mosquito net.</p> |
|  | |
| <p>4</p> | <div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="256 656 406 772">  </div> <div data-bbox="432 656 1228 808"> <p>Discussion With your colleagues, discuss what you can find out from key people during community entry so that you stay safe and healthy? Brainstorm. <i>Gespaia</i>.</p> </div> <div data-bbox="1257 656 1401 808">  </div> </div> |
| <p>4</p> | <p>During community entry, it is important to find out what you need to know so that you (and your colleagues) stay safe and healthy. And it is also important to let the key people know what you will need so that you (and your colleagues) stay safe and healthy. For example, you can discuss with key people:</p> <ul style="list-style-type: none"> ✓ Where the clean drinking water is ✓ If any areas are unsafe to go to (<i>ples tumbuna o hap nogut</i>) ✓ Where and when you can get mobile reception ✓ If there are any disputes or fights in the community ✓ If malaria or other diseases are a problem ✓ Where you can go to the toilet ✓ Where you can wash ✓ What your dietary requirements are ✓ What your health and safety concerns are |
| <p>4</p> | <div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="256 1570 343 1686">  </div> <div data-bbox="359 1570 1324 1796"> <p>Written answer If you work for an organisation, then with your colleagues, list all of the field-based health and safety policies and practices that you need to follow when you are in the field? Next, list all of the things that you can do <u>yourself</u> to stay safe and healthy when you are in the field? Use this information to guide you next time you go to the field. When you have finished, write your answer in your exercise book.</p> </div> <div data-bbox="1332 1570 1401 1630" style="background-color: black; color: white; padding: 5px; font-weight: bold;">P</div> </div> |



Revision discussion

Following workplace health and safety practices while in the field also helps the community or group or family that you are working with. How?

Element 2 - Conduct community entry and organising activities

The topics in Element 2 cover the *wok mak* that a Community Development Worker is expected to be able to perform when conducting community entry and organising activities.

Although this training helps you to understand what to do – to really become confident and competent you will need to put into practice what you have learned. It is the responsibility of your employer to help you put the *wok mak* from the National Standard for Community Development Workers into practice. If you put into practice the *wok mak* for conducting community entry and organising activities, then the work you came to do will be more successful *tok i dai*.



To meet the National Standard when you conduct community entry and organizing activities you need to:

- ✓ Confirm who the key people are and work with them to make arrangements, and identify and organize participants for the activities
- ✓ Discuss roles, expectations, and the purpose of the visit with key people
- ✓ Communicate effectively with key people
- ✓ Show respect for local culture and be sensitive to gender roles
- ✓ Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes
- ✓ Follow workplace health and safety practices while conducting field activities

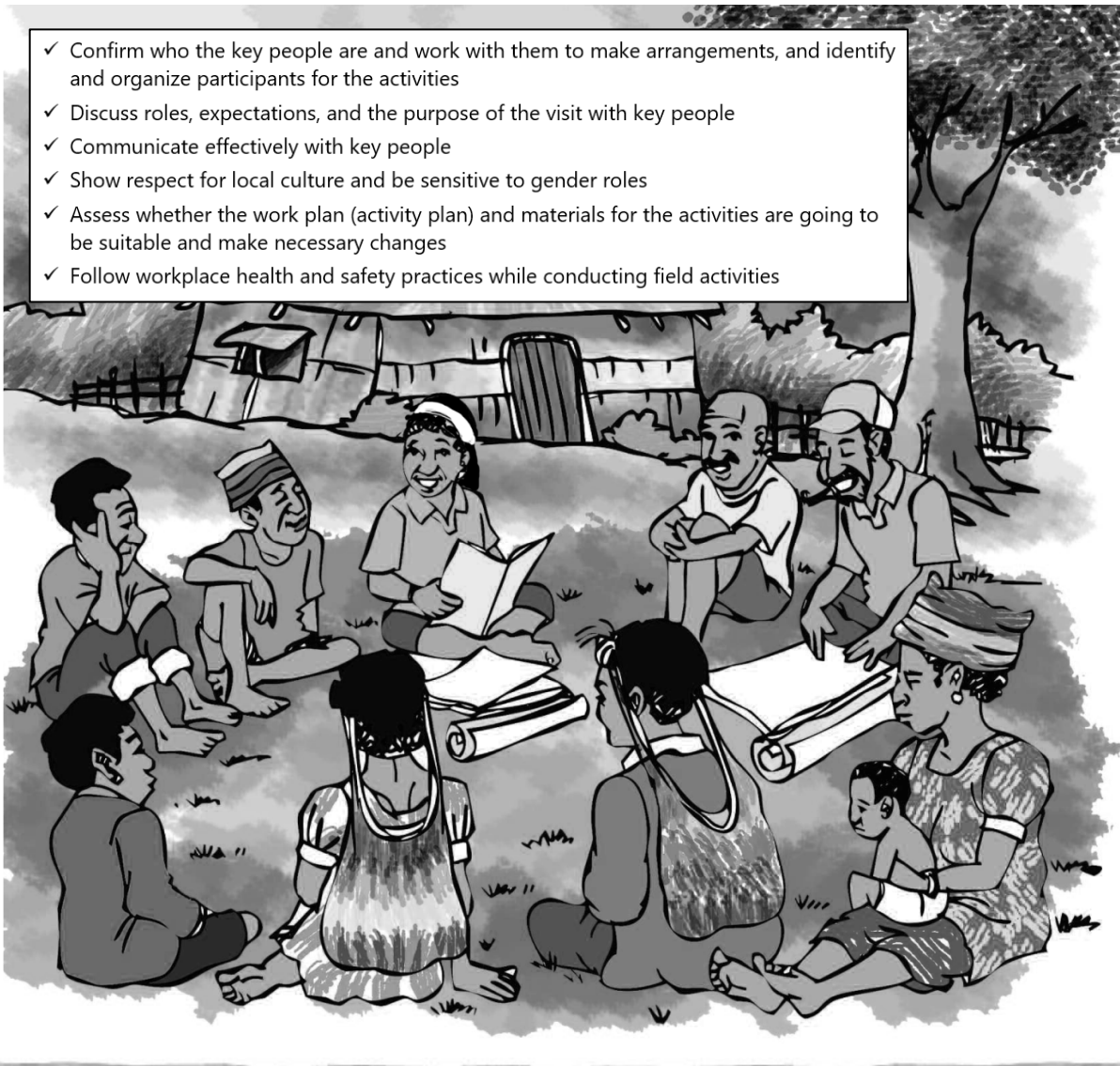
Element 2 | Revision



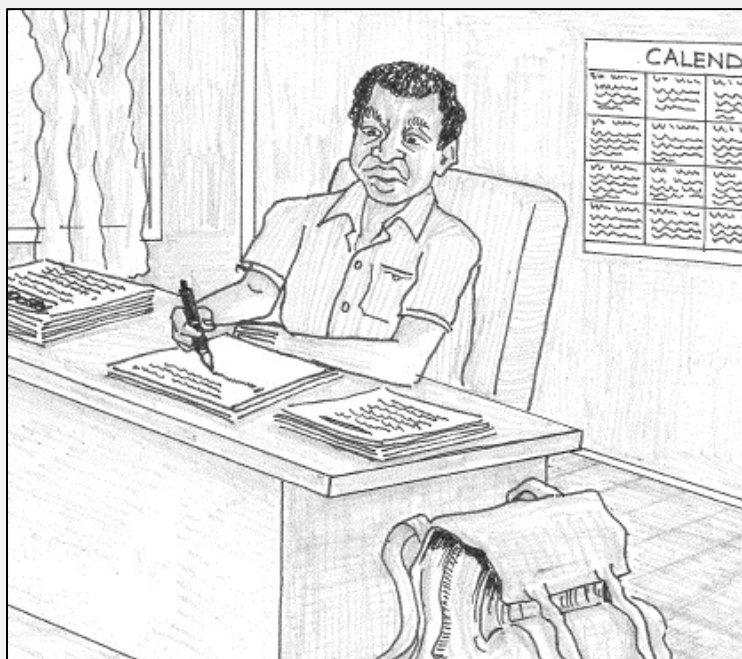
Activity

With your colleagues, have a go at putting the *wok mak* for Element 2 (Conduct community entry and organising activities) into practice. Develop a role play to show a Community Development Worker working with key people during community entry. If you have enough colleagues, then one or two of you pretend to be Community Development Workers, and the rest of your colleagues pretend to be key people. If you don't have enough colleagues, then just pretend to be a Community Development Worker and ask some friends to pretend to be the key people. You can't do everything, but it helps to have a picture in your heads of how it all fits together. Your course facilitator may ask you to video this role play, and to show it to them when you meet.

- ✓ Confirm who the key people are and work with them to make arrangements, and identify and organize participants for the activities
- ✓ Discuss roles, expectations, and the purpose of the visit with key people
- ✓ Communicate effectively with key people
- ✓ Show respect for local culture and be sensitive to gender roles
- ✓ Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes
- ✓ Follow workplace health and safety practices while conducting field activities



Prepare a report



PNG National Standard Performance Criteria for Element 4 (Prepare a Report)





- 1. Maintain a diary (journal) of activities and movements according to workplace practices**
- 2. Report what was done during the visit, including relevant measurable information**
- 3. Report outcomes clearly**
- 4. Provide an analysis of outcomes**
- 5. Provide recommendations for future action based on analysis**

Element 4 | How to maintain a diary (journal) of activities and movements according to workplace practices

Topic 4.1

2 hours

Materials Exercise book. Pen or pencil.

| | | |
|---|---|--|
| 1 | <p>A diary or journal is usually a notebook in which you write down or record what happens each day you are in the field.</p> <p>Different organisations require you to record different things in your diary or journal.</p> <p>However, even if your organisation does not require you to maintain a diary or journal, you should do it anyway so that you become a better Community Development Worker – and so that you meet the National Standard.</p> |  |
| 1 | <p> Discussion With your colleagues, discuss what sort of things are usually written down or recorded in a diary or journal?</p> | |
| 1 | <p>What you write down or record in your diary or journal will depend on what you are doing and what your organisation expects you to record. However, normally the following things are written down or recorded:</p> <ul style="list-style-type: none"> ↗ The activities you carried out and how well they went ↗ The results or effects of what you did (the outcomes) ↗ Your analysis of the outcomes ↗ Who the people you met were and how many people you met ↗ What was discussed, and any decisions made ↗ Where and when you did things or spoke to people ↗ Contact details of people you may need to contact again ↗ Notes to guide yourself about things you might need to find out more about, follow up on, or do differently next time | |
|  | | |
| 2 | <p> Discussion With your colleagues, discuss why it is important to record information in a diary or journal?</p> | |

Element 4 | How to maintain a diary (journal) of activities and movements according to workplace practices

Topic 4.1



One big reason for recording information in a diary or journal is that it helps you remember what happened when you prepare your report. *Yu putim olget stori long tingting tasol nogut taim long givim ripot tingting i lus pinis. Em bai olsem. Yu save.*

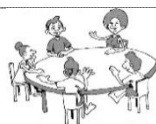
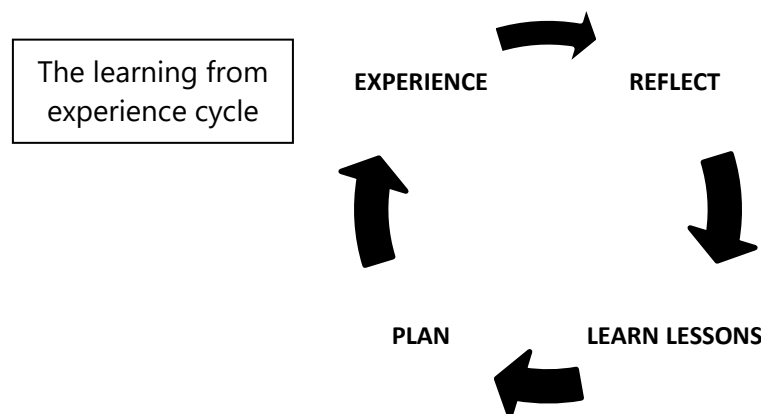


The other big reason for recording information in a diary or journal is that while you are doing it you think about what you did and how it is going. You reflect on your experience.

Experience is the best teacher - but only if we learn from it. We only learn from our experiences when we reflect upon the experience, learn lessons, and plan how to put the new lessons into action next time. This is called the 'learning from experience cycle'.

2

It is called a cycle (a circle) because learning never stops – when you put the new lessons into action next time, you then need to reflect again on the experience, learn lessons again, and plan how to put the new lessons into action again. It never stops.



Activity

Below is one example of a learning from experience cycle. Playing a game of rugby league. With your colleagues, come up with your own example of a learning from experience cycle.

EXPERIENCE. Playing a game of rugby league is an experience.




REFLECT. But you only become a better player if you take time to reflect on your experience. Did I play well? Why did their wingers always get around us on the outside? You can reflect on your own. But it is even better if you reflect on the experience with your teammates and a coach so that you get the full story.

LEARN LESSONS. The purpose of reflection is to learn lessons. How can we improve so that next time we are better players.

PLAN. The purpose of learning lessons is to put them into action next time. To do this you need to plan. *Nogut ol lesen yu lainim kapsait nating.*



Element 4 | **How to maintain a diary (journal) of activities and movements according to workplace practices**
Topic 4.1

| | |
|---|--|
| 2 | <p>Experienced rugby league players have the learning from experience cycle whirling around in their head all the time. They reflect on the tackle they just made, learn lessons, and then put the lessons into practice the very next time they make a tackle.</p> <p>Experienced Community Development Workers also have the learning from experience cycle whirling around in their head all the time. This is called thinking on your feet.</p> <p>But it is always better if you take time, at the end of the day or at the start of each day, to write down information and evidence in your journal or diary. This will help you to reflect, learn lessons, and think about how to put the lessons into action. Even better, if you are working with a colleague, do it together. Go through the learning from experience cycle together.</p>  |
|  | |
| 3 | <p>A Community Development Worker who doesn't keep a diary or journal will find it harder to learn from experience.</p> <p>A Community Development Worker who doesn't keep a diary or journal will find it much harder to remember what happened when they prepare their report afterwards.</p> <p>But a diary or journal only helps you to learn from experience and prepare your report afterwards if you do it properly.</p> |
| 3 |  <p>Activity</p> <p>Below is a page from the diary of a Community Development Worker. With your colleagues, discuss if this diary entry is a good diary entry? Has the Community Development Worker done it properly? Is it okay? <i>Em inap?</i></p> |

Element 4 | **How to maintain a diary (journal) of activities and movements according to workplace practices**
Topic 4.1

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Diary - Day two at Koraiya.
 - Main task: to facilitate community agreement about next tasks to be done.

- after breakfast - met with Councillor Perrie. Discussed the planned community meeting. Cr Perrie was not very talkative and did not seem very enthusiastic - why? ?

9am - Community meeting began as planned. Mr Perrie left after 20 minutes (? don't know why)
 Good turn-out - At least 30 men and 30 women plus kids. Everyone very keen to get the water tanks at the school connected up as soon as possible. Women and men both seemed free to speak. For part of the meeting asked men & women to form separate groups to discuss tasks. Local leaders (Mr Samuel and ^{Mr} Pastor Hakakere) finished the meeting by allocating the tasks that had been discussed - tasks allocated to teachers and parents to coordinate (all seemed happy).


Main points raised in Meeting:

- parents to provide gravel for tank stands. All agreed and each has-in to bring gravel to site by tomorrow morning.
- senior students to dig and level tank stand sites by this afternoon. Teachers will organize this for work parade.
- Mr Perrie to allow use of his vehicle to transport cement from town to school. Note Mr Perrie not present but Mr Samuel + Pr Hakakere said he had agreed and all is okay. (Did he leave the meeting because he doesn't want his vehicle used? check).

11:30am - meeting finished.
 11:30 - 12pm - discussions with individuals.
 12pm - Went with Pr Hakakere to talk again with Mr Perrie.

Activity

Time to have a go. Write a diary entry about what you did yesterday. Discuss what to do with your colleagues, but come up with your own diary entry. Not pages and pages. Just a summary. If there are any lessons you learned (about anything) then include them in your diary entry. Life is also a learning from experience cycle. At the end show your colleagues what you came up with.



Element 4 | How to maintain a diary (journal) of activities and movements according to workplace practices

Topic 4.1

Las tok. The notes you make in your diary or journal are what you will use to write up your report. Your notes become even more important the longer it takes you to get around to writing up your report. Things that you are sure you will remember get forgotten by the time you write your report – unless you have kept good notes.

When you write your report it is always a good idea to include a copy of your diary or journal as an attachment. This is so that whoever reads the report can see the information and evidence you have used to prepare your report. Nice.



3



Written answer

Imagine that you and your colleagues have been asked by a senior officer to come up with guidelines for Community Development Workers so they know how to maintain a diary or journal while in the field. With your colleagues, come up with guidelines that could become your organisation's workplace practice. When you have finished, write your answer in your exercise book.

Q

3



Revision discussion

How does taking the time to write a diary or journal properly also help the people you are working with?







Element 4 | How to report what was done during the visit, including relevant measurable information

Topic 4.2











2 hours

Materials Exercise book. Pen or pencil.

| | |
|---|---|
| 1 |  <p>Discussion A Community Development Worker needs to be able to prepare a report in a way that meets the Standard. With your colleagues, discuss what the purpose is of preparing a report? Why is it important?</p> |
| 1 | <p>Preparing a report makes you accountable – someone who was not there with you when you made your visit should be able to read your report and know what happened and what it means.</p> <p>Preparing a report provides evidence – there should be enough evidence and analysis in your report for someone else to agree (or disagree) with your recommendations</p> <p>A report is a historical record – if you fall under a bus then another Community Development Worker should be able to pick up your reports and learn about what has happened in the past so they can continue from where you left off.</p> <p>A report helps you get your ideas and thoughts into order.</p> <p>But a report only does these things if it meets the Standard</p>  |
|  | |
| 2 | <p>Before you write your report you need to maintain a diary (journal) of activities and movements according to workplace practices. <i>Em nau yupela klia pinis.</i></p> <p>When you write your report there are four more <i>wok mak</i> that you need to put into practice if you want to write a report that meets the Standard:</p> <ul style="list-style-type: none"> ✓ Report what was done during the visit, including relevant measurable information ✓ Report outcomes clearly ✓ Provide an analysis of outcomes ✓ Provide recommendations for future action based on analysis <p>Many Community Development Workers use these <i>wok mak</i> as headings in their report to help them meet the Standard. But you don't need to. <i>Yu yet.</i> As long as the key ingredients (the <i>wok mak</i>) are included in your report it doesn't matter what recipe you follow.</p>  |




Element 4 | How to report what was done during the visit, including relevant measurable information

Topic 4.2

| | |
|---|--|
| 2 |  <p>Activity At the end of the coursebook, there is an example of a monitoring report (Kwila Community Water Supply Project). With your colleagues, have a quick look through. We will go through the report together later <i>olsem na stap isi pastaim</i>. For the moment, what do you notice about the headings in the report?</p> |
|  | |
| 3 | <p>The <i>wok mak</i> we are looking at in this topic is 'report what was done during the visit, including relevant measurable information'.</p> <p>Measurable information is anything that can be measured or counted. <i>Igat namba</i>.</p> <p>Relevant means that it has to be related to what you are doing. The number of men and women who came to a <i>kibung</i> is probably relevant measurable information. The number of dogs that came to the <i>kibung</i> is probably NOT relevant measurable information.</p>  <p style="text-align: center;">Measurable information is anything that can be measured or counted</p> <p>The best way to report measurable information is to include it in the section of your report where you discuss what was done during the visit. This is why the PNG National Standard combines 'report what was done during the visit' and 'including relevant measurable information' together in the same <i>wok mak</i>.</p> |
| 3 |  <p>Discussion With your colleagues, come up with some examples of measurable information? Brainstorm. <i>Gespaia</i>.</p>  |
| 3 | <p>Measurable information can include many things – depending on what work you are doing and what your workplace requires. Examples include:</p> <ul style="list-style-type: none">  Results of monitoring project activities (have 30 coffee trees been planted?)  Results of evaluation indicators (are less people getting malaria than before?)  Results of ranking activities (more than half said TB was a health problem)  The number of participants at a training  How many certificates were awarded? |

Element 4 | How to report what was done during the visit, including relevant measurable information

Topic 4.2

| | |
|---|---|
| | <ul style="list-style-type: none"> ↗ Number of women participants ↗ Which villages you went to (how many) ↗ Which key people you spoke to (how many) ↗ How many women and men you mentored ↗ How long the activities took |
| 3 | <p>It is good for a Community Development Worker to report measurable information because if something can be measured or counted then you can check if there has been a change (positive or negative). Positive change is what development is all about.</p> <p>Is there less malaria because of the project? Did more women participate in the training this time around? Did all the students graduate or only half? Did all the villagers in the Ward participate in the awareness?</p> <p>Managers love measurable information. If you can measure something you can manage it. You can check how well you are doing. And you can show it to anyone else as evidence (like a funding organisation).</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p><i>Save moa yet.</i> In <i>tok projek</i> what you measure or count needs to be compared to something. The amount of malaria now compared to what it was like before. Or how many students passed the test compared to how many students sat for the test. What you compare to is called a 'baseline'. You can check how well you are doing compared to your baseline.</p> </div>  |
| 4 |  <p>If you can, when you include measurable information in your report also include the proof that verifies or confirms the measurable information.</p> <p>In <i>tok projek</i> this proof is called the 'means of verification'. For example a list of participants or photos of new water tanks or a copy of a receipt or a copy of an agreement or a copy of meeting minutes or the results page from a test. <i>Kain kain.</i></p> |
| 4 |  <p>Discussion</p> <p>If someone asks you how well you did in coursebook 1, what means of verification can you show them (hopefully) at the end of the course as proof that you completed the course?</p> |

Element 4 | How to report what was done during the visit, including relevant measurable information

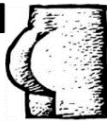
Topic 4.2

Luk olsem you can show them your coursebook 1 completion certificate. However, this just proves to someone that you have completed the course - not that you can do it. The best means of verification would be to show them your competency-based certificate (but you would need to be assessed first by a CDW Workplace Assessor before you can get this certificate).



Relevant measurable information is anything that can be measured or counted (and the means of verification is the proof). We will learn much more about measurable information (and means of verification) in another CDW coursebook *olsem na stap isi*.

BUT



But there is other information that a Community Development Worker should include when they report what was done during the visit.

Make sure you include stories or comments made by people. Stories about significant changes (good and bad) or comments about how well (or how poorly) the work is going. This sort of information is not 'measurable', but it is just as important for helping anyone who reads the report to understand the full story.



And make sure you record how well the members of the community or group or family were involved. This is important so that any reader of the report can assess the value of the information and evidence reported. For example, if a community agreed to a course of action during a community meeting, but participation was poor and there was not much enthusiasm, then what was agreed has less value. *Tingim*.

5



Element 4 | How to report what was done during the visit, including relevant measurable information

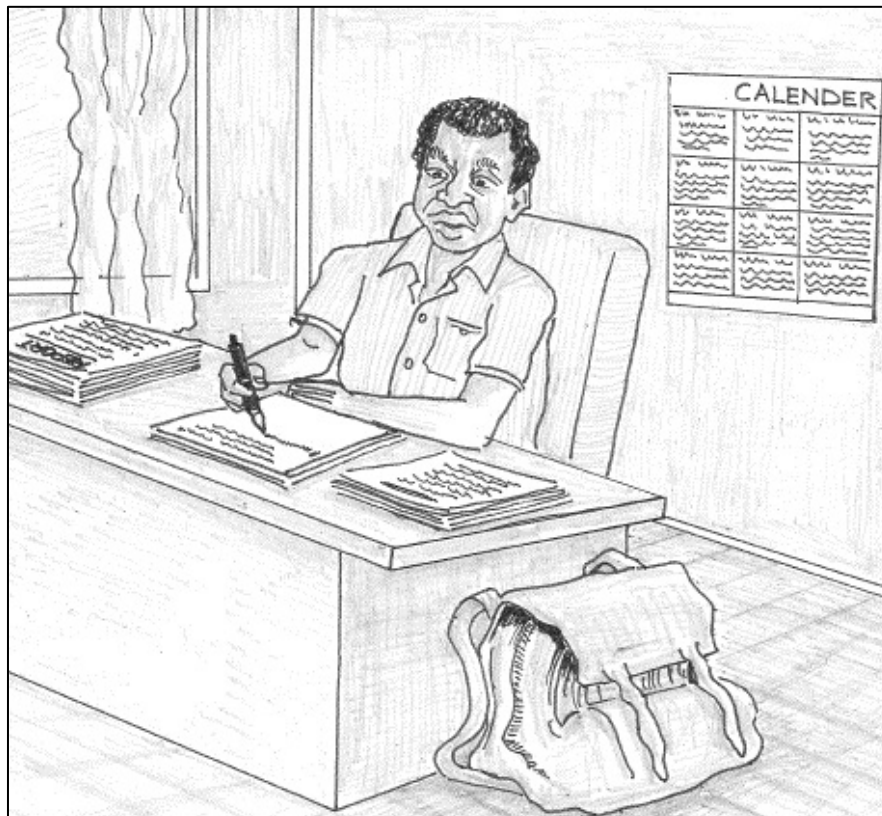
Topic 4.2

| | | |
|---|--|---|
| 5 |  <p>Written answer</p> <p>With your colleagues, have a look again at the example of a monitoring report at the end of the coursebook (Kwila Community Water Supply Project). Have a look again at the section with the heading '<i>Report what was done during the visit, including relevant measurable information</i>'. What are three examples of relevant measurable information included in this report? Measurable information is anything that can be measured or counted. When you have finished, write your answer in your exercise book.</p> | R |
| 5 | <p>A report needs to include information about what was done during the visit and relevant measurable information. This sets the foundation for the next <i>wok mak</i>.</p> <p>The next <i>wok mak</i> is '<i>report outcomes clearly</i>'. We will look at how to report outcomes clearly in the next topic.</p> |  |



Revision discussion

How does reporting relevant measurable information in your report help the organisation you are working for?



3 hours

Materials Exercise book. Pen or pencil.

The *wok mak* we are looking at in this topic is 'report outcomes clearly'. Outcomes are the expected or unexpected **results or effects** of an activity.

OUTCOMES **come out** **outcome** **FROM AN ACTIVITY**

- If you are making a visit to conduct awareness, then the outcomes you need to report are the expected and unexpected results or effects of conducting the awareness (and of the visit).
- If you are making a visit to facilitate an agreement, then the outcomes you need to report are the expected and unexpected results or effects of facilitating the agreement (and of the visit).
- If you are making a visit to help a group to *glasim na skelim sindaun* (community mapping and needs analysis), then the outcomes you need to report are the expected and unexpected results or effects of helping the group to *glasim na skelim sindaun* (and of the visit).
- If you are making a visit to develop a plan, then the outcomes you need to report are the expected and unexpected results or effects of developing the plan (and of the visit).

Save moa yet. The meaning of the word 'outcomes' in this *wok mak* is the normal meaning. The expected or unexpected results or effects of an activity. However, if you help a group or community to develop a project plan for a funding organisation then you might be asked to identify 'project outcomes' or even 'output outcomes'. This is a different meaning of the word 'outcomes'. A technical meaning. Don't worry about this technical meaning now – we will learn what it means in another CDW coursebook.



Discussion

Outcomes are the expected or unexpected results or effects of activities. In everyday life, there are also outcomes from activities. With your colleagues, discuss the possible **expected** outcomes from the following activities (you can't know what the unexpected outcomes are yet because they are unexpected).

- Drinking beer before driving a long distance
- Hanging clothes on a clothesline on a nice sunny day
- Eating lamb flaps every day
- Reading a book to your child every day



Element 4 | How to report outcomes clearly

Topic 4.3



2



Discussion

With your colleagues, discuss when a Community Development Worker should start thinking about what the expected outcomes from a visit will be?



EXPECTED OUTCOMES The expected outcomes that you need to report are what you expected would come out of the visit. The time to think about what the expected outcomes will be is before you make the visit. The time to think about what the expected outcomes will be is when you make preparations (Element 1).

2

When you make preparations, you need to prepare a work plan (activity plan). *Tingim*. A good work plan identifies **WHY** the visit is necessary. The goal or objective or aim or target or *as tingting*. But you should also *brukim igo daun gen* to the main results or effects that you hope to achieve from your visit (the expected outcomes).



During the visit, you should collect information and evidence so you know whether you are achieving the expected outcomes. Take notes in your diary (journal). You may be able to make changes during your visit to help achieve the expected outcomes.



Then when you write your report you need to say clearly whether the expected outcomes have been achieved or not - and you need to provide the information and evidence that proves or justifies what you say.

2



Written answer

Hopefully, you are starting to see how it all fits together. Think about what your expected outcomes will be when you make preparations, then collect information and evidence during the visit so you know if you are on track to achieve the expected outcomes, then when you prepare your report you need to report clearly whether the expected outcomes were achieved (and provide the information and evidence that proves or justifies what you say). Below are some examples of how it all fits together. With your colleagues, write down one of the examples below, but replace the first sentence with your own example (if possible from your own experience). At the end don't forget to put the example that you come up with in your exercise book.

Examples:

When we made preparations to help facilitate an agreement, an expected outcome we hoped would come out of the visit was 'the community participated effectively'. During the visit, we collected information and evidence to know if we were on track to achieve the expected outcome. Then when we prepared our report, we reported clearly whether the expected outcome was achieved (and provided the information and evidence that proved or justified what said).

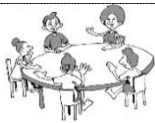
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Element 4 Topic 4.3

How to report outcomes clearly

↗ When we made preparations to help a family business to *glasim na skelim sindaun* (community mapping and needs analysis), an expected outcome we hoped would come out of the visit was *'the family successfully identified and ranked their needs'*. During the visit, we collected information and evidence to know if we were on track to achieve the expected outcome. Then when we prepared our report, we reported clearly whether the expected outcome was achieved (and provided the information and evidence that proved or justified what said).

↗ When we made preparations to help a group to monitor their water supply, an expected outcome we hoped would come out of the visit was *'the group successfully identified whether progress was on target and whether the indicators had been achieved'*. During the visit, we collected information and evidence to know if we were on track to achieve the expected outcome. Then when we prepared our report, we reported clearly whether the expected outcome was achieved (and provided the information and evidence that proved or justified what said).



Activity

With your colleagues, identify one expected outcome you hope would come out of conducting leadership training with a youth group. What information or evidence could you collect during the training visit so that you would be able to report clearly if the expected outcome was achieved or not?

2



UNEXPECTED OUTCOMES Along with the expected outcomes there are normally other results or effects from what you have done that were not expected. These are called 'unexpected outcomes'. You don't know what the unexpected outcomes will be when you make preparations for a visit because they are unexpected. *Tingim*.

3

It is very important to include unexpected outcomes – good or bad – in your report.



Don't forget to include negative unexpected outcomes in your report (as well as positive ones). Experience is the best teacher. The best lessons are learned from experiences that didn't work out the way we expected. Some people say that we only really learn lessons from our mistakes.

Element 4 Topic 4.3

How to report outcomes clearly



Activity

Below are some examples of unexpected outcomes. With your colleagues, come up with some other examples of unexpected outcomes from visits that you have made in the past.

Examples:

3

- ✎ You helped a group to monitor their water supply project, and you find out the local Member has also contributed funds to build VIP toilets. This is an outcome that was not planned for. It is an unexpected outcome.
- ✎ You helped the Bougainville Women's Federation to conduct training for a women's group on 'Good Governance', and you find out that the local Community Government also sent representatives to participate in the training. This is an outcome that was not planned for. It is an unexpected outcome.
- ✎ You conduct awareness on gender-based violence with a community, but the leaders stop the awareness from going ahead because they say it is too sensitive. This is an outcome that was not planned for. It is an unexpected outcome. It also probably means the Community Development Worker did not make preparations or do community entry in a way that meets the Standard. *Tingim.*



Written answer

3

Have a look again at the example of a monitoring report at the end of the coursebook (Kwila Community Water Supply Project). Have a look at the section with the heading '*Report outcomes clearly – provide an analysis of outcomes*'. Which unexpected outcomes are reported? Don't forget to write your answer in your exercise book.

T



The work that a Community Development Worker helps a family or group or community to do is the cake – the training or the water supply *o kain olsem*. But the lessons you helped them learn while making the cake is often what really counts in community development. It is the icing on the cake.



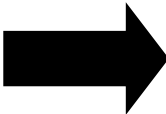



4

If you helped a community or group or family to think about how they could do things differently (like putting into practice principles of good governance or encouraging participation or encouraging husbands and wives to make decisions together), and if together they *luksave* that this change helped, then *yu strongim sindaun bilong ol pinis maski sapos narapela wok yu laik mekim karim kaikai o nogat*. Outcomes to do with the lessons that you wanted a community or group or family to learn when they worked together are incredibly important. You need to report these outcomes in your report (and collect information and evidence during the visit to prove or justify them).



When you think about outcomes (expected and unexpected) don't just think about the work. Also, think about what lessons you wanted the community or group or family to learn when they worked together.

| | |
|----------|---|
| <p>4</p> |  <p>Activity</p> <p>Below are some examples of outcomes (expected and unexpected) to do with the lessons that a Community Development Worker wanted the community or group or family to learn when they worked together. With your colleagues, come up with other examples of outcomes (expected or unexpected) to do with lessons that a Community Development Worker might want a community or group or family to learn when they worked together. If possible, come up with examples from your own experiences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ↗ During the project evaluation, both men and women participated. The men saw that women knew things that they didn't know. Everyone said it was good that women participated in the evaluation. ↗ During the training on domestic violence, the key people took the lead in some of the sensitive topics. The key people got confidence and they learned new skills to help their community. ↗ The community made sure that youth were involved to help <i>glasim na skelim sindaun</i>. The youth seemed to really enjoy being involved. They felt proud.  |
| <p>4</p> |  <p>And when you think about outcomes (expected and unexpected) also think about how you helped the community or group or family. What you (and your organisation) did. Process. Policy. Performance. <i>Pasin</i>.</p> |
| <p>4</p> |  <p>Activity</p> <p>Below are some examples of outcomes (expected and unexpected) that a Community Development Worker might report. These are outcomes to do with how the Community Development Worker (and their organisation) helped the community or group or family. With your colleagues, come up with some other examples of outcomes (expected or unexpected) to do with how you help a community or group or family. If possible, come up with examples from your own experience.</p> <p>For example:</p> <ul style="list-style-type: none"> ↗ We entered the community two days before the training to do community entry. Everything seemed to go more smoothly and we had excellent community support. ↗ The male leaders did not respond well to me as a woman. ↗ Not enough people came to the training. Many people complained that there was no training allowance. |

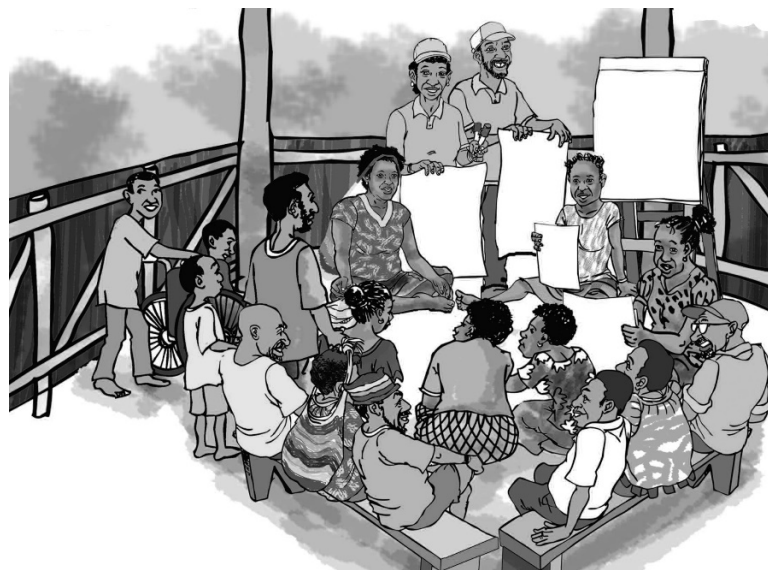
Element 4 | How to report outcomes clearly

Topic 4.3

After you make a visit you need to prepare a report. When you prepare a report there are three different kinds of outcomes that you should think about:

- 1 Outcomes to do with the **WORK** you are doing (the cake)
- 2 Outcomes to do with the **DEVELOPMENT LESSONS** that you hoped the community or group or family would learn (the icing on the cake)
- 3 Outcomes to do with **HOW** you (and your organisation) work with them (process, policy, performance, *pasin*)

This means when you prepare your work plan before you make a visit it is good to think about the same three kinds of outcomes. If you identify the results or effects that you want to happen (the expected outcomes), then you can do more to plan so that they happen, and you can do more during the visit to make sure they happen.



5



It is too late to start thinking about outcomes when you prepare your report – you need to start thinking about the outcomes when you are still in the community so you can make sure you collect information and evidence to include in your report.

Your diary or journal should be full of information and evidence, positive or negative, to prove or justify the outcomes that you will include in your report.



Revision discussion





How does thinking about what results or effects you want to achieve (expected outcomes) before you make a visit help you write a better report after the visit?

Element 4
Topic 4.4

How to provide an analysis of outcomes

2 hours

Materials Exercise book. Pen or pencil.

| | | |
|---|--|---|
| 1 | <p>When you report an outcome, you also need to make sure it is clear why the outcome happened and what it means. This is called analysis. Why it happened and what it means. <i>Wok mak tok olsem.</i></p> <p>ANALYSIS = Why it happened and what it means</p> |  |
| 1 | <p> Discussion</p> <p>Have a look again at the example of a monitoring report at the end of the coursebook (Kwila Community Water Supply Project). Have a look at the section with the heading 'Report outcomes clearly – provide an analysis of outcomes'. This heading combines <i>wok mak</i> 4.3 and <i>wok mak</i> 4.4 in the heading. Why has the Community Development Worker combined both <i>wok mak</i> in the same heading?</p> | |
| 1 | <p>Reporting outcomes is about explaining what the result or effect was. <i>Em nau yumi lukim pinis.</i> Providing an analysis of outcomes is about going deep to explain why the outcome happened and what it means.</p> <p>When they write their report, most Community Development Workers report and analyse outcomes together. This is because it is easier to report what happened and why it happened (and what it means) together –<i>hat wok long ripitim gen.</i></p> <p>Report an outcome and then provide an analysis of the outcome at the same time.</p> | |
| 2 | <p></p> <p>You need to provide an analysis of outcomes for two reasons.</p> <ol style="list-style-type: none"> 1. It helps you the Community Development Worker to get your own thoughts in order. Why did the outcome happen and what does it mean? 2. It helps anyone reading the report to understand why the outcome happened and what it means. | |
| 2 | <p> Discussion</p> <p>Who are the people who might read your report? With your colleagues, discuss why it is important that the people who read your report also understand why the outcome happened and what it means?</p> | |
| 2 | <p>When you provide an analysis of outcomes in your report, you have to be able to put yourself in the shoes of whoever will read the report. What do they need to know so they understand why the outcome happened and what it means? Don't think they know. They don't know. They depend on you to tell them.</p> | |

For example:

- ↗ If an outcome that you report from a monitoring visit is *'activities have not progressed since the last monitoring visit'* then anyone reading your report would want to know *why* activities have not progressed and what should be done about it.
- ↗ If an outcome that you report after a visit to facilitate an agreement is *'the agreement was not signed by all the people involved'* then anyone reading your report would want to know *why* it wasn't signed by all the necessary people and what should be done about it.
- ↗ If the outcome that you report after conducting training is *'participation was excellent'* then anyone reading your report would want to know *why* participation was excellent and what can be done to keep it that way.



Written answer

U

When you provide an analysis of outcomes, you need to make it clear why an outcome happened and what it means. When you think about what it means, it helps to think about three things:

- 1** What the outcomes mean for the **WORK** you are doing (the cake)?
- 2** What the outcome means for the **DEVELOPMENT LESSONS** you hoped the community or group or family would learn (the icing on the cake)?
- 3** What the outcome means for **HOW** you (and your organisation) work with them (process, policy, performance, *pasin*)?

2

Jenny is a Community Development Worker. In her report, Jenny said an outcome was that *'not many women participated in the training on how to prevent the spread of Covid 19'*. Jenny reported that this happened because the *tok save* did not go out that women needed to attend, and also in the community men take the lead and women stay in the background. With your colleagues, discuss what this outcome means. Think about the three things above: Do you think this outcome means anything for the work (the cake)? Do you think this outcome means anything for the development lessons that *luk olsem* Jenny wanted the community to learn (the icing on the cake)? Do you think this outcome means anything for how Jenny worked with the community (process, policy, performance, *pasin*)? You weren't there. You don't know. *Traim tasol*. When you have finished, don't forget to write your answer in your exercise book.





It is too late to start your analysis of outcomes when you prepare your report. You need to think about why an outcome happened and what it means while you are still in the community. If you do this then you can ask extra questions and collect more information and evidence to support your analysis.

The best way to analyse the results or effects of what you are doing is to keep asking yourself 'why'?

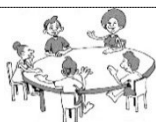
3

Why did this happen?
Why did this person speak more than the others?
Why weren't people interested?
Why is there conflict in the community?
Why? Why? Why? Why? Why? Why?



If you collect information and evidence to answer your 'why' questions, then you probably have what you need to provide an analysis of outcomes when you prepare your report.

3



Activity

With your colleagues, look at the two outcomes below. For each outcome, discuss what extra information or evidence you would want to collect *during the visit* so that when you prepare your report after the visit you can provide a good analysis of the outcome.

1. *Cholera Awareness with Aiyu Community.* Most of the women did not understand the message and could not identify ways to protect themselves from cholera.
2. *Monitoring a water and sanitation project in Malmal.* VIP toilets have been built by only about half of the households in the project area (i.e. 31 of 65 households), but the planned completion date for every house to build a VIP toilet is due very soon.



Revision discussion



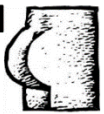


When do you need to start collecting information and evidence about why an outcome happened and what it means?



Element 4 | How to provide recommendations for Topic 4.5 future action based on analysis

2 hours

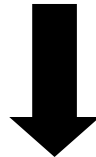
Materials Exercise book. Pen or pencil.

| | |
|---|--|
| 1 | <p>During the visit, you need to maintain a diary (journal) of activities and movements according to workplace practices. Then when you prepare your report you need to:</p> <ul style="list-style-type: none"> ✓ Report what was done during the visit, including relevant measurable information ✓ Report outcomes clearly ✓ Provide an analysis of outcomes <p>The last <i>wok mak</i> you need to <i>inapim</i> if you want to prepare a report in a way that meets the Standard is '<i>provide recommendations for future action based on analysis</i>'.</p> <ul style="list-style-type: none"> ✓ Provide recommendations for future action based on analysis |
| 1 |  <p>Discussion With your colleagues, give examples of recommendations you have made. What was the reason you gave for the recommendation?</p> |
| 2 |  <p>Recommendations are your lessons learned. Lessons learned for you and your colleagues, your line manager, your organisation, a funding organisation, or the community or group or family that you are working with.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>1 Recommendations for the WORK you are doing (the cake)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>2 Recommendations for the DEVELOPMENT LESSONS you hoped the community or group or family would learn (the icing on the cake)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>3 Recommendations for HOW you (and your organisation) work with them (process, policy, performance, <i>pasin</i>)?</p> </div> <p>BUT  But it is very important that your recommendations relate to the information and evidence you have presented already in your report. If the recommendations have no clear connection to the outcomes you reported and your analysis of outcomes, then the recommendations have no foundation or basis. Your recommendations are <i>tok nating</i>.</p> |
| 2 |  <p>Discussion With your colleagues, imagine you are a Line Manager and a Community Development Worker made recommendations in their report, but they didn't say why they made the recommendations (they didn't base the recommendations on the analysis). What would you do?</p>  |

Element 4 | **How to provide recommendations for**
Topic 4.5 | **future action based on analysis**

Always remember that there is a clear logic to follow when you write any report:

**Report what was done
and any measurable information**



2 **Identify and analyse the results or effects
of what was done (the outcomes)**



**Provide recommendations
based on analysis**



Written answer

V

Below are extracts from two reports. Each extract reports an outcome and then gives an analysis of the outcome. With your colleagues, come up with recommendations you would make based upon the analysis of each outcome. Don't forget to write your answer in your exercise book.

Report One: Cholera Awareness in Aiyu

2 *Outcome: One outcome of the Cholera Awareness with Aiyu Community was that most of the men who participated were able to identify the ways to protect themselves from cholera, but the majority of the women could not.*

Analysis: Most of the awareness was conducted in tok pisin using a loud hailer. There were many men and women present, but the women sat further away than the men. I later found out that while most of the men could speak tok pisin, very few of the women could. After giving the information about cholera over the loud hailer, the audience was asked to break into family groups so that I could work with them to go through the information I had just presented. Unfortunately, this was in the late afternoon and most women had to start preparing meals. The family groups I worked with were usually made up of male family members who said that they would pass on the information to their wives, sisters and daughters.

Element 4 | How to provide recommendations for Topic 4.5 future action based on analysis

Report Two: Monitoring a water and sanitation project in Malmal

Outcome: VIP toilets have been built by only half of the households in the project area (i.e. 31 of 65 households) but the planned completion date is due very soon.

Analysis: Although this project is reaching the planned completion date, more than half of the households have not yet built their VIP toilets. It takes at least four days for the cement to set in the slab mould (pattern) and a couple of days to build the toilet. This means it takes almost a week for the local construction team to help each household to build their VIP toilet. This has meant that it has taken eight months (rather than the expected four months) for people to build the 31 VIP toilets completed so far.



Unless your recommendations are based on the analysis it will be hard for anyone else to justify putting your recommendations into practice. *Nogat gutpela as long en.*

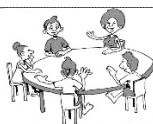


When you make recommendations it is a good idea to explain the justification for each recommendation at the same time – even if you think you have already explained why earlier in your report. Doing this is good discipline because it helps you to make sure you have justified all of your recommendations – and it makes it easier for whoever is reading your report.

3



4

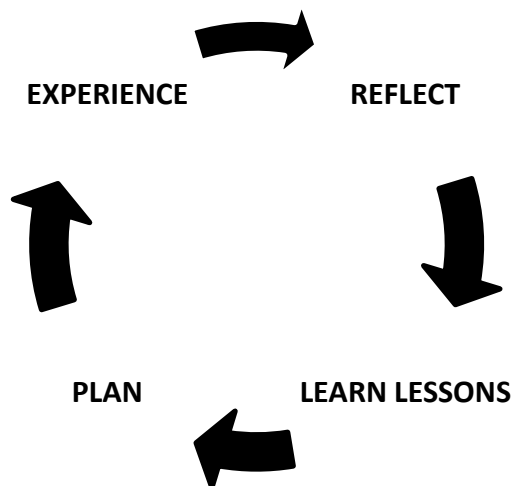


Discussion

We looked at the 'learning from experience cycle' earlier in the course. *Tingim.* With your colleagues, *kirapim bek tingting.* What is the 'learning from experience cycle'?

Element 4 | How to provide recommendations for Topic 4.5 | future action based on analysis

The learning from
experience cycle



When you prepare your report what you are really doing is putting the learning from experience cycle down on paper – and providing all the information and evidence so that anyone who reads your report can follow your learning from experience cycle.

EXPERIENCE is what you did. This is the first *wok mak* you need to *inapim* if you want to meet the Standard when you prepare a report.

- ✓ Report what was done during the visit, including relevant measurable information

REFLECT. Then you need to reflect on the most important parts of the experience. If you collected information and evidence in your diary or journal during your visit then it will be much easier to reflect on your experience when you write your report. *Tingim.*

- ✓ Report outcomes clearly
- ✓ Provide an analysis of outcomes

LEARN LESSONS. Then you need to make recommendations. Experience is the best teacher but only if you learn from it.

- ✓ Provide recommendations for future action based on analysis

PLAN. The whole point of going through a learning from experience cycle (and one of the main reasons for preparing a report) is to improve the work that you and your organisation do. But for this to happen you need to plan how to put the lessons learned into action.



Revision discussion

If your report includes recommendations for the community or group or family you are working with, what should you do?

Element 4 – Prepare a report

The *wok mak* from Element 4 'Prepare a report' are connected. Each *wok mak* provides the foundation for the next *wok mak*. In the same way, each part of the report provides the foundation or ground-work for the next part of the report:



A diary (journal) provides information to write a report

You report what was done including relevant measurable information

You then report the results or effects of what was done (the outcomes)

And you do an analysis of outcomes

The analysis of outcomes then justifies the recommendations you make

A good idea is to include the *wok mak* from Element 4 'Prepare a report' as headings in your report. It will then be easier to make sure you meet the National Standard.

Although this training helps you to understand what to do – to really become confident and competent you need to put into practice what you have learned. It is the responsibility of your employer to help you to do this. If you put into practice the *wok mak* for preparing a report, the work you do will be more successful *tok i dai*.



To meet the National Standard when you prepare a report you need to:

- ✓ Maintain a diary (journal) of activities and movements according to workplace practices
- ✓ Report what was done during the visit, including relevant measurable information
- ✓ Report outcomes clearly
- ✓ Provide an analysis of outcomes
- ✓ Provide recommendations for future action based on analysis

Element 4 | Revision



Activity

With your colleagues, read through the report below. This report does not use the *wok mak* from Element 4 as headings. This is fine. No problems. However, for the report to meet the National Standard it still needs to include the *wok mak* Element 4 (Prepare a report). Do you think the Community Development Worker who prepared this report met the National Standard? Hint: the National Standard is not set at the highest level. It is set at the level which most Community Development Workers will get over if they try. *Inap*. When you have finished this revision exercise, don't forget to do the evaluation exercise on the page that follows it.

Report for community mapping and needs analysis, with PAILIA ELEMENTARY

Dates of visit: Monday 23rd to Saturday 27th October

Conducted by: Millicent Alo and Max Yuwi

This report written by: Millicent Alo

Location of group: EHP, Ketenofi District, Ketene LLG, ward 3

Access: approximately three hours by PMV from Provincial capital. PMVs are not available every day (Mondays and Fridays are usually OK)

Diary: A diary of activities and movements was maintained by Max Yuwi and is on file.

Background

A Request had been filled out by the BOM chairman on behalf of the Elementary School BOM and teachers. The rest of the group were not involved in actually filling out the Request but were aware it had been submitted. The Request asked for help with new classrooms. During this visit, the BOM, teachers and parents analysed the problems faced by the school and were able to come up with an agreed central problem (poor learning environment) and likely causes.

What the group have done for themselves to deal with the core problem

In the past, the school has tried to deal with their problems in different ways. The school has tried fining the teachers for poor attendance and have lobbied the LLG for funding for school teaching materials and a new classroom. Teachers refused to pay fines. Being fined made them feel even less commitment to teaching since they feel the community and BOM is not as supportive as it needs to be. The LLG has promised funding in the past but has not itself received sufficient funding from the provincial government.

The group needed to go through a community mapping and needs analysis to be able to work out local solutions to some of their underlying problems. For some other problems they need outside assistance to gain the skills that they need to be able to provide the students with a well-managed, well taught and well-resourced school.

Organisational Structure

The school is governed by a Board of Management that is elected by the parents of the community at the end of each school year. They do not really understand what their roles and responsibilities are. Partly because of this some disputes have sometimes come up about who should be making decisions about the school.

The BOM has nine members, including two women. It has a chairperson, secretary and treasurer but they could not really explain what their roles were.

Element 4 | Revision

There are three trained elementary teachers (one for each grade). Prep has about 35 students, Grade one has 36 and Grade three has 17.

Population

The school caters to a community population of approximately 630 people. The school has 88 enrolled students. About half have paid their school fees.

History

The school began three years ago when they were lucky to be able to get their first teacher trained. They had prep in that first year, prep and grade one in the next year and prep, grade 1 and grade two this year. The school has shut down for a couple of weeks now and then when teachers have gone on strike because of lack of community support – including problems with students not paying their school fees. Fees are K25 per student per year (K15 for second and third children enrolled from the same family). Fees are supposed to be used for buying school materials, maintenance costs and small things like school prizes at the end of each year.

Local Community

The local community that send their kids to the school are all from one language group (Gifore). They live in well-kept houses in traditional style in four small villages (Hiyasepi, Amusopi, Misaru, Tarufi). The villages are made up of 7 main local clans. The BOM includes a representative from each of these clans.

The school is located on the land belonging to one of the clans, but everyone was very clear that the land has been given to the whole community for the school. Before the school began the *kunai* land had not been used for gardening for more than 20 years (see sketch map attached).

The people make a living through subsistence gardening and also selling coffee. People are experimenting with rice and wheat but *kaukau* is still the most important staple food. Some families have had training from an NGO on how to look after rabbits and Muscovy ducks.

Methods used during community mapping and needs analysis

During this visit, the BOM and teachers were enthusiastic to participate from the beginning. The parents and families of the students began to take an interest once we had managed to organise a general meeting for the morning of the second day. Each day we were able to work with small groups, and there were also general meetings for bigger discussions.

Participation levels

Approximately 100 parents (roughly 50 men and 50 women) were involved in different ways in the different activities (see attachments for details).

All 9 members of the BOM and the teachers were available for the activities where their involvement was needed.

We used a number of different methods, usually in smaller groups of teachers, BOM members, or parents. Methods used included:

- **Timelines** for understanding the history and growth of the school, the BOM and education services more generally. After these timelines, we asked people to extend the timeline into the future to show what they think will happen if the school goes on as it is, and to then to show how

Element 4 | Revision

they would like to see the school develop (*driman*). This gave us and the group some good ideas on how some problems might be solved.

- We also got the BOM, teachers and parents to do a school and community **calendar**. This helped the group understand and think about how the community and school activities might fit together better. It also helped when it came time to draw up the activity table of the plan
- We got people to do some **mapping** to indicate what local resources were available for maintaining the school buildings, and to look at the location of the school in relation to the local clan villages. Most mapping was done with people as we walked around the area.
- We had big group **meetings** at the beginning of the visit and again on Wednesday (when we did a problem tree and talked about risks) and again on the second last day (Friday – when we also did some work on the technical specialist terms of reference) and smaller group meetings in between (including some with the students). We also had a final general meeting on Saturday when we handed over a copy of the draft plan for the BOM to keep hold of. At the final meeting, we explained again what the next steps might be and when they should expect to hear from us again.
- **Walks** around the elementary school and around the communities that send their children there.
- We **observed** a couple of the classes so that the teachers could show us some of the ways they teach and help us understand what problems they face. We also observed a meeting between the BOM and teachers which helped us see some of the problems that the project plan will help fix.
- We talked informally to many different people (**semi-structured interviews**) so that we could get a better understanding of the local community and the different view that individuals had.
- We got the BOM, teachers and parents to analyse what the **strengths, weaknesses and opportunities and challenges** there were for the school. This highlighted many of the things that the community could do for itself if it could get better organised and cooperates better.
- We **did not do problem ranking** because by the third day, from all the other activities above, it was clear that everyone agreed that the problem that they wanted to deal with was to improve the chance for their children to get a good elementary education without worrying about poor management or teachers not turning up, or teachers not having anything to teach with, or the classrooms being run down.
- We helped them do a **problem tree** on the third day (Wednesday) and this was really appreciated by the BOM, teachers and parents. They could see how all the other work and questions helped them to “dig” out the causes and see some of the effects.

Next Steps

This group have demonstrated that they have been trying to overcome the problems they face but would benefit from some assistance. They were interested and involved in all the community mapping and it shows that they are committed to making the changes that might be necessary.

The next step is to return to the community and work with them again to prepare their plan (this process has already partly started through the use of the problem tree on the third day). Dates have been agreed by the BOM and set for Monday 15th through to 17th November.

Attachments (supporting documents that are attached with this report)

Services and opportunities diagram, problem tree, resource and area maps, SWOC analysis, timelines and *driman* pictures, contacts list (names, positions, mobile numbers), photos.

Monday 29th October. Millicent Alo.

Evaluation | Make preparations, conduct community entry, and prepare a report

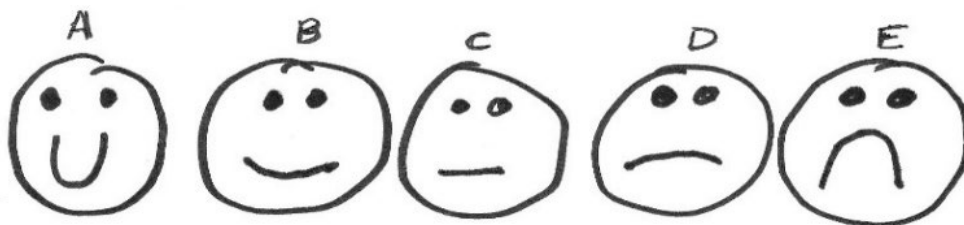


Written answer

W

Congratulations. You have finished coursebook 1. Time to evaluate coursebook 1. This is not a test. The purpose of these questions is for you (and your organisation and the course facilitator) to evaluate the learning experience that you have been through. With your colleagues, answer the questions below. Don't forget to write your answers in your exercise book.

1. Which *wok mak* from Element 1 (Make preparations) or Element 2 (Conduct community entry and organising activities) or Element 4 (Prepare a report) are you most confused about? What are you confused about?
2. What topic in the coursebook did you find the most useful? Why?
3. What change do you recommend to improve the course or the coursebook?
4. What advice can you give to the course facilitator to help them learn lessons?
5. What more support do you need from your organisation (or the course facilitator) to help you put what you have learned into practice?
6. Any other comments?
7. Use the rating scale below to rate overall how well you understand how to make preparations (Element 1) in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.
8. Use the rating scale below to rate overall how well you understand how to conduct community entry and organising activities (Element 2) in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.
9. Use the rating scale below to rate overall how well you understand how to prepare a report (Element 4) in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.



Kwila Community Water Supply Project, 10th to 13th May

This monitoring report puts into practice the *wok mak* from Element 4 'prepare a report' from the PNG Governments National Standard for Community Development Workers. The *wok mak* from Element 4 'prepare a report' are:

- 4.1 Maintain a diary (journal) of activities and movements according to workplace practices
- 4.2 Report what was done during the visit, including relevant measurable information
- 4.3 Report outcomes clearly
- 4.4 Provide an analysis of outcomes
- 4.5 Provide recommendations for future action based on analysis

Maintain a diary (journal) of activities and movements according to workplace practices

A diary was maintained by George Palang and a copy is on file.

Report what was done during the visit, including relevant measurable information

- The monitoring visit was conducted by Tina Jeffrey (senior CDW) and George Palang (field officer)
- The monitoring visit was conducted from Tuesday 10th to Friday 13th May. Tuesday was spent conducting community entry and organising activities
- This was the first monitoring visit for the water supply project
- The community were very welcoming and key people were helpful and supportive

DAY ONE (Wednesday 11th)

- On day one the monitoring visit began with a whole community meeting. Meeting started around 9 am. After introductions, the team explained the purpose of monitoring and then they helped key people to review the project plan (objectives, activities, necessary resources, timing, and who is responsible for what). The whole community meeting ended at 1 pm. Lunch was provided by the community. There was excellent attendance and involvement. There were about 70 people at the whole community meeting. The community prepared lunch.

Chief Karatus made the following remark at the end of the meeting: "*Hau yupela halivim mipela mipela laikim stret. Ino olem yu kam wokim nogat yu kam sapot tasol – em mipela yet husat igo pas na wokim*"

- In the afternoon the team met with key people to check progress of the project against the project plan. In attendance was (1) Kwila Water Committee including Chairperson (Damage Sausage), Secretary (Janet Nomino), Treasurer (Peles David); (2) Chief Karatus; (3) Pastor Benny; (4) Head Teacher (Samantha Daun). Meeting lasted for 3 hours.

DAY TWO (Thursday 12th)

- On day two the team together with the key people conducted an investigation to identify how successful implementation had been and to identify any problems or issues and decide on solutions and actions to improve implementation. To do the investigation the team used (1) semi-structured interview, (2) focus group discussions, and (3) village walk.
- Semi-structured interviews were conducted with the Village Counsellor, the Primary School Head Teacher, the Lutheran Pastor, the Chairperson of the water committee, and the village Chief.
- Focus group discussions were held with (1) women from Kwila; (2) Youth from Kwila; (3) the Kwila water committee; (4) community leaders at Kwila; (5) Rupum hamlet leaders.
- Village walks were conducted to look at (1) the cement box at the water source; (2) the installation of standpipes; (3) the laydown yard. A good cross-section of community members was involved in the village walks.
- In the afternoon a meeting was held with key people to discuss what was found out and to prepare for the whole community meeting on day three.

DAY THREE (Friday 13th)

- A whole community meeting was held to present the findings of the previous days monitoring investigation. The meeting started at 10 am
- The whole community decided on actions to take to improve implementation of the project. Then everyone confirmed what would happen next to continue implementation. Then everyone discussed if the monitoring visit had been useful. About 80 people attended and all groups and people had a chance to participate.
- After saying farewells, the whole community meeting ended at 1 am.
- The team had a final meeting with key people to discuss the monitoring visit and what needed to happen next
- The next monitoring visit was also scheduled (for August)

Report outcomes clearly Provide an analysis of outcomes

The overall objective of the visit was for the Kwila community to monitor their water supply project – this was achieved because there was excellent participation by all sections of the community and because we successfully checked progress, identified problems and solutions, agreed on what actions to take, and next steps. We put into practice the *wok mak* from Unit C02 'Monitor Community Activity' from the PNG National Standard for CDWs.

According to the implementation plan by the time of this monitoring visit the following indicators should have been achieved:

- Indicator 1: Concrete box completed at the water source
- Indicator 2: Piping to Kwila complete
- Indicator 3: Training in health and hygiene completed
- Indicator 4: Standpipes constructed

Example Monitoring Report

1. Concrete box was completed at the water source (see photo) (indicator achieved). The construction is well done and the community and landowners provided excellent support
2. Piping to Kwila is complete (indicator achieved). The community dug the ditches for the pipe. The pipe is yet to be connected to the source.
3. Training in health and hygiene was postponed until June because the Chief's son passed away the week before the training (indicator not achieved).
4. 6 standpipes have been finished (see photos) (indicator mostly achieved). 2 more are ready to be installed. The death of the Chief's son delayed construction but they will soon be completed.

An issue raised during the focus group discussion with women was that there will be 'issues' if the nearby hamlet of Rupum is not included in the water supply project. The Kwila water committee confirmed this. We weren't able to explain why they weren't included in the first place – *luk olsem* we didn't develop the plan with all the right people. A focus group meeting was held with leaders from Rupum hamlet and they confirmed their strong desire to be included. At the final whole community meeting the issue was raised and the Kwila community agreed that Rupum should be included. They said Kwila would raise the funds for the piping if Rupum raised funds for the standpipe and contributed an annual maintenance fee to the Kwila water committee. Before departing Kwila we got word from Rupum that they agreed to the solution.

Chief Karatus said the District Government has expressed interest in helping the community to build VIP toilets and standpipes at the Primary school. The District Government wants to speak to our technical expert to see if the water supply has enough capacity to connect to the school. The Government want to help because they are impressed with the project.

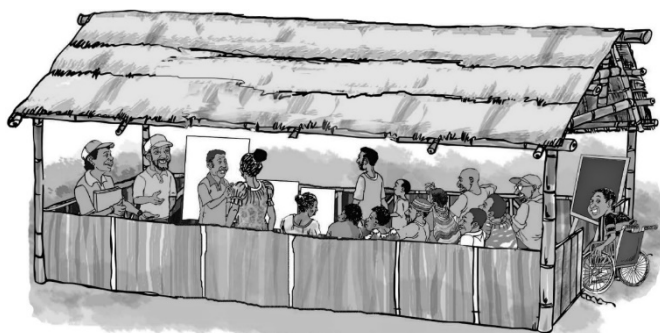
Provide recommendations for future action based on analysis

1. The project is on track. The only delay has been the training in health and hygiene, which was postponed until June because there was a death in the community.
2. The Kwila water committee want to charge an annual maintenance fee, K50 per standpipe. They have requested financial management training and management training so that they are better able to use these funds. Capacity-building support for the Kwila water committee would be good to include in the project
3. The hamlet of Rupum is not included in the water supply. The women said that this would cause problems in the future. The Kwila water committee said that they would support more local fundraising to extend the pipes to Rupum. Rupum hamlet said that they would raise the funds for the standpipe in their hamlet and would be happy to pay K50 annual maintenance fee to Kwila water committee. Our organisation should provide technical advice to extend the water supply to Rupum
4. Make sure our water supply technical expert speaks to the District Government regarding their proposal to help the school build VIP toilets and standpipes
5. Another monitoring visit to Kwila should be conducted in August
6. A copy of this monitoring report should be sent to the Kwila water committee

Report prepared by Tina Jeffrey, 17/5/2014

NATIONAL OCCUPATIONAL SKILLS STANDARDS

Community Development Worker



What is the National Standard for Community Development Workers?

The National Standard for Community Development Workers (CDWs) has been developed by experienced CDWs in Papua New Guinea and has been endorsed by the National Apprenticeship & Trade Testing Board (NATTB), a Government body.

The National Standard can be used by CDWs, organisations that employ or engage CDWs, and training institutions that provide CDW training.

The National Standard for CDWs is currently made up of 11 Units. Each Unit is a job that is commonly done by CDWs. The National Standard sets benchmarks for performance for each of the 11 Units. These are the essential ingredients for how to do each of the jobs that CDWs normally do. You can't make the cake unless these ingredients are in the mix – although you can add extra ingredients *laik bilong yu*. The following table shows the 11 Units that make up the National Standard for CDWs:

| Community Development Worker Core Units (Level 1 and 2) | | | | |
|---|--|--------------------------------|----------------------------|-------------------|
| Conduct community awareness | Conduct community mapping and needs analysis | Assist group to develop a plan | Facilitate agreement | Provide mentoring |
| Facilitate the start of group activity | Transfer skills and knowledge to group members (trainer) | Monitor community activity | Evaluate activity outcomes | |
| Community Development Worker Level 3 Units | | | | |
| Train trainers | CDW Workplace Assessor | | | |

The format for the National Standard

Units are broken down into parts or **Elements**. Elements are the things the CDW should be able to do (the duties or tasks) in order to demonstrate that they can do the job described in the Unit. For example, the Elements for the Unit 'Conduct community awareness' are:

- Element 1 - Make preparations
- Element 2 - Conduct community entry and organising activities
- Element 3 - Conduct the awareness
- Element 4 - Prepare a report

For each Element there are **Performance Criteria**. Performance Criteria list the skills and knowledge that a CDW will need to perform (in any order) when they do each Element. Performance Criteria are the benchmarks that are assessed. For example, the Performance Criteria for Element 1 'Make preparations' are:

- 1.1. Find out information about the place and people to be visited
- 1.2. Communicate effectively with key people from the place to be visited
- 1.3. Prepare a suitable work plan (activity plan)
- 1.4. Put together suitable materials for the activities
- 1.5. Follow workplace health and safety practices while doing office-based activities.

Element 1, Element 2 and Element 4 are exactly the same for each of the nine CDW Core Units. This means the Performance Criteria are also exactly the same.

However, Element 3 is different in each of the nine Core Units. Element 3 is the job (the Core Unit) you have come to do. Element 3 is called 'the critical Element'.

How can the National Standard be used?

The National Standard can be used by CDWs, organisations that employ or engage CDWs, and training institutions that provide CDW training. Each Unit is a job task that is commonly done by CDWs. Whether all the Units are relevant to your organisation will depend upon the work that your organisation does. For example, an organisation that uses theatre to do HIV awareness may just focus on providing an opportunity for their CDWs to be assessed for the Unit 'Conduct Community Awareness'. Other organisations may want to target all of the Units.

The National Standard helps CDWs and the organisations they work for by providing:

- ✓ A basis for CDW duty statements
- ✓ A basis for CDW training courses
- ✓ Benchmarks for CDW assessment
- ✓ Recognition of skills held by people in both formal and informal employment
- ✓ A portfolio of evidence about a CDWs competence
- ✓ A basis for in-house accreditation
- ✓ The option of NATTB accreditation
- ✓ A common standard for CDWs in PNG. Over time the bar will be raised and lead to higher standards.



Steps for organisations that use CDWs

STEP 1 Visit the NATTB at nattb.gov.pg and the PNG CDW ITC at pngcdwstandard.com. Read the *CDW Workplace Assessment Handbook*, available for download at pngcdwstandard.com.



STEP 2 Identify the Units from the National Standard that apply to your organisation's workplace practice. A good idea is to include the performance criteria from these Units in CDW duty statements (you can download an example at pngcdwstandard.com). You should also include your own performance criteria specific to your workplace practice.



STEP 3 Ensure that the CDWs in your organisation understand and perform the performance criteria from the National Standard (and your own performance criteria specific to your workplace practice). Normally this means delivering training and/or mentoring. If needed, training packages have been developed for all the CDW Units and are available for download at pngcdwstandard.com.



STEP 4 For many organisations, ensuring their CDWs are trained and work in way that meets the National Standard is enough. Other organisations will want to help CDWs to be assessed and accredited. To set up CDW assessment and accreditation in your organisation, you will need to identify a leading CDW to become your CDW Workplace Assessor (this CDW can also be your CDW trainer and mentor). Large organisations should have more than one CDW Workplace Assessor, to reduce the potential for conflict of interest. Your CDW Workplace Assessor candidate then needs to complete NATTB assessor training. In future, only a CDW who has been assessed as competent for the CDW Level 3 Unit 'CDW Workplace Assessor' will be eligible to become a CDW Workplace Assessor. But for the time being, NATTB is allowing organisations to nominate an experienced CDW to become their CDW Workplace Assessor even if they have no CDW accreditation (otherwise there would be no one to assess CDWs).



STEP 5 When a CDW candidate feels confident that they can perform the performance criteria for a Unit from the National Standard, your CDW Workplace Assessor can conduct an assessment (on behalf of NATTB). NATTB requires that candidates have at least two years of experience as a CDW before being assessed. CDW workplace assessors are able to download the official NATTB assessment instruments from the NATTB website. There is no need for these assessment instruments to be kept confidential, as a candidate cannot be found 'competent' unless they actually perform or demonstrate the critical performance criteria *in front of the CDW Workplace Assessor*.



STEP 5 The assessment is conducted. Assessment of CDWs is always 'on-the-job'. The CDW Workplace Assessor, the candidate, and the candidate's organisation need to follow the steps described in the CDW Workplace Assessment Handbook (pngcdwstandard.com). After the assessment, the completed assessment instrument and attachments (the evidence) is placed in the candidate's portfolio. If the candidate is found to be 'not yet competent' then they can be re-assessed by the CDW Workplace Assessor. If the candidate is found to be 'competent' then your organisation can issue *its own accreditation* to the CDW (note that this is not yet NATTB accreditation).



STEP 6 When a candidate believes they have completed the requirements for a full CDW Level (Level 1, 2 or 3), they can submit their portfolio to NATTB for NATTB accreditation. To do this they need to complete a NATTB application form and pay the assessment fee, then submit a copy of their portfolio to NATTB (uploaded to the NATTB website or by mail). The NATTB officer will inspect the assessment instruments and attachments in the candidate's portfolio. If the NATTB officer agrees that the evidence demonstrates that the candidate is competent, then the candidate will receive a statement of attainment and a CDW Level 1, 2, or 3 certificate. If the NATTB officer does not agree that the candidate is competent, then the candidate will receive a statement of results that says 'not yet competent'. The candidate can then be re-assessed by their CDW Workplace Assessor. A database of results for each CDW candidate will be kept by NATTB.

NATTB accreditation

After a NATTB officer examines the candidate's portfolio, the candidate will receive a **Statement of Results**. If NATTB agrees that the evidence shows that the candidate is 'competent' for a Unit, then the Statement of Results will include a **Statement of Attainment** for the Unit.

NATTB will issue a **CDW (Level 1)** certificate if the candidate's portfolio evidence demonstrates they are competent for all four elements from any one Core Unit. If a candidate has a CDW Level 1 certificate, then next time they are assessed for a Core Unit it only needs to be for Element 3 (the 'critical Element'). This is because Element 1, 2 and 4 are exactly the same in each Core Unit, and the candidate has already demonstrated they are competent.

NATTB will issue a **CDW (Level 2)** certificate if the candidate's portfolio evidence demonstrates they are competent in four Core Units in total (the CDW Level 1 Unit and then three more Core Units). However, one of the four Core units must be CDW C07 'Conduct Community Mapping and Needs Analysis'. The unit CDW C07 is a compulsory unit if you want to become accredited as a CDW Level 2. Please note: To be eligible for NATTB accreditation for a Level 2 Unit you must already have a CDW Level 1 certificate.

NATTB will issue the candidate a **CDW (Level 3)** certificate if they have been assessed as competent for a Level 3 Unit. For example, if you are competent for 'Train Trainers' you will receive a 'CDW (Level 3) (CDW Unit 301 Train Trainers)' certificate. Please note: To be eligible for NATTB accreditation for a Level 3 Unit you must already have a CDW Level 2 certificate. Level 3 Units require advanced skills and knowledge, and extensive experience.



For more information visit pngcdwstandard.com or phone the NATTB CDW Trade Test Coordinator on 3017631 or visit nattb.org

COMMUNITY DEVELOPMENT WORKER

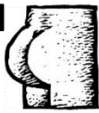




**Gender Equity and Diversity module
"GED"**

Gender Equity and Diversity module "GED"

1 day

Materials Exercise book and pen for participants. Post-it notes. Bell.

| | |
|---|--|
| 1 | <p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>.</p> <p>BUT  But the PNG Government also wants people who work with families and groups and communities (like you) to help them challenge or test local <i>kastom</i> that may no longer be helping. This module will help Community Development Workers (like you) to understand those parts of our <i>kastom</i> that may no longer be helping – and what we need to do about it.</p> |
| 1 | <p> Discussion</p> <p>What is the principle of inclusion (equality)? Discuss this with your colleagues.</p> |
| 1 | <p>Every family and every community and every organisation and every Government in the world needs to help those people who are being left behind or excluded to catch up.</p> <p>This is called the principle of inclusion. <i>Pasin bilong halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut.</i> The principle of inclusion is a principle that the PNG Government wants every organisation in PNG to make a part of their <i>kastom</i> – <i>Gavman ikam daun long ol komiuniti na grup long ples na femili tu.</i></p> |
| 1 | <p> Activity</p> <p>With your colleagues, do the following activity. Start by getting 13 post-it notes (or small cards). Below are 13 characters from a remote village in Simbu Province. Write one of the characters on each of the 13 post-it notes and then put them in a line like in the photo below. Imagine these 13 characters from the remote village are standing in a line. They can step forward. Or they can step backwards.</p> <ol style="list-style-type: none"> 1. 35-year old woman living with AIDS 2. Old married woman aged 70 3. Deaf 25-year old man not married 4. Chief of the village 5. Young mother aged 25 from Morobe 6. Father aged 35 7. Young married man aged 25 8. Female school teacher 9. 23-year old woman with crutches 10. 18-year old unmarried girl who never went to school 11. Male health worker aged 25 12. Female school 'drop-out' who everyone says is a failure 13. Widow aged 45 with no children living near-by |

Gender Equity and Diversity module "GED"



Below are 13 questions. Read the first question. If the first character (the first post-it-note) would probably answer 'yes' to the question, then the character needs to step forward (move the post-it-note forwards). However, if the first character would probably answer 'no' to the question, then the character needs to step backwards (move the post-it-note backwards). Next, do the same thing for the remaining 12 characters. You must decide for each character – forwards or backwards (don't leave them in the same spot). When you have finished the first question (and moved all 13 characters forwards or backwards), then do exactly the same thing for the remaining 12 questions.

1. Are you confident to seek police support if you need it?
2. Can you get money when you need it?
3. Do you help decide how household income is spent?
4. Can you leave your spouse if they hit you or abuse you?
5. Can you get to the Health Centre whenever you need to?
6. Can you travel to Kundiawa when you need to?
7. Can you speak out in village meetings?
8. Can you drive a car?
9. Do you read the newspaper?
10. Can you get top-up for your mobile phone when you need to?
11. Do you live near or with your own family – *ol lain bilong yu stret*?
12. Are you free to raise concerns or issues with your Ward representatives?
13. Can you apply for a bank account?

When you have finished, you should have something like the photo below (but it will depend on *hau yupela bin skelim*).



Finally, with your colleagues, answer the following questions:

1. Which characters have been stepping forward? Why?
2. Which characters are being left behind? Why?

If this course is being run as a training by a trainer, then this activity can also be done as a role play. Get everyone to go outside and stand in a line. Give each person one of the 13 characters (if you have more than 13 people just give the same character to more than one person). Next, when you ask the 13 questions, get the participants to step forwards or backwards.



Luk olsem some people benefit from development (they step forwards) but other people don't benefit from development (they step backwards). This is because they have less choices and options.

People can have less choices and options because they are poorly educated or from a remote area or sick or disabled or elderly. *Kain kain*. As PNG develops, these people should get more choices and options. But some people have less choices and options because of *kastom*. *Kastom* stops them from benefitting from development.





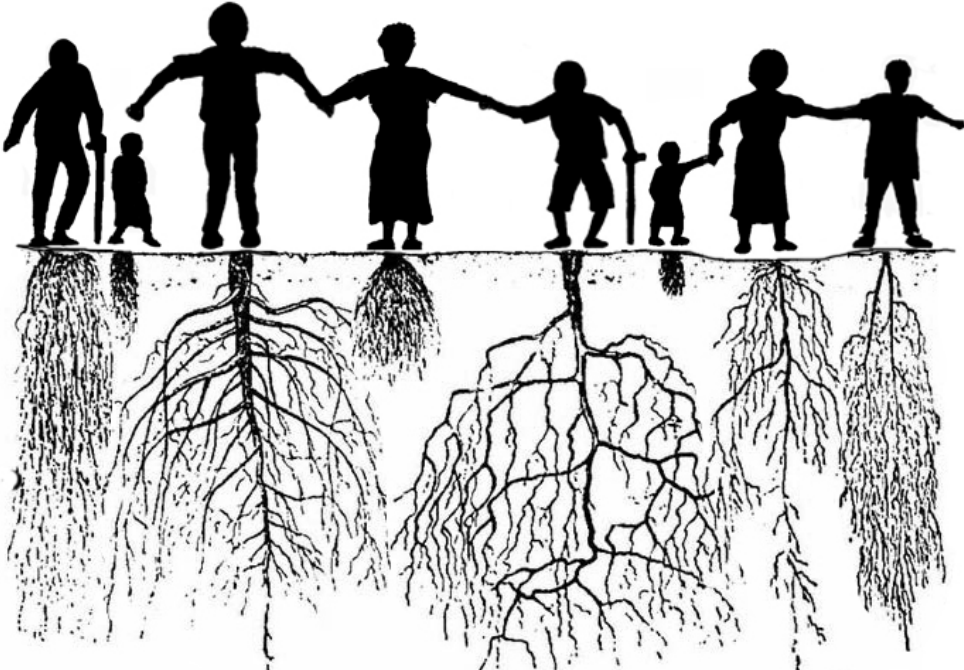
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In most parts of PNG, women are stepping back *ino asua bilong ol*. No nation develops for long unless both women and men make decisions together and benefit from development together. The *kumul* needs two wings to fly. In the next part of this module we are going to look at why women in PNG are finding it hard to fly. ***Tok stret na tok klia. Women can't fly because of kastom. Nogut yumi haitim.***



Gender Equity and Diversity module "GED"

| | |
|---|--|
| 2 |  Discussion <p>How much of a tree is below the surface of the ground? Discuss this with your colleagues.</p> |
| 2 | <p>A tree grows from the seed of its parents.</p> <p>If a tree grows in the right <i>ples</i> and for a long time it has deep roots. In fact, most of a tree is below the ground. We think a tree is something above the ground. <i>Nogat</i>. Scientists say that a tree is between 2 and 3 times bigger under the ground than above the ground.</p>  <p>A person is like a tree. A person grows from the seed of their parents. If a person grows in the right <i>ples</i> and for a long time they have deep roots. Our roots are called <i>kastom</i>. Our <i>kastom</i> makes up most of who we are (but not all). The problem is we can't see our roots. A person is like a tree because most of what makes use who we are is beneath us.</p> <p><i>Yumi raunim liklik tasol kam bek gen.</i> Most of how we think about 'women' and 'men' is below the ground. It is in our <i>kastom</i>. And it is how we think about 'women' and 'men' that is stopping women from stepping forward.</p>  |
| 2 |  Activity <p>Our roots anchor us in <i>kastom</i>. With your colleagues, look at the picture below. <i>Luksave</i> how the roots for older people are big and deep. <i>Luksave</i> how the roots for children are small and shallow. <i>Luksave</i> how our roots get tangled up with other people from our <i>ples</i>. <i>Kastom</i> (roots) binds us together with people from our <i>ples</i>. If you go to a new <i>ples</i> where <i>kastom</i> is different you need to grow new roots.</p>  |

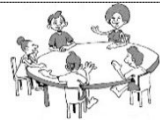


| | |
|---|--|
| 3 |  <p>Discussion</p> <p>Our <i>kastom</i> helps us. Our <i>kastom</i> has strong roots that <i>karim gutpela kaikai</i>. But not all of our <i>kastom</i> helps us. Our <i>kastom</i> can also have sick roots that <i>karim kaikai nogut</i>. With your colleagues, come up with examples of <i>kastom</i> in PNG (or from around the world) that <i>karim kaikai nogut</i>.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>For example, a <i>kastom</i> for white people used to be that black people were not as good. This is racist. Lots of cultures are trying to root out racism, <i>ino waitman tasol</i>.</p> </div> |
| 3 | <p>Every <i>kastom</i> in the world has sick roots that need to be uncovered and pruned out.</p> <p>It is easy to prune branches. We can change the things we see (like branches). It is much harder to prune <i>kastom</i>. It is below the ground.</p> <p><i>In tok divelopmen</i> digging up the roots of our <i>kastom</i> to examine them is called 'surfacing assumptions'. <i>Tok divelopmen emi narapela kain olgeta</i>.</p> <p>Assumptions are the things we believe are true <i>nogat tok</i>, without even thinking about it. We don't realise we use assumptions to help us understand the world.</p> <p>Assumptions <i>em ol rut na hap rut igo daun</i>. Surfacing assumptions means digging up these roots (bringing them to the surface) and holding them up to the light.</p>  |
| 3 |  <p>Activity</p> <p>Let's surface some assumptions. With your colleagues, get two sheets of paper. Label one sheet 'man' and the other sheet 'woman'. Start with 'man' – list down what people from your <i>ples</i> think of when they hear the word 'man'. <u>What makes a man a 'man'?</u> When you have finished, do the same thing for 'woman' on the second sheet of butcher paper. <u>What makes a woman a 'woman'?</u> You are digging up the assumptions of people from your <i>ples</i>. But because you share the same roots, they are probably also your assumptions. <i>Tingim</i>. At the end don't throw these sheets of paper away. <i>Noken tainim brus</i>. <i>Noken putim long liklik opis</i>. <i>Noken boilim na kaikai</i>. You will need them throughout this module. <i>Putim gut</i>.</p> |
| 3 | <p>You have just listed what people from you <i>ples</i> think of when they hear the word 'man' and 'woman'. Some things you listed were probably the physical characteristics of men and women. For example; penis, testicles, vagina, womb, <i>susu</i>. Good.</p> <p>Physical characteristics are above ground. You can see them. These physical differences between men and women are called 'sex' differences.</p> |

Luk olsem the rest of the things you listed for 'man' and 'woman' are probably the *pasin* and roles that we think of when we hear the word 'man' and 'woman'. These *pasin* and roles are not physical differences. They are not 'sex' differences. The *pasin* and roles that we think of when we hear the word 'man' and 'woman' are rooted in our *kastom*. They are assumptions. They are things we believe are true *nogat tok*, without even thinking about it. We grow up with our assumptions. We think they are true *oltaim oltaim*. And the more we think this the bigger and deeper our roots grow.



Our assumptions about what men's *pasin* and roles should be, and what women's *pasin* and roles should be, are called **GENDER** assumptions. Gender differences. Gender roles. Gender characteristics. Gender behaviour. Gender norms. *Wankain samting*.



Activity

In the last activity, you surfaced assumptions. You listed down what people from your *ples* think of when they hear the words 'man' and 'woman'. Look at these lists again. Go to the paper that says 'man'. Go through each of the things that you listed down. If what you wrote is only ever true for a 'man' (never a woman) and is true for all men everywhere in the world, then leave it. But if it is true for some women (or not true for some men) then cross it out. At the end you will probably find the only things not crossed out are the physical characteristics of men. *Luk olsem* everything you crossed out are gender assumptions. If they can be true for some women (and are not true for all men) then this means they are not true *oltaim oltaim*.

Next, go to the paper that says 'woman' and do the same thing. Go through each of the things that you listed down. If what you wrote is only every true for a 'woman' (never a man) and is true for all women everywhere in the world, then leave it. But if it is true for some men (or not true for some women) then cross it out. At the end you will probably find the only things not crossed out are the physical characteristics of women. Everything you crossed out are gender assumptions. If they can be true for some men (and are not true for all women) this this means they are not true *oltaim oltaim*.



When you think about it, you start to realise that the *pasin* and roles of a man can also be the *pasin* and roles of a woman – and the *pasin* and roles of a woman can also be the *pasin* and roles of a man.

The *pasin* and roles that we think make a man a 'man' and woman a 'woman' *ino oltaim oltaim*. They are rooted in our *kastom*. And they change depending on which *kastom* you are rooted in.

As we grow up, gender assumptions become part of who we are and how we think about the world. We are rooted in our *kastom*.

3

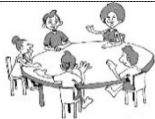


Activity

In last activity you looked at the lists of what people from your *ples* think of when they hear the words 'man' and 'woman', and you crossed out those things that *luk olsem* are rooted in our *kastom*. Gender assumptions. As we grow up, gender assumptions become part of who we are and how we think about the world. With your colleagues, look at each of the things you crossed out for 'man' and for 'woman' (gender assumptions). *Tingim ples bilong yu*. How do boys in your *ples* learn these gender assumptions? How do girls in your *ples* learn these gender assumptions?



4



Activity

With your colleagues, look at the list on the right. It shows comments that many white people (but certainly not all) used to make about black people. How would it make a black person feel to hear these comments? Did hearing these comments over and over make black people (adults and children) believe them? Did hearing these comments over and over make white people (adults and children) believe them?





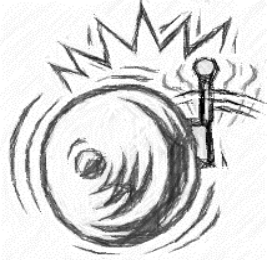

- Black people are lazy
- Black people are like children
- Black people are stupid
- Black people aren't civilized
- You can't trust black people
- Black people are dangerous
- Black people fight each other
- Black people are dishonest
- Black people have no self-control

Tok save in many other countries it is considered racist to say 'white people' and 'black people'. In those countries the words 'black people' and 'white people' were used in a racist way. In those countries they are trying to pull up racism by the roots. Hearing the words today reminds 'black people' of how it used to be. So these words aren't used now.

Next, look at the list on the right. It shows comments that many men (but certainly not all) make about women and girls. How would it make women and girls feel to hear these comments? Would hearing these comments over and over make women and girls believe them? Would hearing these comments over and over make men and boys believe them?

- Gel tasol*
- Ol meri nogat gutpela tingting*
- Meri mas stap long haus*
- Bikhet meri*
- Ol meri save paulim man*
- Mi baim yu pinis harim tok*
- Ol meri save pait namel long ol yet*
- Yu meri tasol pasim maus*

Gender Equity and Diversity module "GED"

| | | | |
|---|--|---|---|
| | | | |
| 4 | <p>Bikepela tok. If the <i>pasin</i> and roles that we think of when we hear the word 'man' and 'woman' are not true <i>oltaim oltaim</i> (and we realise it) then they can change.</p> <p>How we think about 'women' and 'men' can change <u>if there is a reason for it to change.</u></p> <p><i>Kastom</i> helps us live in a time and place. It helps us understand the world in a time and <i>ples</i>.</p> <p>But the world changes. Time and place changes. Strong <i>kastom</i> changes. It is good to be proud of <i>kastom</i>. Definitely. But also be proud if your <i>kastom</i> changes.</p> |  | |
| 4 | <div style="display: flex; align-items: center;">  <p>Activity</p> </div> <p>With your colleagues, look again at the list of what people from your <i>ples</i> think of when they hear the word 'woman'. Look at what you crossed out (those things that <i>luk olsem</i> are rooted in our <i>kastom</i>). For each of the things that you have crossed out, does this gender assumption about women stop women from stepping forward? How? Next, look at the list of what people from your <i>ples</i> think of when they hear the word 'man'. Look at what you crossed out (those things that <i>luk olsem</i> are rooted in our <i>kastom</i>). For each of the things that you have crossed out, does this gender assumption about men also stop women from stepping forward? How?</p> | | |
| 4 | <p>Gender assumptions are under the ground. They are in our roots. We think of them as true <i>oltaim oltaim</i> because the people around us say and believe the same thing.</p> <div style="display: flex; align-items: center;">  <p>But the way we think of 'men' and 'women' in PNG is stopping women from stepping forward. <i>Tok stret na tok kliia</i>. Our <i>kastom</i> is the reason that the <i>kumul</i> is flying with one wing.</p> <p>Our roots <i>wok long karim wanpela bikpela kaikai nogut</i>.</p> </div> | | |
| 5 | <div style="display: flex; align-items: center;">  </div> <div style="display: flex; align-items: center;">  <p>The <i>kumul</i> needs two wings to fly. But we are only flying with one wing. <i>Nogut yumi haitim</i>. Alarm bells are ringing. They are ringing loudly. <i>Paia rap nogut tru</i>.</p> </div> |  | <p>If this course is being run as a training by a trainer, then they will ring a bell for each point below.</p> |



1. Our government is making decisions with only half the story. PNG is the worst democracy in the world for women's representation. And getting worse. Currently (2022) there are no women elected representatives in the national parliament (and few at any other level).



2. The levels of domestic violence and rape in parts of PNG are some of the highest in the world. Women are now being targeted in clan violence. PNG is one of the most dangerous countries in the world for women.



3. Our children are traumatised by witnessing domestic violence and rape. Traumatized children are a ticking bomb for PNG. Tick tick tick tick booooo!!!



4. Parents are full of anxiety and worry for their daughters - they want them to have choices and opportunities, but they also want them to be safe.



5. PNG is one of the only countries in the world where the number of women and infants dying in childbirth is increasing.

5

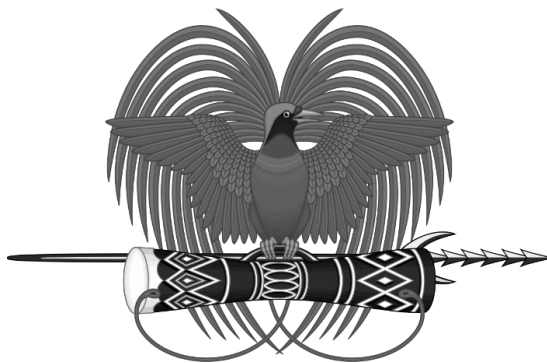


Discussion

Look at the five alarm bells that are ringing loudly (above). If the *kumul* was flying with two wings (if women and men were make decisions together and benefitting from development together) how would it help to make each of these problems go away? Discuss this with your colleagues.

5

The *kumul* needs two wings to fly. In our families and groups and communities and in Government. If women and men make decisions together and benefit from development together, the *kumul* will fly with two wings.



**If women and men make decisions together
and benefit from development together
the kumul will fly with two wings**

Gender Equity and Diversity module "GED"

But it is not easy. *Nogut yumi haidim*. There are three big reasons why it is hard for the *kumul* to fly with both wings:

1 The people who are at the front don't always hear the alarm bells. They don't feel the *banis* that stops other people stepping forward.

2 The people at the back hear the alarm bells but they can't do anything about it. They have missed out on the skills, knowledge, confidence and ambition they need.

3 The people who are at the front don't always want to hear the alarm bells. They like the world as it is.

As a Community Development Worker, you need to help the families and groups and communities you work with to hear the alarm bells, to decide to do something about it, and to help women get the skills, knowledge, confidence and ambition they need to do something about it.



The first reason it is hard to change the parts of our *kastom* that stop women from stepping forward is:

1 The people who are at the front don't always hear the alarm bells. They don't feel the *banis* that stops other people stepping forward.

6

Some people at the front might be there because they are smarter or work harder. True enough. But normally the people at the front are there because they are from a dominant group (a group that has an advantage). Some people at the back might be there because they are lazy. True enough. But normally the people at the back are there because they are from an excluded group (a group that has a disadvantage).

Tok save 'group' doesn't only mean *grup long ples* or *club o kain olsem*. It can also mean 'rich' or 'educated' or 'woman' or 'white' or '*nambis man*' or 'married' or 'disabled' or '*kam lain*' or '*lapun*' or youth. *Tingim*.



6



Discussion

With your colleagues, discuss what groups you belong to that are dominant (a group that has an advantage) or excluded (a group that has a disadvantage). What *banis* do you bump up against in your excluded groups?

Gender Equity and Diversity module "GED"

| | | |
|---|---|---|
| 6 | <p>People who are at the front (and stepping forward) like to think they are stepping forward because of who they are ("I work harder than anyone else") and not because of any advantage their dominant group has. They think it is not about which group they belong to – but who they are as a person. <i>"Mi yet mi mekim"</i>.</p> <p>People who are stepping forward also tend to think the people at the back are there because it is their own fault ("they are lazy" or "those women always fight amongst themselves") and not because of any disadvantage they face.</p> <p>People who are stepping forward are more likely to think that if they get even further ahead (and even richer) then they will be able to help the people at the back more. But it doesn't work that way. The gap only gets bigger. The evidence is clear.</p> <p><i>Yumi raunim tasol kam bek gen.</i> The reason that people who are stepping forward don't realise that people at the back bump against a <i>banis</i> is because if you are at the front (and stepping forward) <u>you don't bump up against the banis</u>. You might know there is a <i>banis</i> – but you don't feel it. But if you are at the back (and stepping back) you feel the <i>banis</i> that stops you stepping forward. You feel it all the time. <i>Slip kirap wantaim banis.</i></p> |  |
| 6 | <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">  </div> <div style="width: 60%;"> <p>Activity</p> <p>Unless you are blind you don't realise what is going to be hard for a blind person. This is because you don't feel the <i>banis</i> that they feel. Get together with a colleague. Pretend to be blind and ask your colleague to lead you around the room. Then swap roles and repeat it. Finally, discuss with your colleague what problems a blind person would experience if they came into the room.</p> </div> <div style="width: 20%; text-align: right;">  </div> </div> <p><i>Luk olsem</i> blind people need extra help to be included – but unless you are blind you don't know what help is needed. Unless you are blind you don't bump up against the <i>banis</i>. If you are trying to help blind people step forward, they need to be involved and have their voices heard. Definitely. Blind people say "nothing about us without us".</p> | |
| 6 | <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">  </div> <div style="width: 60%;"> <p>The people who are left behind or excluded need to decide for themselves what extra help they need to catch up. If you are trying to help women step forward they definitely need to be involved and have their voices heard because they <i>feel</i> the <i>banis</i>. Women know what help they need to <i>brukim banis</i>. They live it. "Nothing about us without us".</p> <p>Women <i>feel</i> the <i>banis</i>. Women know what help they need to <i>brukim banis</i>.</p> <p>Women and men need to make decisions together, because men know half the story and women know half the story. Together it is the full story. <i>Em nau yumi lukim pinis</i>. But women and men also need to make decisions together because women know best what will help women (and girls) need to step forward <i>na brukim banis</i>.</p> </div> </div> | |



Another reason it is hard to change the parts of our *kastom* that stop women from stepping forward is:

2 The people at the back hear the alarm bells but they can't do anything about it. They have missed out on the skills, knowledge, confidence and ambition they need.



Unless the people at the back (who are stepping backwards) have the skills, knowledge, confidence and ambition they need, they won't be able to step forward *na brukim banis*.

Unfortunately, women have missed out on what they need to step forward *na brukim banis* because they don't get the same choices and opportunities. In fact, women often accept it and agree because they have grown up believing it. It is rooted in their *kastom*.

This means women need extra help and support to get the skills and knowledge and confidence and ambition they need. *Luk olsem oli nidim moa kaikai ino wankain kaikai*.

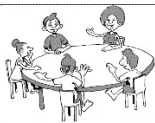
7

Whenever you work with a family or group or community, help them *luksave* that women need extra help and support to help them step forward *na brukim banis*. At the very least, whatever you do should never ever make women more left behind or excluded. *Mama lo bilong* community development *em olsem*:

PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED SHOULD BENEFIT MOST FROM COMMUNITY DEVELOPMENT AT THE VERY LEAST ANY COMMUNITY ACTIVITY SHOULD NEVER EVER MAKE THOSE PEOPLE EVEN MORE LEFT BEHIND OR EXCLUDED



7







Discussion

Stories of successful women help other women (and girls) to get the confidence and ambition to step forward *na brukim banis*. Role models. If you know stories about successful women that have stepped forward then share them with your colleagues.

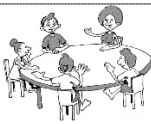


If this course is being run as a training by a trainer, then share your stories with everyone.



Gender Equity and Diversity module "GED"

| | |
|--|--|
| 8 | <p>Women and men need to make decisions together, because men know half the story and women know half the story. Together it is the full story. <i>Em nau yumi lukim pinis.</i></p> <p><i>Na tu</i> women and men also need to make decisions together because women know best what will help women (and girls) need to step forward <i>na brukim banis. Tok i dai.</i></p> <p><i>Na tri</i> women need extra help and support to get the skills, knowledge, confidence and ambition that they need to help them step forward <i>na brukim banis. Em klia.</i></p> <p>But even if women have all they need to step forward <i>na brukim banis</i>, there is another reason it is hard to change:</p> |
| <p>3 The people who are at the front don't always want to hear the alarm bells. They like the world as it is.</p> | |
| 8 | <div style="display: flex; align-items: center;">  <div> <p>Discussion</p> <p>Why do people at the front like the world as it is? Discuss this with your colleagues?</p> </div> </div> |
| 8 | <p>The people who are at the front (and stepping forward) like the world as it is.</p> <p>This is not surprising. They are from groups that have been at the front making the decisions. Over time, decisions made by people at the front tend to favour the groups at the front. All solutions to problems tend to favour (even if just a little bit) the people who are solving the problems – the people at the front. It might not be deliberate. It normally isn't deliberate. It just happens. <i>Em olsem sik bilong yumi olgeta.</i></p> <p>Groups who have been at the front for a long time can't imagine the world being different. The world favours them. They resist change.</p> <p>The problems really start when the people at the front have to step back to help other people step forward. <i>Nogut yumi haitim.</i> In the short term, there might be some pain for the people at the front.</p> <div style="text-align: right;">  </div> |
| 8 | <div style="display: flex; align-items: center;">  <div> <p>Discussion</p> <p>Men might have to step back to help women step forward. What pain can this cause for men? Discuss this with your colleagues.</p> </div> </div> |
| 8 | <ul style="list-style-type: none"> • A woman might get a job instead of a man. Pain. • A woman might get elected instead of a man. Pain • Men might have to change how they speak and behave. Pain. • Men might get teased or loose respect if they suggest change. Pain. • Men might get tired of hearing how it is their fault. Pain. • Men might just feel like everything is getting out of control. Pain. <div style="text-align: right;">  </div> |

Gender Equity and Diversity module "GED"

| | | |
|---|---|--|
| | | <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; background-color: #f9f9f9;"> <p>In countries where white people are at the front, and black people need help to step forward <i>na brukim banis</i>, many white people resist change. <i>Nogut yumi haitim</i>.</p> <p>A black man might get a job instead of a white man. Pain. A black man might get elected instead of a white man. Pain. White men might have to change how they speak and behave. Pain. White men might get teased and loose respect if they suggest change. Pain. White men might get tired of hearing how it is their fault. Pain. White men might just feel like everything is getting out of control. Pain.</p> </div> |
| 8 |  | <p>Discussion</p> <p>But people can overcome pain if they know there is long term gain. What can you say to the people at the front who might have to step back to help other people step forward?</p> |
| 8 | 8 | <p><i>Luk olsem</i> there are three big reasons why helping the people at the back to step forward is a long term gain for everyone, even if there is some short-term pain:</p> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <p>1 It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas</i>. Have a heart. <i>Mi sori long ol</i>. Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. <i>Em wan</i>.</p> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <p>2 <i>Na tu</i>, it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem</i>. People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim</i>. They can become dependent on other people and the Government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap</i>.</p> </div> <div style="border: 1px solid gray; padding: 5px;"> <p>3 <i>Na tri</i>, it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view, and we miss out on what they could do if they were able. There could be great doctors and leaders and musicians and pastors and business owners who are stepping back – we need to help them step forward.</p> </div> <p><i>Yu laikim gaden bilong yu bai karim kaikai moa yet noken lukluk tasol long ol samting yu planim we em i karim gut pinis. Nogat yu mas givim bikpela lukluk long klinim na prunim na putim wara na gris igo long graun long halivim ol samting we em i painim hat long karim. Dispela kain nau gaden bilong yu bai karim kaikai moa yet.</i></p> <div style="text-align: right;">  </div> |
| 8 |  | <p>Activity</p> <p>PNG is changing. <i>Sindaun wok long senis</i>. On the next page is a handout that Officers from DAL (Department of Agriculture and Livestock) and CIC</p> |

Gender Equity and Diversity module "GED"

(Coffee Industry Corporation) use to help mentor *tupela marit* to run a family honey business. How would you answer question 1 and question 2 on the handout?



The kumul needs two wings to fly



1

A husband is blind to some things. A wife is blind to some things. If you have a husband and wife together *ai op i stap* then you have the full story. *Tingim gaden. Sapos mama tasol wok long glasim gaden em bai lus tingting long ol wok gaden bilong man. Sapos papa tasol glasim gaden em bai lus tinging long pat bilong meri. Long glasim gut gaden tupela marit mas sanap ai op i stap.*

2

To *stretim sindaun bilong femili* both husband and wife need to support each other. *Sapot Sapot. Yu wan yu laik kirapim senis em save hat. Holim han na wokabaut wantaim marit bilong yu long mekim senis i kirap.*

3

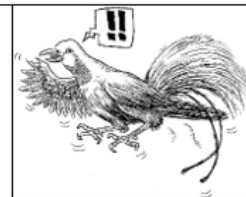
To *stretim sindaun bilong femili* you have to *stretim sindaun bilong mama*. *Yu stretim sindaun bilong mama, bai yu stretim sindaun bilong femili tupela wantaim.* In PNG, many families and groups and communities are flying with one wing. *Papa em flai pinis. Planti mama painim hat. Pikanini gel tu bai panim hat luk olsem.* Women do not have the same choices and opportunities to fly. They get held back. We need to help women fly. And to help women fly they need to be involved whenever decisions are made because only women know best what will help women and girls to fly.

①

Look at the two married couples below. *Tingim nau PNG.* Which married couple will be more successful? Why? *Skelm gut*



②

Look at the two married couples below. Which married couple will have sons and daughters that grow up to be more successful in future PNG? Why? *Selim gut.*



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

Gender Equity and Diversity module "GED"

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|---|--|
| 8 | <p>Women and men need to make decisions together, because men know half the story and women know half the story. Together it is the full story. <i>Em nau yumi lukim pinis.</i></p> <p><i>Na tu</i> women and men also need to make decisions together because women know best what will help women (and girls) need to step forward <i>na brukim banis. Tok i dai.</i></p> <p><i>Na tri</i> women need extra help and support to get the skills, knowledge, confidence and ambition that they need to help them step forward <i>na brukim banis. Em klia.</i></p> <p><i>Na foa</i> the people at the front need to agree that the long-term gain (of women stepping forward) is worth the short-term pain.</p> |
| | <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>In the end, it will need to be the leaders who lead. Great leaders can lead their people through any short-term pain if they can convince their people that there is long-term gain. It will not be easy. They might face questions and challenges to their leadership from men. You might even have women who resist the change because <i>kastom save stap strong</i>. 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> </div> </div> |
| 8 | <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>Discussion</p> <p>Wards and communities and organisations sometimes have rules and by-laws and policies that make it easier for women to step forward. Rules and by-laws and policies help leaders and key people to bring about change. Share examples of rules and by-laws and policies that help women to step forward.</p> </div> </div> |
| 8 | <p>For the <i>kumul</i> to fly with both wings <i>ol femili, ol lain, na ol manmeri mas hamamas long givim wankain sapot na wankain banis long ol man na ol meri. Na tu ol pasin o kastom bilong o lain, ol lo, na rot bilong wokabout na kisim sevis mas wankain, maski yu man o yu meri.</i> Wards and communities and organisations can come up with rules and by-laws and policies to help do this. <i>Kain olsem:</i></p> <ul style="list-style-type: none"> <i>↗ Mamapapa mas hamamas long givim wankain sapot na wankain banis long ol pikinini man na pikinini meri.</i> <i>↗ Ol manmeri mas hamamas long givim wankain sapot na wankain banis long ol man na ol meri husat i laik sanap long ileksen o joinim wanpela grup</i> <i>↗ Em orait long tokaut long bikpela bung maski yu man o yu meri</i> <i>↗ Women to nominate people for the management committee separate to men</i> <i>↗ Women to soim han pastaim when there is a vote (or we will use anonymous voting)</i> <i>↗ Anything our organisation does must benefit women and men equally</i> <i>↗ Bilong kisim halivim long polis o long kot o wanem, yu inap kisim wankain sevis maski yu man o meri</i> |



Some organisations have extra positions on their management committee for women – so women can be involved without taking a position from the person with the best skills for the job (which is often men because they have had the choices and opportunities). If you do this, a good idea is to include women as vice-secretary and vice-treasurer and vice-chair – so women they learn the skills to do the job.



Discussion

Sampela ol grup long ples save askim ol meri long soim han pastaim when there is a vote (for example a vote for the positions on a management committee). Discuss with your colleagues how this can help women to step forward?

8

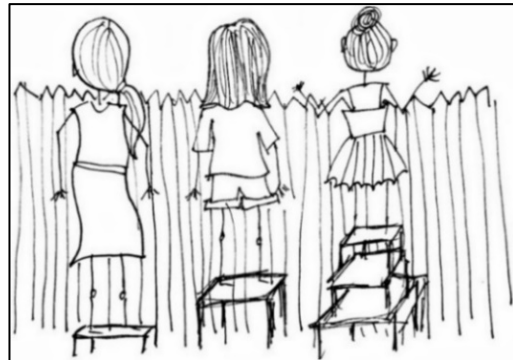
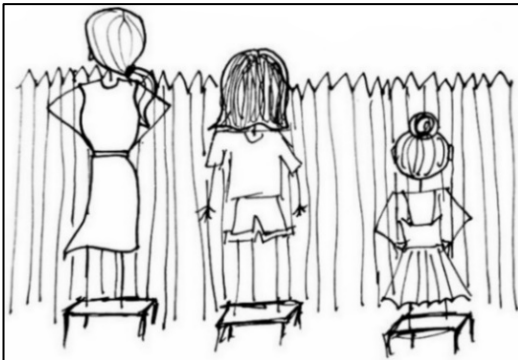
Luk olsem if women and men *soim han* together, then women feel pressure to vote the same way as their husbands or brothers (and there can be consequences for them if they don't). If women vote first, it makes it easier for them to vote the way they think is best.



Activity

With your colleagues, look at the two pictures below. What are the two pictures trying to say?

9







In the first picture (on the left) the short girl does not have the same choices and opportunities as the other two. The short girl can't look over the fence.

However, in the second picture (on the right) the short girl can see over the fence. This is because she has been given extra chairs to stand on (because she was asked what help she needed). Nice. The three girls are now equal. Equality.





9

Luk olsem equality doesn't always mean that *olgeta mas kaikai wankain kaikai* (the same number of chairs). To have an equal opportunity (looking over the fence) sometimes people need more (more money or more Government assistance or more *kaikai* or more chairs) to help them catch up.



Gender Equity and Diversity module "GED"

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|---|---|
| | <p>EQUITY is when people who are stepping backwards have enough of what they need to help them catch up (enough money or Government assistance or <i>kaikai</i> or chairs or representatives in Government or positions on a board of management <i>o kain olsem</i>).</p> |
| 9 | <div style="display: flex; align-items: center;">  <div> <p>Discussion</p> <p>With your colleagues, discuss some other examples where women might need more help than men, not the same, to help them catch up.</p> </div> </div> |
| 9 | <p>Often, the people who are stepping backwards need <i>more</i> help than everyone else to help them catch up. For example, three chairs to see over the fence.</p> <p>This is fair – but it can sometimes seem unfair to people who only get one chair (because they only need one chair). When there are enough chairs to go around normally everyone is happy if some people get extra chairs. But when there is a shortage of chairs, the people who are at the front (and stepping forwards) might not be so happy to give up their chair. They have to step backwards to help other people step forwards. <i>Tingim</i>. This can be hard unless everyone understands why.</p> <p>This is when we need leaders who lead. Great leaders can lead their people through any short-term pain if they can convince their people that there is long-term gain. <i>Em nau yumi lukim pinis</i>.</p>  |
| 9 | <div style="display: flex; align-items: center;">  <div> <p>Activity</p> <p>If women have equity, it means that they have enough of what they need to help them catch up. Often, they need <i>more</i> help than everyone else to help them catch up. And men might need to step back to help women step forwards. This is when it gets tricky. Short term pain for long term gain. For each of the examples of equity below, discuss with your colleagues what the short-term pain might be and what the long-term gain might be?</p> <ul style="list-style-type: none"> Women are given maternity leave. Women officers always have a security guard to accompany them to the field. All Ward Development Committees need to have women representatives. Husbands and wives have to attend training together. The school has toilets for boys and separate toilets for girls. </div> </div> |
| 9 | <p>One of the best measures of community development is how well people from groups that are left behind or excluded are helped and supported to step forward.</p> <p>But it is not easy. It is hard everywhere in the world. But if we don't try and do it, then the gap between different groups in our society will continue to grow. <i>Mak bilong bagarap olgeta</i>.</p>  |

Gender Equity and Diversity module "GED"

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| | <p>People will point out that there will always be someone who is left behind or excluded. This is true. All we can do is try and make sure there are not groups that are being left behind or excluded because of <i>kastom</i> reasons. <i>Kastom</i> is something we can change.</p> <p>The people at the front who feel the pain (but don't understand the long-term gain) can be full of anger and resentment – and people at the back can feel the same way because they have grown up believing it. Bad leaders and bad politicians take advantage of this anger and resentment by making people feel like they are right to feel this way – and they point fingers at the very people who are trying to make a difference.</p> |
|  | |
| 10 | <div style="display: flex; align-items: flex-start;">  <div> <p>Discussion</p> <p>The title for this module is 'Gender Equity and Diversity (GED)'. You know what gender means. You know what equity means. What does 'diversity' mean? Discuss this with your colleagues.</p> </div> </div> |
| | |
| 10 | <p>Everyone is different in some way. They might speak a different language, or come from a different <i>ples</i>, or have a disability, or go to a different <i>lotu</i>, or have different hair or clothes, or be homosexual, or be a woman (or a man), or be old (or young), or come from the highlands (or <i>nambis</i>) or support the Blues (or Maroons).</p> <p>DIVERSITY is a goal. The goal is for everyone's differences to be respected and valued. Not just tolerated. <i>Nogat</i>. Differences make us all stronger. Different experiences and histories and <i>kastom</i> and religious belief and abilities make us all stronger.</p> <div style="text-align: center;">  </div> |
| | |
| 10 | <div style="display: flex; align-items: flex-start;">  <div> <p>Discussion</p> <p>Diversity is like a garden with lots of different types of <i>gaden kaikai</i>. If you have only one type of <i>gaden kaikai</i> then it might be easier, but it is not a strong garden. <i>Long taim nogut bai yu kisim taim. Binatang bai pinisim</i>. And it is not as healthy. <i>Na tu bai yu les long kaikai wankain kaikai</i>. A garden with lots of different types of <i>gaden kaikai</i> might take more work, but it is stronger in every way. With your colleagues, discuss how a garden with lots of different types of <i>gaden kaikai</i> is better?</p> </div> </div> |
| | |
| 10 | <p>Diversity is a goal. But the road to get there is harder than you think. There is a problem.</p> <p>We all like to put people who are different to us into groups. Doing this helps us deal with difference because our brains like to keep things simple. David is <i>ai pas</i>, so our brain says <i>pasin bilong David em mas olsem ol narapela ai pas</i>. Anna is a <i>wait meri</i>, so our brain says <i>pasin bilong Anna em mas olsem ol narapela wait meri</i>. Our brain keeps things simple. We have to fight our brain to think of David as David, and Anna as Anna.</p> |

Gender Equity and Diversity module "GED"

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| | <p>Belonging to a group is good. It makes us feel good about ourselves if our group does well. If you are a Blues supporter, you feel good about yourself if they win (even though you probably did nothing to help them win).</p> <p>BUT you also feel good about yourself if the other group (that you don't belong to) does badly. This causes all the problems. A Maroons supporter might be your friend, but once the game starts everything changes. When the game starts, you belong to the Blues group, and they belong to the Maroons group. The more people rubbish your friend (the Maroons group) the better you feel about your group (and yourself).</p> <p><i>Yumi raunim tasol kam bek gen.</i> When we think of people who are different to us as a group, we can't help but think of that group as negative or inferior or rubbish <i>o lain nogut o kain olsem</i> (because it makes us feel better about the group we do belong to). <i>Em olsem wanpela sik bilong yumi olgeta.</i></p> |
| 10 | <div style="display: flex; align-items: center;">  <div> <p>Discussion</p> <p>Our own group is called the 'in-group' and the group that is different to our group is called the 'out-group'. Share with your colleagues some of your in-groups. For each of these in-groups, what are the out-groups that are different to your in-group? Does it make you feel good about yourself (your in-group) when the out-group does badly? Be honest. <i>Ino asua bilong yu. Yumi olgeta.</i></p> </div> </div> |
| 10 | <p>The more Blues supporters rubbish Maroons supporters the better it makes them feel as Blues. The more that 'white people' used to rubbish 'black people' the better it made them feel as 'white people'. The more we rubbish Asians and use racist terms like "<i>kongkong</i>" the better it makes us feel as Melanesians. The more heterosexuals rubbish homosexuals the better it makes them feel as a heterosexual. The more educated urban elites laugh at <i>ol lain long ples</i> the better it makes them feel as educated urban elites. The more men rubbish women the better it makes them feel as men. Rubbishing the out-group makes you come together. It unites your in-group. This is the problem.</p> <p>And it can all get out of control if we don't realise it is happening and if we don't stop ourselves and other people in our group from rubbishing the out-group. It leads to violence and racism and sexism and provincialism and all sorts of isms. Alarm bells should ring even louder if leaders and politicians are saying it. Leaders and politicians take advantage of this <i>sik bilong yumi olgeta</i>. They rubbish out-groups so they become more popular with the in-group. <i>Tingim.</i></p> <div style="text-align: right; margin-top: 10px;">  </div> <p>To achieve the goal of diversity everyone needs to try their best to treat other people who are different as individuals and not think of them as an out-group. It is hard. Try and think of Mary as Mary (and not a woman.) Try and think of John as John (and not a highlander). Try and think of Li Wei as Li Wei (and not a "<i>kongkong</i>"). Try and think of David as David and not <i>ai pas</i>. Try and think of Anna as Anna and not a <i>wait meri</i>.</p> |



11



Discussion

As a Community Development Worker, you are also rooted in *kastom*. Definitely. *Ino asua bilong yu. Yumi olgeta*. What can you do to surface your own assumptions? Discuss this with your colleagues.

11

As a Community Development Worker, you also need to recognise that you are also rooted in *kastom*. Whether you are a woman or a man, you may not realise that you also think women (or people with a disability or youth) should *pasim maus na harim tok*.



Try your best to surface your assumptions. Dig up your roots *na skelim*. Completing gender equity and diversity training "GED" will help you to do this. And once you do this, try and not be influenced by what you thought you knew about women (or people living with a disability or youth). It isn't easy. *Ino asua bilong yu. Yumi olgeta*.

And don't be embarrassed or get cross if someone else points out that what you think you know *ino olsem. Ino asua bilong yu. Yumi olgeta*.

Our *kastom* is starting to change. Future generations will only say "thankyou".



12

Las tok. As a Community Development Worker, one of the best things you can do to support and encourage gender equity and diversity is work in a way that meets the PNG National Standard for Community Development Workers.

The PNG Government worked with expert PNG Community Development Workers to set up the PNG National Standard. To find out more, go to pngcdwstandard.com

If you put the *wok mak* from the PNG National Standard into practice when you work with a family or group or community, you will be supporting and encouraging gender equity and diversity – and you will be helping PNG to fly.



Revision discussion

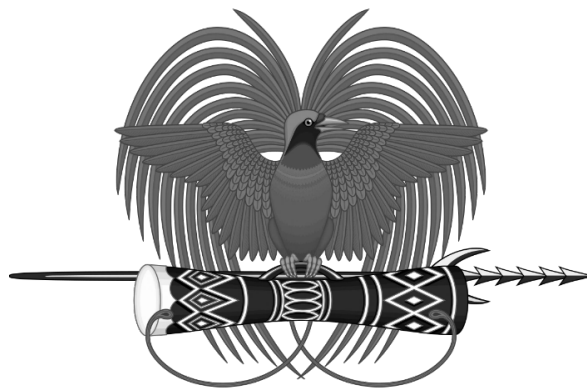
With your colleagues, complete the 'putting it into practice' activity on the next page. It will take 2 hours – but if you can find the time it will help PNG to fly.



Putting it into practice (2 hours)

If you are completing this GED module as a 1 day training, then you may need to arrange an evening session to complete this activity. With your colleagues, discuss the four questions below. For each question, come up with 3 things you will commit yourself to do to help the *kumul* fly with two wings. If women and men make decisions together and benefit from development together, the *kumul* will fly with two wings.

1. What will you do to help the *kumul* fly with two wings in your family?
2. What will you do to help the *kumul* fly with two wings in your work?
3. What will you do to help the *kumul* fly with two wings *long ples bilong yu*?
4. What will you do to help the *kumul* fly with two wings in a group that you belong to?



**If women and men make decisions together
and benefit from development together
the *kumul* will fly with two wings**

It is not easy to help the *kumul* fly with two wings. *Nogut yumi haidim*. When you come up with 3 things you will commit yourself to do, also think about what you can do to overcome the three big reasons why it is hard for the *kumul* to fly with both wings:

1 The people who are at the front don't always hear the alarm bells.
They don't feel the *banis* that stops other people stepping forward.

2 The people at the back hear the alarm bells but they can't do anything about it. They have missed out on the skills, knowledge, confidence and ambition they need.

3 The people who are at the front don't always want to hear the alarm bells.
They like the world as it is.