

# **COMMUNITY DEVELOPMENT WORKER COURSEBOOK 4**



**Facilitate Agreement and  
Project Start-Up  
(Steps 3 and 4 of the project cycle)**

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](http://pngcdwstandard.com)

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

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Table of contents	
Information for the learner	

<b>INTRODUCTION</b>	The PNG National Standard for Community Development Workers
<b>ELEMENT 3</b>	<b>UNIT C04 FACILITATE AGREEMENT</b>
<b>TOPIC 3.1</b>	How to support and encourage effective participation
<b>TOPIC 3.2</b>	How to encourage key people to take the lead
<b>TOPIC 3.3</b>	How to communicate effectively
<b>TOPIC 3.4</b>	How to work in a way that is appropriate to local culture
<b>TOPIC 3.5</b>	How to confirm that people necessary to reach a valid agreement are involved
<b>TOPIC 3.6</b>	How to work with the group to review and discuss the purpose, terms and conditions of the agreement
<b>TOPIC 3.7</b>	How to work with the group to identify and address any concerns to help reach agreement
<b>TOPIC 3.8</b>	How to work with the group to see if a valid agreement can be reached
<b>TOPIC 3.9</b>	How to confirm what the next steps following the visit will be and who will be responsible
<b>TOPIC 3.10</b>	for making them happen
<b>TOPIC 3.11</b>	How to discuss with the group how or if the visit has been useful for them How to thank the group, without rushing, and explain again what the visit has been for
<b>ELEMENT 3</b>	<b>UNIT C03 PROJECT START-UP</b>
<b>TOPIC 3.1-3.4</b>	<i>See above</i>
<b>TOPIC 3.5</b>	How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what
<b>TOPIC 3.6</b>	How to discuss ways to encourage community participation and support when implementing the activity
<b>TOPIC 3.7</b>	How to confirm what the next steps following the visit will be and who will be responsible
<b>TOPIC 3.8</b>	for making them happen
<b>TOPIC 3.9</b>	How to discuss how or if the visit has been useful for them How to thank participants, without rushing, and explain again what the visit has been for
<b>EVALUATION</b>	Coursebook 4 Facilitate Agreement and Project Start-Up (step 3 and 4 of the project cycle)

ATTACHMENTS	
<i>Tok projek</i>	
Lawyer jargon	
Example funding agreement	
Example land-use agreement	
Example asset-use agreement	
Example service provider agreements	
Example cooperation agreements	
Example good governance plan	
Pamphlet on the National Standard for Community Development Workers	
Hasarai community project plan – ‘fewer teenagers damaged by drug abuse’	



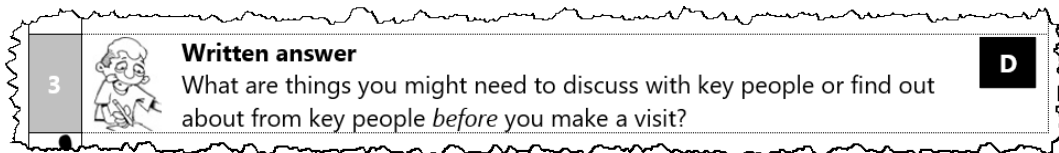
**Luk save.** Each topic is a *wok mak* from the National Standard, but the topic title has “How to” written in front of the *wok mak*. The topic title is written at the top of each page in the topic (along with the Element the *wok mak* is for). You can use the title (at the top of each page) to find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

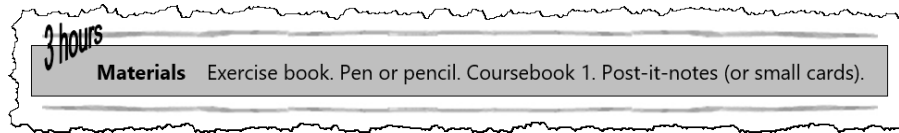
Luksave:

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

## Information for the learner

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	 <b>Activity</b> 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"> <li>1 Are easy for people to understand or use. <b>They suit the participants.</b></li> <li>2 Help you achieve the outcome you want to achieve. <b>They suit the work plan.</b></li> </ol>
2	 <b>Discussion</b> 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 wampela 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 5. You also need Coursebook 1.

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.

Development means change. A change that helps. A good change. *Strongim sindaun.*

There are 6 key steps you need to take to make a change. It might be a change in your own life or in a family or a business or a group or a change the Government makes. There can be other steps you can take, but the following 6 key steps are always needed:



1

**Step 1 Glasim na skelim sindaun.** Decide what change to make.

**Step 2 Kamapim plen.** Plan how to make the change.




**Step 3 Kamapim wanbel.** Make agreements with anyone you need to help you.

**Step 4 Set gut na statim wok.** Begin to implement the plan.

**Step 5 Sekim wok.** During implementation, monitor how things are going.

**Step 6 Lukluk bek na skelim.** After you finish, evaluate how it went. Learn lessons.

# Introduction | The PNG National Standard for Community Development Workers

1	 <p><b>Discussion</b> Think about a change you have made in your life. Think about how you put each of these 6 steps into practice when you made the change. Share your ideas with your colleagues.</p>
1	<p>The 6 steps you need to take to make a change are sometimes called a 'cycle'.</p> <p>A 'cycle' means that when you get to the end, you then go back and start again at the beginning. After step 6 you go back to step 1 and start again to make a new change. The lessons you learn in step 6 will help you when you go back to step 1 and start again.</p> <p>This is how change happens. This is how development happens. Development never stops. Change never stops. The cycle of change keeps turning. Good.</p>
1	 <p><b>Discussion</b> What is a 'project'? Discuss this with your colleagues.</p> <div data-bbox="826 786 1401 954" style="border: 1px solid gray; padding: 5px; margin-left: 20px;"> <p>If this course is being run as a training by a trainer, then discussions with colleagues can be run as whole group discussions.</p> </div>
1	<p>In <i>tok divelopmin</i> a change is often called a project. A 'project' is anything you do to make a change. The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. <i>Kain kain</i>.</p> <p>If the change is for a family or a group or a community, then for the change to be successful, everyone in the family or group or community needs to participate. <i>Wanman</i> projects never work out. <i>Olgeta mas kamap papa bilong en</i>. We will look at why participation is so important later in the coursebook <i>olsem na stap isi pastaim</i>.</p>  <p><b>Bikpela tok.</b> If everyone in a family or group or community participates in making a change, it is called a participatory project cycle. A participatory project cycle has the same 6 steps to make a change that we looked at at the start of the topic, but everyone in the family or group or community takes the 6 steps <i>together</i>. Best.</p>



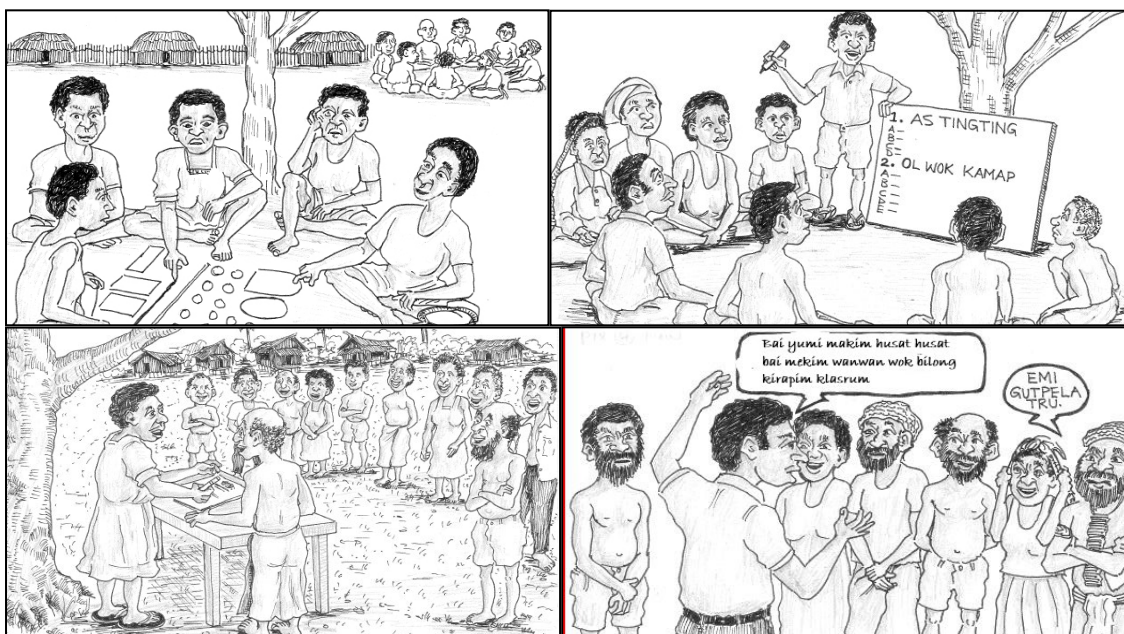
# Introduction | The PNG National Standard for Community Development Workers

1	<p><b>1. GLASIM NA SKELIM SINDAUN (community mapping and needs analysis)</b>  <i>Glasim</i> (community mapping) is when everyone together participates to analyse their development situation. <i>Sindaun stap olsem wanem. Skelim</i> (needs analysis) is when everyone together identifies their development priorities.</p>
2	<p><b>2. KAMAPIM PLEN (develop a plan)</b>              In step 1 everyone together identified their development priorities. In step 2 everyone together needs to develop a plan to tackle their priorities. A project plan (or activity plan or organisation plan or business plan <i>o kain olsem</i>).</p>
3	<p><b>3. KAMAPIM WANBEL (make any agreements you need for the plan)</b>              In step 2 everyone together agreed on a plan. Before putting the plan into practice, you normally need landowner agreements or funding agreements <i>o kain olsem</i>. Everyone together needs to be involved with making agreements.</p>
4	<p><b>4. SET GUT NA STATIM WOK (start-up the plan)</b>              The plan is ready. Agreements are made. When it is time to put the plan into practice, everyone needs to come together at the start so they are clear what will happen, who will do what, and when. <i>Putim olgeta samting long ples klia</i>.</p>
5	<p><b>5. SEKIM WOK (monitor implementation of the plan)</b>              The plan is being implemented now. While it is being implemented, everyone needs to come together regularly to check (monitor) that everything is okay and to solve any problems.</p>
6	<p><b>6. LUKLUK BEK NA SKELIM (evaluate how the plan went)</b>              The plan has been put into practice. To finish, everyone together needs to discuss whether the plan achieved what it was supposed to achieve. <i>Em karim kaikai o nogat?</i> And everyone together needs to learn lessons for next time.</p>



### Activity

With your colleagues, look at the 6 pictures below. These pictures show the 6 steps of a participatory project cycle. Which pictures show step 3 (facilitate agreement) and step 4 (project start-up)?



# Introduction | The PNG National Standard for Community Development Workers



Luk olsem the third picture is step 3 of the project cycle (facilitate agreement), and the fourth picture is step 4 of the project cycle (project start-up).




2  **Discussion**  
 What is a Community Development Worker? Discuss this with your colleagues.

2 A Community Development Worker is someone who works with communities and groups and families to help them develop. *Ol save tok* 'CDW'. CDWs support development that is community-led, participatory, inclusive, and builds local capacity (by the end of the course you will know what these 'expensive' words mean).


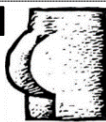
2 A CDW might be someone who is from *outside* a community who makes visits to help communities and groups and families to help them develop. An agriculture extension officer or a community liaison officer or a health worker or a field worker or an NGO worker or a District officer or a loans officer *o kain olsem*.

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

2  **Discussion**  
 What is the National Standard for Community Development Workers? Discuss this with your colleagues.

2 The PNG Government worked with expert PNG CDWs to set up the National Standard. They set it up to give CDWs *inside* and *outside* the community the key skills and knowledge they need. They set it up to give professional development opportunities to CDWs. They set it up to give CDWs and the organisations they work for a way to build the profession. And they did all of this so that in the end, families and groups and communities in PNG get the development assistance they need to help them develop.

# Introduction | The PNG National Standard for Community Development Workers

	<p>National Standards are always set at the lowest possible level (the <i>minimum</i> level) required to perform the job to an acceptable level. The high jump bar is not set too high (so that no one can jump over it). Instead, the high jump bar is set lower down so that any Community Development Worker who tries should be able to clear the mark.</p>
2	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Written answer</b></p> <p>With your colleagues, read the pamphlet on the PNG National Standard for CDWs (at the end of this coursebook). The National Standard lists 11 jobs (Units) that CDWs often do. 6 of these 11 Units line-up with the 6 steps of a project cycle. In your exercise books, write down which 6 Units line up with the 6 steps, and circle the two Units that we are going to look at in this coursebook.</p> </div> <div style="background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 1.2em;">A</div> </div>
2	<p><b>BUT</b>  The 6 steps of a participatory project cycle are the best way for families and groups and communities to make a change. But in most parts of PNG, they need help to do it.</p> <p>CDWs need to know how to help families and groups and communities to follow the 6 steps of a participatory project cycle. We need people who know how to help them to do community mapping and needs analysis (<i>glasim na skelim sindaun</i>) and develop a plan (<i>kamapim plen</i>) and facilitate agreements (<i>kamapim wanbel</i>) and start-up the activity (<i>set gut na statim wok</i>) and do monitoring (<i>wok sekup</i>) and do evaluation (<i>wok long glasim bek na skelim</i>). <i>Yumi nidim stret.</i></p> <p>This coursebook shows a CDW how to help a family or group or community to go through step 3 and step 4 of the participatory project cycle. You should have already completed CDW coursebook 3 (step 1 and step 2 of the project cycle). To have the full story, you will also need to complete coursebook 5 (step 5 and step 6).</p> <p>The National Standard is not a recipe to follow. It does not replace your workplace practice. The National Standard only lists the <i>wok mak</i> (the key ingredients) that need to be in your workplace practice if you want to meet the Standard.</p> <p>However, the three CDW coursebooks that show you how to help a family or group or community to follow a participatory project cycle do show you a recipe to follow (so it is easier to understand how it all fits together). The recipe we are following is how Marilyn helped <i>Mama Kirap na ol lain Hasarai</i> to follow a participatory project cycle. <i>Tingim.</i></p>
2	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Written answer</b></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 4 (this coursebook) the objective is <b>Understand how to help a group or community to facilitate an agreement (steps 3 of the project cycle) and start-up their project (step 4 of the project cycle) in a way that meets the Standard.</b> Next, in your exercise book, write the coursebook objective in big letters.</p> </div> <div style="background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 1.2em;">B</div> </div>

# Introduction | The PNG National Standard for Community Development Workers



The 6 steps of a participatory project cycle are also how organisations make change. For example, the Government or a business or a *grup long ples* or a large mining company or a church or an NGO.



They call it an organisation cycle.

3

If everyone in the organisation is involved (nice) it is called a participatory organisation cycle. At the start of five years, everyone *together* decides what changes they want to make over the next five years. *Setim wokabaut*. Then *together* they follow the 6 steps until the five years is up. At the end of five years, they evaluate their *faiv-yia wokabaut* together (step 6 or the participatory organisation cycle) and then they go back to step 1 again *na setim niupela faiv-yia wokabaut bilong ol*.

*Luk olsem* a participatory project cycle and a participatory organisation cycle are really the same thing.

3



### Discussion

There are also coursebooks for CDWs to show them how to help a group or community to follow a participatory organisation cycle. If you have access to the internet, check out these coursebooks at [pngcdwstandard.com](http://pngcdwstandard.com) (go to the menu 'other resources – for working with wards, communities, CBOs, SMEs, & families').

3

**Las tok.** In CDW coursebook 1 we learned that each Core Unit in the National Standard for CDWs has four Elements (duties). Element 1 (Make preparations), Element 2 (Conduct community entry and organising activities), and Element 4 (Prepare a report) are exactly the same. What changes each time is Element 3. *Tingim*.

Core Unit Co4  
Facilitate  
Agreement



Element 1 Make preparations  
Element 2 Conduct community entry and organising activities  
**Element 3 Facilitate agreement discussion**  
Element 4 Prepare a report

Core Unit Co3  
Facilitate the  
start of group  
activity



Element 1 Make preparations  
Element 2 Conduct community entry and organising activities  
**Element 3 Facilitate the starting of the activity**  
Element 4 Prepare a report

This means that if you want to meet the Standard when you facilitate agreements (step 3) or start-up a project (step 4), you also need to make preparations, do community entry and organising activities, and prepare a report in a way that meets the Standard.



### Revision discussion

Share with your colleagues if you have helped a group or community to do one of the steps of a participatory project cycle before?

# Facilitate Agreement

## Kamapim wanbel

### (STEP 3 of the project cycle)





Before beginning the project, you might need to make an agreement with landowners or resource owners or asset owners or service providers or between clans or with an outside organisation that is helping to fund the project. The meat of the agreement is normally worked out by the key people. This step of the project cycle is about helping everyone in a group or community to understand the agreement, raise concerns, and give their consent. It is about making sure the agreement belongs to everyone (not just the leaders and the key people).

**Wok mak from the PNG National Standard for  
Community Development Workers for UNIT C04  
Facilitate Agreement**

<b>Elements</b>	<b>Performance criteria</b>
<b>1</b> <b>Make preparations</b>	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
<b>2</b> <b>Conduct community entry and organising activities</b>	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
<b>3</b> <b>Facilitate agreement discussion</b>	3.1 Support and encourage effective participation while facilitating agreement 3.2 Encourage key people to take the lead while facilitating agreement 3.3 Communicate effectively while facilitating agreement 3.4 Work in a way that is appropriate to local culture while facilitating agreement 3.5 Confirm that people necessary to reach a valid agreement are involved 3.6 Work with the group to review and discuss the purpose, terms and conditions of the agreement 3.7 Work with group to identify and address any concerns to help reach agreement 3.8 Work with the group to see if a valid agreement can be reached 3.9 Confirm what the next steps following the visit will be and who will be responsible for making them happen 3.10 Discuss with the group how or if the visit has been useful for them 3.11 Thank participants, without rushing, and explain again what the visit has been for
<b>4</b> <b>Prepare a report</b>	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

2 hours

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 1.

1	<p>This <i>wok mak</i> from the National Standard is <b>support and encourage effective participation</b>. The PNG Government wants as many people as possible to participate in community development activities – not just leaders and key people.</p> <p>The principle of participation is one of the principles that the 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> <p><b>Pasin bilong wokim disisen wantaim na wokbung wantaim</b></p>
1	 <p><b>Discussion</b></p> <p>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>
1	<p>There are three big reasons why it is important to encourage everyone in a group or community to participate – not just leaders or key people:</p> <div style="background-color: black; color: white; padding: 10px;"> <p><b>1 Participation makes the work more successful</b></p> <p><b>2 Participation promotes inclusion (equality)</b></p> <p><b>3 Participation grows goodwill (social capital)</b></p> </div>
1	 <p><b>Activity</b></p> <p>When you did CDW coursebook 1 (Make Preparations, Conduct Community Entry, and Prepare a Report) you learned how to 'confirm who the key people are and work with them to make arrangements' (topic 2.2). In topic 2.2 we looked at three big reasons why it is important to encourage everyone in a group or community to participate. <i>Tingim</i>. With your colleagues, go back over this again and then answer the three questions below. Take your time. This is very important. <i>Kirapim bek gut tru</i>.</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-left: 20px;"> <p>If this course is being run as a training by a trainer then they will go back over this with you</p> </div> <ol style="list-style-type: none"> <li>1. How does participation by everyone make the work more successful?</li> <li>2. How does participation by everyone promote inclusion (equality)?</li> <li>3. How does participation by everyone grow goodwill (social capital)?</li> </ol>



This *wok mak* from the National Standard is **support and encourage effective participation**. Encouraging the participation of everyone in a group or community in whatever work you do promotes inclusion (equality), grows goodwill, and makes the work you do more successful – *yumi save pinis*.

2

However, just coming to a *kibung* is not enough. *Nogut ol manmeri sindaun nating*. Participation must be 'effective'. Effective participation is when all the participants are supported and encouraged to get involved and contribute their ideas.

**Effective participation is when all the participants are supported and encouraged to get involved and contribute their ideas**

To put this *wok mak* into practice, you need to try your best to support and encourage participants to get involved and contribute their ideas.

2



**Discussion**

Who are people in a community who might need extra support and encouragement to get involved and contribute their ideas?

Another principle that the Government wants every organisation in PNG to make a part of their *kastom* is the principle of inclusion (equality). We learned about the principle of inclusion (equality) in CDW coursebook 1. The principle of inclusion (equality) is *pasin bilong halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut*.



2







**The kumul needs two wings to fly  
The next generation needs to learn how to fly**

If women are able to have their voices heard, then they will start to catch up. If women catch up then we all benefit. If men and women walk together and make decisions together then families and organisations and communities and PNG gets stronger. The *kumul* needs two wings to fly. Definitely.



	<p>And if youth are able to have their voices heard, then they will start to catch up. If youth catch up then we all benefit. We have a lot of youth now in PNG. They are a golden opportunity for our country. They are the golden generation. But only if we help them to fly. The next generation needs to learn how to fly. <i>Senis bilong yumi.</i></p>
2	 <p><b>Discussion</b> Discuss with your colleagues what you can do to include women and youth during a <i>kibung</i> so that they have their voices heard? <i>Gespaia.</i></p>
2	<p>When you help a group or community to facilitate an agreement or do project start-up (or any of the other steps of a project cycle), you will need to have a community <i>kibung</i>. Facilitating a <i>kibung</i> is something that CDWs always do. Everyone who comes to the <i>kibung</i> needs to be included and have their voice heard. <i>Ol ikam sindaun nating ino gutpela. Ol i kona kona tasol ino gutpela.</i> To make sure women and youth are included and have their voices heard in a <i>kibung</i>, try the following:</p> <ul style="list-style-type: none"> <li>✓ <b>Help women and youth feel comfortable and supported.</b> Be friendly. Encourage questions. Say that all questions are good questions. Never be cross or tell people they are stupid or tell someone to <i>pasim maus</i>. You need to respect women and youth and you need to respect what they say.</li> <li>✓ <b>Have rules.</b> Come up with rules that encourage good participation. <i>Kain olsem noken sakim o daunim tok.</i> It is best if the participants at the <i>kibung</i> come up with the rules themselves. <i>Ol yet ol i mamapapa bilong rul ol yet bai sanap antap long en.</i></li> <li>✓ <b>Put women and youth into small groups.</b> <i>Putim ol meri igo wantaim ol meri na man wantaim ol man. O long mekim gut tru brukim ol igo long yut man, yut meri, man, na meri. Mekim olsem nau ol bai pilim hamamas moa long toktok.</i></li> <li>✓ <b>Be careful of your language.</b> <i>Yumi klia pinis olsem long tok pisin 'man' em i minim olgeta - tasol sapos yu tok 'manmeri' em i moa beta.</i> Saying 'manmeri' makes women feel like they are included.</li> <li>✓ <b>Have woman and youth helping to run the <i>kibung</i>.</b> If a woman is helping to run the <i>kibung</i> then it helps other women to get involved. If a youth is helping to run the <i>kibung</i> then it helps other youths to get involved AND it teaches the leaders of the future what to do. <i>Yumi mas tingim senis bilong yumi.</i></li> <li>✓ <b>Make sure the timing suits men and women and youth.</b> Everyone has other work to do. If the timing for the <i>kibung</i> does not suit men or women or youth, then <i>ol ino inap sindaun gut – ol bai wok long tingim ol narapela wok we ol sapos long mekim.</i></li> <li>✓ <b>Welcome babies and children.</b> When you invite people to come to the <i>kibung</i>, make sure you say that babies and children are welcome. It will make women feel like they are supposed to attend - and it will make it easier for them to attend. <i>Na stat long kibung tokim ol manmeri ol i pri long go outsait na stretim bebi na pikinini long laik.</i></li> <li>✓ <b>Get support from local leaders.</b> <i>Lida save gut tru long kastom na hau long toktok.</i></li> </ul> 

	<ul style="list-style-type: none"> <li>✓ <b>Have a woman Community Development Worker.</b> If you have a woman on the team, then women participants should be more confident and relaxed.</li> <li>✓ <b>Think about the location.</b> <i>Long sampela hap bilong wokim kibung igat kastom bilong toktok. Nogut kastom bilong toktok mekim hat long ol meri na ol yut. Na tu hap bilong kibung mas i ples sef na ples klin na igat gutpela toilet na wara.</i></li> <li>✓ <b>Give women and youth important jobs to do during the kibung.</b> For example, make a woman or a youth the timekeeper or the person who says the prayer, or the person who rings the bell.</li> <li>✓ <b>Make sure the message and activities are suitable for women and youth.</b> Think hard about how you can include women and youth when you prepare the activities.</li> <li>✓ <b>Show everyone that it is okay to make mistakes.</b> If everyone is happy to make mistakes, then it will help women and youth to speak up and say what is on their mind. Laugh when you make a mistake – don't be a <i>bik het</i> and try to cover it up.</li> </ul>
<p>2</p> 	<p><b>Discussion</b></p> <p>Other people who need to be encouraged to participate in a <i>kibung</i> are disabled, and elderly, and shy people. With your colleagues, discuss what you could do to help them so that they are also able to participate effectively?</p>
<p>3</p> 	<p>In this coursebook, we will look at how to help a group or community through step 3 and step 4 of the project cycle. Facilitate agreements and project start-up. When we look at how to do it, we will look at how Marilyn supported and encouraged effective participation (and included women and youth) when she helped <i>ol lain Mama Kirap</i>.</p>  <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p><i>Save moa yet.</i> Don't forget, as you get more experienced, a great way to support and encourage effective participation is to use PRA tools. You learned about PRA tools in coursebook 3 (Participatory Planning). PRA tools are activities you can use to encourage participation and to help people see their development situation with 'fresh eyes'.</p> </div>
<p>3</p> 	<p><b>Written answer</b></p> <p>With your colleagues, discuss what you would say to key people to explain why youth need to be included in a <i>kibung</i> and have their voices heard. Next, in your exercise book, list down 5 things you want to do next time you facilitate a <i>kibung</i> to include youth so they have their voices heard.</p> <div style="text-align: right; background-color: black; color: white; padding: 2px 5px; width: 20px; margin: 0 auto;">C</div>












**Revision discussion**

How will it make a project more successful if women and youth are included and able to participate effectively? Discuss this with your colleagues.

2 hours

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 1.

1	 <p><b>Discussion</b> 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.</p>
1	<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 outside). 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 outside. It may take generations to reach this goal. For the time being, we need CDWs. <i>Yumi nidim stret.</i></p> <p>When you work with groups and communities 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>  <p><b>Give a man a fish he feeds his family for a day Teach a man to fish he feeds his family for a lifetime</b></p>
2	 <p>Good community development follows a participatory project cycle.</p> <p>PNG needs people <i>long ples</i> who know how to help a group or a community through the steps of a participatory project cycle.</p> <p>We need people <i>long ples</i> who know how to help a group or a community to do community mapping and needs analysis (<i>glasim na skelim sindaun</i>) and develop a plan (<i>kamapim plen</i>) and facilitate agreements (<i>kamapim wanbel</i>) and start-up the activity (<i>set gut na statim wok</i>) and do monitoring (<i>wok sekup</i>) and do evaluation (<i>wok long glasim bek na skelim</i>). <i>Yumi nidim stret.</i></p>  <p>To help people <i>long ples</i> understand how to help a group or a community through the steps of a project cycle, you need to <b>encourage key people to take the lead</b> - so that eventually they will be able to do it themselves without your help. This is why it is a <i>wok mak</i> in the PNG National Standard for Community Development Workers. It won't happen overnight. It won't be easy. But do what you can.</p>

2	 <p><b>Discussion</b> With your colleagues, discuss who the key people are that you need to encourage to take the lead?</p>
2	<p>If you have worked with the group or community before, then you should know who the key people are to encourage to take the lead.</p> <p>But even if this is the first visit, you should already have an idea of who the key people are to encourage to take the lead. This is because before you started to work with the group or community you should have made preparations. 'Make Preparations' is the first Element (duty) that a Community Development Worker needs to put into practice if they want to meet the Standard. One of the <i>wok mak</i> for Element 1 Make Preparations is 'communicate effectively with key people from the place to be visited'. <i>Tingim</i>. You looked at this in coursebook 1 <i>ino niupela samting</i>.</p> <p>And when you arrived to work with the group or community you should have conducted community entry first before beginning the work that you came to do. 'Conduct Community Entry' is the second Element (duty) that a Community Development Worker needs to put into practice if they want to meet the Standard. One of the <i>wok mak</i> for Element 2 Conduct Community Entry is 'confirm who the key people are and work with them to make arrangements, and identify and organise participants for the activities'. <i>Tingim</i>. You looked at this in coursebook 1 <i>ino niupela samting</i>.</p>  <p>Always try and make sure the key people you work with include people who want to learn <i>why</i> to do it and <i>how</i> to do it - so that eventually they will be able to do it themselves without your help.</p> <p style="text-align: center;"><b>Always try and make sure the key people you work with include people who want to learn why to do it and how to do it so that eventually they will be able to do it themselves without your help</b></p>
2	 <p><b>Activity</b> In CDW coursebook 1 (Make Preparations, Conduct Community Entry, and Prepare a Report) we looked at the <i>wok mak</i> for Element 1 (Make Preparations) and Element 2 (Conduct Community Entry). With your colleagues, have a look back at the <i>wok mak</i> for Element 1 and Element 2. They are listed again in this coursebook on page 14. If you did Element 1 and Element 2 properly, do you think you would have a good idea of who the key people are to encourage to take the lead?</p>
3	 <p><i>Luk olsem</i> if you do Element 1 and Element 2 properly, then you should have a very good idea of who the key people are to encourage to take the lead when you work with a group or community.</p>

When you work with key people you need to help them understand *why* and *how* to do it themselves. As much as possible.

1

**Before you do something**, sit down with key people and explain what will happen and why it is necessary. Adults learn best when they know what is going to happen.

2

**When you do something**, encourage key people to observe you, and tell them what they need to learn. Adults learn best when they know what they are supposed to be learning.

3

**When you do something**, encourage key people to take the lead. Adults learn best when they have a chance to learn by doing. See if you can encourage them to take the lead and do it.

4

**After you have finished**, sit down with key people and go back over what you did together. Adults learn best when they have a chance to go back over what they learned. Revision.



If possible, help key people who have the potential to be Community Development Workers to learn the *wok mak* from the National Standard. Help them feel like a professional. And if possible, help them get assessed and accredited – you might be helping them start a new career.

3



**Activity**

Teach your colleagues how to do something new (anything) by following the four points above.

3

- ✓ By encouraging key people to take the lead, you build their confidence as leaders.
- ✓ By encouraging key people to take the lead, you help them understand *why* and *how* to follow a participatory project cycle. Eventually, they can lead it themselves.
- ✓ By encouraging key people to take the lead, they will have more ownership of the work you are doing. This means the work you are doing will be more successful.
- ✓ By encouraging key people to take the lead, everyone else in the group or the community will feel that they can also do it. You make everyone feel more powerful.

3



**Written answer**

With your colleagues, discuss how to encourage key people to take the lead. Next, in your exercise book, explain the lesson that all Community Development Workers should learn from the following expression: "Give a man a fish he feeds his family for a day – teach a man to fish he feeds his family for a lifetime".

D


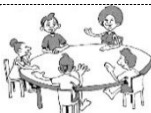










**Revision discussion**






What will happen if you (the Community Development Worker) just do everything for the leaders and key people?

2 hours

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 1.

1	<p>For a Community Development Worker to do their job in a way that meets the Standard they need to be able to <b>communicate effectively</b>. This is why it is a <i>wok mak</i> in the PNG National Standard for Community Development Workers.</p> <p>Effective communication is when everyone has understood the information you want to get across to them.</p> <p><b>Effective communication is when everyone has understood the information you want to get across to them</b></p>	
1	 <p><b>Discussion</b> With your colleagues, share a story or joke about poor communication or miscommunication.</p>	
2	 <p>Whenever you work with a group or a community you need to communicate effectively. "Communicate effectively with the key people from the place to be visited" is a <i>wok mak</i> in Element 1 (Make Preparations). "Communicate effectively with key people" is also a <i>wok mak</i> in Element 2 (Conduct Community Entry). Look at the <i>wok mak</i> for Element 1 and Element 2 (on page 14) <i>long kirapim bek tingting</i>.</p> <p>And when you go ahead and start the work you have come to do you also need to communicate effectively. Community Development Workers should always communicate effectively. Always. Definitely. <i>Nogat tok</i>.</p>	
2	 <p><b>Discussion</b> With your colleagues, discuss what a Community Development Worker should do to communicate effectively?</p>	
2	<p>Some of the key things you need to try and do to communicate effectively are:</p> <ol style="list-style-type: none"> <li>1. Speak clearly and loudly enough to be heard</li> <li>2. Use <i>tok piksa</i> and <i>tok bokis</i> to help people understand</li> <li>3. Use a language that everyone understands (use a translator if necessary)</li> <li>4. Be careful to not talk down to adults – talk to adults as equals</li> <li>5. Look confident and encouraging (body language and facial expressions)</li> <li>6. Use two-way communication - take turns to talk and give people time to respond</li> <li>7. Use butcher paper and other materials if you think they will help you communicate</li> <li>8. Don't use big words that are too complicated. Don't use 'expensive' English.</li> </ol>	

<p>2</p>	 <p><b>Activity</b> When you did CDW coursebook 1 you learned how to do Element 2 (Community Entry). During community entry, you need to 'communicate effectively with key people' (topic 2.3). With your colleagues, go back over topic 2.3 again in coursebook 1. <i>Kirapim bek tingting</i>. At the end, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How does two-way communication help you communicate effectively?</li> <li>2. What can you communicate through body language and facial expressions?</li> <li>3. Why should you never use big words and 'expensive' English?</li> </ol>
	
<p>3</p>	 <p><b>Discussion</b> With your colleagues, discuss how it feels if another adult talks to you as if they feel they are better than you?</p>
<p>3</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>✓ Be careful to not talk down to adults – talk to adults as equals</p> </div> <p>In PNG there is a big gap opening up between formally educated elites, and the majority of people who are not formally educated or don't have access to information.</p> <p>You can help to close this gap by not using big words and 'expensive' English. <i>Em nau yumi klia pinis</i>. Make an effort to use words that everyone will understand. And you can also help to close this gap by talking to adults as equals. Don't talk down to other adults – show them that you are not better than them.</p> 
<p>3</p>	 <p><b>Discussion</b> With your colleagues, discuss what you can do so that you talk with adults as equals?</p>
<p>3</p>	<p>To talk with adults as equals, try the following:</p> <ul style="list-style-type: none"> <li>✓ Don't just stand at the front and talk like you are a schoolteacher. <i>Noken maritim blekbod</i>. Move around. Stand at the back. Stand on the side. Sit down and join the audience if someone else is talking. Get involved as a participant whenever you can.</li> <li>✓ If a key person is saying something, encourage them to stand at the front and talk.</li> <li>✓ If someone asks a question, ask everyone else if they can answer it first.</li> <li>✓ Dress in a way that makes people feel that you are not different to them. Don't wear a necktie and suit (unless everyone else is). Don't show off your new mobile. People might be impressed. <i>Bikman tru</i>. But this makes them feel like they are <i>man nating</i>.</li> </ul>

	<p>If you talk to adults as equals (and if you avoid using big words and 'expensive' English) you will win the respect of the key people (and everyone else). Be humble. And by doing this, you help people feel more confident that they can step forward. You help them feel that they can do it. You close the gap that is growing in PNG between formally educated elites (who like to show they are better than everyone) and everyone else.</p>
<p>3</p>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Activity</b> With your colleagues, have a look at the picture on the right. What is wrong with this communication?</p> </div> <div style="flex: 2;">  </div> </div>
	
<p>4</p>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Discussion</b> With your colleagues, come up with some dot points to guide you if you need to use a translator to help you communicate effectively?</p> </div> </div>
<p>4</p>	<div style="border: 1px solid black; padding: 5px;"> <p>✓ Use a language that everyone understands (use a translator if necessary)</p> </div> <ul style="list-style-type: none"> <li>✓ If you need to use a translator, ask the key people during community entry who would be a good a translator. If it can be a woman or youth even better. <i>Yu save.</i></li> <li>✓ Meet with the translator beforehand and go through what you are going to say. This makes it easier for the translator to see the big picture <i>pin lukluk kam daun.</i></li> <li>✓ Don't talk for too long and then ask the translator <i>long tainim.</i> <i>Em bai lus tingting.</i> Talk for a short time, emphasise key points, and then ask the translator <i>long tainim.</i></li> <li>✓ Ask a key person to listen to how the translator <i>wok long tainim.</i> If the key person thinks the translator is missing the point, then ask them to <i>adim toktok antap.</i></li> </ul>
<p>4</p>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Written answer</b> With your colleagues, discuss how to communicate effectively. Next, in your exercise book, explain three things you plan to do next time you work in a community to try and communicate effectively.</p> </div> <div style="flex: 0.2; background-color: black; color: white; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">E</div> </div>







**Revision discussion**




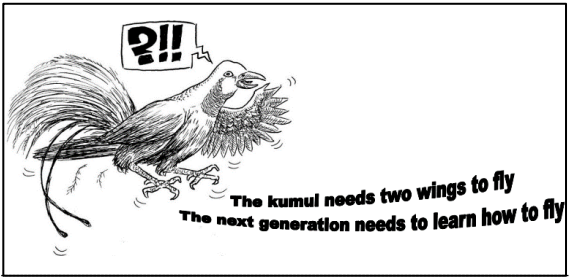
What are some examples of bad communication? Communication that is not effective?







2 hours

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 1.

1	 <p><b>Discussion</b> With your colleagues, share a story of when you have been working in a community and you had to do something to fit in with local <i>kastom</i>. What would have happened if you didn't try and fit in with local <i>kastom</i>?</p>
1	<p>It is important that a Community Development Worker does all they can to try and fit in with local <i>kastom</i> whenever they work in a community.</p>  <p>Hopefully, you did community entry properly before you started the work that you came to do. Doing community entry in a way that meets the Standard shows respect for local culture.</p> <p>When you start the work you came to do, respect local culture (especially if the work you are doing will challenge local <i>kastom</i>).</p> <p>And when you exit the community after finishing the work, take your time and do it properly. Don't rush. Respect local <i>kastom</i>. <i>Pasin</i>.</p> <p>By working in a way that fits in with local <i>kastom</i> you will earn everyone's respect, and your work will go better. <i>Tok i dai</i>.</p>
1	 <p><b>Discussion</b> <i>Tingim ples bilong yu</i>. What are examples of <i>kastom</i> in your own <i>ples</i> that a Community Development Worker would need to fit in with if they came to work with <i>ol lain bilong yu</i>? Share your thoughts with your colleagues.</p>
1	<p>When you go ahead and help a community group through the steps of a project cycle (or when you do any work in a community), you need to try and fit in with local <i>kastom</i>. The <i>kastom</i> that you need to fit in with might be different depending on who you are. Put yourself in their shoes, and think about how they will see you. <i>Yu husat</i>?</p>  <p>Male or female? Younger or older? Married or single? Dressed-up or casual? <i>Nambis o hailans</i>?</p> <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>. The people you are working with will respect you no matter who you are – as long as you show respect for them.</p>

1	 <p><b>Discussion</b> <i>Tingim gen ples bilong yu.</i> Go through the list on the right and think about how each of these things would make a difference to how a Community Development Worker could fit in with the <i>kastom</i> of your <i>ples</i>? In each case, what should the Community Development Worker do so that they worked in a way that was appropriate to local culture? Share your thoughts with your colleagues.</p>	<p>Male Female Younger Older Married Single Dressed-up Casual Nambis Hailans</p>
	<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>. 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>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. Helping a family or group or community to challenge or test their culture while also being respectful can be one of the most difficult things for a Community Development Worker to do.</p>	
2	 <p><b>Activity</b> In CDW coursebook 1 we looked at ways to show respect for local culture. <i>Tingim</i>. We looked at it in topic 2.4 “How to show respect for local culture and be sensitive to gender roles”. With your colleagues, go back over this topic in coursebook 1 again. <i>Kirapim bek tingting</i>. If you need to help a community group to challenge or test their culture, what should you do during community entry?</p>	<p>If this course is being run as a training by a trainer then they will go back over this with you</p>
2	<p>The Government wants every organisation in PNG – <i>olgeta femili na grup long ples na bisnis igo antap long Gavman</i> – to put into practice the principle of inclusion (equality). And when families or groups or communities or businesses or the Government puts into practice the principle of inclusion, there are two groups of people that we need to make sure we include to help them catch up. Women and youth.</p> <p>If men and women walk together and make decisions together then families and groups and communities and PNG gets stronger. The <i>kumul</i> needs two wings to fly. Our youth are a golden opportunity for our country. They are the golden generation. But only if we help them to fly.</p> <div data-bbox="836 1727 1407 2002" style="border: 1px solid black; padding: 10px;">  </div>	

2	 <p><b>Discussion</b> <i>Tingim</i> the six steps of a participatory project cycle. In which steps should women and youth be included and encouraged to participate effectively?</p>
2	<p>When you help a group or community to follow the six steps of a participatory project cycle, encourage them to include women and youth in each and every step. Definitely. And also make sure that women and youth are also able to participate effectively.</p> <p>For many cultures in PNG involving women and youth to help them step forward is a different way of doing things. <i>Kastom</i> makes us who we are, but together we have the power to make <i>kastom</i>. A participatory project cycle is a great opportunity to help a group or community to test different ways of doing things <i>together</i>.</p> <p>Step 6 of the participatory project cycle is evaluation. The group or community comes together to <i>lukluk bek na skelim</i> the project after it has been completed. This is a great opportunity for everyone to learn lessons <i>together</i>. Ask everyone to <i>skelim</i> whether involving women and youth in each step of the project cycle helped to <i>strongim sindaun</i>. If people <i>together</i> decide that a different way of doing something helped them, then it is powerful enough to change <i>kastom</i>.</p> <p><b>Lessons learned together are powerful enough to change culture</b></p>
	
3	<p>CDW coursebooks 3, 4, and 5 show a Community Development Worker how to help a group or community to follow a participatory project cycle in a way that meets the National Standard. In each of these three coursebooks, we will look at practical ways to include women and youth and help them to participate effectively.</p>  <p>In the end, people only change their <i>kastom</i> if they try out change and decide that it helped them. <i>Em i swit o nogat?</i> After helping a community group through a project cycle, if everyone agrees that involving women and youth in decision making (and decision doing) was a good thing, then 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>
3	 <p><b>Written answer</b></p> <p>With your colleagues, discuss what a Community Development Worker should do to work in a way that is appropriate to local culture. Next, in your exercise book, explain three things you plan to do next time you work in a community so that you work in a way that is appropriate to local culture.</p>

F



**Revision discussion**

*Tingim ples bilong yu.* What are some *kastom* ways of showing respect for people who aren't from your *ples*?

3 hours

Materials Exercise book. Pen or pencil.

1



### Discussion

What is step 3 of a participatory project cycle? Discuss this with your colleagues. *Kirapim bek tingting.*

A participatory project cycle has 6 steps:



#### 1. GLASIM NA SKELIM SINDAUN (community mapping and needs analysis)

*Glasim* (community mapping) is when everyone together participates to analyse their development situation. *Sindaun stap olsem wanem. Skelim* (needs analysis) is when everyone together identifies their development priorities.



#### 2. KAMAPIM PLEN (develop a plan)

In step 1 everyone together identified their development priorities. In step 2 everyone together needs to develop a plan to tackle their priorities. A project plan (or activity plan or organisation plan or business plan *o kain olsem*).



#### 3. KAMAPIM WANBEL (make any agreements you need for the plan)

In step 2 everyone together agreed on a plan. Before putting the plan into practice, you normally need landowner agreements or funding agreements *o kain olsem*. Everyone together needs to be involved with making agreements.



#### 4. SET GUT NA STATIM WOK (start-up the plan)

The plan is ready. Agreements are made. When it is time to put the plan into practice, everyone needs to come together at the start so they are clear what will happen, who will do what, and when. *Putim olgeta samting long ples klia.*



#### 5. SEKIM WOK (monitor implementation of the plan)

The plan is being implemented now. While it is being implemented, everyone needs to come together regularly to check (monitor) that everything is okay and to solve any problems.



#### 6. LUKLUK BEK NA SKELIM (evaluate how the plan went)

The plan has been put into practice. To finish, everyone together needs to discuss whether the plan achieved what it was supposed to achieve. *Em karim kaikai o nogat?* And everyone together needs to learn lessons for next time.

Step 3 of the project cycle is facilitate agreements. *Kamapim wanbel*. Before beginning the project, you might need to make an agreement with landowners or resource owners or asset owners or service providers or between clans or with an outside organisation that is helping to fund the project.

Step 3 of the project cycle is about helping everyone in a group or community to understand an agreement, to raise any concerns, and to give their consent. It is about making sure it is a *trutru* agreement that belongs to everyone in the group or community (not just the leaders and the key people).





2



**Discussion**

Discuss with your colleagues what can happen if only the leaders or key people make any agreements for a project, without other people from the group or community being involved?

If only some people are involved in making an agreement, then other people will start to say *ino samting bilong mipela*. This sort of talk is poison.

The more people who say *mi tu mi papa bilong projek* the more successful it will be. The more people who say *mi tu mi papa bilong projek* the more goodwill there will be. The more people who say *mi tu mi papa bilong projek* the more you will encourage inclusion (equality).

If you are following a project cycle - then everyone from the group or community should have already been involved in step 1 and step 2 of the project cycle - and they will want to continue to be involved now in step 3. It is their project.

2

Even if you are working with a *grup long ples*, it is very important that other people from the community are also involved in making agreements. They can share ideas and give *stia* so you get the whole story. *Em wan. Na tu* if other people from the community attend it is far more likely that the community will continue to support the project and the *grup long ples* - and any agreements that are made.













3

This coursebook is called 'facilitate agreement and project start-up'. It covers the *wok mak* that a Community Development Worker should *inapim* when they help a group or community through step 3 and step 4 of the project cycle.

This does not mean that step 3 and step 4 of the project cycle are done in the same visit. Some agreements need to be made before project start-up – as part of developing the project plan. However, some agreements are made right at the end, just before the project begins. For example, funding agreements or cooperation agreements between an outside organisation and a group or community are often signed just before the project begins. Once they are signed, then project start-up (step 4 of the project cycle) can begin.



3	 <p><b>Discussion</b> Discuss with your colleagues the different types of agreements that sometimes need to be made for a project?</p>
3	<p>The four most common types of agreement that Community Development Workers help facilitate before a project can begin are:</p> <ul style="list-style-type: none"> <li>↻ A funding agreement between a group or community and an outside organisation (a donor) that is funding the project. This is sometimes called a project agreement or an activity agreement <i>o kain olsem</i>.</li> <li>↻ A cooperation agreement between people or organisations or villages or clans that need to work together to achieve something (like building a fence or fundraising or peace). A cooperation agreement can also be called a memorandum of understanding (MOU) or <i>wanbel</i> agreement or peace agreement or partnership agreement. <i>Wankain</i>.</li> <li>↻ A land-use agreement or resource-use agreement or asset-use agreement between a group or community and the land or resource or asset owner. A resource is normally a natural thing (like timber or <i>waitsan</i>). An asset is normally something man-made that is owned by a person or group (like a car or an office).</li> <li>↻ A service provider agreement between a service provider (e.g. a trainer or a carpenter) and a group or community</li> </ul> <p>Land-use agreements and resource-use agreements and asset-use agreements and service provider agreements are normally made as part of developing the project plan. This means the project plan is not finished until these agreements are made.</p>
	
4	 <p><b>Activity</b> With your colleagues, come up with examples for each of the different types of agreements listed below. If possible, come up with examples from your own experience (real examples).</p> <ol style="list-style-type: none"> <li>1. Land-use agreement for a project</li> <li>2. Resource-use agreement for a project</li> <li>3. Asset-use agreement for a project</li> <li>4. Service provider agreement for a project</li> <li>5. Cooperation agreement for a project</li> <li>6. Funding agreement for a project</li> </ol> 
4	<p>Some agreements are spoken in front of witnesses. These are called verbal agreements.</p> <p>Some agreements are written down and signed by all the sides involved in front of witnesses (who also sign). These are called written agreements.</p>

4	 <p><b>Discussion</b> With your colleagues, discuss why it is better if the agreements for a project are written down (not just verbal)?</p>
4	<p>Normally the agreements that a Community Development Worker helps to facilitate for a project are written agreements.</p> <p>Written agreements are better at preventing disputes and holding people to account. If the agreement is written down (and facilitated properly) then later on no one can say they forgot or didn't know what was supposed to happen or what their responsibility was or who was supposed to do what.</p>
	
5	 <p><b>Discussion</b> This <i>wok mak</i> from the National Standard is 'confirm that people necessary to reach a valid agreement are involved'. What does 'valid agreement' mean? Discuss this with your colleagues.</p>
5	<p>Valid means legitimate or <i>trutru</i>.</p> <p>A valid agreement is a <i>trutru</i> agreement.</p> <p>There are four conditions for a <i>trutru</i> agreement:</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>If this course is being run as a training by a trainer then they will write the four conditions on a poster and put them <i>long ples klia</i></p> </div> <h2 style="text-align: center;">The four conditions for a valid agreement</h2> <ol style="list-style-type: none"> <li>1 The necessary people from all sides are involved</li> <li>2 The purpose, terms and conditions of the agreement are clear to all sides</li> <li>3 All sides have a chance to raise concerns. <i>Pinisim olgeta toktok.</i></li> <li>4 If all sides are satisfied then the legitimate leaders sign <i>o soim olsem wanbel i kamap pinis namel long ol</i></li> </ol>
5	 <p><b>Written answer</b> In your exercise book write down the four conditions for a valid agreement (above). <i>Raitim gut.</i> Then tick (✓) which condition for a valid agreement is achieved by this <i>wok mak</i> from the National Standard.</p> <div style="text-align: center; margin-top: 20px;">  </div>
	

**1 The necessary people from all sides are involved**

The first condition for a valid agreement is that the necessary people from all sides are involved. This is why the PNG National Standard for Community Development Workers includes **confirm that people necessary to reach a valid agreement are involved** as a *wok mak* that all Community Development Workers need to *inapim* if they want to meet the Standard when they help a group or community to facilitate an agreement.

If the agreement is a service-provider agreement between a local carpenter and a school, then the carpenter needs to be present, and key people from the school need to be present. If the agreement is a land-use agreement between local landowners and a resource company, then the landowners need to be present, and key people from the resource company need to be present. If the agreement is a funding agreement between the District and a community group, then key people from the District need to be present, and key people from the group and the community need to be present.








Don't forget that the key people in a group or community are not just traditional leaders and officer-bearers. Key people can also be people representing groups that are normally left behind or excluded. And key people should always include women and youth. The *kumul* needs two wings to fly – and the next generation needs to learn how to fly.

6

**The kumul needs two wings to fly  
and the next generation needs to learn how to fly**





8	 <p><b>Discussion</b> It is the job of a Community Development Worker to make sure that the key people from all sides to an agreement will be involved in the agreement discussion. It is much better if you try and do this <i>before</i> you begin the agreement discussion. <i>Em klia</i>. When would be a good time to try and make sure that the key people from all sides to an agreement will attend the agreement discussion? Discuss this with your colleagues.</p>
8	<p>A good time to make sure that the key people from all sides to an agreement will attend the agreement discussion is when you make preparations (Element 1). When you make preparations, communicate with key people from the place you will visit to make sure all the key people can attend. And contact any outside organisation that needs to be involved so they can send representatives.</p> <p>Then during community entry (Element 2), when you work with the key people to identify and organise participants for the activities, make sure that the people necessary to reach agreement will be attending.</p>
	
9	 <p><b>Discussion</b> Key people are necessary to reach a valid agreement. <i>Em klia</i>. Discuss with your colleagues <u>who else</u> needs to be involved from a group or community for the agreement to be a <i>trutru</i> agreement?</p>
9	<p>Normally leaders and key people <i>go pas</i> to hammer out agreements. <i>Em orait</i>. Nice.</p> <p>But a community project doesn't belong to the leaders and key people. It is not their project. It belongs to the group or community.</p> <p>Even for a small agreement – a straight forward one – everyone in the group or community needs to understand the agreement, and they need a chance to raise concerns and give their consent.</p> <p><i>Mekim olsem nau</i> the agreement reached is an agreement with the whole community – not just with the leaders and the key people. <i>Mekim olsem nau</i> the agreement will have power. <i>Trutru</i> agreement.</p> 
9	 <p><b>Discussion</b> Discuss with your colleagues how involving everyone in the group or community should make the agreement a better agreement?</p>
9	<p><i>Yumi raunim tasol kam bek gen</i>. The <i>wok mak</i> says <b>confirm that people necessary to reach a valid agreement are involved</b>. The people who are necessary to reach an agreement for a community project are <b>EVERYONE IN THE COMMUNITY</b>.</p>

If everyone in the community is involved in making an agreement then:

- The whole community knows what all sides involved in the agreement are responsible for doing. Who will do what and when?
- The whole community *bai putim ai long mek sua samting i kamap hau em sapos long kamap. Agrimen bai gat pawa.*
- Because they have been involved in each step of the project cycle, the whole community will see how they all benefit (even if they are not the direct beneficiaries of the project). The whole community will continue to feel ownership and responsibility for the project, and they will maintain it so that the benefits continue.



10



### Discussion

Should all agreements for a community project be signed in the community? Discuss this with your colleagues.

All agreements for a community project should be signed in the community. Otherwise the community can't be a part of it.

On rare occasions this is not possible – for example when the asset-owner or service provider lives in town and they can't come *long ples* to make the agreement. But if there is simply no way for the agreement to be made *long ples*, it is important to go *long ples* before the agreement is signed to make sure everyone in the group or community understands the agreement, has a chance to raise concerns, and gives their consent.

10

Sometimes you hear of funding agreements for community projects that are signed in town – away from the eyes and ears and mouths of everyone in the community. This is *tambu tru*. Any funding agreement for a community project that is signed in town (away from the eyes and ears and mouths of everyone in the community) is not a valid agreement. *Tok stret na tok klia.*

**Any funding agreement for a community project that is signed in town (away from the eyes and ears and mouths of everyone in the community) is not a valid agreement**

10



### Activity

Below is a standard land-use agreement. *Wari Komiuniti Grup* used this land-use agreement for their literacy project. With your colleagues, read the land use agreement and list down who would need to be involved for the land-use agreement to be a valid agreement. Where should this land-use agreement be signed? How could this land-use agreement be improved?

### Land Use Agreement Declaration

#### PART ONE

We *John Waro* and *Esse Bake*, the representative(s) for the *Yalio* clan of *Dipo* ward and *Auwi-Pori* district are the recognised traditional customary landowners of the land traditionally known as *He Kero* with approximately 2 hectares as shown on the sketch plan annexed here, and in *Dipo* ward in *Auwi-Pori* district, do hereby declare that the said portion of land shall be used by the *Wari Komuniti Grup* for the purpose as outlined in their Project Plan (attached). We further declare that the improvements (*Literacy Class Room*), made by them are their sole property and may be disposed of at their own discretion.

#### PART TWO

I/we *Nancy John* and *Kipu Kenny* the representative(s) of the *Wari Komuniti Grup* declare that the terms specified in this agreement are accepted.

This agreement is declared on the 03/02/11 (day/month/year).

#### Signatures of Landowners:

Name	Signature	Date
<i>John Waro</i>		
<i>Esse Bake</i>		

#### Witnessed by village court official:

Name	Signature	Date
<i>Kuskus Joseph Dake</i>		

#### Signatures of CBO or NGO representative executive officer:

Name	Signature	Date
<i>Nancy John</i>		
<i>Kipu Kenny</i>		

#### Witnessed by the CDW:

Name	Signature	Date

*Luk olsem* the people who need to be involved are *John Waro* and *Esse Bake*, other *Yalio* clan members, community leaders, representatives from *Dipo* Ward, Village Court Officials, *Nancy John* and *Kipu Kenny* from *Wari Komuniti Grup*, other people from *Wari Komuniti Grup*, and of course the Community Development Worker.

The agreement should be signed in *Dipo* Ward in front of the community. Definitely.

The agreement could be improved. For example, it would be good to have an end date for the agreement (is it forever or for six months?) And what happens to the agreement at the end? Will there be a new *kibung* to renegotiate the agreement? If a translator was needed, then his or her name should also be included.



### Written answer

H

At the end of the coursebook is the Hasarai project plan 'fewer teenagers damaged by drug abuse'. We looked at this in CDW coursebook 3 (Participatory Planning). *Tingim. Mama Kirap em i mama grup husat wok long go pas long projek na wanpela meri wok long go pas long halivim Mama Kirap na ol lain Hasarai long bihainim projek saikel.* Her name is Merylyn. She is a Community Development Worker. The Buin District Government has agreed to fund the project, and want to sign a funding agreement. With your colleagues, have a good look at the Hasarai community project plan then discuss your answers to the following questions. When you have finished, write your answers in your exercise book.

1. What agreements have already been made as part of developing the project plan?
2. The Buin District Community Development Officer said that the District Administrator wants the key people from Hasarai to come to Buin District station to sign the funding agreement. What should Merylyn say? Why?
3. *Luk olsem* for the funding agreement to be valid, everyone from Hasarai needs to be involved (not just the leaders and the key people). What can Merylyn do when she makes preparations (Element 1) and during community entry (Element 2) to make sure that lots of people from Hasarai attend the agreement discussion?

11



### Revision discussion

What can go wrong if a funding agreement for a community project is signed in town, without the involvement of the community?

6 hours

Materials Exercise book. Pen or pencil.

There are four conditions for a *trutru* agreement. *Tingim yet.*

## The four conditions for a valid agreement

1

- ① The necessary people from all sides are involved
- ② The purpose, terms and conditions of the agreement are clear to all sides
- ③ All sides have a chance to raise concerns. *Pinisim olgeta toktok.*
- ④ If all sides are satisfied then the legitimate leaders sign *o soim olsem wanbel i kamap pinis namel long ol*

1



### Discussion

This topic is *wok mak* 3.6 from the National Standard for facilitating an agreement. The *wok mak* is 'work with the group to review and discuss the purpose, terms and conditions of the agreement'. With your colleagues, compare the *wok mak* to the second condition for a valid agreement (above). What do you notice?

1

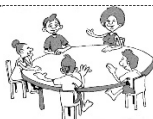
### ② The purpose, terms and conditions of the agreement are clear to all sides

The second condition for a valid agreement is that the purpose, terms and conditions of the agreement are clear to all sides. This is why the PNG National Standard for Community Development Workers includes **work with the group to review and discuss the purpose, terms and conditions of the agreement** as a *wok mak* you need to *inapim* if you want to meet the Standard when you facilitate an agreement.

*Trutru wanbel save gat pawa. Long kamapim trutru wanbel olgeta lain husat mas kamapim wanbel mas klia gut tru long olgeta hap tok bilong agrimen.*



2



### Discussion

Who are the 'parties' to an agreement? Discuss this with your colleagues.

2

Before we continue, let's learn some *tok loia*. The different sides in an agreement are called the 'parties' to the agreement. Each side is called a 'party' to the agreement. *Nogut taim yu wokim agrimen yu lukim 'pati' na yu tingting long danis. Ino olsem.*



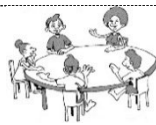


3

The first part of the *wok mak* is **work with the group to review and discuss the purpose.....of the agreement.**

The key people should already understand the purpose of the agreement. The purpose of the agreement should have been discussed when you made preparations (Element 1) and again during community entry (Element 2). Now that you have started the agreement discussion, it is very important to make sure everyone else in the group or community understands the purpose of the agreement. *Kliarim ol gut tru pastaim.*

When you explain the purpose of the agreement, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together *pisin lukluk kam daun.*



**Activity**

Many Community Development Workers explain the participatory project cycle using the example of a family project cycle, like in the example below. This helps everyone connect it to their everyday lives. With your colleagues, practice explaining the 6 steps of a participatory project cycle to *ol lain long ples.* Use the example below or use your own example.

3



Step 1. *Glasim sindaun wantaim femili na skelim wanem senis yu laik kamapim.* For example, you might decide together that you need more room in the house. *Luk olsem* you need to build a new bedroom for *bubu* to sleep in.



Step 2. *Setim plen wantaim femili long mekim senis i kamap.* The project objective is to have more room for everyone. What you need to do is build a new bedroom for *bubu* to sleep in. Time to develop a plan to make it happen.



Step 3. *Kamapim wanbel namel long femili na husat oli i nidim long halivim.* For example, if you need a carpenter to build the bedroom then make an agreement with her. Or maybe you need an agreement *wantaim papa graun?*




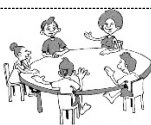



Step 4. Time to start. Before your start make sure everyone understands the plan (and the agreements). *Kirapim bek tingting.* Make sure everyone knows what their roles are. *Set gut pastaim. Set gut pinis orait statim wok.*



Step 5. *Taim wok i ron* everyone needs to come together to check on how things are going and solve any problems. Is there enough timber? Do we have enough nails? Are we on track? Is everyone happy? Any problems?







Step 6. After the work is finished everyone needs to come together to discuss whether *em karim kaikai o nogat.* Is there more room in the house? *Bubu em hamamas o nogat? Em pinis?* What lessons can we learn for our next project?


3	<p>Then when everyone understands how developing the agreement fits in with the 6 steps of a participatory project cycle, go back and explain the purpose of the agreement that you have come to help them make - the land-use agreement or resource-use agreement or asset-use agreement or service provider agreement or cooperation agreement or funding agreement. <i>Kliarim ol gut tru.</i></p> <p><b>When everyone understands how developing the agreement fits in with the 6 steps of a participatory project cycle go back and explain the purpose of the agreement that you are helping them to make</b></p>
4	  <p><b>Discussion</b> What is the purpose of a funding agreement between a group or community and a funding organisation? Discuss this with your colleagues.</p>
4	<p><b>FUNDING AGREEMENT</b></p> <p>A common agreement that Community Development Workers help facilitate is between an outside organisation and a group or community that needs funding or support for their project. This sort of agreement is called a funding agreement - it can also be called a project agreement or an activity agreement.</p>  <p>An outside organisation that is providing funding and support is committing its money and resources to help the group or community. If it is a Government organisation, then their money and resources belong to the taxpayers of PNG. If it is a non-government organisation (NGO) then their money and resources might come from PNG taxpayers or taxpayers from other countries, or from people who have donated their money to help.</p> <p>Wherever the money comes from, outside organisations have a duty to make sure their money and resources are used correctly and in a way that will have the biggest impact on the development of the group or community. They need to see a project plan and sign a funding agreement before funding a project, because it is their duty to make sure their money and resources will <i>karim kaikai</i>.</p>
4	 <p><b>Discussion</b> How does a group or community that is receiving funding for their project also benefit from a funding agreement? Discuss this with your colleagues.</p>
4	<p>It is not only the outside organisation that benefits from a funding agreement.</p> 

	<p>The group or community that receives funding and support also needs to know what help they are getting from the outside organisation – and what they are required to do so that they get the help. <i>Ol tu mas skelim.</i></p> <p>It helps all sides in an agreement to <i>putim olgeta samting long ples klia bipo projek i kirap. Nogut oli ai pas na statim wok. Nogut oli as nating na mekim.</i></p>
<p>4</p>	<div data-bbox="256 562 405 674"> </div> <p><b>Activity</b></p> <p>With your colleagues, have a look at the 'example funding agreement' (at the end of the coursebook). How would South's Foundation benefit from signing this agreement? How would Wari Community Group also benefit from signing this agreement?</p> <div data-bbox="328 797 1326 1043" style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>Luk olsem</i> South's Foundation would benefit from signing this agreement because it gives them confidence that their money and resources will be used correctly and will <i>karim kaikai</i>. Wari Community Group will benefit from signing this agreement because it tells them exactly what help they will get and what it is that they are required to do (<i>wok mak o kain olsem</i>). <i>Ples klia.</i></p> </div>
<p>5</p>	<div data-bbox="256 1133 405 1245"> </div> <p><b>Discussion</b></p> <p>What is the purpose of a land-use agreement between a group or community and <i>papa graun</i>? What can go wrong if you don't make an agreement <i>wantaim papa graun</i>? Discuss this with your colleagues.</p>
<p>5</p>	<p><b>LAND-USE or RESOURCE-USE or ASSET-USE AGREEMENT</b></p> <p>Another common sort of agreement that Community Development Workers are called on to facilitate is between land-owners (or resource-owners or asset-owners) and a group or community that wants to do a project.</p> <p>The purpose of making this sort of agreement is so that the land-owners (or resource-owners or asset-owners) can be certain of how their land (or resources or assets) will be used and what they will be getting in return.</p> <p>A land-use agreement (or resource-use agreement or asset-use agreement) also helps the group or community (or an outside organisation that is helping with the project) to be confident that there will not be any unexpected costs or demands.</p> <div data-bbox="264 1872 1390 2029" style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>Tok save</i> a 'resource-use agreement' is normally used for natural things (like timber or water or <i>wait san</i>) and an 'asset-use agreement' is normally used for man-made things (like a training centre or a car). However, 'resource' and 'asset' are really the same thing.</p> </div>

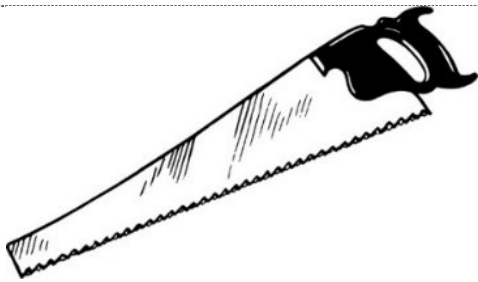



5	 <p><b>Activity</b> With your colleagues, have a look at the 'example land-use agreement' (at the end of the coursebook). It is an official Government land-use agreement for the use of clan land. According to the agreement, who should witness this land-use agreement? Do you think this is a good idea?</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 20px;"> <p><i>Luk olsem</i> the land-use agreement should be witnessed by the leaders of the neighbouring clans. This is a good idea because it should mean that there is no dispute over which clan owns the land.</p> </div>
6	  <p><b>Discussion</b> What is the purpose of a cooperation agreement? Discuss this with your colleagues.</p>
6	<p><b>COOPERATION AGREEMENT</b></p> <p>Another common agreement that Community Development Workers are called on to facilitate is between a group or community and an outside organisation that need to cooperate to achieve something (like a project). This is called a cooperation agreement.</p> <p>Sometimes the cooperation agreement is between people or groups or villages or clans that need to work together to achieve something (like building a fence or fundraising or peace). A cooperation agreement can also be called a memorandum of understanding (MOU) or <i>wanbel</i> agreement or peace agreement or partnership agreement.</p> <p>A cooperation agreement is a general agreement where all sides commit to work together in a spirit of cooperation. A cooperation agreement can also include what all sides will cooperate to do - but often the details of what all sides will cooperate to do go into a separate agreement (a project agreement or activity agreement <i>o kain olsem</i>).</p>
6	 <p><b>Activity</b> With your colleagues, have a look at the two 'example cooperation agreements' at the end of the coursebook. The first example is a cooperation agreement for a short partnership to do something specific (drought relief). The second example is for a longer-term partnership that is more open-ended. The second example is much longer but take the time to read it properly. Do you think these <i>wanbel</i> agreements would be useful for both sides?</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 20px;"> <p>Yes. Definitely. Both agreements make it clear what the relationship will be and what is expected.</p> </div>



7  **Discussion**  
What could happen if you don't sign an agreement with a builder before they build something for you? Discuss this with your colleagues.

7 **SERVICE PROVIDER AGREEMENT**  
Another common sort of agreement that Community Development Workers are called on to facilitate is between a service provider (e.g. a trainer or a carpenter) and a service needer (e.g. a group or community that wants to do a project).  
The purpose of making this sort of agreement is so that the service provider knows exactly what service they need to provide and what they will get for it – and so that whoever needs the service knows what they need to provide to get it. This agreement helps the service provider and the service needer to plan and budget with confidence.




7  **Activity**  
There are two 'example service provider agreements' at the end of the coursebook. With your colleagues, have a look at the first example between the PNG Community Development Worker Association (PNG CDWA) and a trainer. Answer the questions below.

1. How would the trainer benefit from signing this agreement?
2. How would the PNG CDWA benefit from signing this agreement?

*Luk olsem* the trainer benefits because they know exactly what they should get and what they must do. The PNG CDWA benefits because they can now budget and plan for the training knowing what money and other resources will be needed.



8 All agreements are really about trying to reduce the risk of things going wrong. *Luk olsem* all agreements are really about risk management.  
Think about a game of rugby league. To play a game of rugby league both sides need to understand and agree on the rules (and *kastom*) of the competition. How long the game goes for? What happens if someone does a head-high tackle? What happens if there is a dispute? What the entry fee is? What happens if a supporter does the wrong thing? *Kain kain*. This is the agreement.



If everyone involved in a game of rugby league - the players and coaches and referees and supporters - understand and agree on the rules (and *kastom*) of the competition, then there is less risk that something (or someone) will go wrong. And it will be easier to manage the problem if something does go wrong. This is the purpose of the agreement. Risk management.

## All agreements are about risk management



### Activity

8 With your colleagues, have a look at the second example service provider agreement (at the end of the coursebook). It is between CARE PNG and a local carpenter. They have called this agreement a *tok promis* agreement. A risk is that the carpenter doesn't do the work that CARE PNG wants her to do. How does this agreement reduce the chance that this risk will go wrong?

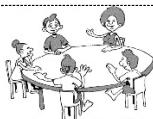
*Luk olsem* the agreement reduces the risk that the carpenter doesn't do the work that is expected because it states exactly what the carpenter needs to do AND it states that the carpenter won't be paid until both the Primary School and CARE are happy.



9 The second condition for a valid agreement is that the purpose, terms and conditions of the agreement are clear to all sides. This is why **work with the group to review and discuss the purpose, terms and conditions of the agreement** is a *wok mak* that all Community Development Workers need to *inapim* if they want to meet the Standard when they help a group or community to facilitate an agreement. *Em nau yupela klia pinis.*



We have already looked at how to **work with the group to review and discuss the purpose.....of the agreement**. Now let's look at the rest of the *wok mak*. Let's look at how to **work with the group to review and discuss the.....terms and conditions of the agreement**.



### Discussion

9

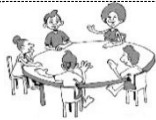
What are the 'terms' of an agreement? What are the 'conditions' of an agreement? What is the difference? Discuss this with your colleagues.

9 The terms of an agreement are *ol hap tok* that explain what work will be done by each party to the agreement to achieve what the agreement is for.

**The terms of an agreement are the wok mak bilong wanwan sait long inapim as tingting bilong agrimen**

The conditions of an agreement are *ol hap tok* that explain how the parties to the agreement will work together (and what happens if the agreement is not followed).

## The conditions of an agreement are the wok mak bilong gaidim wokbung namel long wanwan sait

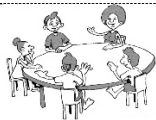


### Activity

9 With your colleagues, have a look at the 'example funding agreement' (at the end of the coursebook). Notice how hard it is to tell which parts (which headings) are the 'terms' of the agreement and which parts are the 'conditions' of the agreement? This is because mostly the 'terms' and 'conditions' of an agreement are mixed up together. This is normal. In fact, now that you know the difference between the 'terms' of an agreement and the 'conditions' of an agreement - you probably don't need to know it. And you certainly don't need to confuse everyone in the group or community by explaining the difference. Instead of saying 'terms' and 'conditions' just say the 'content' or the 'meat' or the '*hap tok*' of the agreement *o kain olsem*.



10



### Discussion

What does 'review' mean? Discuss this with your colleagues.



Step 3 of the project cycle is about helping everyone in a group or community to understand the agreement, raise concerns, and give their consent. It is about making sure the whole group or community feels like it is their agreement.

Notice how this *wok mak* from the PNG National Standard for Community Development Workers says **review...the agreement**. This means that during the agreement discussion you need to go back over what has already been worked out.

10

Normally, the key people have already worked out most of what goes into the agreement (with the help of the CDW). If an outside organisation is involved, they will have already worked out most of what they want to go into the agreement.

This doesn't mean that the meat of the agreement can't change. *Nogat*. It just means that there is already something to review *before* you begin the agreement discussion with everyone.





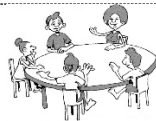
11

Normally when you facilitate an agreement you will be provided with an agreement document which already lists the purpose, terms and conditions.

If you work for an organisation, or if you are helping an organisation to make an agreement, then they will normally give you the agreement documents to use. But sometimes you won't be provided with an agreement document to use.

If this is the case, then be your own Community Development Worker. Collect your own examples of good agreements that are easy to understand so that you have them to hand if you need to adapt them.

11

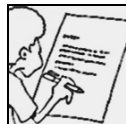


**Discussion**

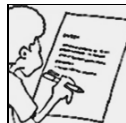
What makes a good written agreement? What things need to be included? Discuss this with your colleagues.

11

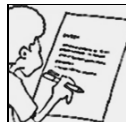
If you need to prepare a new agreement document (or improve an existing agreement) it helps to know what makes a good written agreement. If you do the following things, then the agreement you prepare should be a good agreement.



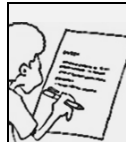
Write who the agreement is between (the sides or 'parties' to the agreement) at the start of the agreement.



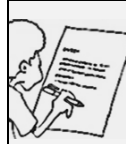
Next, write what the sides to the agreement want to do together (what the agreement is for). The purpose of the agreement.



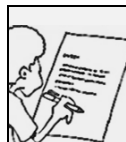
Next, include the period the agreement covers (when the agreement starts and ends).




Next, write the terms and conditions of the agreement. This is the meat of the agreement. Write down *ol hap tok* that explains what each side in the agreement will do and how they will work together. Make sure you clearly explain what happens to each side if they don't follow the agreement.




Next, the sides to the agreement sign (and date) to show they agree. Include the statement "By signing, I agree to implement the agreement". If leaders sign on behalf of a group, then the statement should say "By signing, I agree to implement the agreement on behalf of [name of group]".





Finally, the official witnesses to the agreement sign (and date) to show that the agreement is valid (*trutru*). Include the statement "By signing, I have witnessed that all the sides to this agreement understand it and the correct people have signed".

**11**  **Written answer**  
With your colleagues, have a go at making a good written agreement. Imagine you are a line manager, and your organisation wants to engage a trainer (a service-provider) to run training for a community organisation on something (you choose). Prepare a draft agreement that you could use when you facilitate the agreement. Keep it short and simple. Just include a few terms and conditions. When you have finished, write the draft agreement in your exercise book.

 This *wok mak* is **work with the group to review and discuss the purpose, terms and conditions of the agreement**. When you do this, it is very important to communicate effectively. To communicate effectively, you should try to do the following:

1. Speak clearly and loudly enough to be heard
2. Use *tok piksa* and *tok bokis* to help people understand
3. Use a language that everyone understands (use a translator if necessary)
4. Be careful to not talk down to adults – talk to adults as equals
5. Look confident and encouraging (body language and facial expressions)
6. Use two-way communication - take turns to talk and give people time to respond
7. Use butcher paper and other materials if you think they will help you communicate
8. Don't use big words that are too complicated. Don't use 'expensive' English.

**12**  **Discussion**  
With your colleagues, brainstorm examples of big words and 'expensive' English that are often used in agreements.



DISPUTE RESOLUTION

TERMS

CONDITIONS

**PARTIES**

WITNESS

TRANCHE

**TOR** → TERMS OF REFERENCE

ARTICLES

SIGNATORIES

PURPOSE

CHANGES

TERMINATION

GRANTEE


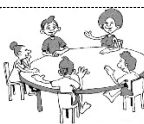



ANNEXES

ATTACHMENTS

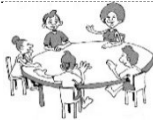
DURATION

UNDERSIGNED

SAID

12	<p>The big thing to be careful off when you explain the terms and conditions of an agreement is jargon. Jargon is technical or expert language – language that you might know but you can't expect other people to know. Never forget that if people don't really understand an agreement, then the agreement is not a valid agreement.</p> <p><b>If people don't really understand an agreement then the agreement is not a valid agreement</b></p>  <p>A signed agreement is a legal document. Many agreements are made by lawyers who use <i>tok loa</i>. However, if you want the agreement you facilitate to be a <i>trutru</i> agreement then when you review and discuss the purpose, terms and conditions, you must <i>tainim ol tok loa igo long simpel inglis o tok pisin o tok ples</i>.</p> <p>A good example of lawyer jargon are the words 'terms' and 'conditions'. This is why you shouldn't use these words when working with a group or community – instead just say the 'content' or 'meat' or '<i>hap tok</i>' of the agreement. <i>Mekim klia long ol. Yu save.</i></p>
12	 <p><b>Discussion</b></p> <p>At the end of the coursebook there is a section called 'lawyer jargon'. Read through this section with your colleagues. If you have come across lawyer jargon that is not included in this section, then see if your colleagues know what it means. If not, then take note and ask your course facilitator to find out what it means.</p>
12	 <p>Some agreements – especially funding agreements – can be too technical and full of jargon for <i>ol lain long ples</i> to understand. If the funding agreement is too technical, do a second version in <i>simpel inglis o tok pisin o tok ples</i>. The leaders will need to sign both versions but use the summary version to explain what the agreement means. Or include a simple summary under each term or condition in the one agreement.</p> <p>If you are given a funding agreement (or any agreement) that is too technical and full of jargon, be aware – any agreement that is made where one side doesn't fully understand the terms and conditions of the agreement <u>is not valid</u>.</p>   <p>If you are given an agreement to facilitate that is too technical and full of jargon, give it back to whoever gave it to you and ask them to make it easier to understand – or ask them to prepare a summary version <i>sais bilong ol lain long ples</i> that can be signed alongside the official agreement.</p>

12



**Activity**

Below is some meat from a funding agreement between the Department for Community Development (DCD) and a community group. In *tok loa* each term or condition is sometimes called an 'article'. With your colleagues, have a go at turning 'article 4.01' into language that *ol lain long ples* could understand. Use the 'lawyer jargon' section at the end of the coursebook if you need to.

**ARTICLE 4.01 – TRANCHE PAYMENTS**

The DCD shall transfer to the account of the GRANTEE the first tranche representing seventy per cent (70%) of the total grant amount immediately after signing of this Partnership Agreement. The DCD shall transfer the second tranche to the account of the GRANTEE once the GRANTEE has acquitted at least eighty per cent (80%) of the first tranche.

For example, you could say something like: "DCD will pay 70% of the money to you after you sign the Partnership Agreement with them. When you have spent 80% of this money and explained clearly to DCD how you have spent it, then if they are happy, they will pay the rest of the money to you". *Luk olsem* you will also need to explain what percentage (%) means.



13



**Discussion**

What does 'communication is two-way' mean? *Kirapim bek tingting.*



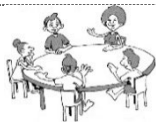
13

When you communicate effectively, don't forget to make sure that your communication is two-way. Communication needs to involve both speaking and listening. *Igo ikam.*



To encourage two-way communication, you need to ask questions.

- ↻ When you ask everyone if there are any questions, then expect a minute of silence – and if there are still no questions then ask a question yourself to get things going. Don't rush – some people take time to get their mouth around their question.
- ↻ Never ever say any question is a silly question. If you do this, then other people will be afraid to ask their question.
- ↻ If someone is shy, then stand close to them when you ask a question – they will be more likely to respond.
- ↻ If someone asks a question, ask the rest of the participants to try and answer it first. This encourages greater participation, and it helps everyone learn from each other.
- ↻ Try and ask open-ended questions whenever possible. We learned about open-ended questions in CDW coursebook 1. Open-ended questions are questions that need more than a 'yes' or 'no' answer. A 'yes' or 'no' answer doesn't tell you what people know. Open-ended questions normally start with "why", "how", or "what".



### Activity

Below is some meat from a funding agreement between the Department for Community Development (DCD) and a community group. With your colleagues, come up with two open-ended questions that you might ask the members of a group or community to see if they understand it. Note that in this agreement 'subproject' is jargon – it really just means 'project'. *Tok loia em i narapela kain.*

#### ARTICLE 3.04 - ACCOUNTING

The GRANTEE shall maintain proper accounts covering all income and expenses incurred during the implementation of the Subproject. The GRANTEE shall keep copies of all:

1. Receipt issued
2. Invoices
3. Cashbooks
4. Payment requests

The GRANTEE shall send copies of all receipts and invoices to the Project Office before the next tranche will be released. On completion of the Subproject, the GRANTEE shall provide the documentation for the remaining funds to the Project Office.

For example, you could ask: "What do you need to keep to show us how the money has been spent?" or "What do you need to do with the receipts and invoices that you get?"



There are four conditions for a *trutru* agreement. *Tingim yet.*

## The four conditions for a valid agreement

- 1 The necessary people from all sides are involved
- 2 The purpose, terms and conditions of the agreement are clear to all sides
- 3 All sides have a chance to raise concerns. *Pinisim olgeta toktok.*
- 4 If all sides are satisfied then the legitimate leaders sign *o soim olsem wanbel i kamap pinis namel long ol*

14

The second condition for a valid agreement is that the purpose, terms and conditions of the agreement are clear to all sides. This is why **work with the group to review and discuss the purpose, terms and conditions of the agreement** is a *wok mak* that all Community Development Workers need to *inapim* if they want to meet the Standard when they help a group or community to facilitate an agreement.

In this topic, we have looked at how to *inapim* this *wok mak*. *Long mekim isi* there are two things you need to do to *inapim* this *wok mak*:

- 1 Explain clearly the purpose of the agreement
- 2 Review and discuss the contents (the 'meat') of the agreement



### Activity

Imagine you are helping to facilitate the example asset-use agreement for Hasarai (at the end of the coursebook). Practice helping *ol lain Hasarai* to review and discuss the purpose, terms and conditions of the agreement. Do the following:


If this course is being run as a training by a trainer, then they will put you in small groups to run this activity as a role play.

14

- 1 Explain clearly the purpose of the agreement
- 2 Review and discuss the contents (the 'meat') of the agreement



Don't forget that one role of a Community Development Worker is to encourage key people to take the lead whenever possible. If key people *go pas* to review and discuss the purpose, terms and conditions of the agreement then *yu wok long inapim tupela wok mak long sem taim. Fit.*

14	<p>The reason for reviewing and discussing the purpose, terms and conditions of the agreement is <i>long kliarim ol</i>. You need to go through the agreement first so that everyone is clear about what needs to be in the agreement before going back to check if there are any concerns or suggestions.</p> <p>In the next topic we will look at how to check if there are any concerns or suggestions.</p>	
14	<p><b>Written answer</b></p> <p>With your colleagues, discuss the two things you need to do to <i>inapim</i> this <i>wok mak</i>. Next, in your exercise book, write down the two things you need to do to <i>inapim</i> this <i>wok mak</i>. Finally, in your exercise book, write down the four conditions for a valid agreement again, and tick (✓) which condition for a valid agreement is achieved by this <i>wok mak</i> from the National Standard.</p>	<p><b>J</b></p>



**Revision discussion**

What can go wrong if most people in a group or community don't really understand the agreement?



2 hours

Materials Exercise book. Pen or pencil.

There are four conditions for a *trutru* agreement. *Tingim yet.*

## The four conditions for a valid agreement

1

- ① The necessary people from all sides are involved
- ② The purpose, terms and conditions of the agreement are clear to all sides
- ③ All sides have a chance to raise concerns. *Pinisim olgeta toktok.*
- ④ If all sides are satisfied then the legitimate leaders sign *o soim olsem wanbel i kamap pinis namel long ol*

1



### Discussion

This topic is *wok mak* 3.7 from the National Standard for facilitating an agreement. The *wok mak* is 'work with the group to identify and address any concerns to help reach agreement'. With your colleagues, compare the *wok mak* to the third condition for a valid agreement (above). What do you notice?

1

### ③ All sides have a chance to raise concerns. *Pinisim olgeta toktok.*

The third condition for a valid agreement is that all sides have a chance to raise concerns. *Pinisim olgeta toktok.* This is why **work with the group to identify and address any concerns to help reach agreement** is a *wok mak* that all Community Development Workers need to *inapim* when they help a group or community to facilitate an agreement.

*Trutru wanbel save gat pawa. Long kamapim trutru wanbel olgeta lain husat mas kamapim wanbel mas igat sans long autim wanem tingting na wari oli gat.*



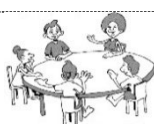
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The reason for reviewing and discussing the purpose, terms and conditions of the agreement is so that everyone is clear about what is in the agreement. But you still need to give everyone in the group or community the chance to raise concerns (and make suggestions) if you want them to feel like they have their hands on the steering wheel. Community-driven development. Participation. *Yu save.*



- ↗ There might be concerns about the purpose of the agreement
- ↗ There might be concerns about the terms and conditions
- ↗ There might be other terms and conditions that people want included
- ↗ There might be concerns about the parties (sides) involved in the agreement
- ↗ There might be concerns that some people are missing from the discussion
- ↗ There might be a deeper disagreement between the sides that needs to be identified and addressed first before agreement can be reached

2



### Activity

Most Community Development Workers go through the purpose, terms and conditions of the agreement with everyone in a community *kibung*. *Em nau yumi lukim pinis*. After doing this, the next thing they do in the *kibung* is help everyone identify and address any concerns. However, what can go wrong if you just ask everyone together in a *kibung* what their concerns are?

2



Most Community Development Workers go through the purpose, terms and conditions of the agreement with everyone in a community *kibung*. After doing this, the next thing they do in the *kibung* is help everyone identify and address any concerns.

However, a problem is that many people (especially people normally left behind or excluded) feel shy to *autim* their concerns during a *kibung*.

And sometimes there is a deeper disagreement between the sides involved in the agreement that is too hard to discuss openly.

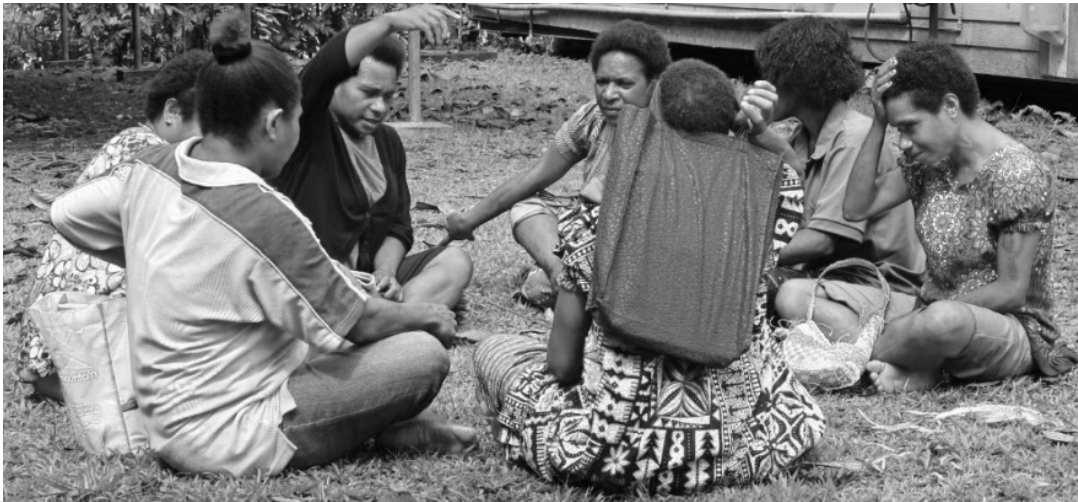
If you don't know what concerns people have, then you can't help everyone to address these concerns, and the agreement is more likely to fail. As a Community Development Worker, you need to do everything you can to help everyone identify and address their concerns.



Never pretend that everyone is *wanbel*. Don't let leaders and key people pretend that everyone is *wanbel* either. *Mekim na putim olgeta samting long ples klia*.



A good way to make sure that everyone has a chance to raise concerns is to put people into small groups with other people who you think they will feel comfortable with. Small groups that are planned in this way - and that are given a question or topic for everyone to focus on - are called **focus groups**.



3



**Discussion**

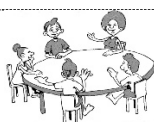
Have you used focus groups before or participated in a focus group before? Share your experiences with your colleagues.

3

If you are facilitating an agreement *kibung* between an outside organisation and a group or community (for example a funding agreement or a cooperation agreement), then a good way to use focus groups to give everyone a chance to raise concerns is:

1. Break the group or community into focus groups of men and women (*o long mekim gut tru brukim igo long yut man, yut meri, man, na meri*). If you can, give each focus group a copy of the agreement document.
2. Ask men and women to go through the agreement separately and to note down any concerns or suggestions they have.
3. Get men and women back together to discuss their concerns. Ask women to *autim* their concerns first. When they have finished ask the men to do the same.
4. At the end ask men and women *together* to discuss which concerns the group or community has.

3



**Discussion**

After putting everyone in focus groups to discuss their concerns, why is it a good idea to ask women to *autim* their concerns first (before men)? Discuss this with your colleagues.

3

*Luk olsem* if men raise their concerns first, it may be hard for women to go against what their husbands or brothers or fathers or male leaders say – and if they do then there may be serious consequences for them. *Em nau* it is better to ask women to speak first.

If you are facilitating an agreement *kibung* between two (or more) groups or villages or clans that need to work together (*luk olsem* a cooperation agreement), then a good way to use focus groups to give everyone a chance to raise concerns is:

1. Get everyone into their groups or villages or clans
2. If necessary, break each group or village or clan again into focus groups of men and women (*o long mekim gut tru brukim igo long yut man, yut meri, man, na meri*). If you can, give each focus group a copy of the agreement. Ask each focus group to go through the agreement separately and to note down any concerns they have.
3. Next, get everyone back together in their own group or village or clan to discuss their concerns. Ask women to *autim* their concerns first *yu save*.
4. Finally, ask the two (or more) groups or villages or clans that need to work together to come together to discuss their concerns and to try and agree on solutions.



### Written answer

At the end of the coursebook, there are two 'example cooperation agreements'. With your colleagues, look at example 1. It is a Memorandum of Understanding (MOU) between Okapa District and Ward 23 for drought relief. If you were facilitating this agreement *long ples* with the Ward 23 community, what focus groups would you put people into to help them identify and address any concerns? When you have finished, write your answer in your exercise book.



At the end, after helping everyone to identify and address their concerns, the group or community might want to change the terms and conditions of the agreement.

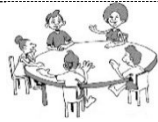
However, if this happens all of the parties to the agreement need to be *wanbel* first before any changes to the terms and conditions are made.

This means if the agreement involves an outside organisation, you need to check with them first before changing the terms and conditions.

There should be a senior officer from the outside organisation present at the *kibung* so that any questions that the group or community have can be answered, and so that any changes the group or community want to make can be considered straight away. All parties to any agreement should be present at the community *kibung*. *Em klia*.



However, if there is no senior officer from the outside organisation present, and your role is to *makim maus bilong ol*, then at least make sure you have the phone number of a senior officer from the organisation so you can discuss any concerns or suggestions. Otherwise, there will be delays. *Hat wok long igo ikam.*



**Activity**

Read the case study below. With your colleagues, discuss how Philip Blow should respond?

*Philip Blow is a Field Officer from South's Foundation in Moro, Southern Highlands Province. South's Foundation provides project funds for community initiatives.*

*Faso Community School asked South's Foundation for assistance for a sports clinic and to purchase sports equipment for the school. Philip assisted the school to develop a project plan, which was approved by South's Foundation. Philip met with the key people from the school and took them through the purpose, terms and conditions of the agreement.*

4

*During the meeting, Nancy Joe (a teacher) raised a concern in response to Philip's comment on the Child Protection policy that South's Foundation included in the agreement. South's Foundation has a policy that it does not tolerate child abuse ("zero tolerance") or any other abuses that would negatively affect a child's welfare.*

*Nancy stated that a teacher who was convicted of child abuse ten years ago (and had served two years in prison) has now returned to the school as a teacher. Nancy asked, "will his past record have an impact on us signing this agreement?"*

This is tricky. Philip should probably contact his line manager to get advice. The school (and South's Foundation) should probably check Department of Education policy to see if there are any guidelines on engagement of teachers with a conviction on child abuse. If the school is following these guidelines, then it should not impact on the agreement being signed.

If all parties to the agreement say they agree to the changes, then you can change the agreement document.

4

If you make handwritten changes, then whoever makes the changes needs to write their initials next to each change, so everyone knows who made the change. 'Initials' are the first letter of each of your names. For example, Damage Sausage's initials are DS.





	<p>However, if there are lots of changes, or if it starts to get confusing, then it might be better to rewrite the agreement document first before getting everyone to sign. If an outside organisation is involved, then check with them to see what they want you to do.</p>
<p>4</p>	<div data-bbox="256 443 406 555"> </div> <p><b>Activity</b></p> <p>Below is part of a Memorandum of Understanding (MOU) between Okapa District and Ward 23 for drought relief. During the agreement discussion, all parties agreed that 22kg of rice would be provided instead of 20kg rice. The Community Development Worker (Michelle Obama) made two changes to the agreement – she crossed out 20kg rice (one change) and she added in 22kg rice (the second change). With your colleagues, discuss whether the Community Development Worker made the changes correctly?</p> <div data-bbox="280 790 1377 1025" style="border: 1px solid black; padding: 10px;"> <p>Okapa District agrees to the following:</p> <ol style="list-style-type: none"> <li>The Government will supply food relief of an amount so that each household identified in the recent census (regardless of the number of people in the household) receives the following amount every 30 days: <ul style="list-style-type: none"> <li><del>• 20 kg rice (mo)</del> 22 kg rice (mo)</li> <li>• 60 small tins fish</li> </ul> </li> </ol> </div>
<p>5</p>	<div data-bbox="256 1115 406 1227"> </div> <p><b>Discussion</b></p> <p>A Community Development Worker should always try to encourage key people to take the lead. It is a <i>wok mak</i> in the National Standard. Discuss with your colleagues how key people can take the lead when you work with the group to identify and address any concerns to help reach agreement.</p>
<p>5</p>	<p><b>Las tok.</b> As you get more experienced as a Community Development Worker you will be able to give <i>stia</i> to help address concerns – but always remember that if you just facilitate the process and help them to do it you are doing enough.</p> <p>The key people should <i>go pas</i> to help address concerns. <i>Ino wok bilong yu.</i></p> <p>Not everyone on each side will agree with everything. Agreements are always about compromise. In the next topic, we will look at how to work with the group to see if a valid agreement can be reached.</p> <div data-bbox="1257 1346 1401 1729"> </div>



**Revision discussion**

Is it a good idea to talk with the key people during community entry to find out what concerns they think people might have with the agreement *before* you go ahead and facilitate the agreement *kibung* with everyone in the group or community?

2 hours

Materials Exercise book. Pen or pencil.

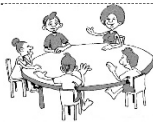
There are four conditions for a *trutru* agreement. *Tingim yet.*

## The four conditions for a valid agreement

1

- 1 The necessary people from all sides are involved
- 2 The purpose, terms and conditions of the agreement are clear to all sides
- 3 All sides have a chance to raise concerns. *Pinisim olgeta toktok.*
- 4 If all sides are satisfied then the legitimate leaders sign *o soim olsem wanbel i kamap pinis namel long ol*

1



### Discussion

This topic is *wok mak* 3.8 from the National Standard for facilitating an agreement. The *wok mak* is 'work with the group to see if a valid agreement can be reached'. With your colleagues, compare the *wok mak* to the fourth condition for a valid agreement (above). What do you notice?

1

- 4 If all sides are satisfied then the legitimate leaders sign *o soim olsem wanbel i kamap pinis namel long ol*

The fourth condition for a valid agreement is that if all sides are satisfied, the legitimate leaders sign *o soim olsem wanbel i kamap pinis namel long ol*. This is why **work with the group to see if a valid agreement can be reached** is a *wok mak* that all Community Development Workers need to *inapim* if they want to meet the Standard when they help a group or community to facilitate an agreement.

*Trutru wanbel save gat pawa. Long kamapim trutru wanbel olgeta manmeri mas tok orait pastaim long agrimen. Oraitim pinis, orait trutru mausmanmeri bilong ol mas sainim o soim olsem wanbel i kamap pinis.*



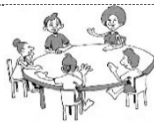
2

Sometimes you can find out if the group or community is satisfied with the agreement by putting it to an open vote. Open voting is okay, but open voting still means you end up with winners and losers.

If you need to put it to a vote, then it is a good idea to get the leaders or key people to ask women to *soim han pastaim*. If you don't do this it will be hard for women to go against what the men say (and there can be serious consequences for them if they are seen to vote the wrong way).

However, if the group or community works well together and everyone feels free to participate, then the best way for a group or community to make a final decision about the agreement is for them to *toktok* until everyone is *wanbel*. "Yes" or "no" or "not yet".

## The best way for a group or community to make a final decision about the agreement is for them to *toktok* until everyone is *wanbel*



### Activity

Read the case study below with your colleagues. Is Merilyn's method to find out if *ol lain Hasarai* are *wanbel* with the agreement a good one?

The *Hasarai* community project plan includes an asset-use agreement between *ol lain Hasarai* and the owners of the resource centre which will be used as the training venue. The owners of the resource centre are *Mama Kirap*.

Merilyn sat down with the key people from both sides to work out the purpose, terms and conditions. When the key people were happy with the meat of the agreement, she asked *ol lain Hasarai long kam bung*.

Merilyn helped *ol lain Hasarai* to review the purpose, terms, and conditions of the agreement.

Next, Merilyn helped everyone to identify and address any concerns. To do this Merilyn put men and women in separate focus groups to discuss the agreement. Both men and women reported that they were very happy with the agreement. The only concern raised was that the agreement should be between *Mama Kirap* and *Hasarai Peace and Good Order Committee* (not everyone in *Hasarai*). Everyone agreed with this suggestion.

Finally, Merilyn asked everyone to confirm that they were satisfied with the agreement. The key people had a discussion with everyone, and they reported back that everyone was *wanbel*. There didn't seem to be any disagreement.

Luk olsem Merilyn's method is a good one. Nice. Fit Community Development Worker.

2



3



**Discussion**

Discuss with your colleagues what you can do if you think there are people who don't agree with a decision, but they are too shy, or they feel they can't speak up?



3



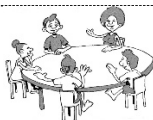
Whatever the group or community decide, make sure it is *trutru wanbel*.

Sometimes *tubel* is obvious - there are people who don't agree with the final decision and they say or show they don't agree. But sometimes *tubel* is not obvious. There are people who don't agree with a decision, but they are too shy, or they feel they can't speak up.

*Sapos yu skelim olsem igat tubel istap*, then ask the key people what to do. Sometimes you can go back a step. Split everyone into focus groups again to try and find out what some people are *tubel* about – and then work together to address their concerns.

In the end, if there is no agreement, then ask everyone what they want to do. Do they want the leaders and the key people from the parties to the agreement to sit down again and come up with a new agreement? Perhaps different key people need to be involved? *O maski, kamapim wanbel em hat na yumi lusim?* If you need to come up with a new agreement, then you will need to start step 3 of the project cycle again. *Yu save*.

3



**Discussion**

What would happen if a Community Development Worker took sides during a disagreement? Discuss this with your colleagues.

3

# Never ever take sides

Always remember that it is not your job to solve any disagreements. Your role as a Community Development Worker is to facilitate the process. If the process means an agreement is reached, then great. If not, then *ino asua bilong yu*.

In fact, many Community Development Workers step right back when it is time for everyone to decide if they agree. They leave it up to the leaders and the key people. They only step in to give *stia* when it is needed.

3



**Discussion**

What would happen if the leaders or the key people forced their group or community to agree? Discuss this with your colleagues.

*Luk olsem* not everyone in the group or community will agree with everything in the agreement. Agreements are always about compromise. It may be that the leaders need to convince some people in their group or community that they should make the agreement – that is what leaders sometimes have to do.

But ‘convincing’ must always be done through *toktok* and in a way that is free and fair – never ever by force or threats. Forcing an agreement is worse than no agreement.

**Forcing an agreement is worse than no agreement**

3

If you think the leaders or the key people are using force or threats to get people to agree, then take the leaders and the key people aside and explain to them how forcing an agreement is worse than no agreement. It is better for everyone to walk away. Give everyone time to think. It might be better to start step 3 of the project cycle again and come up with a new agreement.






If an outside organisation is involved, then explain to the leaders and the key people that the outside organisation only wants an agreement if it is made in a way that is free and fair. Organisations that give support know that any agreement which is forced (and where all the concerns have not been addressed) will be a *wan dei* agreement. Outside organisations also know that forcing an agreement is worse than no agreement. Always.



4

If all sides are satisfied with the agreement then the legitimate leaders from all sides to the agreement need to sign *o soim olsem wanbel i kamap pinis namel long ol*.



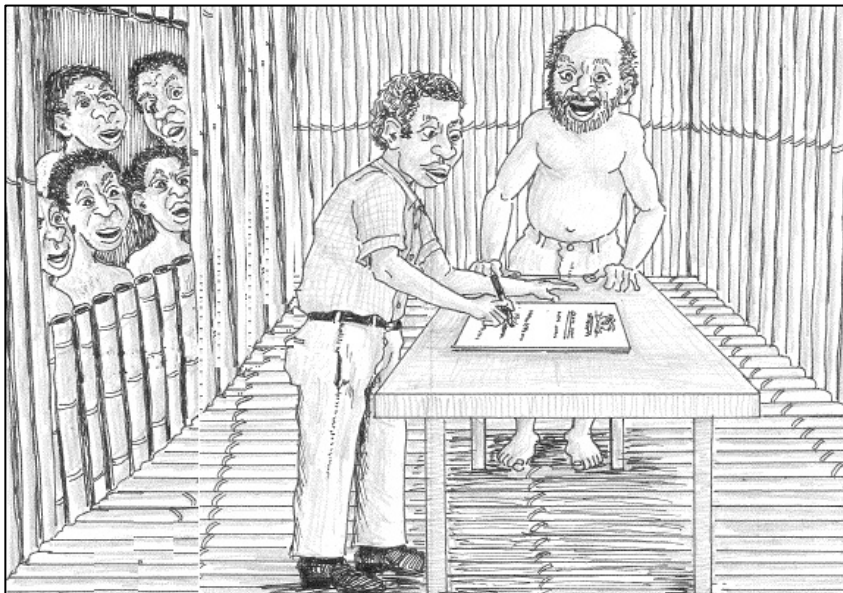
4	 <p><b>Discussion</b> Making an agreement <i>ino liklik samting. Igat kain kain kastom long ples long makim olsem wanbel i kamap pinis</i>. Share with your colleagues what happens <i>long ples bilong yu long makim olsem wanbel i kamap pinis</i>.</p>
4	<p>Different cultures have different ways of marking formal agreements made between people or groups. Although signatures on a piece of paper are important for legal reasons – and so there is a record of the agreement – it is often the <i>kastom</i> ways of showing that an agreement has been made that are more important for <i>ol lain long ples</i>.</p> <p><i>Kastom</i> ways of marking an agreement give the agreement deeper meaning and make it more likely the agreement will be followed.</p> <p>During community entry, you should discuss with the key people what <i>kastom</i> could be used to mark the agreement (if an agreement is reached in the <i>kibung</i>).</p>
4	 <p><b>Discussion</b> Who needs to sign a written agreement? Discuss this with your colleagues.</p>
4	<p>A written agreement that is signed becomes a legal contract. If you break the contract <i>ol loa bai gat toktok</i>.</p> <p>Normally an agreement document will say who needs to sign – the chairperson or the District Administrator or Clan leader or Pastor <i>o kain olsem</i>.</p> <p>It is important that the people who are supposed to sign are the ones who sign. If someone else signs who is not supposed to, it will mean the agreement is not valid (unless <u>all sides</u> agree <i>before</i> they sign that it is okay). If all sides agree that someone else can sign, then the person who changes the agreement document to show that a different person will be signing needs to write their initials next to <u>each change</u> they make. <i>Em nau yupela save pinis</i>.</p>
4	 <p><b>Discussion</b> Why are written agreements normally also signed by a witness? Discuss this with your colleagues.</p>
4	<p>Written agreements should also be witnessed.</p> <p>The witness needs to be a respected and trusted person. The witness writes their name and signs (and dates) to show that they think the agreement is a valid agreement - and that the right people have signed the agreement.</p> 
	



**Activity**

With your colleagues, look at the pictures below. They both show an agreement being signed. Which agreement (the first or the second picture) will be a stronger agreement?

5



5

A written agreement should always be signed in front of the people who the agreement is for (like in the first picture above), not behind closed doors (like in the second picture). If you do this then everyone will be suspicious that something else is going on.

Signing in front of the people who the agreement is for means the people who sign the agreement do so with the full knowledge and understanding of the people who have selected, elected, or authorised them. This gives the agreement *pawa*.

**A written agreement should never be signed behind closed doors**



**Written answer**

L

With your colleagues, read and discuss the case study below then discuss the questions that follow. When you have finished, write your answers to the questions in your exercise book.

Rachael is a Community Development Worker working for Kopi Fama Sapot (KFS) – an NGO specializing in working with coffee smallholders. She has been sent to facilitate an agreement between KFS and the Pata Kopi Cooperative. The Agreement will allow the Pata Kopi Cooperative to access coffee-related training and will provide farmers with financial support to rehabilitate their coffee blocks. Funding from the KFS will be deposited to the cooperative's account. The signatories to the account are the chairman and treasurer.

5

When Rachael arrives in Pata she meets with the chairman and treasurer of the cooperative. They say that most of the members are busy gardening but it's okay to go ahead and sign the agreement now with the few people who are nearby. Rachael would like more people to be there but decides that it might embarrass the executives if she insists that they wait for other members. Rachael, the chairman, and the treasurer sit down on the veranda of the chairman's house. Rachael reads through the agreement and then gets the two men to sign the agreement.

Discussion questions:

1. *Luk olsem* this is not a valid agreement. Which of the four conditions for a valid agreement have not been satisfied or achieved?
2. What problems might occur because the agreement is not a valid agreement?
3. What should Rachael have said to the chairman and treasurer when they said it was okay to go ahead and sign the agreement (even though most of the members were busy gardening)?

5



**Las tok.** Don't forget to always make sure that each of the parties to the agreement have a signed copy of the agreement document.

This means when you prepare to facilitate an agreement you will need to think about how many copies of the agreement document you will need - and when everyone signs the agreement document you will need to make sure they also sign each of the copies of the agreement.



**Revision discussion**

Imagine you are an experienced CDW. Practice being a mentor. Practice explaining to a new CDW what makes an agreement a 'valid agreement'.



**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**  
**How to discuss with the group how or if the visit has been useful for them**  
**How to thank participants, without rushing, and explain again what the visit has been for**

2 hours

**Materials** Exercise book. Pen or pencil.

The agreement discussion is now almost finished.

Hopefully, everyone has reached an agreement.

Before you finish facilitating the agreement discussion, there are three final *wok mak* from the National Standard that you need to put into practice. These three *wok mak* are in every Core Unit in the PNG National Standard for Community Development Workers.



**These three wok mak are in every Core Unit in the PNG National Standard for Community Development Workers**

1



It is always important to agree on what the next steps are, and who will be responsible for making them happen, before you finish whatever job you are doing. If an agreement was reached, then discuss what needs to happen to put the agreement into practice and who will be responsible. If an agreement could not be reached, then discuss what to do about it and who will be responsible. *Putim olgeta samting long ples klia.*

The *wok mak* from the National Standard says you need to **discuss what the next steps following the visit will be and who will be responsible for making them happen.**









It is always important to find out if the work you did to help the group or community was useful for them. Learning from experience is the best teacher, but only if you make the effort to learn lessons. Before you finish the agreement visit, always discuss how or if the visit has been useful for everyone. You can ask everyone at the end of the agreement *kibung*. Nice. However, most Community Development Workers like to sit down just with the key people and ask them for feedback. *Em tu orait.*

The *wok mak* from the National Standard says you need to **discuss with the group how or if the visit has been useful for them.**

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**

**How to discuss with the group how or if the visit has been useful for them**

**How to thank participants, without rushing, and explain again what the visit has been for**



	 <p>It is always important to leave the community in the right way. Some Community Development Workers call this 'community exit'. Take your time. Do it properly. Show respect. Remind everyone of what the visit was all about. Before you finish the agreement visit, always thank everyone, without rushing, and explain again what the visit has been for. Always</p> <p>The <i>wok mak</i> from the National Standard says you need to <b>thank the group, without rushing, and explain again what the visit has been for.</b></p>
<p>1</p> 	<p><b>Written answer</b></p> <p>With your colleagues, discuss the final three <i>wok mak</i> that you need to put into practice when you help a group or community to facilitate and agreement. Next, in your exercise book, briefly explain each of the final three <i>wok mak</i>.</p> <p style="text-align: right;"><b>M</b></p>
	
<p>2</p> 	<p><b>Discussion</b></p> <p>Normally a next step for a CDW after working with a group or community is to prepare a report. To write a report in a way that meets the Standard, you need to maintain a diary or journal (<i>tingim</i> coursebook 1). What information should be in a CDW's diary after helping a group or community to facilitate an agreement?</p>
<p>2</p>	<p>After helping a group or community to facilitate an agreement, a CDW should have lots of information in their diary or journal. For example:</p> <ul style="list-style-type: none"> <li>↗ What happened during community entry and who they talked with?</li> <li>↗ What happened during the agreement discussion: Who came (from each side)? How they helped everyone understand the agreement? What concerns people had from each side and how they were resolved? Interesting comments. Photos.</li> <li>↗ Whether an agreement was reached? If not, why not?</li> <li>↗ A copy of the signed agreement (if they need to give it to an outside organisation)</li> <li>↗ What the next steps will be following the visit and who will be responsible?</li> <li>↗ Any comments about whether people found the visit useful.</li> </ul>
	
<p>3</p> 	<p><b>Discussion</b></p> <p>What is the principle of participation? What is the principle of inclusion (equality)? Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**



**How to discuss with the group how or if the visit has been useful for them**

**How to thank participants, without rushing, and explain again what the visit has been for**

3	<p>Step 3 of the participatory project cycle is finished. Well done. But there is one more thing to look at before we begin step 4 of the project cycle. <i>Las tok o kain olsem.</i></p> <p>Earlier in the coursebook, we looked at how to encourage effective participation (topic 3.1). When we did this, we looked at two principles that the 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> <p>The principle of participation and the principle of inclusion (equality). <i>Tingim.</i></p>
3	 <p><b>Activity</b></p> <p>With your colleagues, turn back to topic 3.1. Read the topic again so you understand <i>gut tru</i> the principle of participation and the principle of inclusion (equality).</p>
3	<p>A good agreement needs the principle of participation. <b><i>Pasin bilong wokim disisen wantaim na wokbung wantaim.</i></b> Everyone in the group or community needs to be involved for the agreement to be a <i>trutru</i> agreement. If only the leaders and key people are involved the agreement won't have power. If only the leaders and key people are involved the agreement won't be the full story. <i>Em nau yumi lukim pinis.</i></p> <p>And a good agreement also needs the principle of inclusion (equality). <b><i>Pasin bilong halivim na sindaun wantaim ol tarangu no ol lain we yumi yet save misimaut.</i></b> If people who are left behind or excluded are not included (and encouraged to participate effectively) then the group or community gets weaker <i>no matter what!</i></p> <p>When you put into practice the principle of inclusion, there are two groups of people that you need to make sure you include to help them step forward. Women and youth. The <i>kumul</i> needs two wings to fly, and the next generation needs to learn how to fly.</p>
3	 <p><b>Discussion</b></p> <p>How will including women and youth (and helping them to participate effectively) make the agreement a better agreement?</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>For example, if women and youth are involved in making the agreement, then what goes into the agreement will be the full story – women (and youth) know things that men don't know. And if women and youth feel that they have been a part of making the agreement, then they will support the agreement and make sure it is successful.</p> </div>

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**  
**How to discuss with the group how or if the visit has been useful for them**  
**How to thank participants, without rushing, and explain again what the visit has been for**



4



**Discussion**

What is the principle of transparency? Discuss this with your colleagues.

A good agreement also needs the principle of transparency. Transparency means *klia glas*. Let the sunshine in. No secrets.

**Pasin bilong mekim na putim olgeta samting long ples klia**

4



Transparency is like pruning and weeding your cocoa or coffee to let the sunshine in. If you prune and weed your cocoa or coffee *san save klinim. Binatang nogut save dai*.



It takes more work to let the sunshine in. It takes courage to cut back branches because you are not sure if it will help or not. But if the sunshine gets in it will kill pests and diseases - and your cocoa or coffee *bai karim gut na karim long taim*.

An agreement is only a good agreement if it puts everything out in the open - who does what, what happens if one party to the agreement does the wrong thing, how long the agreement is for, how often reports should be submitted, who is responsible for safety, how resources will be looked after during and after the project. *Ples klia*.

Let the sunshine in. No secrets. Transparency. *Klia glas*.



5



**Discussion**

What is the principle of accountability? Discuss this with your colleagues.

A good agreement also needs the principle of accountability. Accountability is *pasin bilong mekim wok bihainim mak na skelim wok bihainim mak*.

5






**Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak**

You can't *mekim wok bihainim mak* unless you know what the *wok mak* are that you need to *wokim*. This is what written agreements are for.

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**

**How to discuss with the group how or if the visit has been useful for them**

**How to thank participants, without rushing, and explain again what the visit has been for**

	<p>And you can't <i>skelim</i> whether you or someone else is following their <i>wok mak</i> unless you know what their (and your) <i>wok mak</i> are. This is what written agreements are for.</p>	
5	 <p><b>Discussion</b> Can you have accountability without transparency? Discuss this with your colleagues.</p>	
5	<p>Being measured (and measuring other people) means that everything needs to be out in the open. Transparency. <i>Klia glas</i>. Sunshine. If there is shade and shadow, you can't see if people are doing what they are supposed to be doing. <i>Dak glas maski</i>.</p> <p>This means the principle of accountability and the principle of transparency are two sides of the same coin. You can't have one without the other. You need both.</p>	
		
6	 <p><b>Discussion</b> What is the principle of legitimacy? Discuss this with your colleagues.</p>	
6	<p>A good agreement also needs the principle of legitimacy. Definitely. The principle of legitimacy is <i>pasin bilong makim lida na menesa bihainim lo na ron wantaim lid na menesa bihainim lo</i>.</p> <p><b>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</b></p> <p>All groups need leaders. For groups to run well the leaders need to have legitimacy. If a leader has legitimacy it means that they have authority. <i>Bihainim tok</i>.</p> <p>The best way for a leader to have authority is if the members of the group give it to them freely (not by force or corruption). A good way for members of a group to give authority to a leader is through a free and fair election. <i>Trtru mausmanmeri</i>. But an elected leader also needs to maintain their legitimacy. If they break the rules and <i>kastom</i> of the group or their community – if <i>wok bilong ol ino painim mak</i> – then they lose their legitimacy even if they were elected in a free and fair way.</p>	

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**  
**How to discuss with the group how or if the visit has been useful for them**  
**How to thank participants, without rushing, and explain again what the visit has been for**

Unless the leaders who sign an agreement on behalf of their group or community are the legitimate leaders, then the agreement is not valid. *Tingim.*



We have just looked at five principles that the Government wants every organisation in PNG to make a part of their *kastom* – *Gavman ikam daun long ol komiuniti na grup long ples na femili tu*. The Government calls them **principles of good governance**. Sometimes they are called principles of democratic governance. *Wankain samting.*

Governance means making decisions (and putting decisions into practice). In PNG we need groups and communities and families and NGOs and churches and companies and the Government to have good governance. *Yumi nidim stret.*

7 Our traditional ways of making decisions (and putting them into practice) don't work well in the modern world. *Tok stret na tok kliu*. The way to have good governance in the modern world is to make the five principles below part of your *kastom*.

<b>PARTICIPATION</b>	<i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>
<b>TRANSPARENCY</b>	<i>Pasin bilong mekim na putim olgeta samting long ples kliu</i>
<b>ACCOUNTABILITY</b>	<i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak</i>
<b>LEGITIMACY</b>	<i>Pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo</i>
<b>INCLUSION (EQUALITY)</b>	<i>Pasin bilong halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut</i>

7



**Discussion**

Imagine you are helping *Mama Kirap na ol lain Hasarai* to facilitate an agreement. How will it help *Mama Kirap na ol lain Hasarai* if they have each of the five principles of good governance (above) in their *kastom*? *Toktok gut tru.*



**Revision discussion**

Is 'community exit' as important as 'community entry'? What do you think?

## **Project Start-Up**

### **Set gut na statim wok** **(STEP 4 of the project cycle)**



Before you being to implement the project everyone needs to come together again to make sure the plan is up-to-date and to *skelim wok* – who will be responsible for what, when it needs to happen, and what they will need. If everyone and everything is *set gut redi long statim wok* then the project will go more smoothly.

## **Wok mak from the PNG National Standard for Community Development Workers for UNIT C03 Facilitate the start of group activity**




Elements	Performance criteria
<b>1</b> <b>Make preparations</b>	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
<b>2</b> <b>Conduct community entry and organising activities</b>	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
<b>3</b> <b>Facilitate the starting of the activity</b>	<b>3.1 Support and encourage effective participation while facilitating the starting of the activity</b> <b>3.2 Encourage key people to take the lead while facilitating starting of the activity</b> <b>3.3 Communicate effectively while facilitating starting of the activity</b> <b>3.4 Work in a way that is appropriate to local culture while facilitating starting of the activity</b> <b>3.5 Work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what</b> <b>3.6 Discuss ways to encourage community participation and support when implementing the activity</b> <b>3.7 Confirm what will be done next, by whom, and when, to begin implementing the activity</b> <b>3.8 Discuss with the group how or if the visit has been useful for them</b> <b>3.9 Thank participants, without rushing, and explain again what the visit has been for</b>
<b>4</b> <b>Prepare a report</b>	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



# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

6 hours


**Materials** Exercise book. Pen or pencil.


1	 <p><b>Discussion</b></p> <p>With your colleagues, look at the <i>wok mak</i> at the top of this page. It says the topic is number 3.5 (not 3.1). <i>Luk olsem</i> there are four <i>wok mak</i> that we have missed out. On the previous page, it shows all the <i>wok mak</i> for Element 3 Unit C03. What are the four <i>wok mak</i> that we have missed out? Why did we miss them out?</p>
1	<p>This topic is topic 3.5 (not topic 3.1). This is because the first four <i>wok mak</i> for this Unit are the same in every Core Unit from the PNG National Standard for Community Development Workers. We covered them already earlier in this coursebook (when we looked at how to facilitate an agreement). <i>Tingim. Maski long ripitim gen.</i></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Don't forget, whenever you help a group or community to start-up their project (activity), you need to make sure you put the following four <i>wok mak</i> into practice:</p> </div> </div> <p><b>Support and encourage effective participation while facilitating the starting of the activity</b></p> <p><b>Encourage key people to take the lead while facilitating the starting of the activity</b></p> <p><b>Communicate effectively while facilitating the starting of the activity</b></p> <p><b>Work in a way that is appropriate to local culture while facilitating the starting of the activity</b></p>
1	 <p><b>Written answer</b></p> <p>With your colleagues, look at topics 3.1, 3.2, 3.3, and 3.4 from Element 3 Unit C04 'Facilitate agreement' (at the start of this coursebook). Go through each topic again to refresh yourselves. <i>Kirapim bek tingim.</i> Next, in your exercise book, write the heading 'Unit C03 Project start-up', and then underneath write the first four <i>wok mak</i> that you need to <i>inapim</i> (below).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>3.1 Support and encourage effective participation while facilitating the starting of the activity</p> <p>3.2 Encourage key people to take the lead while facilitating starting of the activity</p> <p>3.3 Communicate effectively while facilitating starting of the activity</p> <p>3.4 Work in a way that is appropriate to local culture while facilitating starting of the activity</p> </div>


N

# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what







2		<p><b>Discussion</b> What is a 'project'? Discuss this with your colleagues.</p>
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2	<p>A 'project' is anything you do to make a change. The change might be an activity at a church, or a community water supply, or expanding your business, or sending mum to university. <i>Kain kain.</i></p> <p>This Unit (Unit in the National Standard for Community Development Workers is 'Facilitate the start of group activity'. Step 4 of the participatory project cycle.</p> <p>Another way to say 'facilitate the start of group activity' is 'project start-up'. It can also be called 'project implementation' <i>Wankain samting. Set gut na statim wok.</i></p> <p>Before you begin to implement the project <u>everyone</u> needs to come together again to make sure the plan is up-to-date and to <i>skelim wok</i> – who will be responsible for what, when it needs to happen, and what they will need. If everyone and everything is <i>set gut redi long statim wok</i> then the project will go more smoothly.</p>	
		

2		<p><b>Discussion</b> Can facilitate agreement (step 3 of the participatory project cycle) and project start-up (step 4 of the participatory project cycle) be done in the same visit? Discuss this with your colleagues.</p>
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2	<p>Some agreements are facilitated before everything is ready to start-up the project.</p> <p>However, when the final agreement is in place it is common for a Community Development Worker to then continue and help the group or community to start-up their project. This means step 3 and step 4 of the participatory project cycle are sometimes done in the same visit.</p>	
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**How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what**

	<p>For example, if an outside organisation is supporting the project, then one of the agreements you will need to facilitate in step 3 of the project cycle is the funding agreement. Once the funding agreement is in place it is common for the CDW to continue and help the group or community to start-up their project (step 4 of the project cycle).</p> 
	<p>3</p> <p>If you needed an outside organisation to support your plan, or if you needed to wait for the right season to start, or if your group or community needed to do fundraising first, it may have taken months or years to go from step 2 of the project cycle (develop a plan) to step 4 of the project cycle (project start-up). Things may have changed.</p> <p>Before you help the group to do project start-up, it is very important that you update the project plan first.</p> <p>However, you don't need to update everything. The important thing to do is go back over the activity schedule (and budget) and make sure everything is up to date.</p> <p><b>To update the project plan just go back over the activity schedule (and budget) and make sure everything is up to date</b></p>
<p>3</p> 	<p><b>Discussion</b></p> <p>When you update the activity schedule (and budget), ready for project start-up, do you need to do it with the whole group or community?</p>
<p>3</p>	<p>Not necessary. When you update your activity schedule (and budget) just sit down with the key people. You don't need to involve the whole group or community. The activity schedule (and budget) is the sort of nitty-gritty that is best done by key people.</p> <p>When you go ahead and do project start-up you will be going through the activity schedule with the whole group or community anyway.</p> <p>All you need to do at this stage is make any necessary small changes to the activity schedule (and budget) so that everything is <i>set gut</i> ready to start work. Many CDWs do this with the key people during community entry – before going on to facilitate the project start-up <i>kibung</i> with the whole group.</p>  <p>Even though you are only updating the activity schedule (and budget) you still need the full story. You still need the right key people. You should already know who the key people are by this stage of the project cycle.</p>

**How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what**


The key people that you work with must include women and should involve youth. The *kumul* needs two wings to fly - and the next generation needs to learn how to fly.

**The kumul needs two wings to fly  
and the next generation needs to learn how to fly**



To update your activity schedule (and budget) sit down with the key people and do the following:

1. Look at the **ACTIVITIES** – do you need to adjust anything?
2. **WHO** will do what to *mekim wanwan wok*? Is this all still correct?
3. **WHEN** will *wanwan wok* happen? Does any of the timing need to change?
4. **WHAT** resources are needed? If there are any changes to the resources needed, then make sure you also adjust the budget. The activity schedule and the budget are two sides of the same coin. Change to one is change to the other.

**4**  **Activity**  
With your colleagues, have a look at the Hasarai community project plan (at the end of the coursebook). Look at the activity schedule and budget *long kirapim bek tingting. Lukluk tasol*. What things might have changed in the activity schedule and budget since the project plan was first developed?






**4** If the project is receiving funding from an outside organisation, then normally the activity schedule (and budget) in the project plan will need to be updated *before* the funding agreement can be signed. *Tok save tasol*.

Then once the funding agreement is signed it is normal for the CDW to continue straight on and begin project start-up.










*Save moa yet.* The PNG National Standard for Community Development Workers is updated by leading PNG CDWs from time to time. When it is next updated, *luk olsem* a new *wok mak* will be included: 'Make sure the project plan is up to date' *o kain olsem*.

## How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

4	 <p><b>Discussion</b> Will some of the agreements made also need to be updated before starting-up the project? Discuss this with your colleagues.</p>
4	<p>You may also need to update some agreements. It may have been a while since some of the agreements were made. There may be terms and conditions that are out of date.</p> <p>However, to change the terms and conditions of an agreement that has been made, you need all the parties to the agreement to agree.</p> <p>Representatives from the parties to any agreements should be invited to participate in project start-up so all sides can go through the agreements again <i>long kirapim bek tingting</i>. This is when you could update any terms and conditions in the agreements. We will look at how to do this later <i>olsem na stap isi pastaim</i>.</p>
4	 <p><b>Written answer</b></p> <p>With your colleagues, discuss why you need to update the project plan before beginning project start-up. Next, discuss what you need to update before beginning project start-up. When you have finished, in your exercise book write down what you need to update before beginning project start-up.</p>
5	 <p>When you help a group or community to do project start-up, you need to get everyone from the group or community together in a <i>kibung</i>. Everyone from the group or community should have already been involved in step 1, step 2, and step 3 of the participatory project cycle. They will want to continue to be involved. It is their project.</p> <p>Even if you are working with a <i>grup long ples</i>, it is very important that other people from the community attend the project start-up <i>kibung</i> - as many people as possible. They can share ideas and give <i>stia</i> so you get the whole story. <i>Em wan. Na tu</i> if other people from the community attend it is far more likely that the community will continue to support the project (and the <i>grup long ples</i>).</p>  <p>Don't forget to also make sure that representatives from the parties to any agreements also attend the project start-up <i>kibung</i>. Project start-up is the time to make sure everyone and everything is <i>set gut redi long statim wok</i>.</p>
5	 <p><b>Discussion</b> It is the job of a Community Development Worker to make sure that the right people attend the project start-up <i>kibung</i>. When would be a good time to try and make sure that the right people attend the project start-up <i>kibung</i>?</p>

## How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

5	<p>A good time to make sure that the right people attend the project start-up <i>kibung</i> is when you make preparations (Element 1). When you make preparations, communicate with key people from the place you will visit to make sure the right people attend. And make sure representatives from the parties to any agreements are also invited to attend.</p> <p>Then during community entry (Element 2), when you work with the key people to identify and organise participants for the activities, make sure the right people attend.</p> <p>You learned how to make preparations (Element 1) and conduct community entry (Element 2) in a way that meets the Standard in CDW Coursebook 1. <i>Tingim</i>.</p>
	
6	<p>The first thing you need to do at the project start-up <i>kibung</i> is explain the purpose of project start-up to the participants. This is not yet a <i>wok mak</i> in the PNG National Standard for Community Development Workers, but you can't help a group or community to do project start-up if they don't know why they are doing it.</p> <p>When you explain the purpose of project start-up to everyone, it is a good idea to first give a clear explanation of the participatory project cycle so that everyone can see how it all fits together <i>pisin lukluk kam daun</i>. Many Community Development Workers like to explain the 6 steps of a participatory project cycle using the example of a family project cycle. This helps everyone connect it to their everyday lives. For example:</p> <div data-bbox="252 1238 1401 1361"> <p> Step 1. <i>Glasim sindaun wantaim femili na skelim wanem senis yu laik kamapim</i>. For example, you might decide together that you need more room in the house. <i>Luk olsem</i> you need to build a new bedroom for <i>bubu</i> to sleep in.</p> </div> <div data-bbox="252 1368 1401 1491"> <p> Step 2. <i>Setim plen wantaim femili long mekim senis i kamap</i>. The project objective is to have more room for everyone. What you need to do is build a new bedroom for <i>bubu</i> to sleep in. Time to develop a plan to make it happen.</p> </div> <div data-bbox="252 1498 1401 1621"> <p> Step 3. <i>Kamapim wanbel namel long femili na husat oli i nidim long halivim</i>. For example, if you need a carpenter to build the bedroom then make an agreement with her. Or maybe you need an agreement <i>wantaim papa graun</i>?</p> </div> <div data-bbox="252 1628 1401 1751"> <p> Step 4. Time to start. Before your start make sure everyone understands the plan (and the agreements). <i>Kirapim bek tingting</i>. Make sure everyone knows what their roles are. <i>Set gut pastaim</i>. <i>Set gut pinis orait statim wok</i>.</p> </div> <div data-bbox="252 1758 1401 1881"> <p> Step 5. <i>Taim wok i ron</i> everyone needs to come together to check on how things are going and solve any problems. Is there enough timber? Do we have enough nails? Are we on track? Is everyone happy? Any problems?</p> </div> <div data-bbox="252 1888 1401 2011"> <p> Step 6. After the work is finished everyone needs to come together to discuss whether <i>em karim kaikai o nogat</i>. Is there more room in the house? <i>Bubu em hamamas o nogat? Em pinis?</i> What lessons can we learn for our next project?</p> </div>

# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

Then when you finish explaining the participatory project cycle so everyone can see how it all fits together *pisin lukluk kam daun*, go back and explain in detail the purpose of project start-up. Explain again why everyone is at the *kibung*.



Project start-up is *set gut na statim wok*. Before you begin to implement the project everyone needs to come together again to make sure the plan is up-to-date and to *skelim wok* – who will be responsible for what, when it needs to happen, and what they will need. If everyone and everything is *set gut redi long statim wok* then the project will go more smoothly. This is step 4 of the participatory project cycle – project start-up.

6



### Activity

Imagine you helping a youth group in a remote part of Oro Province to start-up their sports project. With your colleagues, practice explaining the purpose of project start-up in a way that you think will be suitable. Keep it short and simple.

If this course is being run as a training, the trainer will ask you to do this as a role play.

6



### Written answer

In your exercise book write down the purpose of step 4 of the project cycle. Explain it in a way that *ol lain long ples* would understand.

P



7



After you have explained the purpose of project start-up, the next thing to do is **work with the group to confirm the project to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what.**

To perform this *wok mak* from the PNG National Standard for Community Development Workers you need to do the following four things:

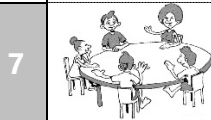
If this course is being run as a training, the trainer will write these four things on a poster.

- 1 **Remind everyone of how the project should *strongim sindaun* (if completed successfully). *Wanem as tingting bilong wokim projek?***
- 2 **Go through the activity schedule to confirm the activities, necessary resources, timing, and who is responsible for what**
- 3 **Go through the budget so that everyone knows who is contributing what and how the money will be spent**
- 4 **Go through any agreements that have been made**

# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

Let's start with the first thing you need to do to perform this *wok mak*.

## 1 Remind everyone of how the project should *strongim sindaun* (if completed successfully). *Wanem as tingting bilong wokim projek?*



### Discussion

Why do you need to remind everyone of the objective of the project (*as tingting bilong wokim projek*)? Discuss this with your colleagues.

At the end of developing the project plan (step 2 of the project cycle), you should have reviewed and confirmed the plan with everyone – but that may have been a long time ago. If you needed an outside organisation to support your plan, or if you needed to wait for the right season to start, or if your group or community needed to do fundraising first, it may have taken months or years to go from step 2 of the project cycle (develop a plan) to step 4 of the project cycle (project start-up).

Even if there was not much time between step 2 of the project cycle and step 4 of the project cycle, it is still good to remind everyone that *ol yet i bin glasim na skelim sindaun na ol yet i bin makim projek na ol yet i bin kamapim projek plen. Nogut ol lain long ples lus tingting long as bilong wokim projek.*

If the group or community is going to have ownership of the project, a Community Development Worker needs to take every opportunity to remind everyone that it is their project. Their hands are on the steering wheel. Community-driven development.



### Discussion

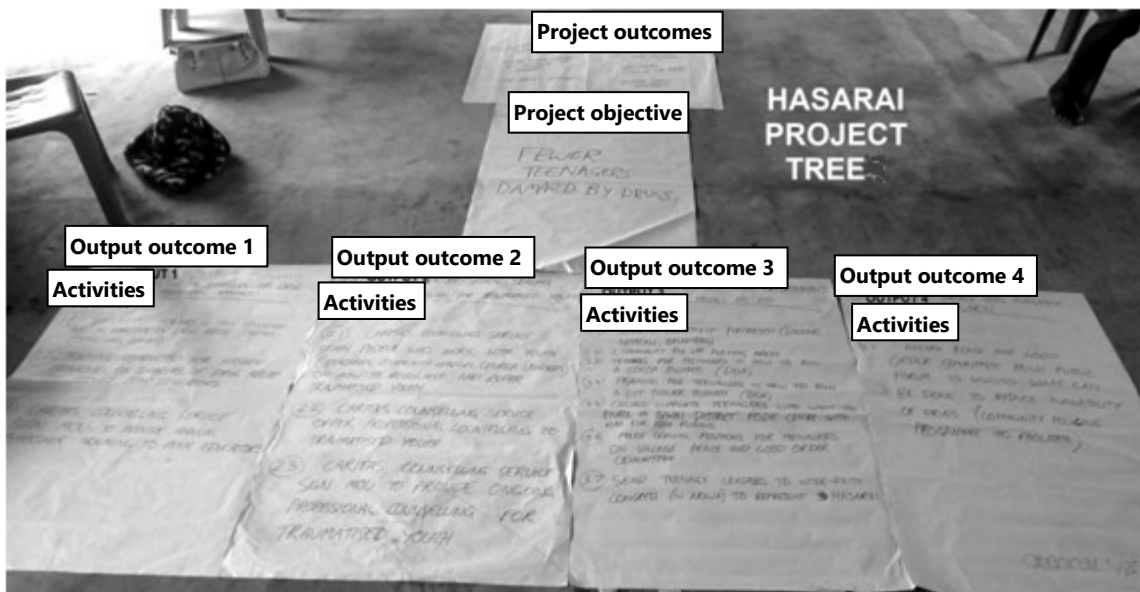
With your colleagues, have a look at the Hasarai community project plan (at the end of the coursebook). Have a look at the project tree on page 2 of the Hasarai project plan (and shown again below). *Lukluk tasol. Kirapim bek tingting.*



# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

PROJECT TREE	OUTPUT OUTCOMES	PROJECT OBJECTIVE	PROJECT OUTCOMES
<b>ACTIVITIES (to achieve the output outcomes)</b>			
1.1 Teenagers trained in peer education and in dangers of drug abuse (a harm minimisation approach) (Caritas Counselling Service)	Output outcome 1 – Teenagers are more aware of the dangers of drug abuse	<b>Fewer teenagers damaged by drug abuse</b>	Healthier teenagers More contribution by teenagers to the community Less drugs available More teenage leaders (role models) More employment for teenagers More livelihood skills for teenagers Better school attendance by teenagers (fewer 'drop-outs')  Other project benefits: Less tok nogut Less fighting Less crime (stealing and rape) Less damage to property Better sports facilities
1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) by teenage peer educators			
1.3 Caritas Counselling Service sign MOU to provide annual refresher training to peer educators			
2.1 Caritas Counselling Service train people who work with teenagers (teachers, community leaders, church leaders) on how to recognise and refer traumatised youth	Output outcome 2 – Less traumatized teenagers		
2.2 Caritas Counselling Service offer professional counselling to traumatised youth	Output outcome 3 – Teenagers have more opportunities and other things to do		
2.3 Caritas Counselling Service sign MOU to provide ongoing professional counselling for traumatised youth			
3.1 Sports equipment purchased (soccer, netball, basketball) (ABG community sports programme)			
3.2 Community fix up playing areas			
3.3 Training for teenagers in the village in how to run a cocoa business (Division of Agriculture)			
3.4 Training for teenagers in the village in how to run a cut flower business (Division of Agriculture)			
3.5 Church supports teenagers who want to enrol in Siwai District station FODE centre with kina for kina funding	Output outcome 4 – Teenagers less exposed to drugs		
3.6 Make official positions for teenagers on Village Peace and Good Order committee			
3.7 Send teenage leaders to inter-faith congress to represent Hasarai			
4.1 Hasarai Peace and Good Order committee hold public forum to discuss what can be done to reduce availability of drugs (Community Policing Programme to facilitate)			

When Marilyn helped *Mama Kirap* to develop their project plan (step 2 of the project cycle) she began by helping them turn the causes and effects map into a problem tree. Then she helped them turn the problem tree into a solution tree. Then she helped them turn the solution tree into a project tree. *Tingim*.



7



**How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what**

A project tree shows the bones of a project plan. The bones of a project plan are activities (*wok*), output outcomes (*wok kamap*), project objective (*as tingting*), and project outcomes (*gutpela kaikai*). The project tree shows how the project should *strongim sindaun* (if it is completed successfully).

**The BONES of a project plan**



**ACTIVITIES (WOK)**

**OUTPUT OUTCOMES (WOK KAMAP)**

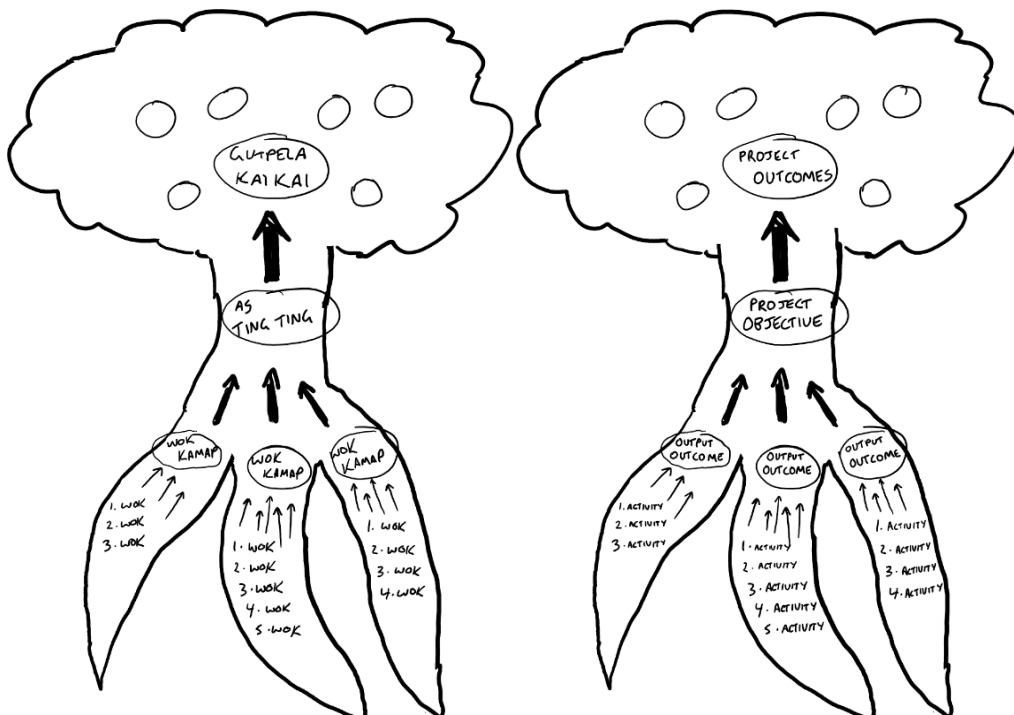
**PROJECT OBJECTIVE (AS TINGTING)**

**PROJECT OUTCOMES (GUTPELA KAIKAI)**

- The *wok* (if done) should *kamapim* each *wok kamap* (each root)
- The *wok kamap* together should *kamapim* the *as tingting* (the key change)
- The *as tingting* (if achieved) should *kamapim* the *gutpela kaikai*

In tok projek yumi save tok olsem:

- The **activities** (if done) should *kamapim* each **output outcome** (each root)
- The **output outcomes** together should *kamapim* the **project objective** (the key change)
- The **project objective** (if achieved) should *kamapim* the **project outcomes**



## How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what



*Yumi raunim liklik tasol kam bek gen.*

The first thing you need to do to *inapim* this *wok mak* from the National Standard is:

### 1 Remind everyone of how the project should *strongim sindaun* (if completed successfully). *Wanem as bilong wokim projek?*

8

The best way to do this is to go over the project tree again with everyone. The project tree contains the bones of a project plan. The project tree shows how the project should *strongim sindaun* (if completed successfully).

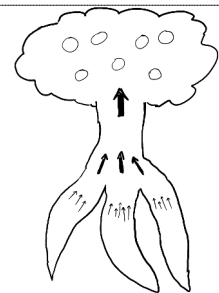
Hopefully, you didn't throw away the project tree that you helped everyone develop in step 2 of the participatory project cycle (when you helped the group or community to develop a plan). The project tree can be used again and again during the rest of the project cycle to remind everyone in the group or community of the project objective (*as tingting bilong wokim projek*).

The project tree helps you now (during project start-up) to remind everyone of the project objective, *na tok igo pas* it will also help you during monitoring (step 5 of the project cycle) and again during evaluation (step 6 of the project cycle).



#### Activity

If you don't already have the Hasarai project tree on butcher paper, then put it on butcher paper now (*na putim gut* because you will also need it during the next coursebook). With your colleagues, pretend you are Marilyn. Use the Hasarai project tree to remind *ol lain Hasarai* of how the project should *strongim sindaun* (if completed successfully). Explain how:



8

- The **wok** (if done) should *kamapim* each **wok kamap** (each root)
- The **wok kamap** together should *kamapim* the **as tingting** (the key change)
- The **as tingting** (if achieved) should *kamapim* the **gutpela kaikai**

If this course is being run as a training, the trainer will ask you to do this as a role play.

*Tok save* when you put the Hasarai project tree on butcher paper, don't forget to turn it on its side and set it out like a tree (like in the picture below). *Mekim klia long ol.*

# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

<p><b>PROJECT TREE</b> ACTIVITY TO achieve the impact outcome</p> <p><b>PROJECT OBJECTIVES</b></p> <p>1.1 Teenagers trained in peer education and strategies of drug abuse in home 1.2 Training conducted for Hasarai teenagers on dangers of drug abuse &amp; harm 1.3 A safe environment for teenage drug abusers, avoid relapse by helping to peer education 1.4 Community members aware of the danger of drug abuse 1.5 Community members aware of the danger of drug abuse 1.6 Community members aware of the danger of drug abuse 1.7 Create a safe environment for teenagers and their families 1.8 More effective policies for teenagers on Village Peace and Good Order committee 1.9 Drug abusers in the village to be aware of the danger of drug abuse 1.10 Drug abusers in the village to be aware of the danger of drug abuse 1.11 Drug abusers in the village to be aware of the danger of drug abuse 1.12 Drug abusers in the village to be aware of the danger of drug abuse 1.13 Drug abusers in the village to be 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**8** At the end, after you go through the project tree with everyone in the project start-up *kibung*, it is a good idea to put the project tree *long ples klia* (on a notice board or wall). During the project, when everyone comes together to do monitoring (step 5 of the project cycle) and evaluation (step 6 of the project cycle), you can use the project tree to remind of *why* they are doing the project.



**2** **Go through the activity schedule to confirm the activities, necessary resources, timing, and who is responsible for what**

Everyone should be clear about the objective of the project – how the project should *strongim sindaun* (if completed successfully).




**9** Now it is time to go through the activity schedule – the activities, necessary resources, timing, and who is responsible for what. Now it is time for everyone to really understand the nitty-gritty – turn the activity schedule for the project into a plan inside people’s heads. This is also an opportunity to iron out small problems and make small improvements so that everything goes smoothly. *Kliarim ol gut tru redi long statim wok.*

If everyone understands *gut tru wanwan wok na husat bai go pas long mekim na wanem taim long mekim na wanem samting ol bai nidim* then there is more chance the project will run smoothly – and there is more chance that if (when) things do go wrong everyone will work together to find solutions.

**9** **Discussion**

How could you help everyone at the project start-up *kibung* to understand the activity schedule? *Nogut yupela gat sampela gutpela tingting pinis?*

## How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

9	<p>The activity schedule is really just each of the roots of the project tree – but with more details. It not only lists the activities for each root, but it also includes the necessary resources, timing, and who is responsible for what.</p> <p>Most Community Development Workers prepare a poster of each output outcome in the activity schedule (each root). Then when they help the group or community to review the activity schedule, they go through each output outcome one-by-one. This gives everyone a clear picture.</p>	
9	 <p>At the end it is a good idea to put the butcher papers with each output outcome (each root) <i>long ples klia</i> (on a notice board or wall). During the project, when everyone comes together to do monitoring (step 5 of the project cycle), you can use these butchers papers again to remind everyone of what should have been achieved by the time of the visit.</p>	
9	 <p><b>Discussion</b> With your colleagues, discuss how key people can take the lead when you go through the activity schedule?</p>	
9	<p>When you go through the activity schedule with everyone, try the following:</p> <ol style="list-style-type: none"> <li>1. Start with the first output outcome. Read through all the <b>ACTIVITIES</b> in the root so everyone has a picture of all the <i>wok</i> that needs to be done to achieve the output outcome. Remind everyone of how the root fits into the project tree (the why).</li> <li>2. Then go back to the first activity in the output outcome. Read it again. Then discuss <b>WHO</b> is responsible for the activity. <i>Husat stret bai go pas long mek sua samting em kamap. Kolim nem.</i> And don't forget to ask if there are any questions.</li> <li>3. Then discuss <b>WHEN</b> the activity is supposed to take place. <i>Wanem taim stret bai yumi mekim dispela wok.</i> And don't forget to ask if there are any questions.</li> <li>4. Then discuss <b>WHAT</b> resources are needed. <i>Yumi nidim ol wanem wanem samting long mekim dispela wok.</i> And don't forget to ask if there are any questions.</li> <li>5. After you have finished going through the first activity in the output outcome then look at the second activity in the output outcome and do the same thing</li> <li>6. After completing the whole output outcome then read through all the <b>ACTIVITIES</b> in the root again so that everyone has a picture of all the <i>wok</i> that needs to be done <i>long kamapim</i> the output outcome.</li> <li>7. Then look at the second output outcome (if there is one) and do the same thing you did for output outcome 1. Do the same thing for each root in the project plan.</li> </ol>	

**How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what**

Going through the activity schedule is a good opportunity to involve key people. Don't forget that encouraging key people to take the lead is a *wok mak* in the National Standard.

A good idea is to have a different key person explain the activities in each root. If a different key person explains each output outcome (each root) then it will be easier for everyone to remember what activities go with which root. *Tingim*



**Activity**

9

The Hasarai community project plan (at the end of the coursebook) includes an activity schedule. The Hasarai project plan has four output outcomes (four roots). With your colleagues, choose ONE output outcome and prepare a poster of the activity schedule for that output outcome. Next, imagine you are helping *ol lain Hasarai* to start-up their project. Practice going through the activity schedule for the output outcome that you have chosen with *ol lain Hasarai*. *Kliarim ol gut tru*.

If this course is being run as a training, the trainer will ask you to do this as a role play.



**Discussion**

9

With your colleagues, discuss what you should do if someone suggests a change to the activity schedule when you are going through it with them?

People might suggest changes when you go through the activity schedule with them. This is good. It shows there is ownership.

If the project does not require outside help and everyone agrees to change something, then *em orait*. *Em projek bilong ol. Tasol yupela bin brukim tingting long kamapim plen na noken senisim nating. Toktok gut na skelim gut pastaim.*



9

However, if an outside organisation is supporting the project then be careful to not change anything important without first talking with them. In particular, be careful you don't change the budget.

The outside organisation has agreed to support the project based on the project plan. They should have a representative at the project start-up *kibung*. If not, make sure you have the mobile number of a senior officer so you can call them to check-up. *Maski long dilei gen.*



# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

10		<p><b>Discussion</b></p> <p>What is an implementation schedule? Discuss this with your colleagues.</p>																																			
10		<p>When you do project start-up it helps to prepare an implementation schedule on butcher paper. An implementation schedule shows <b>WHEN</b> each activity needs to be started and how long (how many months) it should take to complete.</p> <p>Sometimes an implementation schedule is prepared as part of developing the project plan (step 2 of the project cycle) and then updated during project-start up. <i>Em tu orait.</i></p> <p>To prepare an implementation schedule (for each output outcome) do the following:</p> <ol style="list-style-type: none"> <li>1. Write down the activities (for each output outcome) on the right side of the table</li> <li>2. Along the top write the months of the year starting with the first month of the project and ending with the last month of the project.</li> <li>3. For each activity, colour in when the activity is planned for (which months). It is a good idea to use a different colour for each output outcome <i>long soim klia.</i></li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">Jan</th> <th style="width: 5%;">Feb</th> <th style="width: 5%;">Mar</th> <th style="width: 5%;">Apr</th> <th style="width: 5%;">May</th> <th style="width: 5%;">Jun</th> </tr> </thead> <tbody> <tr> <td><b>Output 1 – Awareness delivered to teenagers on dangers of drug abuse (a harm minimisation approach)</b></td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <i>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</i></td> <td style="background-color: #cccccc;"></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <i>Training report by Caritas Counselling Service.</i></td> <td></td><td style="background-color: #cccccc;"></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) (2 x 3 days) by teenage peer educators. At least 40 participants in each training. <i>Training report by peer educators.</i></td> <td></td><td></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td></td> </tr> </tbody> </table> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p><i>Save moa yet.</i> In CDW coursebook 3 (step 1 and step 2 of the project cycle) we looked at PRA tools. Many Community Development Workers like to use the seasonal calendar PRA tool to help confirm the timing for the activities. The seasonal calendar helps everyone to think about what other commitments there might be that could influence how much time (and resources) people have for the activities. For more information about the seasonal calendar PRA tool have a look at the 'PRA tools' section at the end of the 'participatory planning' coursebook (CDW coursebook 3).</p> </div>		Jan	Feb	Mar	Apr	May	Jun	<b>Output 1 – Awareness delivered to teenagers on dangers of drug abuse (a harm minimisation approach)</b>							1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <i>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</i>							1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <i>Training report by Caritas Counselling Service.</i>							1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) (2 x 3 days) by teenage peer educators. At least 40 participants in each training. <i>Training report by peer educators.</i>						
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10		<p><b>Discussion</b></p> <p>Do you think an implementation schedule will help the group or community to implement their project? Discuss this with your colleagues.</p>																																			

**How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what**

After you go through the activity schedule with everyone, go through the implementation schedule.

At the end, put the implementation schedule *long ples klia* (on a notice board or wall) so that the project managers (*luk olsem* the key people) can refer to it during implementation of the project. And when everyone in the group or community comes together for a monitoring *kibung* (step 5 of the participatory project cycle), you can use the implementation schedule to help everyone see if their project is on track.



**Activity**

10 With your colleagues, prepare the implementation schedule for the Hasarai community project plan. Use butcher paper if you can. Do it for each of the four output outcomes (the four roots). When you do an implementation schedule, you don't need to write out each activity in full (but you can if you want). Instead, just include the number of each activity (1.1.1 *o kain olsem*). At the end, discuss with your colleagues which month is going to be the busiest for project work?

*Luk olsem* the month which is going to be busiest for project work is probably May.

It is a good idea to include in the implementation schedule when everyone needs to come together for a monitoring *kibung*, and when everyone needs to come together to evaluate their project.

Monitoring and evaluation are step 5 and 6 of the participatory project cycle.

10 Now is a good time to decide when to have the monitoring *kibung* (and how many times everyone needs to come together to monitor their project). Now is also a good time to decide when everyone needs to come together to evaluate their project.

And when everyone has decided, include in the implementation schedule when to have a monitoring *kibung* and when to evaluate the project. *Mekim klia long ol.*

You will learn more about how to help a group or community to monitor and evaluate their project, in the next CDW coursebook (Monitoring and Evaluation) *olsem na stap isi pastaim.*





**How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what**

**3 Go through the budget so that everyone knows who is contributing what and how the money will be spent**

After going through the activity schedule (and the implementation schedule), the next thing to do is go through the budget.

It is hard to put a budget on butcher paper - but if it is a small project then go ahead and do it. Nice. However, most Community Development Workers just carefully read out loud the budget in the project plan. Do the following:



11

1. Start with the first output outcome. Read each resource that is required and say what it costs. If an outside organisation is helping, then after you say what each resource costs, say whether the cost is being met by an outside organisation (cost to donor) or the community (cost to group) or someone else (cost to others).
2. When you have finished the first output outcome, then give the total cost of the output outcome (the sub-total). If an outside organisation is providing funding, then explain what their contribution will be for output outcome 1 (cost to donor), and what the group or community's contribution will be for output outcome 1 (cost to group), and what the contribution will be from any others for output outcome 1 (cost to others).
3. When you have finished the first output outcome do the same thing for the remaining roots, and then also for the 'project management' costs.
4. Finally, give the total project cost. If an outside organisation is providing funding then explain what their total contribution will be for the project (cost to donor), what the community's total contribution will be (cost to group), and what the total contribution will be from any others (cost to others).

11



**Activity**

The Hasarai community project plan (at the end of the coursebook) includes a budget. With your colleagues, imagine you are helping *ol lain Hasarai* to start-up their project. Practice going through the budget so that everyone knows who is contributing what and how the money will be spent. *Kliarim ol gut tru.*

11

Not many people will remember the nitty-gritty of the budget – but it is still important to *tokaut long ples klia. Nogut ol manmeri stat long tok beksait. Em bai olsem yu save.*

You definitely need to make sure the project managers (*luk olsem* the key people) have a copy of the full project plan (including the budget and any agreements made) so they can keep track during implementation. *Em klia.*

**How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what**

And make sure the project managers also put a copy of the budget on a notice board or wall so anyone who wants to from the group or community can come and check. *Pasin bilong mekim na putim olgeta samting long ples klia. Transparency. Klia glas. Yu save.*

**Make sure there is a copy of the budget on a notice board or wall so that during the project anyone can come and check whenever they want**



**4 Go through any agreements that have been made**

The last thing to do is go through any agreements that have been made.

If you have made any land use agreements or asset use agreements or resource use agreements or cooperation agreements or service provider agreements, then go through the agreement. When the agreements were made the whole group or community should have been involved. Now is a good time to remind everyone of what was agreed to.

12

If an outside organisation is supporting the project then go through the funding agreement with everyone. When the agreement was made the whole group or community should have been involved – however, now is a good time to remind everyone of what has been agreed to.

Funding agreements often include information about how and when the project managers need to acquit funds and submit financial reports. If this is the case, then it is very important to explain this information clearly to everyone – *olgeta manmeri klia nau ol bai putim ai gut long mek sua oli mekim olsem.* And it is also a good idea to include when to acquit funds and submit financial reports in the implementations schedule. *Wok mak.*



12



**Discussion**

What should you do if an agreement that was made for the project is now out-of-date? Discuss this with your colleagues.

# How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

12

Agreements have already been made (step 3 of the project cycle) but there might be terms and conditions that need to be updated. Now is not the time to renegotiate the whole agreement - if you need to do this then go back and facilitate the agreement properly (step 3 of the project cycle) before starting-up the project.

But if only small changes need to be made to update any agreements, then now is a good time to do it. This is why we said that it is important to make sure all parties to any agreements are also represented at the project start-up *kibung*.

It is always a good idea to put a copy of any agreements made *long ples klia* (on a notice board or wall) so that during the project anyone can see what was agreed to. Transparency. *Klia glas. Yu save.*





12

**Activity**  
At the end of the coursebook there is an 'example asset-use agreement' between *Mama Kirap* and *Hasarai* for use of the resource centre. We looked at this agreement in step 3 of the project cycle. *Tingim*. With your colleagues, imagine you are helping *ol lain Hasarai* to start-up their project. Practice going through this agreement so that everyone knows what has been agreed to. *Kliarim ol gut tru.*

If this course is being run as a training, the trainer will ask you to do this as a role play.



## How to work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what

13	<p>This wok mak is the meat of project start-up. To <i>inapim</i> this wok mak you need to:</p>  <table border="1" data-bbox="470 459 1380 741"> <tr> <td>1</td> <td>Remind everyone of how the project should <i>strongim sindaun</i> (if completed successfully). <i>Wanem as tingting bilong wokim projek?</i></td> </tr> <tr> <td>2</td> <td>Go through the activity schedule to confirm the activities, necessary resources, timing, and who is responsible for what</td> </tr> <tr> <td>3</td> <td>Go through the budget so that everyone knows who is contributing what and how the money will be spent</td> </tr> <tr> <td>4</td> <td>Go through any agreements that have been made</td> </tr> </table>	1	Remind everyone of how the project should <i>strongim sindaun</i> (if completed successfully). <i>Wanem as tingting bilong wokim projek?</i>	2	Go through the activity schedule to confirm the activities, necessary resources, timing, and who is responsible for what	3	Go through the budget so that everyone knows who is contributing what and how the money will be spent	4	Go through any agreements that have been made
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3	Go through the budget so that everyone knows who is contributing what and how the money will be spent								
4	Go through any agreements that have been made								
13	<p><b>Written answer</b> <span style="float: right;">Q</span></p> <p>With your colleagues, discuss the four things you need to do to <i>inapim</i> this wok mak. Next, in your exercise book write down this wok mak from the National Standard (“work with the group to confirm the plan for the activity to be implemented, including the objective, activities, necessary resources, timing, and who is responsible for what”). Finally, in your exercise book, write down the four things you need to do to <i>inapim</i> this wok mak. <i>Mekim gut.</i></p>								
13	<p> Earlier in this coursebook we looked at the principle of transparency. <i>Pasin bilong mekim na putim olgeta samting long ples klia. Tingim.</i></p> <p>And we also looked at the principle of accountability. <i>Pasin bilong mekim wok bihainim mak na skelim wok bihainim mak. Tingim.</i> </p> <p><b>Project start-up is all about transparency and accountability</b></p>								
13	<p><b>Discussion</b></p> <p> With your colleagues, turn back to the final topic in Unit C04 (Facilitate agreement). Go back over the principle of transparency and the principle of accountability. <i>Kirapim bek tinging.</i> Next, with your colleagues, look at each of the four things you need to do to <i>inapim</i> this wok mak and discuss how the principle of transparency and the principle of accountability are involved.</p>								







### Revision discussion

Earlier in this coursebook, we also learned about the principle of legitimacy. *Pasin bilong makim lid na menesa bihainim lo na ron wantaim lid na menesa bihainim lo.* How will project start-up be better if the group or community you are working with has legitimate leaders and managers? Discuss this with your colleagues.

2 hours

**Materials** Exercise book. Pen or pencil.

1	<p>Project start-up <i>ino pinis</i> yet. So far you should have explained the purpose of project start-up to the participants, then you should have done the following four things to do project start-up in a way that meets the Standard:</p> <ol style="list-style-type: none"> <li><b>1</b> Remind everyone of how the project should <i>strongim sindaun</i> (if completed successfully). <i>Wanem as tingting bilong wokim projek?</i></li> <li><b>2</b> Go through the activity schedule to confirm the activities, necessary resources, timing, and who is responsible for what</li> <li><b>3</b> Go through the budget so that everyone knows who is contributing what and how the money will be spent</li> <li><b>4</b> Go through any agreements that have been made</li> </ol> <div style="display: flex; align-items: flex-start; margin-top: 20px;">  <p>By now everyone should understand the project plan and any agreements <i>gut tru</i>. The next thing to do to meet the Standard is get everyone in the group or community to discuss ways to encourage community participation and support when implementing the project.</p> </div> <p style="text-align: center; background-color: black; color: white; padding: 5px;"><b>5 Discuss ways to encourage community participation and support</b></p>
	
2	<p>In topic 3.1 (at the start of this coursebook) we looked at three big reasons why it is important to encourage everyone in a group or community to participate in any community activity – not just leaders or key people. <i>Tingim</i>.</p> 
2	<div style="display: flex; align-items: flex-start;">  <p><b>Activity</b> At the start of this coursebook, we looked at topic 3.1 (<i>wok mak</i> 3.1). <i>Wok mak</i> 3.1 is a <i>wok mak</i> that Community Development Workers always need to <i>inapim</i> if they want to work in a way that meets the Standard. With your colleagues, look at topic 3.1 again. What are the three big reasons why it is important to encourage everyone in a group or community to participate in any community activity – not just leaders or key people. <i>Kirapim bek tingting</i>.</p> </div>
3	<p>Hopefully, the project plan you are helping to start-up already has lots of activities included in it that require community participation and support. If the group or community that developed the project plan has the principle of participation in their <i>kastom</i> then <i>luk olsem</i> this will be the case. Nice.</p>

The principle of participation is *pasin bilong wokim disisen wantaim na wokbung wantaim. Em nau yumi save pinis*. Groups and communities that have the principle of participation in their *kastom* are more likely to be successful because of three big reasons: participation makes the work more successful, participation promotes inclusion (equality), and participation grows goodwill (social capital).

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

3



**Discussion**

In topic 3.1 (at the start of this coursebook) you also learned about the principle of inclusion (equality). What is the principle of inclusion (equality)? Discuss this with your colleagues. *Kirapim bek tingting*.

Even if the project plan you are helping to start-up already has lots of activities included in it that require community participation and support, it is important during project start-up to get everyone to think again about how to encourage community participation and support *taim projek wok long ron. Wok mak tok olsem discuss ways to encourage community participation and support when implementing the activity*.

3

In particular, you need to try and get everyone to think again about how to include people who are normally left behind or excluded. The Government wants every organisation in PNG – *olgeta femili na grup long ples na bisnis igo antap long Gavman* – to put into practice the principle of inclusion (equality). The principle of inclusion (equality) is *pasin bilong halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut*.



When you put into practice the principle of inclusion, there are two groups of people that you need to make sure you include to help them step forward. Women and youth.

**The kumul needs two wings to fly**  
**The next generation needs to learn how to fly**

3



**Written answer**

With your colleagues, discuss the principle of participation and why it is important for a group or community to have it in their *kastom*. Next, in your exercise book, write down three big reasons why groups and communities that have the principle of participation in their *kastom* are more likely to be successful.

**R**



To *inapim* this *wok mak* you can just talk and discuss and agree on ways to encourage community participation and support (and ways to make sure that women and youth are included). *Em orait*.

But a better way to *inapim* this *wok mak* if you are doing a project is to help the group or community to develop a **COMMUNITY PARTICIPATION AND SUPPORT PLAN**

4

1. **Ask everyone to look at the activities in the first output outcome (the first root) and brainstorm how to encourage community participation and support *taim projek wok long ron*.** And remind everyone to think about people who are normally left behind or excluded (especially women and youth). Everyone might identify activities that are already included in the project plan. Great. Everyone might identify new ideas to encourage participation and support. Fit.
2. **On butcher paper write down what everyone agrees to do to encourage community participation and support during the first output outcome.** Don't include new ideas if they are going to affect the project plan (or the budget). *Em hat*. The purpose of this *wok mak* (and the reason it is included in the PNG National Standard for Community Development Workers) is to remind everyone of the importance of encouraging community participation and support (and to think about people who are normally left behind or excluded) *taim projek wok long ron*.
3. **Then do the same thing for the remaining output outcomes**

At the end, put the butcher papers for each root *long ples klia* (on a notice board or wall) so that during the project it will remind everyone of what they agreed to do.



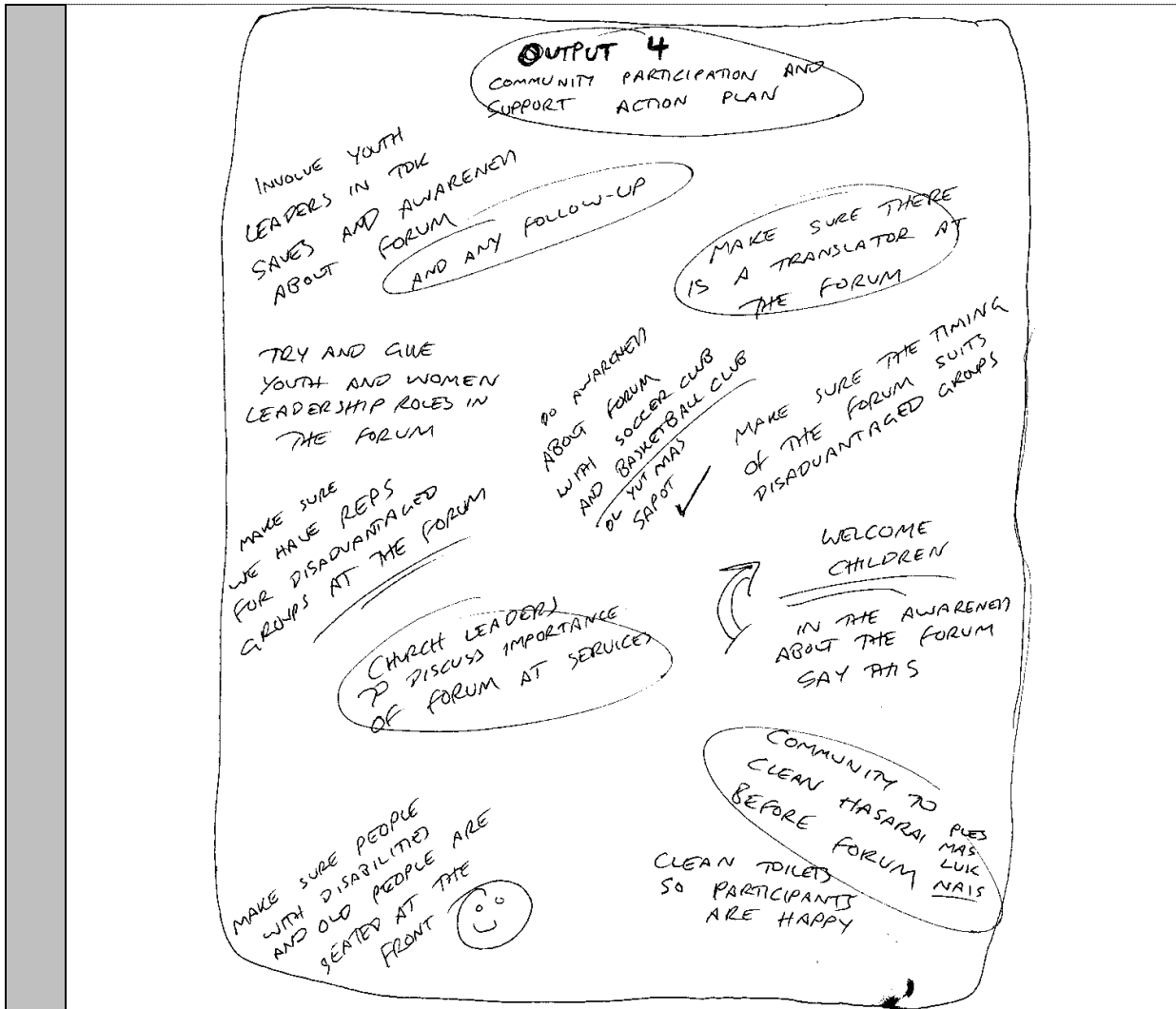
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**Activity**

Below are ideas that *ol lain Hasarai* came up with for how to encourage community participation and support for output outcome 4. Have a look at what they came up with. With your colleagues, choose one of the other output outcomes from the Hasarai project plan and come up with ideas for how *ol lain Hasarai* could encourage community participation and support when they implement it. *Yu no as ples Hasarai* but do your best. Step into their shoes. Don't forget to think about how to include people normally left behind or excluded (especially women and youth).


# How to discuss ways to encourage community participation and support when implementing the activity



4 By now everyone at the *kibung* should understand the project plan *gut tru*. Everyone should understand what the project will achieve (if implemented successfully), and the activity schedule (and the implementation schedule), and the budget, and any agreements that have been made. We looked at this in the last topic.

And they should have discussed ways to encourage community participation and support (and hopefully done a plan to do it). *Nau tasol yumi lukim*.





Well done. Project start-up is nearly finished.

4  **Written answer** Helping a group to develop a community participation and support plan is one way to *inapim* this *wok mak*. With your colleagues, discuss how to help a group to develop a community participation and support plan. Next, in your exercise book, write down the three steps to help a group to do it.

S





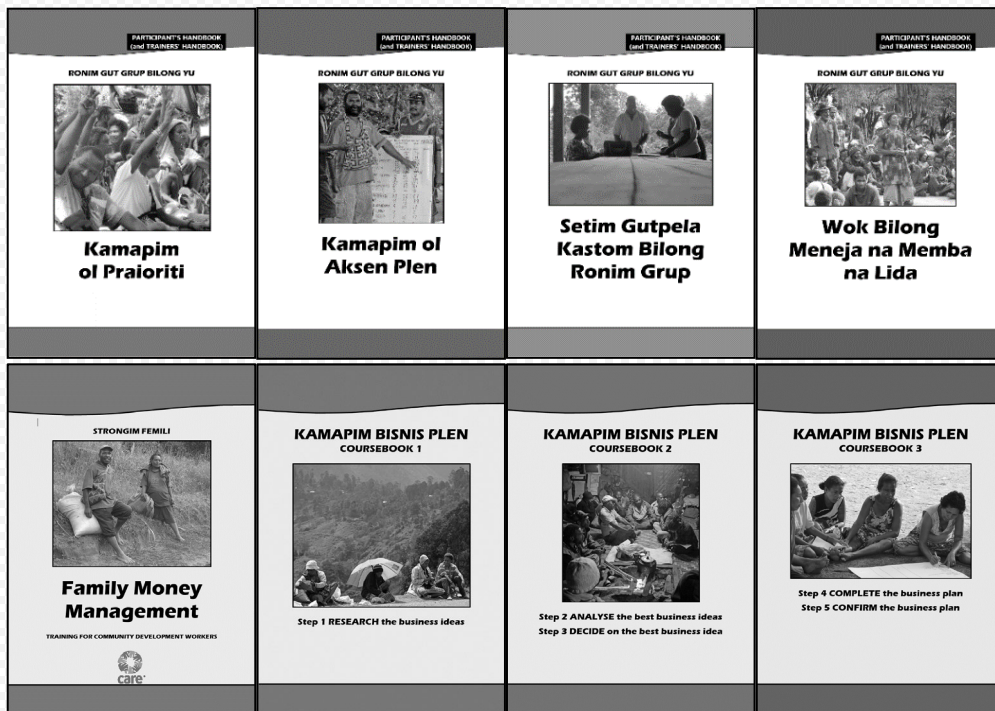
5	<p><b>Las tok.</b> Some Community Development Workers also like to help everyone do a plan for how they can put the PNG Government's six principles of good governance into practice <i>taim projek wok long ron</i>. A 'good governance plan' o <i>kain olsem</i>.</p> <p>There are six principles of good governance that the PNG Government wants every organisation in PNG to make a part of their <i>kastom</i>. You have learned about five of them already. You have already learned about the principle of transparency, accountability, legitimacy, participation, and inclusion (equality). <i>Tingim</i>.</p> <p>The PNG Government's sixth principle of good governance is responsiveness.</p>
5	 <p><b>Discussion</b></p> <p>What is the principle of responsiveness? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
5	<p>The world is always changing. A group or community needs to respond to change. A group or community has responsiveness in its <i>kastom</i> if it can respond to change in a timely way by making decisions and taking action. <i>Stap nating maski. Bekim tingting na askim na senis wantaim aksen.</i></p>  <p><b>Pasin bilong bekim tingting na askim na senis wantaim aksen</b></p> <p>In a project, sometimes the project managers need to <i>bekim tingting na askim na senis wantaim aksen</i> on behalf of the members. They need to use their judgement. They need to make decisions. If they are the legitimate leaders, then fine.</p>  <p>But a responsive group or community also needs to have regular meetings so the project managers can find out what the members think should be done to <i>bekim tingting na askim na senis wantaim aksen</i>.</p>
5	 <p><b>Activity</b></p> <p>With your colleagues, discuss what a group or community could do to put each of the six principles of good governance into practice <i>taim projek wok long ron</i>. Come up with a few ideas (<i>wok mak</i>) for each principle of good governance. Some CDWs call this the <b>good governance plan</b>. If you help the group or community to come up with a good governance plan, then at the end put the butcher papers <i>long ples klia</i> (on a notice board or wall) so that during implementation it reminds everyone of what they agreed to do. At the end of the coursebook, there is an example of a good governance plan for a project, but do your own first and compare.</p>
5	<p>If you help a group to develop a good governance plan, then during the project you can give extra support to help the group or community achieve their <i>wok mak</i>. Good. And at the end of the project, when you help the group or community to do evaluation, also evaluate if the good governance <i>wok mak</i> were achieved. If the group or community</p>

tried their best, then see if you can give them a certificate of good governance which shows the *wok mak* that they put into practice. This will help the group or community to market themselves again to outside organisations to get more support. *Nais*.

*Save moa yet.* If you help a group or community to come up with a good governance plan, then you will need to explain each principle first, so they understand the PNG Government’s six principles of good governance.

Go to the website [pngcdwstandard.com](http://pngcdwstandard.com) and navigate to the pull-down menu ‘Other resources – for working with wards, communities, CBOs, SMEs & families’, then scroll down to the organisational strengthening training where you will find a training called ‘*setim gutpela kastom bilong ronim grup*’. This training is for a CDW to use to train the members of a *grup long ples* so that they understand the six principles of good governance *gut tru*, and to help them come up with *wok mak* for each of the six principles. The *wok mak* they come up with can be for a good governance plan (what the group or community plans to do to put each of the six principles of good governance into practice *taim projek wok long ron*) or for a good governance policy or constitution (what the *grup long ples* plans to do to put each of the six principles of good governance into practice in their organisation).

If you go the website [pngcdwstandard.com](http://pngcdwstandard.com) you will also find other training to help Community Development Workers to *strongim a grup long ples*. *Luk save*:



**Las tok.** We looked at cooperation agreements earlier in the coursebook (when we looked at how to facilitate agreements). A cooperation agreement can also be called a memorandum of understanding (MOU) or *wanbel* agreement or partnership agreement.

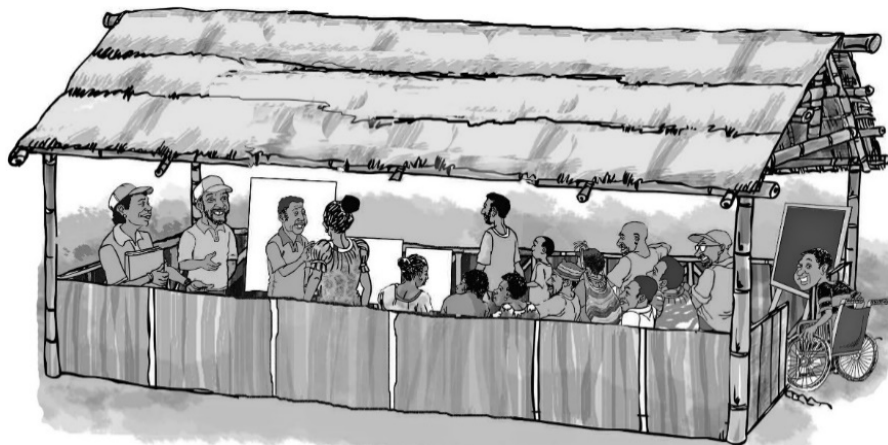
Some support organisations (like NGOs) like to include a good governance plan in their cooperation agreement with a group or community. When the CDW facilitates the cooperation agreement, they help the group or community (and the support organisation) to come up with *wok mak* for what they plan to do to put each of the six principles of good governance into practice during the partnership.

Then during the partnership, both parties to the agreement need to try their best to put the *wok mak* into practice. This might require extra support and training from the support organisation to help the group or community achieve their *wok mak*. Good.

At the end of the project cycle, the CDW can help the group or community to evaluate if they (and the support organisation) achieved their *wok mak*. If they have, then the support organisation can award them with a certificate that says they are a good governance organisation, and which lists the *wok mak* that they performed. This sort of certificate is called a competency-based certificate ('competency' means *wok mak*).

6

Doing this is an excellent way for a support organisation to build the capacity of a group or community over a project cycle. It leaves the group or community with evidence that they are a good governance organisation (the competency-based certificate), which will help them next time they want to get help from the Government or a company or an NGO. And it gives them instructions for what they did (the *wok mak* listed on the certificate) so they know how to continue being a good governance organisation. Best.



### Revision discussion

Why is it important that a project has good community participation and support? Discuss this with your colleagues.

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**  
**How to discuss with the group how or if the visit has been useful for them**  
**How to thank participants, without rushing, and explain again what the visit has been for**

2 hours

**Materials** Exercise book. Pen or pencil.


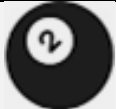
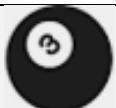


Project start-up is now almost finished. Everyone understands what the project will achieve (if implemented successfully), and the activity schedule (and the implementation schedule), and the budget, and any agreements that have been made. And everyone has discussed ways to encourage community participation and support (and hopefully done an action plan). *Nais*.

Before you finish project start-up, there are three final *wok mak* from the National Standard that you need to put into practice. These three *wok mak* are in every Core Unit in the PNG National Standard for Community Development Workers.

1

**These three wok mak are in every Core Unit in the PNG National Standard for Community Development Workers**

-  **Discuss what the next steps following the visit will be and who will be responsible for making them happen**
-  **Discuss with the group how or if the visit has been useful for them**
-  **Thank the group, without rushing, and explain again what the visit has been for**



2




Before you end the project start-up *kibung*, make sure you discuss what the next steps following the visit will be and who will be responsible for making them happen.

-  **Discuss what the next steps following the visit will be and who will be responsible for making them happen.**

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**

**How to discuss with the group how or if the visit has been useful for them**




**How to thank participants, without rushing, and explain again what the visit has been for**

	<p><i>Luk olsem</i> the next step following a project start-up visit will be to start the project. Make sure everyone is <i>klia gut tru</i> what activities need to be done first.</p> <ol style="list-style-type: none"> <li>1. Get everyone to look at the activity schedule for each output outcome and identify which activities need to be done first.</li> <li>2. For the activities that need to be done first look at <b>WHO, WHEN</b> and <b>WHAT</b>.</li> <li>3. Make sure everyone is clear what the next steps will be and who will be responsible for making them happen. Confirm. When you identify <b>WHO</b> make sure <i>yu makim stret husat bai go pas. Kolim nem</i>. Point fingers.</li> </ol>
<p>2</p>	 <p><b>Discussion</b> What is in the 'project management' section of a project plan? With your colleagues, have a look at the 'project management' section of the Hasarai community project plan <i>long kirapim bek tingting</i>.</p>
<p>2</p>	<p>And don't forget to go through who will do what to manage the project.</p> <p>In the 'project management' section of the project plan it should already say who <i>bai go pas long menesim projek</i>. Now is a good time to go through the details of who will do what to manage the project. For example:</p>  <ul style="list-style-type: none"> <li><i>↗</i> Who the project managers are and how to contact them?</li> <li><i>↗</i> Who will be the signatories to the account?</li> <li><i>↗</i> Who will maintain financial records and give financial reports?</li> <li><i>↗</i> <i>Husat bai salim pas igo ikam na wokim ol tok save?</i></li> <li><i>↗</i> <i>Husat bai go pas long wok wantaim</i> Community Development Worker?</li> <li><i>↗</i> Who will be responsible for keeping the implementation schedule on track?</li> <li><i>↗</i> Who will be responsible for the community participation and support plan?</li> <li><i>↗</i> Who will be responsible for the good governance plan?</li> <li><i>↗</i> Who will do the purchasing?</li> <li><i>↗</i> Who can the community talk to if they have a question?</li> </ul>
<p>2</p>	 <p><b>Discussion</b> What is step 5 of the participatory project cycle? Discuss this with your colleagues.</p>

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**

**How to discuss with the group how or if the visit has been useful for them**




**How to thank participants, without rushing, and explain again what the visit has been for**

2	<p>Monitoring is step 5 of the participatory project cycle.</p> <p>When you discuss what the next steps following the visit will be, confirm when the monitoring <i>kibung</i> will take place. The first monitoring <i>kibung</i> is the next time that everyone in the group or community will come together again after project start-up. Confirming when the <i>kibung</i> will take place reminds everyone that it is their project.</p>
2	 <p><b>Discussion</b> What is a community participation and support plan? Discuss this with your colleagues.</p>
2	<p>In the last topic, we learned how to do a community participation and support plan. <i>Tingim</i>. If you help everyone to do this, then when you discuss what the next steps will be, look at the action plan. Remind everyone of WHO, WHEN and WHAT.</p> <p>In the last topic, we also learned how some CDWs like to help the group or community they are working with to do a good governance plan. <i>Tingim</i>. If you do this, then when you discuss what next steps will be, remind everyone what their <i>wok mak</i> are.</p>  <p>And don't forget to encourage key people to take the lead when you discuss what the next steps following the visit will be and who will be responsible for making them happen. <i>Yu mekim olsem yu wok long inapim tupela wok mak long sem taim. Fit.</i></p>
3	 <p><b>Discussion</b> What might be some next steps for a Community Development Worker after a project start-up visit? Discuss this with your colleagues.</p>
3	<p>You are doing the <i>wok mak</i> <b>confirm what the next steps following the visit will be and who will be responsible for making them happen.</b></p> <p>Normally after a project start-up visit (or a visit to facilitate an agreement or any visit to work with a group or community) the next step for a Community Development Worker is to prepare a report. This might be a report to give to the group or community you are working with, or for your own organisation, or for a funding organisation.</p> <p>In CDW coursebook 1 we looked at the <i>wok mak</i> that every CDW needs to put into practice if they want to prepare a report (Element 4) that meets the Standard:</p>

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**

**How to discuss with the group how or if the visit has been useful for them**








**How to thank participants, without rushing, and explain again what the visit has been for**

	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>4.1 Maintain a diary (journal) of activities and movements according to workplace practices</p> <p>4.2 Report what was done during the visit, including relevant measurable information</p> <p>4.3 Report outcomes clearly</p> <p>4.4 Provide and analysis of outcomes</p> <p>4.5 Provide recommendations for future action based on analysis</p> </div>
3	 <p><b>Discussion</b></p> <p>The first <i>wok mak</i> that a Community Development Worker needs to <i>inapim</i> when they prepare a report is 'maintain a diary (journal) of activities and movements according to workplace practice'. What sort of things should a Community Development Worker have in their diary after a project start-up visit? Discuss this with your colleagues. Brainstorm.</p>
3	<p>After helping a group or community to start-up their project, a CDW should have lots of information in their diary or journal. For example:</p> <ul style="list-style-type: none"> <li>↻ What happened during community entry and who they talked with?</li> <li>↻ What happened during the project start-up <i>kibung</i>: Who came? How well everyone understood the project plan. Any changes made. Interesting comments. Observations. Reactions. Photos or drawings.</li> <li>↻ A copy (photo) of the implementation schedule and any action plans</li> <li>↻ What the next steps will be following the visit and who will be responsible?</li> <li>↻ Any comments about whether people found the visit useful and lessons learned</li> </ul>
	
4	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p><b>Discuss with the group how or if the visit has been useful for them</b></p> </div> <p>It is important to find out if the work you did to help the group or community was useful. Learning from experience is the best teacher, but only if you learn from it. Before you finish project start-up, always discuss how or if the visit has been useful for everyone. You can ask everyone at the end of the <i>kibung</i>. <i>Em orait</i>. However, many CDWs like to sit down just with the key people and ask them for feedback. <i>Em tu orait</i>.</p>

**How to discuss what the next steps following the visit will be and who will be responsible for making them happen**

**How to discuss with the group how or if the visit has been useful for them**

**How to thank participants, without rushing, and explain again what the visit has been for**

4	 <p><b>Discussion</b> What are some lessons that a Community Development Worker might learn by asking the key people if the project start-up visit was useful?</p>
	
5	 <p><b>Thank the group, without rushing, and explain again what the visit has been for</b></p> <p>It is always important to leave the community in the right way. Some Community Development Workers call this 'community exit'. Take your time. Do it properly. Show respect. Remind everyone of what the visit was all about.</p> <p>Before you finish project start-up, always thank everyone, without rushing, and explain again what the visit has been for. Always. <i>Pasin</i>.</p>
5	 <p><b>Discussion</b> Think about <i>ples bilong yu</i>. Share with your colleagues what a visitor to your <i>ples</i> should do to show respect for local <i>kastom</i> when they leave?</p>
	
6	<p>It normally takes a day or two to do project start-up properly. Don't rush. Many projects fail because they don't do project start-up properly.</p> <p>At the end of project start-up, if everyone in the group or community feels that they know what is going and that it is their project, then you have done a great job. <i>Luk olsem</i> you have done it in a way that meets the Standard.</p> 
6	 <p><b>Written answer</b></p> <p>With your colleagues, discuss the final three <i>wok mak</i> that you need to put into practice when you help a group or community to start-up their project. Next, in your exercise book, write down the final three <i>wok mak</i> that you need to <i>inapim</i> if you want to facilitate project start-up in a way that meets the Standard.</p> <div style="float: right; background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 1.2em;">T</div>



**Revision discussion**

How will doing project start-up properly help the project to go smoothly? Discuss this with your colleagues.



## Evaluation | Coursebook 4 Facilitate Agreement and Project Start-up (step 3 and 4 of the project cycle)

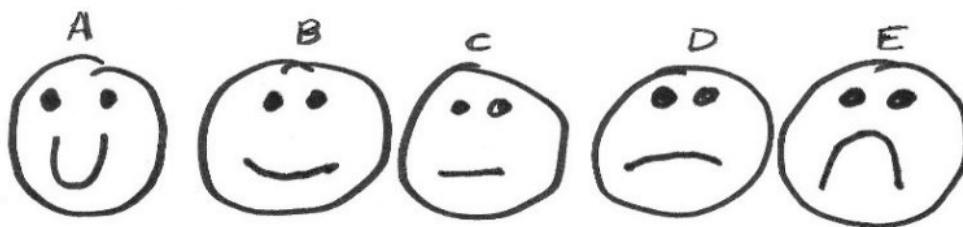


### Written answer

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Congratulations. You have finished CDW coursebook 4. Time to evaluate coursebook 4. 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 CDW Unit C04 Element 3 (Facilitate agreement) or CDW Unit C03 Element 3 (Project start-up) 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 facilitate an agreement 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 start-up a project 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.



<b>Term</b>	<b>Tok Pisin definitions</b>	<b>English definitions</b>
Project objective	<i>As tingting Bikpela Mak Het tok Bikpela sensis bai kamap</i>	Purpose The big change that people want The reason for implementing all the activities The result of all the outputs
Project outcomes	<i>Gutpela kaikai. Hau projek bai sensisim laip bilong husat projek lak givim bikpela halivim long en</i>	Forecast positive changes from the project to improve the lives of the target beneficiaries (the direct beneficiaries)
Other project benefits	<i>Gutpela kaikai we ol narapela lain bai kaikai long en. Ol lain husat kaikai nambatu kaikai long en.</i>	Forecast positive changes to other people (not the target beneficiaries). They are called the indirect beneficiaries.
Output outcomes	<i>Hau wanwan wok kamap bai sensisim laip bilong husat projek lak givim bikpela halivim long en</i>	Forecast positive changes to the lives of the target beneficiaries because of what comes out of the outputs
Outputs	<i>Wok kamap</i>	Results or products (usually the results of activities) achieved during the project
Activities	<i>Wok</i>	Work or actions to achieve outputs
Indicators	<i>Ol wok mak bilong soim olsem projek em i karim wanem kaikai em sapos long karim</i>	Requirements for success. Projects can have indicators for activities, output outcomes, the project objective, and project outcomes.
Means of Verification	<i>Samting we yu inap putim long ples klia long soim olsem projek inapim wok mak o nogat</i>	Evidence to show if an indicator has been achieved or not
Risks	<i>Ol hevi o asua o nogut we em inap bagarapim projek</i>	Things that could go wrong during implementation of a project
Risk management	<i>Rot bilong banisim o abrusim o daunim ol hevi noken bagarapim projek</i>	Ways to reduce the chance of the risk happening or the effect of the risk if it does happen.
Resources	<i>Ol samting we projek em i nidim long mekim wok.</i>	Materials+skills+people
Timing	<i>Wanem taim stret</i>	<i>When</i> activities should happen
Responsibility	<i>Husat bai lukautim wanwan wok.</i>	<i>Who</i> will make sure activities happen? <i>Who</i> will implement the activities?
Sustainability	<i>Kaikai bilong projek mas i stap longpela taim noken pinis</i>	How to make sure the outcomes from the project continue into the future

<b>Term</b>	<b>Tok Pisin definitions</b>	<b>English definitions</b>
Parties	<i>Wanwan sait we ol i wokim agrimen namel long ol</i>	An agreement is between groups (or people). These are called 'parties'. The parties to the agreement.
Termination	<i>Ol hap samting insait long agrimen we em tok long hau long pinisim agrimen</i>	The conditions for ending (or 'terminating') the agreement
Signatories	<i>Ol husat stret mas sainim agrimen pepa</i>	The people nominated to sign the agreement on behalf of their group or organisation or community
Undersigned	<i>Ol husat sainim ananit</i>	The people who have (will) signed at the end of the agreement
Changes	<i>Hau long senisim agrimen sapos wanpela sait laik senisim</i>	How the agreement can be changed
Purpose	<i>As tingting bilong wokim agrimen</i>	The reason for making the agreement
Duration	<i>Hau long agrimen bai stap</i>	How the long the agreement is made for
Dispute resolution	<i>Hau long stretim sapos i gat ino wanbel i kamap namel long ol sait husat wokim agrimen</i>	How to solve a problem between the parties to the agreement
Tranche	<i>Moni bilong wokim projek we husat i givim brukim igo long paket wan na paket tu na go olsem</i>	Funding made by an outside organisation in stages. For example, 'first tranche', then 'second tranche'
Grantee	<i>Husat manmeri o lain kisim moni</i>	The person or group or community that is receiving the funds
Witness	<i>Ol lain we ol mas oraitim husat sainim. Ol mas sainim agriment long soim olsem ol i oraitim.</i>	A person who observes the signatories signing the agreement and who also signs the agreement to indicate that it was done properly
Annexes	<i>Ol narapela pepa we ol i bungim wantaim agrimen</i>	Documents attached to the agreement that are referred to in the agreement
Attachments	<i>Wankain long annexes</i>	The same as 'annexes'
Terms of Reference	<i>Ol hap wok we sevis provaida mas kamapim insait long agrimen</i>	The work (outputs) that the service provider needs to achieve
Articles	<i>Ol hap het tok insait long agrimen</i>	The headings for the terms and conditions of the agreement
Scope of works	<i>Ol hap wok we bilda o kain lain olsem mas mekim insait long agrimen</i>	The work (outputs) that needs to be constructed
Terms	<i>Ol hap samting bilong kamapim as tingting bilong agrimen</i>	The terms of an agreement are the articles for how the purpose of the agreement will be achieved
Conditions	<i>Ol hap samting bilong lukautim</i>	The conditions of an agreement are the

	<i>agrimen</i>	articles for how the agreement will be managed
Afore mentioned	<i>Husat ol i toktok pinis long en antap</i>	The thing or person mentioned above
Force majeure or 'Act of God'	<i>Ol samting we em inap bagarapim projek we ino gat we long yumi bai kontrolim</i>	Force of nature (e.g. tsunami, earthquake, volcano, flood, drought, elephants falling out of the sky)
Mutual consent	<i>Olgeta sait i tok orait</i>	The parties to the agreement agree
Declared	<i>Tok klia na tok pinis wanem samting wanpela sait insait long agrimen bai mekim</i>	A strong statement (a declaration) of what will be done
Sole property	<i>Wanpela manmeri o grup i papa bilong samting. Em bilong em tasol.</i>	The one owner



### Funding Agreement between South's Foundation and Wari Literacy Project

This Agreement should be read in English, *tok Pisin* or *tok Ples* at a public meeting of the Community or Group before any signing of the Agreement. This Agreement is made between South's Foundation and the Wari Community Group. The Agreement says who is responsible for what to implement the activities to improve rates of adult literacy in Wari Community.

#### ***Purpose of Grant from South's Foundation***

The grant given is only to be used for the objective and activities stated in the Wari Literacy Project Plan. In addition to the South's Foundation funds listed in this agreement, Wari Community Group agrees to provide other resources needed, such as local materials, tools and labour. These are listed and attached. The Wari Community Group also agrees to pay 10% of the cost of all the equipment to be bought by South's Foundation for the Wari Literacy Project.

#### ***Changes to the activities under this agreement***

Any changes to the Wari Literacy Project must be agreed to by the Wari Community Group and the South's Foundation. Any changes have to be in line with the original purpose of the project. Changes to the **Objective, Outputs, or Budget** must be approved by both the Wari Community Group and South's Foundation. South's Foundation can approve small increases (no more than 20%) in the budget where there has been an increase in the price of goods or services since the project was planned and budgeted.

#### ***Ways South's Foundation will financially support the Wari Literacy Project***

South's Foundation will provide funds in two different ways. First, South's Foundation can make a **cash deposit** into the Wari Community Group's bank account. Second, South's Foundation can **buy**, as per an invoice or progress payment request, **goods and services** directly for the project. This may be payment for:

- Equipment
- Building materials
- Specialist services

#### ***Left over funds***

If the project is completed under budget, then South's Foundation will keep any unspent funds. If funds are with the Wari Community Group, the Group must either return unspent money or agree to use it for other activities in line with the project plan. All funds must be acquitted.

#### ***Terminating projects***

South's Foundation may stop support for the Wari Literacy Project at any time for reasons such as:

- The plan cannot be implemented as planned
- The Wari Community Group does not acquit funds
- The Wari Community Group misuses funds

### ***Use of Assets (equipment)***

The Wari Community Group agrees that any equipment bought by South's Foundation for the project is used only for project purposes. Any equipment purchased with South's Foundation grant funds remains the property of the Wari Community Group (not an individual). The Wari Community Group agrees to look after the equipment purchased with South's Foundation grant funds.

### ***Implementation and Monitoring***

The Group will keep all project records, including finance records, with receipts and invoices for all goods and services purchased. The Group will use the receipts and invoices to acquit funds to South's Foundation. When acquitting project funds, the Group also will provide a progress report. The progress report will include comments on how both women and men are benefiting from the project. South's Foundation can choose to visit the project at any time, but will give notice before the visit.

### ***Potential negative impact***

South's Foundation will not release funds if the project is having, or could potentially have a bad effect on the environment or on some groups of people. The project should not affect people negatively because of their sex (men or women), age (elderly, youth, children), clan or ethnic group or health status (including HIV status).

Signed on behalf of the South's Foundation by its duly authorized officer:

..... Name	..... Signature	..... Date
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In the presence of:

..... Name	..... Signature of Witness	..... Date
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Signed on behalf of Wari Community Group by its duly authorized officer:

..... Name	..... Signature	..... Date
---------------	--------------------	---------------

In the presence of:

..... Name	..... Signature of Witness	..... Date
---------------	-------------------------------	---------------



**GOVERNMENT OF PAPUA NEW GUINEA  
CLAN LAND PURCHASE AGREEMENT FORM**

DATE.....

1)  
We, the undersigned being the representatives of .....clan of ..... village,  
..... DISTRICT Autonomous Region of Bougainville hereby declares that;

- 1) We have the right under the customary law to transfer the land known ..... (or more particularly described in the plan on the reverse hereof) for the purpose of establishing the ..... and
- 2) That we transfer the rights to use, destroy and replenish ( edible or non edible ) shrub, water sources, creeks other organic matters , thereof to the ABG and;
- 3) That we undertake not to interfere in any manner on any activities or developments undertaken by ABG and ..... on the said parcel of land and,
- 4) We commit ourselves in upholding the contents and the spirit of this agreement for so long as it remains in force.
- 5) We further undertake to convey the contents of this agreement to members of the ..... clan and to ensure that they so honor it.

**SIGNATORIES**

NAME	CLAN	SIGNATURE	DATE
1. ....	.....	.....	.....
2. ....	.....	.....	.....
3. ....	.....	.....	.....

**WITNESSES**

We the undersigned being the representatives of ..... clan (who share the land boundary with ..... clan) hereby declare that by customary law, the .....clan of ..... are the rightful owners of the land known as ..... located at ..... village, ..... and that it has the right by customary law to transfer the said parcel of land.

NAME	CLAN	SIGNATURE	DATE
1. ....	.....	.....	.....
2. ....	.....	.....	.....
3. ....	.....	.....	.....

Made under our hands these agreements.  
This .....day of .....2015 at ..... Village ....., COE, Autonomous Region of Bougainville in Papua New Guinea.

**ASSET-USE AGREEMENT**

**Between  
Mama Kirap  
and**

**Hasarai Peace and Good Order Committee**

This agreement covers the use of *Mama Kirap's* resource centre during the Hasarai community project 'fewer teenagers damaged by drug abuse'.

This agreement starts on the date it is signed (below).

This agreement covers the following uses of *Mama Kirap's* resource centre:

- 1) All training listed in the Hasarai community project plan 'fewer teenagers damaged by drug abuse'
- 2) All meetings where the main focus is the Hasarai community project plan 'fewer teenagers damaged by drug abuse'
- 3) The forum to discuss ways to reduce drug use

*Mama Kirap* agrees to the following:

1. *Mama Kirap* will make the resource centre available for the uses listed above
2. *Mama Kirap* will receive payment in cash at a day hire rate of K40 per day up to a maximum of 28 days, as per the funding proposal. If more than 28 days are needed, then a new agreement will be required between *Mama Kirap* and Hasarai Peace and Good Order Committee to cover any additional days.

Hasarai Peace and Good Order Committee, on behalf of Hasarai community, agrees to the following:

1. Hasarai will clean the resource centre before and after the uses listed above.
2. Repair or replace any items damaged or broken

<b>Mama Kirap Chairperson</b>	Signature:	Date:
	Name:	Phone:
<b>Hasarai Peace and Good Order Committee Chairperson</b>	Signature:	Date:
	Name:	Phone:
<b>Witnessed by COE Chairperson</b>	Signature:	Date:
	Name:	Phone:



### EXAMPLE 1



#### TERMS OF REFERENCE (CONTRACT) BETWEEN MICHELLE OBAMA AND THE PNG COMMUNITY DEVELOPMENT WORKER ASSOCIATION (PNG CDWA)

**1. Name, contact details and account details of Contractor:**

**2. Terms of Reference:** Michelle Obama will do the following:

- Deliver 'Family Farm Teams' training to **up to** six farmer groups (in Eastern Highlands Province and Western Highlands Province), accompanied by a co-facilitator and an PNG CDWA officer. "Up-to" means it may end up being less than six farmer groups.
- Prepare a brief written report after each training. This brief written report is required before fees can be paid. The report must include a timetable showing what was done each day and the dates worked.
- Follow the PNG CDWA *wan bel* agreement, signed between the farmer group and PNG CDWA
- Michelle Obama will try her best to put into practice the *wok mak* from the PNG National Standard for Community Development Workers when she makes preparations, conducts community entry, conducts the training, and prepares a report (see attachment 1).
- Should she wish, Michelle Obama can request PNG CDWA to arrange for her assessment against the PNG National Standard for Community Development Workers. Any costs incurred by PNG CDWA would need to be met by Michelle Obama.

**3. Number of days to be engaged in training activities:** Up to 30 days (5-days for each training event, up to a maximum of six trainings. 5-days includes three days running the training, 1-day preparation/travel, and 1-day travel/reporting). If there are any extra days required **for each training**, this will need to be renegotiated and a contract amendment will need to be signed.

**4. Associated costs:**

<i>Daily Fee: K50 X <b>up to</b> 30 days</i>	=	<b>K1,500.00</b>
<i>Daily allowance for food (K15 x <b>up to</b> 30 days)</i>	=	<b>K450.00</b>

- Accommodation will be organised by PNG CDWA, and the field site community
- Transport will be organised by PNG CDWA (vehicle or PMV)
- Materials for conducting the training will be organised by PNG CDWA

*Daily allowances will be paid in cash when Michelle Obama arrives at the PNG CDWA Office to commence each training event. Daily fees for a training will be paid into Michelle Obama's account (listed above) after the report on the training is given to PNG CDWA. If Michelle Obama does not have a suitable bank account, then payment in cash can be requested instead.*

**5. Agreement:** PNG CDWA and Michelle Obama agree to the terms and conditions above.

Parties to the agreement	Signature	Date
Michelle Obama		
For and on behalf of PNG CDWA		

### EXAMPLE 2

#### **TOK PROMIS**

*Long mekim kamap gutpela klaimet senis risos yunit, i mas i gat wanbel na wokbung pasin namel long kapenta \_\_\_\_\_ (nem) bilong ples \_\_\_\_\_ wod \_\_\_\_\_ na skul \_\_\_\_\_ (skul nem). Mi save olsem CARE i wokbung wantaim skul long kamapim klaimet senis risos unit insait long skul \_\_\_\_\_ (skul nem). Mi wokman o kapenta bilong skul, laik tok klia long ai bilong Headmasta, ol tisa, ol patna, na CARE olsem; mi wanbel long helpim kominiti bilong mi long wokim dispela wokmak. Mi save olsem CARE bai givim mi moni mak inap long K400.00 bihain long mi pinisim dispela wok (bihainim wok mak i stap daunbilu).*

[To establish a climate change resource unit, there must be agreement and a willingness to work between the local carpenter \_\_\_\_\_ (name) from \_\_\_\_\_ (place name) \_\_\_\_\_ (ward name) and the school \_\_\_\_\_ (school name). I understand that CARE is working with the \_\_\_\_\_ (school name) to establish a climate change resource unit. As the carpenter engaged by the school for this work I say clearly, and witnessed by the headteacher, teachers, partners, and CARE: I agree to help the community here to do this work. I understand CARE will pay K400.00 to me for this work when it is complete, as set out in the scope of works below]

#### **Wok Mak (Scope of works)**

1. Name, contact details and account or payment details of carpenter (*raitim nem bilong kapenta na adres bilong em. Raitim benk akaun namba bilong en o rot bilong baim em*):

*Nem bilong kapenta:*.....

*Adres:*.....

*Benk na akaunt namba (sapos i gat):*.....

*Mobile Namba (sapos igat):*.....

2. Terms of Reference: (list each of the tasks the carpenter will need to carry out) *Wanem samting stret em bai wokim (ol hap wok bilong em)*:

The materials needed to do the works below will be provided by CARE. The school will provide these to the carpenter as required, for carrying out the works. (*Ol samting bilong wokim wok CARE bai givim skul, na skul bai skelim long kapenta bilong wokim ol dispela wok*).

A simple drawing or diagram of the climate change resource unit layout and dimensions is attached to this agreement (*long baksait long dispela tok promis piksa i stap. Dispela piksa i soim olsem wanem ol samting bai stap insait long dispela klaimet senis yunit, na sais bilong ol samting kapenta bai wokim*).



<b>Task (wokmak)</b>	
1	Building of a Cupboard ( <i>long wokim wanpla bikpla kapbod</i> ) <ul style="list-style-type: none"> <li>o Development of frame and actual cupboard (<i>bai yu wokim freim pastaim na bihain kapbod stret</i>)</li> <li>o Varnishing of cupboards (<i>putim vanis lo kapbod</i>)</li> </ul>
2	Building of Shelves ( <i>bildim self</i> ) <ul style="list-style-type: none"> <li>o Development of frame and actual shelf (<i>wokim frame bilong self pastaim na bihain wokim self stret</i>)</li> <li>o Varnishing of shelves (<i>putim vanis long self</i>)</li> </ul>
3	Building of a Table and Drawer ( <i>wokim tebol na tebol imas igat dro</i> )

## Example service provider agreements

	<ul style="list-style-type: none"> <li>o Development of frame (<i>wokim fraim blong tebol na dro na bihain tebol na dro stret</i>)</li> <li>o Placing of Laminex (<i>putim laminax long tebol na dro tu</i>)</li> <li>o Vanishing of Table (<i>vanisim tebol</i>)</li> </ul>
4	<p>Placing of a pre-built Notice Board to the room wall (<i>putim notis bod ol i wokim pinis igo antap long wol</i>)</p> <ul style="list-style-type: none"> <li>o Place hinge for Pre-built board (<i>yu bai putim hins bilong dispela notis bod</i>)</li> <li>o Hang the board to a secure location (<i>na hangamapim notis bod long wanpela gutpela hap insait long yunit</i>)</li> </ul>
5	Painting of unit ( <i>bai yu helpim tu long pentim yunit</i> )

1. Outputs (what the completed work will consist of) (*wok kamap*):

- 1 x Table/tebol
- 6 x Cupboards/kapbod
- 6 x Shelves/self
- 1 x Notice Board/notisbod
- Painting of Unit/pentim yunit
- Updating Primary School head teacher and CARE Field Officer on daily basis on the progress of the work

2. Flat Rate/*Baim* (for completed outputs/*wok kamap*) = K400.00

Completion date (*ol wok mas i pinis bipo long dei*): \_\_\_\_\_

(Note, full payment will only be made when the agreed work has been carried out to the satisfaction of the Primary School and CARE, and within the timeframe agreed) (*CARE bai baim sapos ol wok i pinis pastaim, maski i kisim sotpela o longpela taim long wok, baim bai no inap long go antap long hamas ol i raitim pinis long dispela pepa. Na ol wok i mas pinis bipo long las dei ol i makim long dispel pepa*)

3. Oversight. Progress and quality of work will be monitored by the Primary School named in the *Tok Promis*, and will also be checked by CARE staff. *Long taim kapenta i stat long wokim wok inap long pinis long ol wok, Primary Skul bai lukluk na sekim wok i go het olsem wanem. Wanwan taim CARE wokman bai lukluk na sekim.*

**I agree to carry out the work as set out in the scope of works (*long ai bilong yupela olgeta, mi nau i wokim tok promis long bihainim dispela wokmak*):**

Kapenta nem..... Mak..... Dei.....

**Witnesses (*ol witnes*):**

Kapenta nem..... Mak..... Dei.....

Tisa i go pas..... Mak..... Dei.....

CARE Opisa..... Mak..... Dei.....

Patna nem..... Mak..... Dei.....

**EXAMPLE 1**

**Memorandum of Understanding (MOU) for drought relief  
Between Okapa District AND Ward 23**

The purpose of this agreement is to be clear about how Okapa District and Ward 23 will cooperate for drought relief. This agreement will start from the date of signing, and will end when the PNG Disaster Service lifts the drought emergency status for Okapa District, or when the Ward Development Committee (WDC) says drought relief is no longer necessary.

Ward 23 agrees to the following:

1. The community will do all it can to have planting stock ready for replanting when the drought breaks
2. The community will continue to try and get food through other means and not just rely on food assistance from the Government
3. The community will not burn areas that could lead to forest fires
4. Transport and security of rations from the handover point will be the responsibility of the WDC
5. Distribution of rations to households will be the responsibility of the WDC

Okapa District agrees to the following:

1. The Government will supply food relief of an amount so that each household identified in the recent census (regardless of the number of people in the household) receives the following amount every 30 days:
  - 20 kg rice
  - 60 small tins fish
2. Food will be delivered to the handover point. A member of the WDC must be present to take receipt of the delivery.
3. The Government will contact the WDC number below on the day before the delivery
4. As a once off the Government will supply the following:
  - a nursery kit for the WDC to use for preparing planting stock
  - a 15 litre collapsible water container for each household
  - 3 packets of puritabs (water purifiers)
5. The Government will conduct awareness in the Ward on how to prepare for the drought, good hygiene, and how to make the best use of drought relief.

Signed by

<b>Ward <u>23</u> Development Committee Chairperson</b>	Signature:	Date:
	Name:	Phone:
<b>Okapa District Drought Relief Coordinator</b>	Signature:	Date:
	Name: <b>Damage Sausage</b>	Phone: <b>72864533</b>

EXAMPLE 2



**WANBEL LONG WOK BUNG WANTAIM**

**NAMEL LONG**

---

***(famili bisnis/grup/komiunti)***

**na**

**FPDA**

**Date:**

**Ward:**

**LLG:**

**District:**

**Province:**

*Wanbel agreement page 1*

### TOK IGO PAS

#### What is the purpose of the *wanbel* agreement?

This *wanbel* agreement can be used with any organisation that FPDA needs to work with. The organisation might be a family business or a farmer group or a community group. The purpose of the *wanbel* agreement is for everyone to be clear about **how** FPDA and the organisation will work together. This *wanbel* agreement does not talk about **what** FPDA and the organisation will do together - this will require a separate activity or project agreement. When FPDA finishes working with the organisation then *skelim*. If the organisation has put the *wok mak* from this *wanbel* agreement into practice, then give the organisation a certificate which lists all the *wok mak* they have performed. This certificate is called a competency-based certificate. It can be used by the organisation as evidence that they are good to work with when they market themselves to the Government or an NGO or a company.

#### How do I use the *wanbel* agreement?

It will take one day to complete the *wanbel* agreement. Do the following:

1. Before you go print out two copies of this *wanbel* agreement to take with you (one copy to sign and leave with the organisation - and the other copy for FPDA to keep).
2. When you begin, start by explaining the purpose of the *wanbel* agreement to everyone. Then go through everything in the the *wanbel* agreement very carefully, start to finish. Use a translator if necessary so that everyone understands. An agreement is only an agreement if all of the members of the organisation you are working with understand it - not just the leaders.
3. See if anyone has any issues or concerns that need to be addressed
4. Sign both copies of the *wanbel* agreement publicly so that everyone can witness the agreement. There is space for three members of the organisation you are working with to sign. You will need to sign on behalf of FPDA. There is also space for the Ward Member or the Chair of the Ward Development Committee or a District Officer or other Government representative to sign as a witness.
5. Give one copy of the *wanbel* agreement to the organisation you are working with - and take the other copy back to FPDA to put on file.

#### The PNG National Standard for Community Development Workers

The following are minimum standards for facilitating agreements according to the PNG National Standard for Community Development Workers. You should try and achieve each of these *wok mak* every time you facilitate an agreement, along with the *wok mak* for 'make preparations', 'conduct community entry and organising activities', and 'prepare a report'.

1. Support and encourage **effective participation** while facilitating agreement
2. Encourage **key people to take the lead** while facilitating agreement
3. **Communicate effectively** while facilitating agreement
4. Work in a way that is **appropriate to local culture** while facilitating agreement
5. **Confirm that people necessary to reach a valid agreement are involved**
6. Work with the group to **review and discuss the purpose, terms and conditions of the agreement**
7. Work with group to **identify and address any concerns to help reach agreement**
8. Work with the group to **see if a valid agreement can be reached**
9. **Confirm what the next steps** following the agreement signing will be and who will be responsible for making them happen
10. Discuss with the group **how or if the agreement signing and visit has been useful** for them
11. **Thank participants**, without rushing, and explain again what the visit has been for

*Wanbel* agreement TOK IGO PAS

**Yupela askim FPDA long kam sapotim plen bilong yupela long kamapim senis. FPDA tok orait long wokabaut wantaim yupela long rot we yupela nidim sapot long en. Long sem taim yupela mas traim bes long kamapim senis wantaim lek na han bilong yupela yet. Tupela rot long kamapim senis i stap. Dispela wanbel agrimen putim long ples klia hau yumi bai wok bung wantaim. Pasin bilong wok bung na kain olsem. Dispela wanbel agrimen nogat toktok long wanem wok bai kamap namel long yumi. Luk olsem toktok long wanem wok bai kamap bai go insait long narapela agrimen pepa gen oli kolim projek agrimen o aktiviti agrimen.** You have invited FPDA to support your plans for change. FPDA agrees to work with you to support your plans for change where outside help is required. But at the same time you need to try and achieve change yourself without outside help. This *wanbel* agreement makes it clear how we will work together. For example, how we should behave. But this *wanbel* agreement does not cover what work will be done. What work will be done should go into a different agreement called a project agreement or activity agreement.

**Dispela wanbel agrimen bai stat long \_\_\_\_\_ (dei/mun/yia).**

**Dispela wanbel agrimen bai pinis long \_\_\_\_\_ (dei/mun/yia). Sapos wokbung bai go yet bai yumi nid long kamapim niupela wanbel agrimen gen.** If the relationship continues then a new *wanbel* agreement will be needed.

### **Wok mak bilong ol FPDA opisa**

- 1. Em wok bilong ol FPDA opisa long stretim hevi o wari bilong FPDA long gutpela rot. Husat FPDA opisa save long dispela hevi o wari mas tokaut klia pastaim long ol go pas lain bilong yupela. Tokaut pinis orait FPDA na ol go pas lain bilong yupela bai wokbung long stretim dispela hevi o wari long gutpela rot.** It is the job of FPDA officers to solve problems or concerns in the right way. To do this the FPDA officer who finds about the problem or concern should report it to your leaders. FPDA and your leaders will then work together to solve the problem or concern.
- 2. Em wok bilong ol FPDA opisa long mekim wok wantaim gutpela pasin. Ol gutpela pasin kain olsem noken dring bia o kisim spak brus o paul wantaim man o meri o sasim moni long mekim wok.** It is the job of FPDA officers to behave properly. This means they should not drink beer or smoke marijuana or behave inappropriately with men or women or charge money for services.
- 3. Em wok bilong ol FPDA opisa long soim gutpela pasin igo long ol yut na ol pikinini insait long komiuniti.** It is the job of FPDA officers to treat children and youth with respect.
- 4. Em wok bilong ol FPDA opisa long wok bung wantaim komiuniti lida na gavman opisa.** It is the job of FPDA officers to work with community leaders and Government officials.
- 5. Em wok bilong ol FPDA opisa long tok klia pastaim long ol go pas lain bilong yupela taim ol laik kam long ples. Ol mas tok klia olsem wanem taim long kam na husat bai kam na wanem wok long mekim na wanem samting ol bai nidim.** It is the job of FPDA officers to notify your leaders before they arrive in the community. They need to notify your leaders about when they will come, who will come, what work they will be doing, and what support they will need.
- 6. Em wok bilong ol FPDA opisa long noken givim o selim ol tul na ol narapela samting bilong FPDA sapos ino gat agrimen pepa wantaim FPDA long tok olsem.** It is the job of FPDA officers to not give away or sell FPDA property unless there is a signed agreement with FPDA to do so.
- 7. Em wok bilong ol FPDA opisa long noken givim pei o moni sapos ino gat agrimen pepa wantaim FPDA long tok olsem.** It is the job of FPDA officers to not give pay or money unless there is a signed agreement with FPDA to do so.

*Wanbel* agreement page 2

8. **Em wok bilong ol FPDA opisa long lainim gut ol manmeri memba na strongim ol yet long go pas na mekim taim ol ikam mekim sampela samting. Save mas i stap long ples.** It is the job of FPDA officers to train and support your members so that you are able to do the work yourself.
9. **Em wok bilong ol FPDA opisa long lukluk long em mas man na meri tupela wantaim kaikai wanem gutpela kaikai wok i karim.** It is the job of FPDA officers to make sure that men and women both benefit from the work that FPDA helps you to do.
10. **Em wok bilong ol FPDA opisa na ol go pas lain bilong yupela na ol manmeri memba long toktok gut pastaim long hau long lukautim helt na sefti na wanem pat bilong ol long mekim aksiden noken kamap. Toktok pinis orait em wok bilong ol FPDA opisa long mekim pat bilong ol long mekim aksiden noken kamap.** It is the job of FPDA officers to discuss with the leaders and the members how to stay safe and healthy and who will be responsible for doing what so that accidents don't happen. It is then the responsibility of the FPDA officers to put into practice what they agreed to do so that accidents don't happen.

### Wok mak bilong ol manmeri memba bilong \_\_\_\_\_

(famili bisnis/grup/komiuniti)

1. **Em wok bilong ol manmeri memba long wok wantaim ol go pas lain bilong yupela long bihinim rot bilong yupela yet long mekim i kamap senis we yupela plen long kamapim.** It is the job of your members to work with your leaders to achieve change yourself without outside support.
2. **Em wok bilong ol manmeri memba long noken singautim pei long mekim wanpela samting sapos ino gat agrimen pepa wantaim FPDA long tok olsem.** It is the job of your members to not ask for pay or money unless there is a signed agreement with FPDA to do so.
3. **Em wok bilong ol manmeri memba long noken askim FPDA opisa long kisim o baim ol tul na ol narapela samting bilong FPDA sapos ino gat agrimen pepa wantaim FPDA long tok olsem.** It is the job of your members to not ask to buy or be given FPDA property unless there is a signed agreement with FPDA to do so.
4. **Em wok bilong ol manmeri memba long lukautim sefti na helti bilong FPDA opisa taim oli kam long ples.** It is the job of your members to look after the safety and health of FPDA officers.
5. **Em wok bilong ol manmeri memba long lukautim ol tul na ol narapela samting bilong FPDA taim oli kam long ples.** It is the job of your members to look after the property of FPDA.
6. **Em wok bilong ol manmeri memba long givim bikpela luksave long ol meri na yut taim bilong wokim disisen na taim bilong makim husat bai kisim skul na taim bilong mekim wok na taim bilong skelim gutpela kaikai bilong wok.** It is the job of your members to make sure that the needs of men and women and youth are all considered during decision making and when you decide who should attend training and when distributing the benefits of work.
7. **Em wok bilong ol manmeri memba long stretim hevi o wari bilong ol long gutpela wei. Husat memba save long dispela hevi o wari mas tokaut kliia pastaim long ol go pas lain bilong yupela. Ol go pas lain bilong yupela mas ripotim igo long FPDA. Ripotim pinis orait FPDA na ol go pas lain bilong yupela bai wokbung long stretim dispela hevi o wari long gutpela rot.** It is the job of your members to solve problems or concerns in the right way. To do this member who finds about the problem or concern should report it to your leaders. Your leaders should then report it to FPDA. FPDA and your leaders will then work together to solve the problem or concern.
8. **Em wok bilong ol FPDA opisa na ol go pas lain bilong yupela na ol manmeri memba long toktok gut pastaim long hau long lukautim helt na sefti na wanem pat bilong ol long**

Wanbel agreement page 3



**mekim aksiden noken kamap. Toktok pinis orait em wok bilong ol manmeri memba long mekim pat bilong ol long mekim aksiden noken kamap.** It is the job of FPDA officers to discuss with the leaders and the members how to stay safe and healthy and who will be responsible for doing what so that accidents don't happen. It is then the responsibility of the members to put into practice what they agreed to do so that accidents don't happen.

9. **Yupela askim FPDA long kam insait na givim sapat ino FPDA singautim yupela kam. Olsem na sapos igat wanpela helt na sefti aksiden i kamap we trutru ino asua bilong FPDA noken paiarap paiarap na askim kompenseson. Sapos igat pat bilong FPDA long mekim long mekim aksiden noken kamap ol bai putim long ples klia bipo wok i kirap.** If there is a health and safety accident during the work program that is not the direct fault of FPDA then it is the job of your members to not get cross and ask for compensation. If there is something that FPDA will be responsible for so that accidents don't happen it will be discussed with everyone before work begins.

### **Wok mak bilong ol go pas lain bilong \_\_\_\_\_**

**(famili bisnis/grup/komiuniti)**

1. **Em wok bilong ol go pas lain bilong yupela long putim ai gut long olgeta wok mak insait long dispela wanbel agrimen na givim stia long ol manmeri memba na FPDA long mekim kamap.** It is the job of your leaders to make sure this *wanbel* agreement is followed and to give advice to your members and FPDA to help them put it into practice.
2. **Em wok bilong ol go pas lain bilong yupela long soim pasin lida.** It is the job of your leaders to demonstrate the skills and qualities of leadership.
3. **Em wok bilong ol go pas lain bilong yupela long wok bung wantaim komiuniti lida na gavman opisa.** It is the job of your leaders to work with community leaders and Government officials.
4. **Em wok bilong ol go pas lain bilong yupela long givim gutpela stia tingting long stretim wanem hevi o wari i kamap namel long FPDA na ol manmeri memba.** It is the job of your leaders to work with FPDA to solve any problems or concerns.
5. **Em wok bilong ol go pas lain bilong yupela long lukautim ron bilong wok.** It is the job of your leaders to monitor the work that FPDA is supporting you to do.
6. **Em wok bilong ol go pas lain bilong yupela long givim klia tok save long ol manmeri memba taim sampela samting laik kamap.** It is the job of your leaders to notify the members when something is about to happen.
7. **Em wok bilong ol FPDA opisa na ol go pas lain bilong yupela na ol manmeri memba long toktok gut pastaim long hau long lukautim helt na sefti na wanem pat bilong ol long mekim aksiden noken kamap. Toktok pinis orait em wok bilong ol go pas long bilong yupela long mekim pat bilong ol long mekim aksiden noken kamap.** It is the job of FPDA officers to discuss with the leaders and the members how to stay safe and healthy and who will be responsible for doing what so that accidents don't happen. It is then the responsibility of the leaders to put into practice what they agreed to do so that accidents don't happen.

**Sapos igat sampela narapela wok mak bilong FPDA opisa o ol manmeri memba o ol go pas lain we yupela olgeta wanbel long putim igo insait em orait listim daunbelo. Tasol ol go pas lain bilong FPDA mas lukim pastaim na tok orait bipo yupela gohet na wokim tok promisi.** If there are more *wok mak* for FPDA officers or members or leaders that everyone wants to include then list them below - but FPDA management will need to check them first before the *wanbel* agreement can be made.

*Wanbel* agreement page 4

## Example cooperation agreements

### **Tok Promis**

**Long ai bilong yupela olgeta husat i stap, mipela ol FPDA opisa wokim tok promis long inapim ol wok mak bilong mipela insait long dispela wanbel agrimen.** In front of everyone who is here, we the FPDA officers promise to put into practice our *wok mak* in this *wanbel* agreement.

<b>Mak bilong FPDA opisa.</b> Signed by FPDA officer on behalf of FPDA.		
<b>Name and position</b> .....	<b>Mak</b> .....	<b>Dei</b> .....

**Long ai bilong yupela olgeta husat i stap, mipela ol manmeri memba wokim tok promis long inapim ol wok mak bilong mipela insait long dispela wanbel agrimen.** In front of everyone who is here, we the members of this organisation promise to put into practice our *wok mak* in this *wanbel* agreement.

<b>Mak bilong man memba.</b> Signed by a man member on behalf of the members of the organisation.		
<b>Name and position</b> .....	<b>Mak</b> .....	<b>Dei</b> .....

<b>Mak bilong meri memba.</b> Signed by a woman member on behalf of the members of the organisation.		
<b>Name and position</b> .....	<b>Mak</b> .....	<b>Dei</b> .....

**Long ai bilong yupela olgeta husat i stap, mipela ol go pas lain wokim tok promis long inapim ol wok mak bilong mipela insait long dispela wanbel agrimen.** In front of everyone who is here, we the leaders of this organisation promise to put into practice our *wok mak* in this *wanbel* agreement.

<b>Mak bilong wanpela go pas.</b> Signed by a leader on behalf of the leaders of the organisation.		
<b>Name and position</b> .....	<b>Mak</b> .....	<b>Dei</b> .....

**Long ai bilong yupela olgeta husat i stap, mi laik makim maus bilong Gavman na tok mi yet mi witnes long dispela tok promis.** In front of everyone who is here, on behalf of the Government of PNG I have witnessed your *tok promis*.

<b>Mak bilong wanpela gavman opisa.</b> Signed by a Government official on behalf of the Government of PNG (for example, a Ward Member or a member of the Ward Development Committee or a District officer).		
<b>Name and position</b> .....	<b>Mak</b> .....	<b>Dei</b> .....

## Example good governance plan

This is the good governance plan for Boga community. Boga community received support from World Vision to help them with a water supply project. During project start-up, a CDW helped Boga community to come up with *wok mak* for the six principles of good governance. World Vision plans to give training and support to Boga community to help them put these *wok mak* into practice during the project. At the end, if Boga community have tried to put these *wok mak* into practice, World Vision plans to give them a competency-based good governance certificate (also signed by the District).

### **BOGA COMMUNITY GOOD GOVERNANCE PLAN**

#### **PARTICIPATION** - *pasin bilong wokim disisen wantaim na wokbung wantaim*

- Everyone in Boga will be invited to attend all the steps of the project cycle
- Everyone who attends a *kibung* will be encouraged to give their opinion
- In each project *kibung* we will remind everyone why participation is important

#### **INCLUSION (EQUALITY)** - *pasin bilong halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut*

- Women, youth, disabled, and elderly will be encouraged to participate in every *kibung*
- Women and youth will be given roles and responsibilities during every *kibung*
- Women and youth will be represented in the project management committee
- We will check to make sure the water supply project benefits women and youth
- In each project *kibung* we will remind everyone why inclusion (equality) is important

#### **TRANSPARENCY** - *pasin bilong mekim na putim olgeta samting long ples klia*

- Copy of project plan and agreements will be put on the notice board
- Project management committee meeting minutes will be put on the notice board
- During each of the steps of the project cycle everything will be out in the open
- Project management committee will give project report every 6 months
- In each project *kibung* we will remind everyone why transparency is important

#### **ACCOUNTABILITY** - *pasin bilong mekim wok bihainim mak na skelim wok bihainim mak*

- During project start-up we will make clear who is responsible for what and when
- We will put into practice a good governance plan (this plan) and when we evaluate the project we will also check to see if we have achieved the *wok mak*
- In each project *kibung* we will remind everyone why accountability is important

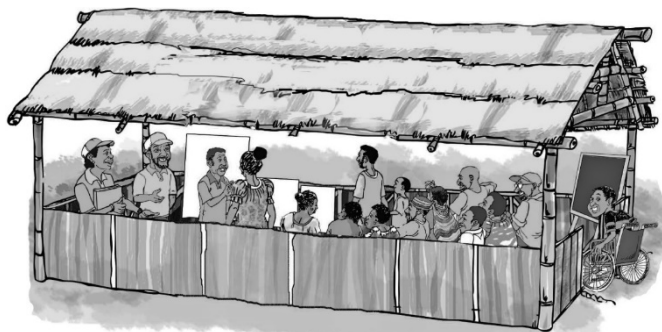
#### **LEGITIMACY** - *pasin bilong makim lida na menesa bihainim lo na ron wantaim lida na menesa bihainim lo*

- We will elect people to be on the project management committee in a way that is free and fair
- The project management committee will put into practice this good governance plan
- The project management committee will develop a code of conduct, put it on the notice board, and always follow it.
- In each project *kibung* we will remind everyone why legitimacy is important

#### **RESPONSIVENESS** - *pasin bilong bekim tingting na askim na senis wantaim eksen*

- At each project *kibung* everyone will be encouraged to ask questions and give suggestions
- The project management committee will respond quickly to any questions or suggestions from Boga community, World Vision, or the District
- Any changes agreed on during the monitoring *kibung* will be put into practice quickly
- The project management committee welcomes questions or suggestions at any time
- In each project *kibung* we will remind everyone why responsiveness is important

# 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](http://nattb.gov.pg) and the PNG CDW ITC at [pngcdwstandard.com](http://pngcdwstandard.com). Read the *CDW Workplace Assessment Handbook*, available for download at [pngcdwstandard.com](http://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](http://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](http://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](http://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](http://pngcdwstandard.com) or phone the NATTB CDW Trade Test Coordinator on 3017631 or visit [nattb.org](http://nattb.org)

# Hasarai community project plan to reduce teenage drug abuse

## PAGE 1

HASARAI COMMUNITY PROJECT TO REDUCE TEENAGE DRUG ABUSE - SUBMITTED 10 AUGUST 2013

### SUMMARY

The whole of Hasarai community participated in developing this plan. This plan will help Hasarai to tackle the problem of teenage drug abuse.

The objective of this project is FEWER TEENAGERS DAMAGED BY DRUG ABUSE. To do this the project will (1) raise awareness amongst teenagers about the dangers of drug abuse through peer education and using a harm minimisation approach (how to do it safely); (2) link traumatised teenagers to professional counselling; (3) provide opportunities and alternative things for teenagers to do; and (4) identify ways to reduce the availability of drugs in Hasarai through a public forum.

It is expected that this project will lead to the following project outcomes for the direct beneficiaries (teenagers): Healthier teenagers; more contribution by teenagers to the community; less drugs available; more teenage leaders (role models); more employment for teenagers; more livelihood skills for teenagers; better school attendance by teenagers (fewer 'drop-outs'). The project will also have other indirect benefits: Less *tok nogut*; less fighting; less crime (stealing and rape); less damage to property; better sports facilities.

Attachments: (1) *Mama Kirap* five-year strategic plan (ROAD A) and annual plan. (2) ROAD B priorities. (3) Endorsement letter from the Council of Elders. (4) Letters of support from Caritas Counselling Services (Arawa), the Church Diocese, the District Community Policing Programme, Hasarai Peace and Good Order committee, and ABG Division of Agriculture. (5) Quotes. (6) Description/record of community mapping and needs analysis. (7) Asset-use agreement between *Mama Kirap* and Hasarai for use of resource centre.

Signed by the Chairperson of *Mama Kirap* and the Chairperson of Hasarai Peace and Good Order committee

### PROJECT MANAGEMENT

The project will be managed by *Mama Kirap*. A description of the work *Mama Kirap* has done and a list of its current office bearers is attached. The *Mama Kirap* five-year strategic plan (ROAD A) and ROAD B priorities are included along with the current annual plan.

### PROJECT BENEFICIARIES

The direct beneficiaries are teenagers from Hasarai village. The indirect beneficiaries are the families of teenagers and everyone in Hasarai.

## PAGE 2

### PROJECT TREE

ACTIVITES (to achieve the output outcomes)	OUTPUT OUTCOMES	PROJECT OBJECTIVE	PROJECT OUTCOMES
1.1 Teenagers trained in peer education and in dangers of drug abuse (a harm minimisation approach) (Caritas Counselling Service)	Output outcome 1 – Teenagers are more aware of the dangers of drug abuse	<b>Fewer teenagers damaged by drug abuse</b>	Healthier teenagers More contribution by teenagers to the community Less drugs available More teenage leaders (role models) More employment for teenagers More livelihood skills for teenagers Better school attendance by teenagers (fewer 'drop-outs')
1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) by teenage peer educators			
1.3 Caritas Counselling Service sign MOU to provide annual refresher training to peer educators			
2.1 Caritas Counselling Service train people who work with teenagers (teachers, community leaders, church leaders) on how to recognise and refer traumatised youth	Output outcome 2 – Less traumatized teenagers		
2.2 Caritas Counselling Service offer professional counselling to traumatised youth			
2.3 Caritas Counselling Service sign MOU to provide ongoing professional counselling for traumatised youth			
3.1 Sports equipment purchased (soccer, netball, basketball) (ABG community sports programme)	Output outcome 3 – Teenagers have more opportunities and other things to do		
3.2 Community fix up playing areas			
3.3 Training for teenagers in the village in how to run a cocoa business (Division of Agriculture)			
3.4 Training for teenagers in the village in how to run a cut flower business (Division of Agriculture)			
3.5 Church supports teenagers who want to enrol in Siwai District station FODE centre with kina for kina funding			
3.6 Make official positions for teenagers on Village Peace and Good Order committee			
3.7 Send teenage leaders to inter-faith congress to represent Hasarai			
4.1 Hasarai Peace and Good Order committee hold public forum to discuss what can be done to reduce availability of drugs (Community Policing Programme to facilitate)	Output outcome 4 – Teenagers less exposed to drugs		

# Hasarai community project plan to reduce teenage drug abuse

## PAGE 3

SUSTAINABILITY
<p><u>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</u></p> <p>A MOU will be signed with Caritas Counselling Services so that they can deliver top-up training to the peer educators each year. This activity has been included in the project to sustain the impact of the output outcome. Also, the approach of using peer educators has been used because it is more sustainable – the skills and knowledge to continue to raise awareness will stay in the community. When the project has finished <i>Mama Kirap</i> and the Hasarai Peace and Good Order committee will continue to encourage the peer educators to speak about drug issues to teenagers when opportunities arise – for example at Church and at sporting events.</p> <p><u>Output outcome 2 – Less traumatized teenagers</u></p> <p>A MOU will be signed with Caritas Counselling Services so that they continue to deliver professional counselling to traumatised youths. This activity has been included in the project to sustain the impact of the output outcome. When the project has finished <i>Mama Kirap</i> and the Hasarai Peace and Good Order committee will continue to raise the need to refer traumatised youth with people who work with teenagers (teachers, community leaders, Church leaders)</p> <p><u>Output outcome 3 – Teenagers have more opportunities and other things to do</u></p> <p>When the project has finished the Hasarai Peace and Good Order committee will charge the community an annual fee for upkeep of sporting facilities. Also, the Hasarai Church will try and continue their kina support for teenagers who want to enrol in FODE courses. Also, the community will continue to encourage young people into leadership positions. Also, an application for coaching training (soccer, netball and basketball) will be made to ABG Community Sports Program by the Hasarai Peace and Good Order committee.</p> <p><u>Output outcome 4 – Teenagers are less exposed to drugs</u></p> <p>The Peace and Good Order Committee will continue to hold the public forum every year to discuss and put into practice village laws on reducing drug use in the community.</p>

RISK MANAGEMENT			
Risks	How likely is the risk? (high/low)	The effect of the risk? (small/large)	How will the risk be managed?
Risks where the likelihood is low, and the effect is low are not included			
Output outcome 1			
Teenage peer educators scared to train their peers	Low	High	Need to provide lots of support and encouragement, particularly to the young women peer educators

## PAGE 4

Output outcome 2			
No traumatised teenagers want professional counselling	High	High	Leaders and parents will need to make a big effort to encourage traumatised youth to get help. Community will raise funds for PMV fare.
Output outcome 3			
No teenagers want to enrol in FODE	Low	High	There is already a lot of interest. Offering kina for kina support should be enough. May need to help teenagers to raise their matching funds.
Training in cocoa business and flower arranging not suitable	Low	High	Discuss again with Division of Agriculture if cocoa business and cut flower business are the best options
Output outcome 4			
The community does not come up with useful ideas to reduce drug use	Low	High	If we show how important it is everyone will be motivated to do something. Even if only a few things are identified at least it is a start. We can have another public forum again to make more progress later on.
Some people in the community get cross about making village laws about drug use	High	Low	It will only be a few and it will be easy for leaders to deal with the issue

INDICATORS
<b>MONITORING INDICATORS.</b>
In the activity schedule the activities are written in a detailed way so that the requirements for success and <i>means of verification</i> are clear.
<b>EVALUATION INDICATORS. Indicators and <i>means of verification</i> for each output outcome and for the project objective</b>
Output outcome 1 evaluation indicator. <ul style="list-style-type: none"> <li>During the project evaluation the community <i>skelim</i> that all Hasarai teenagers are now more aware of the dangers of drug abuse and how to minimise harm. <i>Evaluation report.</i></li> </ul>
Output outcome 2 evaluation indicators. <ul style="list-style-type: none"> <li>By the end of the project 3 youths have begun professional trauma counselling. <i>Correspondance from Caritas Counselling Service bai soim.</i></li> <li>During the project evaluation the community <i>skelim</i> that Hasarai teenagers who have begun professional trauma counselling are less at risk of damage from drug abuse. <i>Evaluation report.</i></li> </ul>

# Hasarai community project plan to reduce teenage drug abuse

## PAGE 5

<p>Output outcome 3 evaluation indicators.</p> <ul style="list-style-type: none"> <li>At the project evaluation inspection of sports equipment and facilities show that they are being used and maintained. <i>Evaluation investigation and photos.</i></li> <li>During the project evaluation the community <i>skelim</i> that Hasarai teenagers have more opportunities and things to do than before the project. <i>Evaluation report.</i></li> <li>At least four teenagers (two males and two females) are enrolled in FODE. <i>Enrollment receipt or correspondence with FODE bai soim.</i></li> </ul>
<p>Output outcome 4 evaluation indicators.</p> <ul style="list-style-type: none"> <li>By the time of the project evaluation at least 3 resolutions from public forum have been put into practice. <i>Evaluation report.</i></li> <li>During the project evaluation the community <i>skelim</i> that the public forum on drugs is something that they want to hold every year. <i>Evaluation report.</i></li> </ul>
<p>Project objective evaluation indicators.</p> <ul style="list-style-type: none"> <li>Number of teenage drug related crimes brought before the village court in the 6 months after the project is lower than in the six months before the project. <i>Village court records before and after included in evaluation report.</i></li> <li>During the project evaluation the community <i>skelim</i> that the numbers of teenagers using drugs in a dangerous way has dropped. <i>Evaluation report.</i></li> </ul>

ACTIVITY SCHEDULE			
Activities	Who	When	What
<b>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</b>			
1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by <i>Mama Kirap</i> and Hasarai Peace and Good Order committee. <i>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</i>	<ul style="list-style-type: none"> <li><i>Mama Kirap</i> and Peace and Good Order committee</li> </ul>	January	No resources needed
1.1.2 Ten teenagers (5 men and 5 women) trained as peer educators and in dangers of drug abuse (a harm minimisation approach) (5 days) (Caritas Counselling Service). <i>Training report by Caritas Counselling Service.</i>	<ul style="list-style-type: none"> <li><i>Mama Kirap</i></li> <li>Caritas trainers</li> </ul>	February	<ul style="list-style-type: none"> <li>Mobile calls</li> <li>Transport for Caritas trainers Arawa to Hasarai return</li> <li>Training materials (butcher paper, markers, whiteboard, pens, exercise books), transport</li> <li>Venue (resource centre)</li> <li>Diesel for generator (local purchase)</li> <li>Accommodation/food for Caritas trainers in Hasarai</li> </ul>

## PAGE 6

Activities	Who	When	What
1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) (2 x 3 days) by teenage peer educators. At least 40 participants in each training. <i>Training report by peer educators.</i>	<ul style="list-style-type: none"> <li><i>Mama Kirap</i> to organise.</li> <li>Teenage peer educators</li> </ul>	March, April, May	<ul style="list-style-type: none"> <li>Training materials (butcher paper, markers, pens, exercise books), transport</li> <li>Venue (Women's resource centre)</li> <li>Diesel for generator (local purchase)</li> </ul>
1.3 Caritas Counselling Service sign MOU to provide annual refresher training to peer educators. <i>Copy of signed MOU.</i>	<ul style="list-style-type: none"> <li><i>Mama Kirap</i> and Peace and Good Order committee and Caritas</li> </ul>	March	<ul style="list-style-type: none"> <li>Transport for Caritas Director Arawa to Hasarai return</li> <li>Accommodation/food for Caritas Director in Hasarai</li> </ul>
<b>Output outcome 2 - Less traumatized teenagers</b>			
2.1 Caritas Counselling Service train people who work with teenagers (teachers, community leaders, church leaders) on how to recognise and refer traumatised youth. At least 20 people who work with teenagers trained. <i>Training report by Caritas Counselling Service.</i>	<ul style="list-style-type: none"> <li><i>Mama Kirap</i> Chairperson</li> <li>Caritas trainers</li> </ul>	February	<ul style="list-style-type: none"> <li>Transport - training to follow on from training in 1.1.2</li> <li>Training materials (butcher paper, markers, pens, exercise books)</li> <li>Venue (Women's resource centre)</li> <li>Diesel for generator</li> <li>Accommodation/food for Caritas trainers in Hasarai</li> </ul>
2.2 Caritas Counselling Service offer professional counselling to traumatised youth. <i>Letter/programme from Caritas Counselling Service.</i>	<ul style="list-style-type: none"> <li>Caritas Counseling Services (Arawa)</li> </ul>	From February until end of project	<ul style="list-style-type: none"> <li>PMV Hasarai to Arawa return</li> <li>Costs in Arawa met by Caritas</li> </ul>
2.3 Caritas Counselling Service sign MOU with Peace and Good Order committee to provide ongoing professional counselling for traumatised youth. <i>Copy of signed MOU.</i>	<ul style="list-style-type: none"> <li>Chairman of Peace and Good Order committee</li> <li>MOU prepared by Caritas</li> </ul>	March	Included in 1.3 – do together
<b>Output outcome 3 – Teenagers have more opportunities and other things to do</b>			
3.1 Sports equipment purchased (soccer, netball, basketball). <i>Receipts.</i>	<ul style="list-style-type: none"> <li><i>Mama Kirap</i></li> </ul>	April	10 soccer balls, soccer nets and frames x 4, 6 netballs, netball goals, 10 basketballs, hoops x 4



# Hasarai community project plan to reduce teenage drug abuse

## PAGE 7

Activities	Who	When	What
3.2 Community fix up playing areas – soccer field, netball, basketball. <i>Photos and report from Project Management Committee</i>	• Peace and Good Order Committee	April, May, June	Community labour, digging tools.
3.3 Training for teenagers in the village in how to run a cocoa business (Division of Agriculture). At least 20 participants at least 10 women. <i>Training report from trainer.</i>	• Mama Kirap • Division of Agriculture trainers	May	Mobile calls Transport for trainers District station to Hasarai return Training materials (butcher paper, markers, pens, exercise books) Venue (Women's resource centre) Diesel for generator Accommodation/food for trainers in Hasarai
3.4 Training for teenagers in the village in how to run a cut flower business (Division of Agriculture). At least 20 participants at least 10 women. <i>Training report from trainer.</i>	• Mama Kirap • Division of Agriculture trainers	June	Mobile calls Transport for trainers Buka to Hasarai return Training materials (butcher paper, markers, pens, exercise books) Venue (Women's resource centre) Diesel for generator Accommodation/food for trainers in Hasarai
3.5 Church supports teenagers who want to enrol in Siwai District station FODE centre with kina for kina funding. <i>Enrolment offer from FODE and letter from Church.</i>	Hasarai Catholic Church	February until end of project	Mobile calls Kina for kina funding for FODE courses
3.6 Make official positions for teenagers (male and female rep) on Village Peace and Good Order committee. <i>Minutes showing new official positions and names.</i>	Hasarai Peace & Good Order committee	May	Nil
3.7 Send teenage leaders (at least two males and two females) to inter-faith congress to represent Hasarai. <i>Report from teenage leaders on what happened at the congress</i>	Hasarai Catholic Church	June	Transport to Arawa
<b>Output outcome 4 – Teenagers are less exposed to drugs</b>			
4.1 Hasarai Peace and Good Order committee hold public forum to discuss what can be	• Peace and Good Order Committee to	May	Transport costs for Community Policing Program representative Accommodation/food for Community Policing Program

## PAGE 8

Activities	Who	When	What
done to reduce availability of drugs (Community Policing Program to facilitate). At least three actions agreed to. <i>Facilitator's report on the forum.</i>	organise. • Community Policing Program rep to facilitate		representative Venue (Women's resource centre) Food for participants Mobile calls

### BUDGET

Resources for output outcomes	Unit	How many units?	How much each unit?	Cost to group	Cost to donor	Cost to others
<b>Output outcome 1 – Teenagers are more aware of the dangers of drug abuse</b>						
Transport for Caritas trainers Arawa Hasarai return	Car hire return	1	K600		K600	
Butcher paper	roll	1	K90		K90	
Markers (blue and black)	box	4	K15		K60	
Whiteboard (have one already but need extra)		1	K500		K500	
Pens (red and black)	Box	4	K12		K48	
Exercise books (25 in pack)	Pack	2	K40		K80	
Transport for training materials Arawa to Hasarai	Per trip	1	K300		K300	
Venue (Women's resource centre)	Day hire	11	K40		K440	
Diesel for generator	Litre	10	K10		K100	
Accommodation/food for Caritas trainers in Hasarai	Per night	6	K100	K600		
Transport for Caritas Director Arawa to Hasarai return to sign MOU	Car hire return	1	K600		K600	
Accommodation/food for Caritas Director in Hasarai	Per night	1	K100	K100		
<b>SUB TOTAL (OUTPUT OUTCOME 1)</b>				<b>K700</b>	<b>K2818</b>	
<b>Output outcome 2 – Less traumatized teenagers</b>						
Transport - training to follow on from training in (transport costs included in output outcome 1)						
Butcher paper	roll	1	K90		K90	
Markers	box	2	K15		K30	
Pens	Box	2	K12		K24	
Exercise books	Pack	1	K40		K80	

# Hasarai community project plan to reduce teenage drug abuse

## PAGE 9

Resources for output outcomes	Unit	How many units?	How much each unit?	Cost to group	Cost to donor	Cost to others
Transport for training materials included in output outcome 1						
Venue (Women's resource centre)	Day hire	5	K40		K200	
Diesel for generator	Litre	10	K10		K50	
Accommodation/food for Caritas trainers in Hasarai	Per night	6	K100	K600		
PMV Hasarai to Arawa return (for traumatised youth)	PMV return	3	K100	K300		
Traumatised youth costs in Arawa (met by Caritas)						
Costs for signing MOU included in output outcome 1						
<b>SUB TOTAL (OUTPUT OUTCOME 2)</b>				<b>K900</b>	<b>K474</b>	
<b>Output outcome 3 – Teenagers have more opportunities and other things to do</b>						
soccer balls	Per ball	10	K30		K300	
soccer nets		2	K200		K400	
Soccer goal frames (including transport)		2	K1000		K2000	
netballs		6	K30		K180	
Netball hoops		4	K60		K240	
Netball posts	Per post	4	K20	K80		
Basketballs		6	K30		K180	
Basketball hoops		4	K60		K240	
Basketball posts and backboards		4	K100	K400		
Transport costs for sporting materials Arawa to Hasarai	Per trip	1	K300		K300	
Community labour, digging tools for fixing up playing areas	Per day	10	K250	K2500		
Transport for trainers District Hasarai return (cocoa business)	Return hire	1	K100		K100	
Transport for trainers Buka Hasarai return (cut flowers)	Return hire	1	K800		K800	
butcher paper	roll	2	K90		K180	
Markers	box	4	K15		K60	
Pens	Box	4	K12		K48	
Exercise books	Pack	2	K40		K80	
Transport for training materials included in output outcome 1						
Venue (Women's resource centre)	Per day hire	10	K40		K400	
Diesel for generator	litre	10	K10		K100	
Accommodation/food for trainers in Hasarai	Per night	12	K100	K1200		

## PAGE 10

Resources for output outcomes	Unit	How many units?	How much each unit?	Cost to group	Cost to donor	Cost to others
Kina for kina funding for FODE courses	Per course	4	K120	K480		
Costs for youth leaders to attend interfaith congress (Arawa) covered by Catholic church	Per night	4 x 4 = 16	K25			K400
<b>SUB TOTAL (OUTPUT OUTCOME 3)</b>				<b>K4660</b>	<b>K5608</b>	<b>K400</b>
<b>Output outcome 4 – Teenagers are less exposed to drugs</b>						
Transport costs for Community Policing Program representative to attend public forum. Costs met by Community Policing Program	Per day	2	K150			K300
Accommodation/food for Community Policing Program rep	Per night	3	K100	K300		
Venue (women's resource centre)	Per day hire	2	K40	K80		
Food for participants (approx 50 per day)	Per day	2	K300		K600	
<b>SUB TOTAL (OUTPUT OUTCOME 4)</b>				<b>K380</b>	<b>K600</b>	<b>K300</b>
<b>Project Management/Administration costs</b>						
Mobile calls	flex	4	K10		K40	
Transport visiting funders office in Buka	PMV return	4	K120	K480		
Transport to District HQ Siwai	PMV return	6	K10	K60		
Writing paper	Pad	1	K10	K10		
Pens	Box	1	K10	K10		
Butcher paper	Roll	1	K90		K90	
Bank fees	Per month	8	K10		K80	
Funding agreement <i>kibung</i> (women's resource centre)	Day hire	1	K40	K40		
Project start-up <i>kibung</i> (women's resource centre)	Day hire	1	K40	K40		
Monitoring <i>kibung</i> x 2 (women's resource centre)	Day hire	2	K40	K80		
Evaluation <i>kibung</i> (women's resource centre)	Day hire	1	K40	K40		
<b>SUB TOTAL (PROJECT MANAGEMENT)</b>				<b>K760</b>	<b>K210</b>	<b>K0</b>
<b>TOTAL COSTS</b>				<b>K7,700</b>	<b>K9,710</b>	<b>K700</b>
<b>5% contingency (cost x 0.05)</b> Note that toea have been rounded up to the nearest kina				<b>K370</b>	<b>K486</b>	<b>K35</b>
<b>TOTAL COSTS including 5% contingency</b>				<b>K8,070</b>	<b>K10,196</b>	<b>K735</b>
<b>PROJECT TOTAL INCLUDING 5% CONTINGENCY</b>					<b>K19,001</b>	