

# **COMMUNITY DEVELOPMENT WORKER COURSEBOOK 5**



**Monitoring and Evaluation  
(Steps 5 and 6 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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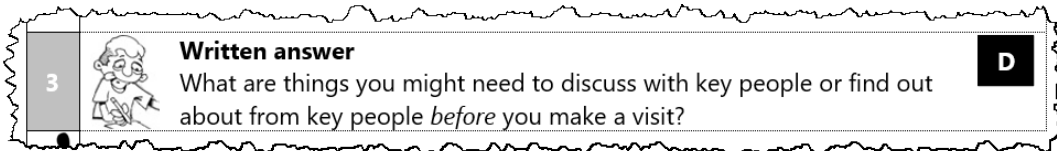
**Luk save.** Each topic is a *wok mak* from the National Standard, but the topic title has “How to” written in front of the *wok mak*. The topic title is written at the top of each page in the topic (along with the Element the *wok mak* is for). You can use the title (at the top of each page) to find the topic you want.

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

### HOW TO USE THE COURSEBOOKS USING THE WORKBOOK APPROACH



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



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

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

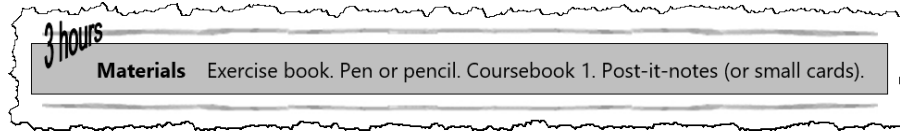
Luksave:

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



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

*Luksave:*






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

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

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

*Luksave:*

	leaves and flowers <i>na ol kain samting olsem.</i>
	If you are going to be facilitating an agreement between your organisations and a community group, then the materials you will need for your activities might be copies of the agreement document, butcher paper, markers, and pens.
1	 <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 wanpela naispela kap ti na mekim.* If everyone gets tired then go outside for a walk or take a break. Don't just read through the information in the coursebook together quietly – it is much better to also read it out aloud as you go. This will help you learn. And when you meet with your colleagues, it is also a good idea to do a revision exercise first to go over what you learned last time. *Kirapim bek tingting.* Start the revision by taking 30 minutes to go back over what you have covered so far in the coursebook. The purpose of doing this is to come up with two or three good questions about what you have done so far that you can ask your colleagues in the 'revision ball' exercise (below).



### 'Revision ball'

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



### HOW LONG SHOULD IT TAKE TO COMPLETE THE COURSEBOOKS?

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

### HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

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

# Introduction | The PNG National Standard for Community Development Workers

2 hours

**Materials** Exercise book. Pen or pencil. Coursebook 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. On the first page write the coursebook objective. 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.

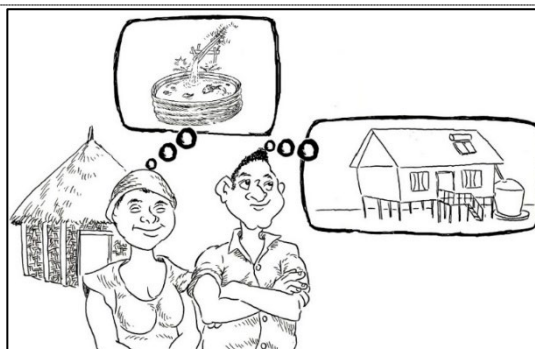


It is a good idea to use the last page in your exercise book to write down words that you are unclear about, or questions that you have. Your course facilitator will arrange to have semi-regular meetings with you and your colleagues to go through what you have covered since the last meeting, and to go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

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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 949" style="border: 1px solid gray; border-radius: 10px; padding: 10px; background-color: #f0f0f0;"> <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 developmin</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>



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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 5 (monitoring) and step 6 (evaluation)?



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Luk olsem the second last picture is step 5 of the project cycle (monitoring), and the last picture is step 6 of the project cycle (evaluation).




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

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).

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*.


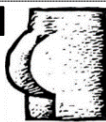
A CDW can also be someone from *inside* a community who works with communities and groups and families to help them develop. Community volunteers or Grade 12 leavers or Pastors or Women's leaders or Youth leaders or Ward Development Committee members *o kain olsem*.

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

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.



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	<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="text-align: center;">  </div> <div> <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 (CDW coursebook 5) shows a CDW how to help a family or group or community to go through step 5 and step 6 of the participatory project cycle. You should have already completed coursebook 3 (step 1 and step 2) and coursebook 4 (step 3 and step 4). CDW coursebooks 3, 4, and 5 together show a CDW how to help a family or group or community to follow the 6 steps of a participatory project cycle.</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="text-align: center;">  </div> <div> <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 5 (this coursebook) the objective is <b>Understand how to help a group or community to monitor their project (steps 5 of the project cycle) and evaluate their project (step 6 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>

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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 Co2  
Monitor  
Community  
Activity



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

Core Unit Co8  
Evaluate  
Activity  
Outcomes



Element 1 Make preparations  
Element 2 Conduct community entry and organising activities  
**Element 3 Conduct field evaluation of activity outcomes**  
Element 4 Prepare a report

This means that if you want to meet the Standard when you do monitoring (step 5) or evaluation (step 6), you also need to make preparations, do community entry and organising activities, and prepare a report in a way that meets the Standard. Definitely.



### 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?

## **Conduct monitoring** *Sekim wok* **(STEP 5 of the project cycle)**





*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.

## Wok mak from the PNG National Standard for Community Development Workers for UNIT C02 Monitor Community Activity

Elements	Performance criteria
<b>1</b> Make preparations	1.1 Find out information about the place and people to be visited 1.2 Communicate effectively with key people from the place to be visited 1.3 Prepare a suitable work plan (activity plan) 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices while doing office-based activities
<b>2</b> Conduct community entry and organising activities	2.1 Confirm who the key people are, and work with them to make arrangements, and identify and organise participants for the activities 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Communicate effectively with key people 2.4 Show respect for local culture and be sensitive to gender roles 2.5 Assess whether the work plan (activity plan) and materials for the activities are going to be suitable and make necessary changes 2.6 Follow workplace health and safety practices while conducting field activities
<b>3</b> Conduct monitoring	3.1 Support and encourage effective participation while conducting monitoring 3.2 Encourage key people to take the lead while conducting monitoring 3.3 Communicate effectively while conducting monitoring 3.4 Work in a way that is appropriate to local culture while conducting monitoring 3.5 Explain the purpose of monitoring to the participants 3.6 Work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what 3.7 Work with the group to check progress of the activity against the plan 3.8 Assist the group to identify any problems or issues and decide on solutions and actions to improve implementation 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 the group, without rushing, and explain again what the visit has been for
<b>4</b> Prepare a report	4.1 Maintain diary (journal) of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis

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 style="text-align: center;"><b>Pasin bilong wokim disisen wantaim na wokbung wantaim</b></p>
1	<div style="display: flex; align-items: center;">  <div> <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> </div> </div>
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	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <p><b>Activity</b></p> </div> <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> <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> </div> <div style="flex: 0.5; border: 1px solid gray; border-radius: 15px; padding: 10px; margin-left: 10px; background-color: #f0f0f0;"> <p>If this course is being run as a training by a trainer then they will go back over this with you</p> </div> </div>



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?

2

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*.

**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**

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>
<p>2</p>	 <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>
<p>2</p>	<p>When you help a group or community to do monitoring or to evaluate their project (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>
2	 <p><b>Discussion</b> 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>
3	 <p>In this coursebook, we will look at how to help a group or community through step 5 and step 6 of the project cycle. Monitoring and evaluation. 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>
3	 <p><b>Written answer</b> One of the three big reasons why it is important to encourage participation is because it promotes inclusion (equality). With your colleagues, discuss how it helps a group or community if they promote the principle of inclusion (equality). Next, in your exercise book, write down what the principle of inclusion (equality) means in a way that <i>ol lain long ples</i> will understand.</p> <div style="text-align: right; background-color: black; color: white; padding: 5px; width: 30px; float: right;">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.

<p>1</p>	 <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>
<p>1</p>	<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>
<p>2</p>	 <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.

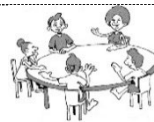
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**After you have finished**, sit down with key people and go back over what you did together. Adults learn best when they have a chance to go back over what they learned. Revision.



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**

A goal for PNG is to not need CDWs from outside the community. With your colleagues, discuss how putting this *wok mak* into practice can help PNG to achieve this goal. Next, in your exercise book, explain your answer.

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>

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.

3



**Activity**

With your colleagues, have a look at the picture on the right. What is wrong with this communication?



4



**Discussion**

With your colleagues, come up with some dot points to guide you if you need to use a translator to help you communicate effectively?

4

- ✓ Use a language that everyone understands (use a translator if necessary)
- ✓ 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. *Yu save.*
- ✓ 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 *pin lukluk kam daun.*
- ✓ Don't talk for too long and then ask the translator *long tainim.* *Em bai lus tingting.* Talk for a short time, emphasise key points, and then ask the translator *long tainim.*
- ✓ Ask a key person to listen to how the translator *wok long tainim.* If the key person thinks the translator is missing the point, then ask them to *adim toktok antap.*

4



**Written answer**

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.

**E**










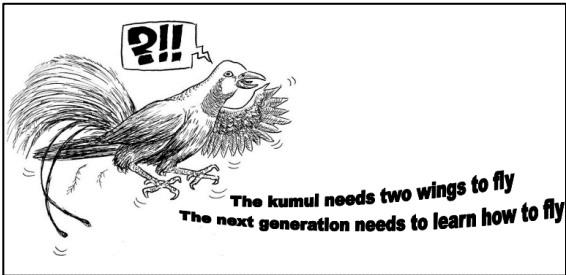
**Revision discussion**





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>
		
2	<p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <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 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> 	

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*?



2 hours

Materials Exercise book. Pen or pencil.

1	 <p><b>Discussion</b> What is step 5 of a participatory project cycle? Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>
1	<p>A participatory project cycle has 6 steps:</p> <ol style="list-style-type: none"> <li data-bbox="331 656 1324 792">  <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> </li> <li data-bbox="331 801 1324 943">  <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> </li> <li data-bbox="331 952 1324 1093">  <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> </li> <li data-bbox="331 1102 1324 1243">  <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> </li> <li data-bbox="331 1252 1324 1393">  <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> </li> <li data-bbox="331 1402 1324 1543">  <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> </li> </ol> <p>Step 5 of the project cycle is monitoring. <i>Sekim wok.</i></p> <p><b>Bikpela tok.</b> If it is a participatory project cycle, then the group or community have all been participating from the start. It is their project. <i>Olgeta kamap papa bilong en.</i> It is very important during monitoring that the group or community monitor their own project. They need to check themselves on how things are going and solve any problems. If someone does it for them then <i>ino moa projek bilong ol.</i></p> <p>This is not the same thing as expert or 'technical' monitoring. If a project has been funded or supported by an outside organisation, then a water supply expert or a <i>didiman</i> or a health expert <i>o kain olsem</i> to help the family or group or community to check on how things are going. <i>Kaksi.</i></p>



The main job of a CDW during monitoring is to help the group or community to check up on their project to see how things are going and solve any problems. *Bikpela wok.*

And if an expert is also helping to monitor the project, the job of a CDW is to facilitate their visit. The group or community needs to understand what the expert will be doing, they need to be involved, they need to know what the expert found out, and they need to help solve any problems.



Sometimes the CDW will also have expert skills. They CDW might also be a water-supply expert or a health worker or a pastor or a *didiman o kain olsem*. Great. CDWs often can wear two hats at the same time.



1



**Written answer**

With your colleagues, discuss what the main job of a CDW is during monitoring. In your exercise book, write down your answer.

G

The main job of a CDW during monitoring is to help a group or community to check how things are going themselves, and solve any problems themselves. *Bikpela wok.*

The best way to do this is to start with a *kibung*. It is normal for a CDW to start whatever work they are doing with a *kibung*. Participation. *Em nau yumi lukim pinis.*

1

Everyone from the group or community should have already been involved in each step of the participatory project cycle - and they will want to continue to be involved to monitor their project. *Ol stap yet papa bilong en.*










If you are working with a group, then it is a good idea if other people from the community also attend the *kibung*. 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 group).




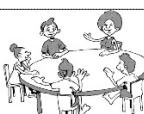




2

The first *wok mak* from the National Standard that you can put into practice during the monitoring *kibung* is **explain the purpose of monitoring to the participants**. You can't help a group or community to conduct monitoring if they don't know why they are doing it. *Kliarim ol gut tru pastaim.*

When you explain the purpose of monitoring 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 *pinis lukluk kam daun*. 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> 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> <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> <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> <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. Set gut pinis orait statim wok.</i></p> <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> <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>
2	<p> <b>Discussion</b> With your colleagues, take turns explaining the 6 steps of a participatory project cycle in a way that everyone will understand. Practice. Use the example of a family or come up with your own example.</p> 
2	<p>When you finish explaining the participatory project cycle so everyone can see how it all fits together <i>pisin lukluk kam daun</i> – next go back and explain in detail the purpose of monitoring. Explain again why everyone is at the <i>kibung</i>.</p> <p> Monitoring is <i>sekim wok</i>. Step 5 of the participatory project cycle. We need to check on how the project is going. Are we on track? What is working? What is not working? What can we do to fix any problems and stay on track? <i>Putim olgeta samting long ples klia.</i> Everyone needs to be involved so that we have the full story. Everyone needs to be involved so we have the best solutions.</p>

2		<p><b>Activity</b> With your colleagues, imagine you are helping a youth group in a remote part of Oro Province to monitor their sports project. Everyone has come together for a <i>kibung</i>. Have a go at putting this <i>wok mak</i> into practice. How would you explain to everyone the purpose of monitoring?</p>
2		<p>Don't forget, a <i>wok mak</i> in the National Standard is <b>encourage key people to take the lead</b>. If you can encourage key people to explain the purpose of monitoring to the participants instead of you then it is even better. <i>Yu wok long inapim tupela wok mak long sem taim.</i></p> 
		
3		<p><b>Discussion</b> How often during implementation of a project should everyone in the group or community come together to monitor their project?</p>
3		<p>The number of times everyone in the group or community needs to come together to monitor their project depends on the size of the project. And if they need your help, it will also depend on how many times you the CDW are available (and your resources).</p> <p>Normally, it is a good idea for everyone in a group or community to come together to monitor their project not long after the project begins – this is because many problems or issues become obvious early on during implementation. And schedule a monitoring visit after key activities have been completed. And schedule a monitoring visit near the end of project activities.</p>  <p>Normally, scheduling a monitoring visit not long after the start of activities, and again in the middle of activities, and again near the end of activities, will be about right.</p> <p>How often everyone in the group or community needs to come together to monitor their project also depends on how well things are going. If there are lots of problems, then everyone may need to come together more often to sort it out.</p>
3		<p><b>Activity</b> With your colleagues, have a look at the activity schedule in the Hasarai project plan (at the end of the coursebook). Imagine you are a CDW helping Hasarai to conduct monitoring. If you only had the budget for two monitoring visits, when (which months) should you schedule them for?</p>







**Revision discussion**

What are some examples of monitoring that you do every day? Do these examples involve other people or do you do the monitoring on your own?

3 hours

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

<p>1</p>		<p>Most CDWs start the monitoring visit with a <i>kibung</i>. Everyone can be involved. Everyone knows what is happening. Nice.</p> <p>When you start the <i>kibung</i> you can explain the purpose of monitoring to the participants. <i>Wok mak em olsem. Nau tasol yumi lukim.</i></p> <p>Another <i>wok mak</i> from the National Standard that you can put into practice during the <i>kibung</i> is 'work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what'. Another way to say this is <b>help everyone to review the project plan</b>.</p> <p style="text-align: center;"><b>Help everyone to review the project plan</b></p>
<p>1</p>		<p><b>Discussion</b></p> <p>Why do you need to review the project plan with everyone first before helping them to check on how things are going (monitoring)? Discuss this with your colleagues?</p>
<p>1</p>	<p>Monitoring is <i>sekim wok</i>. <i>Tasol sekim wanem samting?</i></p> <p>You can't <i>sekim wok</i> unless everyone remembers <i>why</i> the project is being done and <i>what</i> is supposed to have been done by the time of the monitoring visit. Makes sense.</p> <p>This means you need to help everyone go back over the project plan and review it. <i>Kirapim bek tingting.</i></p>	
<p>2</p>		<p><b>Discussion</b></p> <p>In the participatory planning coursebook (step 1 and 2 of the project cycle) we looked at the bones of a project plan. What are the bones a project plan? Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>
<p>2</p>	<p>When Marilyn helped <i>Mama Kirap</i> 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. <i>Tingim.</i></p>	

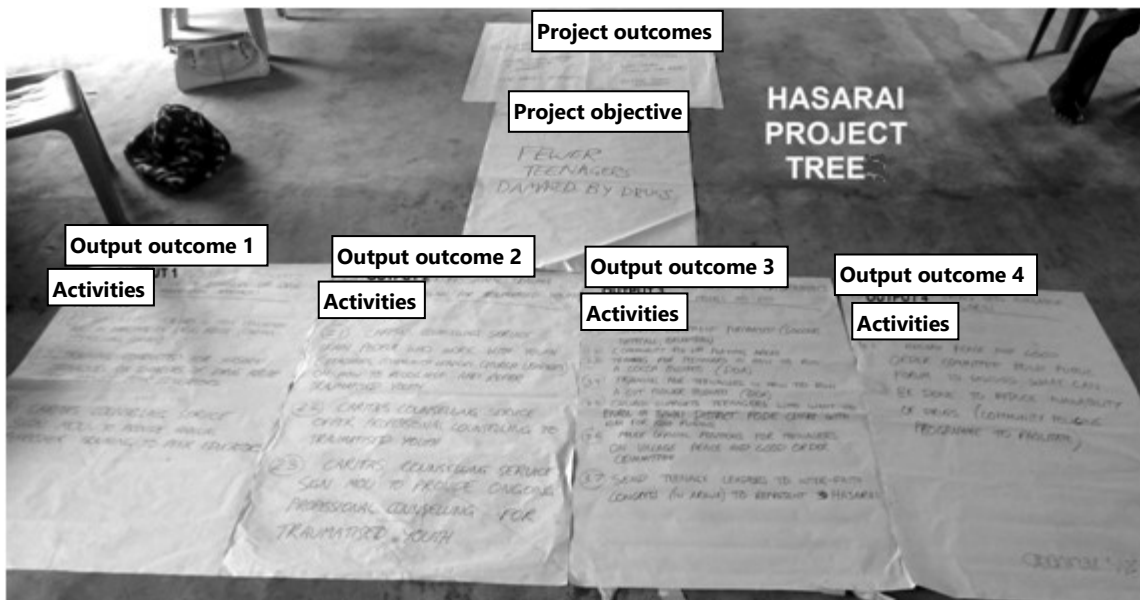


A project tree shows the bones of a project plan. The bones of a project plan are activities (*wok*), output outcomes (*wok kamap*), project objective (*as tingting*), and project outcomes (*gutpela kaikai*). The project tree shows how the project should *strongim sindaun* (if it is completed successfully).

## The BONES of a project plan



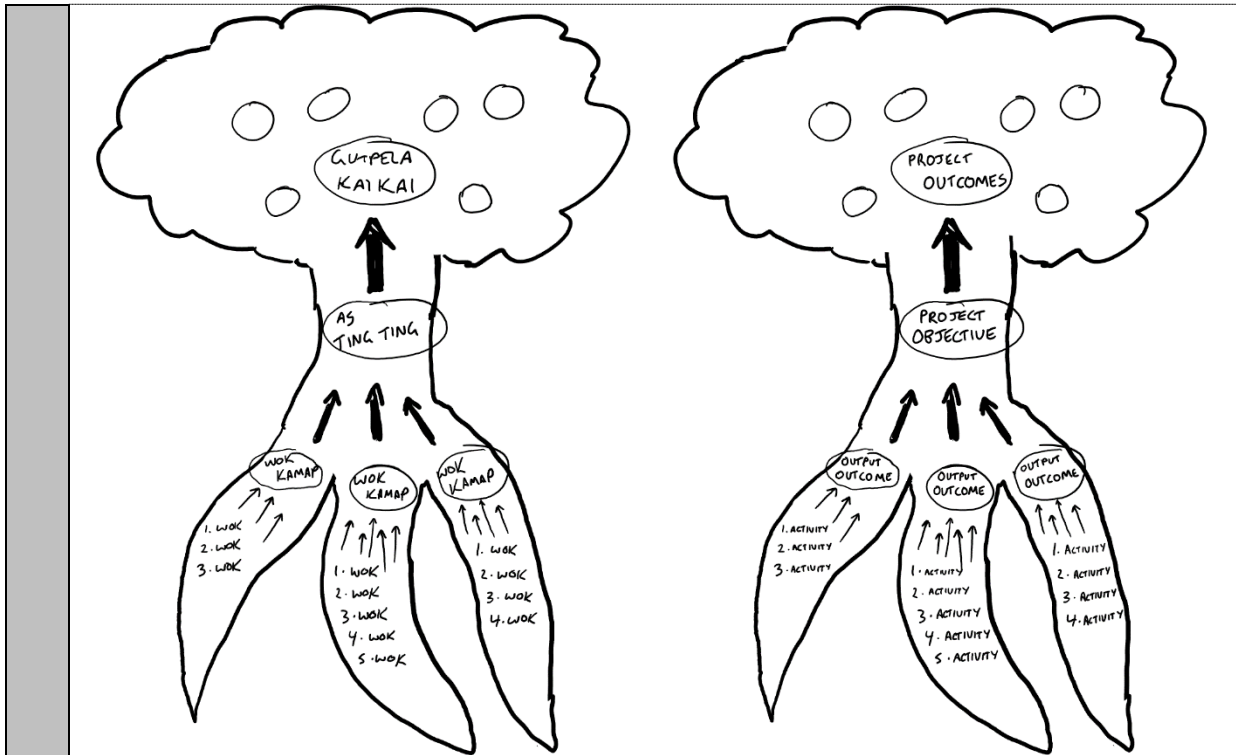
- ACTIVITIES (WOK)**
- OUTPUT OUTCOMES (WOK KAMAP)**
- PROJECT OBJECTIVE (AS TINGTING)**
- PROJECT OUTCOMES (GUTPELA KAIKAI)**




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



2  **Discussion**  
In the participatory planning coursebook (step 1 and 2 of the project cycle) we put the meat on the bones of a project plan. What meat do you need to put on the bones of a project plan? Discuss this with your colleagues.

2 **The MEAT on the bones of a project plan**  
↓  
**SUSTAINABILITY**  
**RISK MANAGEMENT**  
**ACTIVITY SCHEDULE**  
**BUDGET**  
**PROJECT MANAGEMENT**  
  
You need to help them put this meat on the bones even if it is a project that the family or group or community are going to do themselves *ol yet*. But if they want to get support for their project plan from an outside organisation, then there is more meat you need to help them put on the bones:  
  
**PROJECT BENEFICIARIES**  
**SUMMARY**



## How to work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what

And there is one more meat that sometimes needs to be put on the bones if the project plan is going to be funded by an outside organisation. Indicators. Indicators are the requirements for success for the project. The *wok mak* that need to be achieved for the project to be considered successful. After the project is completed, the funding organisation will want to collect information and evidence to see if the project achieved the *wok mak*. Was it successful or not?

**Bikpela tok.** Don't worry about indicators unless the funding organisation wants them. Normally the funding organisation will help you set indicators. If not, then at the end of the 'participatory planning' coursebook (step 1 and step 2 of the project cycle) there is a section called 'indicators'. It will help you.



### Discussion

2

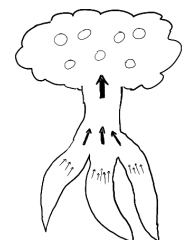
With your colleagues, have a look at the project plan for Hasarai community to reduce teenage drug abuse (at the end of this coursebook). This is the project plan that Merilyn helped *Mama Kirap* to develop during participatory planning (step 1 and 2 of the project cycle). She helped them develop this project plan because they wanted to try and get funding from Buin District. *Tingim*. Read through the project plan again to remind yourself of the bones of a project plan and the meat on the bones. The next thing we are going to do in this topic is look at how Merilyn helped *ol lain Hasarai* to review their project plan. *Wok mak em olsem*.



Reviewing the project plan is a *wok mak* that all CDWs need to *inapim* if they want to work in a way that meets the National Standard. The *wok mak* says: **Work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what.**

3

The first thing a CDW needs to do to review the project plan is review the **objectives**. Everyone needs to remember how the project should *strongim sindaun* (if it is completed successfully). *Wanem as tingting*. The best way to do this is to go back over the bones of the project plan. Go over the activities (*wok*), the output outcomes (*wok kamap*), the project objective (*as tinging*), and the project outcomes (*gutpela kaikai*).



### Activity

3

Put the Hasarai project tree (at the end of the coursebook and shown again below) on butcher paper. You did this already in CDW coursebook 4 when you learned how to do project-start up (step 4 of the project cycle) so hopefully you didn't throw it away (and don't throw it away after you use it this time either because you need it again later in this coursebook). Pretend you are Merilyn. Use the project tree to remind *ol lain Hasarai* of the bones of their project plan. Explain how:

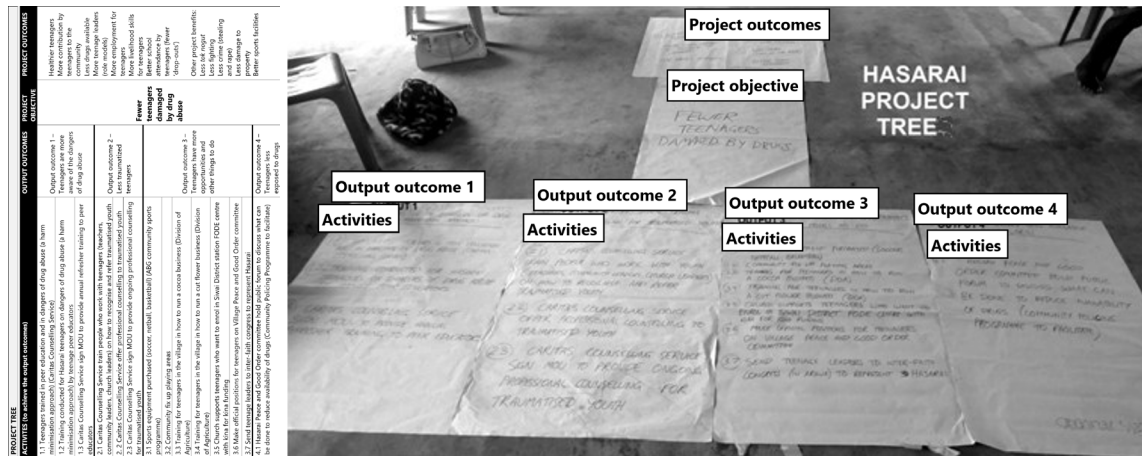
# How to work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what

- 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**




PROJECT TREE			
ACTIVITIES (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')  Other project benefits: Less <i>tok nogut</i> 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			
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		

If this course is being run as a training, the trainer will demonstrate how to do this.

*Tok save* when you put the Hasarai project tree on butcher paper, turn it on its side and set it out like a tree (like in the picture below). If you do this then *em bai klia gut tru*.



## How to work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what

4	<p>You have helped the group or community to review the bones of the project plan. Everyone should remember why the project is being done. How the project should <i>strongim sindaun</i> (if it is completed successfully). <i>Wanem as tingting</i>. The objective.</p> <p>However, everyone also needs to remember what was supposed to have been completed by the time of the monitoring visit. This is why this <i>wok mak</i> also says that when you review the project plan you need to review the <b>activities, necessary resources, timing, and who is responsible for what</b>.</p>	
4	 <p><b>Discussion</b></p> <p>Think about the meat that goes on the bones of a project plan. Discuss with your colleagues what part of a project plan you need to review if you want everyone to remember the activities, necessary resources, timing, and who is responsible for what?</p>	<p><b>The MEAT on the bones of a project plan</b></p> <p>↓</p> <p><b>SUSTAINABILITY RISK MANAGEMENT ACTIVITY SCHEDULE BUDGET PROJECT MANAGEMENT</b></p>
4	<p>To help the group or community review the <b>activities, necessary resources, timing, and who is responsible for what</b> just go back over the activity schedule.</p> <p>Most CDWs prepare a poster (butcher paper) 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.</p> <p>And if you did an implementation schedule during project start-up (step 4 of the project cycle) then also go through this with everyone. <i>Em bai mekim ol klia stret</i>.</p>	
4	 <p><b>Activity</b></p> <p>Put the Hasarai activity schedule (at the end of the coursebook) on butcher paper. You did this already in CDW coursebook 4 so hopefully you didn't throw it away <i>hat wok long wokim gen</i>. With your colleagues, pretend you are Marilyn. Have a go at reviewing the activity schedule with everyone so they remember what was supposed to have been completed by the time of the monitoring visit. <i>Kliarim ol gut tru</i>.</p>	<div style="border: 1px solid gray; border-radius: 15px; padding: 10px;"> <p>If this course is being run as a training, the trainer will ask you to do this as a role play.</p> </div>
5	 <p>Merilyn did a great job to <i>inapim</i> this <i>wok mak</i>. She helped everyone to go back over the following two things:</p> <p><b>Why the project plan was necessary (the project tree). What needs to be done (the activity schedule).</b></p>	

## How to work with the group to review the plan for the activity, including objectives, activities, necessary resources, timing, and who is responsible for what

But don't forget there are many ways to do it. What Marilyn did is one recipe. The National Standard lists the key ingredients that you need to put into practice if you want to meet the Standard – but it does not tell you what recipe to follow.

When you perform this *wok mak*, don't forget that another *wok mak* from the National Standard is **encourage key people to take the lead**. If key people *go pas* to review the project plan with everyone then even better. A CDW doesn't need to *inapim* each *wok mak* themselves - as long as they make sure it is done by someone then they are meeting the Standard.



5



### Discussion

With your colleagues, discuss what you could do to encourage key people to *go pas* when you review the project plan with everyone?

5

**Tok save.** If you help a family or group or community to develop a project tree in step 2 of the project cycle (develop a plan), don't throw the butchers papers away afterwards. You can use them again during the rest of the project cycle. Even better, leave the project tree with them so they can put it *long ples klia* and refer to it during the project.

**Tok save gen.** And in step 4 of the project cycle (project start-up) Marilyn put the activity schedule on butchers paper to *kliarim ol* before beginning the project. *Tingim*. If you do this, then don't throw the butchers paper away afterwards. You need these butcher papers again in step 5 (monitoring) (*nau tasol yumi lukim*) and you will also need them again in step 6 (evaluation). Even better, leave the butchers paper with the group or community so they can put it *long ples klia* and refer to it during the project.

5



### Written answer

With your colleagues, discuss what Marilyn did to *inapim* this *wok mak* from the National Standard. Next, in your exercise book, write down the two things that Marilyn helped *ol lain Hasarai* to go back over.

H



### Revision discussion

What would happen if you didn't review the project plan with everyone first before beginning monitoring?



3 hours


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


1 Most CDWs start the monitoring visit with a *kibung*. Everyone needs to be involved. The *kibung* is a good time to explain the purpose of monitoring and to review the project plan. *Em nau yumi lukim pinis.*

The next *wok mak* you need to *inapim* to meet the National Standard is to help the group or community to check the progress of the project against the plan. *Yumi wok long ron olsem wanem?*

The *kibung* at the start of the monitoring visit is a good time to do this. *Putim olgeta samting long ples klia.*



1  **Activity**  
With your colleagues, look at the photo below of people checking the progress of their project against the plan. Who is missing?



*Luk olsem nogat meri.* You can't have the full story without both women and men. At least there are young men involved. But there are no young women?

**HOW TO CHECK PROGRESS AGAINST THE PLAN**

Go through the activity schedule with everyone.

1 You should already have each output outcome from the activity schedule written out on butcher paper (you used them in the *kibung* to help everyone review the project plan) so use them again now. Start from the beginning (or start from where you left off after the last monitoring visit). For each activity ask everyone what progress has been made.



If the activity has been successfully completed, then tick it



If the activity has been partly completed or if something has gone wrong or if something needs follow-up, then put a question mark

Sometimes there will be disagreement about whether an activity has been completed. If there is no consensus (*wanbel*) that the activity is completed, then put a question mark.



**Activity**

Below is a table showing the activities for output outcome 1 from the Hasarai project plan. On the right side are dot points which give the story of what has happened so far during implementation for output outcome 1 – the kind of information that everyone might say during the *kibung*. With your colleagues, go through the story of what has happened so far for each activity in output outcome 1 and use it to check progress against the plan. At the end, you should have ticks or question marks next to the activities for output outcome 1 in the activity schedule.



If the activity has been completed, then tick it



If the activity has been partly completed or if something has gone wrong or if something needs follow-up, then put a question mark

1

**Output outcome 1 – Teenagers are more aware of the dangers of drug abuse**

1.1.1 Ten teenagers (5 men and 5 women) selected to be peer educators by *Mama Kirap* and Hasarai Peace and Good Order committee. List of 10 teenagers signed by Hasarai Peace and Good Order committee.

- Completed in January as planned.
- The teenagers were keen to be involved and anyone who was interested was selected. There were 7 women and 7 men selected by the Hasarai Peace and Good Order committee.

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). Training report by Caritas Counselling Service.

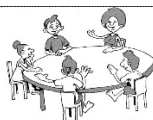
- 12 teenagers were trained (5 women and 7 men). 2 of the women who were selected dropped out.
- The training started 5<sup>th</sup> February and finished 9<sup>th</sup> February.
- The Caritas Counselling Service trainers (2 men) have yet to submit their training report.
- The teenagers who were trained said it was a good training and the impression of the community was that everything went well.
- The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts



<p>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. <u>Training report by peer educators.</u></p>	<ul style="list-style-type: none"> <li>• The teenage peer educators decided that the men peer educators would work together to conduct one training for the male teenagers and the women peer educators would conduct a second training for the female teenagers.</li> <li>• Only one 3-day training has been conducted (by the men peer educators). There were 23 participants.</li> <li>• The men peer educators submitted a brief training report.</li> <li>• A neighbouring village asked if the men peer educators could also come and conduct training for their teenagers on the dangers of drug abuse.</li> <li>• The 3-day training by the women peer educators was cancelled at the last minute because three of the women peer educators said they weren't confident to do it.</li> <li>• The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts.</li> </ul>
<p>1.3 Caritas Counselling Service sign MOU to provide annual refresher training to peer educators. <u>Copy of signed MOU.</u></p>	<ul style="list-style-type: none"> <li>• MOU (Memorandum of Understanding) was prepared by the Director of Caritas Counselling Services. She brought it with her when she came for the signing ceremony. The Hasarai Peace and Good Order Committee had a meeting to review the MOU and everyone was happy with it.</li> <li>• Two copies of the MOU were signed – one was kept by Hasarai Peace and Good Order committee and the other was kept by Caritas Counselling Services. The community organised a great event for the signing ceremony and many photos were taken.</li> </ul>



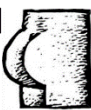





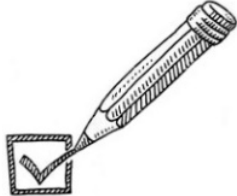



2












**Discussion**

What are indicators? Discuss this with your colleagues.

<p>2</p>	<p>Most project plans that are funded by outside organisations will include a section in the project plan called 'indicators'. Indicators are the requirements for success for the project. The <i>wok mak</i> that need to be achieved for the project to be considered successful.</p> <p>After the project is completed, the funding organisation will want to collect information and evidence to see if the project achieved the <i>wok mak</i>. Was it successful or not?</p> <p>A project plan that is funded by an outside organisation will normally include two or three indicators for the project objective (did the project achieve the project objective?) and one or two indicators for each output outcome (did each output outcome achieve what it was supposed to achieve?).</p> <p>Any indicator should also say what the <b>means of verification</b> is that will need to be collected to prove or verify if the indicator has been achieved. The evidence might be a receipt, a trainer's report, a copy of a letter, a deposit slip, meeting minutes, a photo. <i>Kain kain</i>. Normally the means of verification is included after the indicator and is <u>underlined</u> (or shown in brackets).</p>	
<p>2</p>	<p> <b>Activity</b></p> <p>Below is an indicator for a project objective. The objective of the project was to improve the health of children in the community. What is the means of verification for the indicator?</p> <p><i>Most parents say that the health of their children has improved because of the project. Evaluation report (showing what percentage of parents said this)</i></p>	
<p>2</p>	<p>Some (complicated) project plans that are funded by funding organisations include <b>activity indicators</b>. Activity indicators are the requirements for success (the <i>wok mak</i>) for activities.</p> <p>If the activity was training in how to farm elephants, then an indicator of success (and means of verification) might be something like <i>40 participants received certificates and half were women. Trainer's report (showing number of certificates given)</i>.</p> <p><b>BUT</b>  To keep it simple, project plans do not need to have separate activity indicators. Instead include the requirement for success (and means of verification) in the description of the activity.</p> <p>For example, when you write the activity in the activity schedule, instead of saying 'training in how to farm elephants' say something like <i>training in how to farm elephants conducted for 40 participants, half to be women. Trainer's report (showing number of certificates given)</i>. If you do this, then you don't need to include activity indicators.</p>	

2	 <p><b>Discussion</b> With your colleagues, have a look at the Hasarai project plan (at the end of the coursebook). Are there separate activity indicators? Or are the requirements for success (and means of verification) included in the activity schedule?</p>
2	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 2px solid black; padding: 5px; width: 10%;">  </div> <div style="flex-grow: 1;"> <p><i>Yumi raunim liklik tasol kam bek gen.</i> When you help everyone to check progress against the plan, if an activity has been successfully completed then tick it. <i>Em nau yupela klia pinis.</i></p> <p>However, if project plan has been funded by an outside organisation, then there might be activity indicators in the 'indicators' section of the project plan (or even better the requirement for success might be included in the description of each activity). If there are, it will help everyone decide if an activity has been successfully completed or not.</p> <p><i>Luk olsem</i> if the requirement for success has not been achieved, then put a question mark – you will need to follow-up to find out why and to see if there is a solution or action that everyone can take.</p> <p>And if the evidence (means of verification) has not been collected (or does not confirm or verify that the requirement for success has been achieved) then put a question mark. You will need to follow-up to find out why and to see if there is a solution or action that everyone can take.</p> </div> <div style="border: 2px solid black; padding: 5px; width: 10%; text-align: center;">  </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>
2	 <p><b>Activity</b> With your colleagues, go back to the earlier activity in this topic where you and your colleagues checked the progress of output outcome 1 (using the table of information about what has happened so far during implementation). In the Hasarai project plan, the requirements for success (and means of verification) are included in the description of the activities. Use this information to check again if each activity has been successfully completed.</p>
3	 <p>When you have finished helping everyone to check progress of the activities against the plan, hang on to the butcher papers you used.</p> <p>You can use them again later in the monitoring visit. And you can use them again in the next monitoring visit. By the time of the next monitoring visit hopefully there will be more ticks (and more of the question marks will have been turned into ticks).</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <p>It is always a good idea to leave the butcher papers you used to check progress against the plan with the key people. They can put them <i>long ples klia</i> and use them to help stay on track. But if you do this be sure you keep a copy for your report.</p> </div>

3	 <p><b>Discussion</b> What information should a CDW have a record of in their journal (or diary) from the monitoring visit so far? Discuss this with your colleagues.</p>
3	<p>Normally, after a monitoring visit, the CDW will need to prepare a monitoring report.</p> <p>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. In CDW coursebook 1 we looked at the <i>wok mak</i> in the National Standard for preparing a report. <i>Tingim</i>.</p> <p>If you do what Marilyn did to help <i>ol lain Hasarai</i> to monitor their project, then by this point in the monitoring visit your journal or diary should already contain lots of information to help you prepare your monitoring report. It should have:</p> <ul style="list-style-type: none"> <li> Dates and times</li> <li> Any information about what you did during community entry including who the key people are you are working with</li> <li> What happened during the <i>kibung</i> – who came, how many men and women, what people said about progress so far</li> <li> What the result was when you checked progress against the activity schedule</li> <li> Copies of any evidence (means of verification) to show that activities completed have been <u>successfully completed</u>.</li> <li> Photos</li> <li> Anything you have already observed or heard so far about how well the project has been implemented</li> </ul>
3	 <p><b>Written answer</b> With your colleagues, discuss how to work with the group to check progress of the activity against the plan. Next, in your exercise book, answer the following question: When you go through the activity schedule with everyone, when should you put a question mark next to the activity?</p>



**Revision discussion**

How will it help to include youth when the key people check progress of the project against the plan?



5 hours

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 3.

You have now worked with everyone to check progress of the project against the plan. Nice. But you can't investigate any problems or issues by sitting inside drinking tea. *Nogat*. You and the key people have to go outside and have a look at what progress has been made and talk with people. This is the next part of the monitoring visit. The monitoring investigation.



This *wok mak* from the National Standard says **assist the group to identify any problems or issues and decide on solutions and actions to improve implementation**.

1 You will already have an idea if there are any problems or issues. Now you need to end the *kibung* and then work with the key people to follow-up and collect more information. The monitoring investigation. *Wok painimaut*.



Before you end the *kibung*, explain what will happen next. Explain that the next part of the monitoring visit involves working with the key people to check progress and investigate how things are going.

And explain to everyone that at the end of the monitoring visit there will be another *kibung* where everyone will be invited back to look at what you and the key people found out about how things are going - and to solve any problems or issues together.



**DURING THE MONITORING INVESTIGATION YOU WILL NEED TO:**

2



Follow-up on activities that have ticks to check the evidence, and to collect any more information



Follow-up on activities that have question marks so you can go deep to find out what the problem or issue is – and come up with solutions




Check to see if there are any new problems or issues that no one thought about (or admitted) at the start – and come up with solutions




Check to see if there are any opportunities or ideas for how to improve the project or how to better achieve the project objective








2		<p><b>Written answer</b></p>	J
<p>In your exercise book write down the four things you need to do during the monitoring investigation. <i>Raitim gut.</i></p>			

2	<p>Most CDWs spend a day or two working with key people to do the monitoring investigation - but it all depends on how big the project is and who you need to talk to. There are three tools that most CDWs use to help key people to identify any problems or issues (and come up with solutions and actions to improve implementation):</p> <p><b>Three tools to help you conduct the monitoring investigation</b></p> <ol style="list-style-type: none"> <li>1. Interviews</li> <li>2. Focus groups</li> <li>3. Village walks</li> </ol>		
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3	<p><b>Interviews</b></p>		
			
<p>An interview involves the CDW sitting down and talking with one (or two) people. Before you sit down with the person you want to interview, it is much better if you think about the key questions you want to ask or the topics you want to cover – this gives the interview structure. In an interview, you can investigate how successful implementation has been by asking the person for their opinion on the success of activities. <i>Wanem tingting bilong yu?</i> What is working? What problems or issues have you noticed? What solutions do you have? What ideas do you have? What worries you? What stories can you share? Who else should we talk to? <i>Kain kain.</i></p>			

3		<p><b>Discussion</b></p> <p>If you have had experience conducting or participating in an interview, then share this with your colleagues.</p>
3		<p>Some <b>advantages</b> of interviews are:</p> <ul style="list-style-type: none"> <li>• You can establish a more relaxed or natural conversation</li> <li>• You can go into great depth on a particular topic or issue</li> <li>• People can speak confidentially or privately</li> <li>• You can involve key people – or key people can do the interview</li> <li>• It is easy to take notes</li> <li>• You can compare answers from different interviews if you ask the same key questions or cover the same topics</li> </ul> <p>Some <b>limitations</b> of interviews are:</p> <ul style="list-style-type: none"> <li>• It is not possible to interview everyone, so carefully decide and select who should be interviewed and cross-check all information</li> <li>• Sometimes you need to conduct the interview on your own (without a key person) so that the people you interview feel comfortable to talk. This can create suspicion.</li> </ul> 
3		<p><b>Discussion</b></p> <p>What are open-ended questions? Discuss this with your colleagues.</p>
3		<p>When asking questions in an interview, try and ask open-ended questions.</p> <p>Open-ended questions are questions that need more than a 'yes' or 'no' answer. A 'yes' or 'no' answer does not tell you much about what people know or think.</p> <p>Open-ended questions normally start with "why" or "how" or "what if". Use open-ended questions when you want to dig deep to find out what people know or think.</p>
3		<p><b>Activity</b></p> <p>Get into pairs with a colleague. Have a go at conducting an interview. One of you be a CDW. Interview your partner about something (for example, "what are our biggest health problems"). Before you start, think about the key questions you want to ask or topics you want to cover so that your interview has structure. Don't forget to use open-ended questions. When you have finished, let your partner take their turn to interview you.</p>



### Focus groups



4

CDWs always use focus groups to conduct the monitoring investigation. You might want to meet with the key women from a community to discuss the success of activities so far. Or perhaps not many teenagers turned up for training on how to use drugs safely so you might want to meet with a cross-section of teenagers to discuss the problem (and find a solution).

Focus groups need to be planned. This means you need to think about who you want in the focus group. Normally (but not always) the people in the focus group have something in common. For example, they are all young women or all members of the basketball team or all members from one family.

Focus groups should have structure. This means you need to think about the key questions you want to ask or topics you want to cover during the focus group.

*Save moa yet.* You learned about focus groups in CDW coursebook 4 (step 3 and step 4 of the project cycle). *Tingim.*

4



#### Discussion

If you have had experience conducting or participating in a focus group, then share this with your colleagues.

4

Some **advantages** of focus groups are:

- People in a focus group may be more confident to express an opinion (speaking up in a small group is more like having a conversation)

	<ul style="list-style-type: none"> <li>• People feel more comfortable expressing an opinion among a group made up of people more like themselves (e.g. men separately from women)</li> <li>• You can better identify issues or opinions specific to different groups (e.g. women, school students, the elderly, widows)</li> <li>• You can involve key people – or key people can facilitate the focus group discussion</li> <li>• You can compare answers from different focus groups if you ask the same key questions or cover the same topics</li> <li>• It is easy to take notes</li> </ul> <p>Some <b>limitations</b> of focus groups are:</p> <ul style="list-style-type: none"> <li>• It is important to not just get the opinion of one focus group – for example, women. You need to make sure you get a balance of views.</li> <li>• Sometimes you need to conduct a focus group discussion on your own (without a key person) so people feel comfortable to talk.</li> </ul>
<p>4</p>	<div data-bbox="252 958 406 1070" data-label="Image"> </div> <p><b>Discussion</b></p> <p>The role of a CDW in a focus group is to provide structure and facilitate the conversation. <i>Stiaim toktok.</i> With your colleagues, brainstorm what you think a CDW should do to <i>stiaim toktok. Gespaia. Troimwe tingting.</i></p> <div data-bbox="550 1160 1109 1467" data-label="Image"> </div>
<p>4</p>	<p>There are three things you should do when you facilitate a focus group:</p> <p><b>ASK WHY? WHY? WHY?</b> <i>Ol troimwei toktok nau yu askim ol bilong wanem em olsem?</i> What will happen? Why is it like that? Tell me about why you think this worked? What could be another way to do it? Help everyone to dig deep to find out why.</p> <p><b>ENCOURAGE SOLUTIONS.</b> <i>Taim ol i autim ol hevi o wari askim ol long tingim gut wanem aidia ol i gat long stretim bek.</i> What do you suggest we do? What do they want to do about it? What have you done about it in the past? How can we take advantage of this? Ideas and solutions please.</p> <p><b>ENCOURAGE PARTICIPATION.</b> Everyone in the focus group discussion should have a chance to get involved and <i>autim wanem askim na tingting ol i gat.</i></p>



**ASK WHY? WHY? WHY?  
ENCOURAGE SOLUTIONS  
ENCOURAGE PARTICIPATION**

4



**Activity**

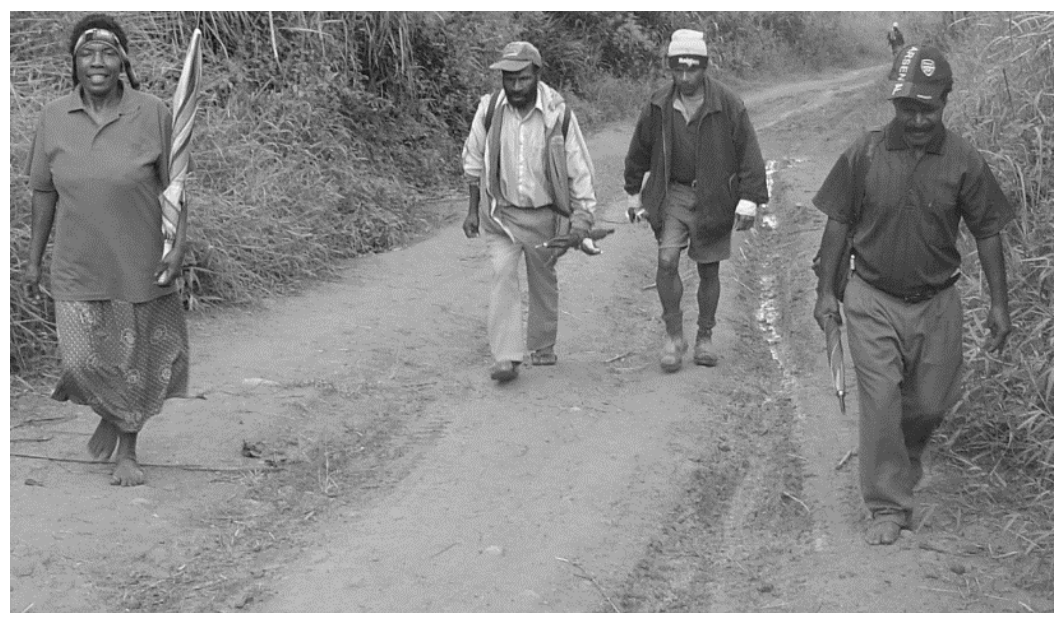
Have a go at conducting a focus group with your colleagues. One of you be the CDW. Everyone else can be participants in the focus group. Discuss “what are our biggest health problems”. Before starting, the CDW should think about which key questions to ask or topics to cover so that the discussion has structure. Demonstrate how to *stiaim toktok*: ASK WHY WHY WHY. ENCOURAGE EVERYONE TO THINK OF SOLUTIONS. ENCOURAGE EFFECTIVE PARTICIPATION. And try to use open-ended questions. Fit.

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



5






**Village walks**



Go for a walk to see the results of the activities. It is good to do this with a focus group or after (or during) an interview – but it can be done anytime. Any time you have free time then go for a walk to look at something and talk as you go.

A village walk will encourage people to talk openly. Most people find it easiest to talk in a relaxed and informal situation – such as going for a walk. A village walk is also a chance for the CDW to learn about the local area and the people. You get a context (a background) so you can understand what people are saying about their *sindaun*.



5	 <p><b>Discussion</b> If you have had experience conducting a village walk, then share this with your colleagues.</p>
5	<p>Some <b>advantages</b> of village walks are:</p> <ul style="list-style-type: none"> <li>You kill two birds with one stone – you get to see something (observation) and you can talk with people at the same time. <i>Kilim tupela pisin wantaim wanpela ston.</i></li> <li>You can follow-up on the key questions you asked in the interviews or focus group discussions – but it is important to let the conversation flow</li> <li>By talking with people as you walk, they are put at ease and are more likely to express their ideas and opinions</li> <li>Asking people to show you what they are proud of (like their garden) is a great way to build trust and encourage participation</li> <li>You get to make friends <i>na lukim ples</i></li> </ul> <p>Some <b>limitations</b> of village walks are:</p> <ul style="list-style-type: none"> <li>Normally you are escorted by just a few people so you won't get the full story</li> <li>It can be hard to take notes as you go on a village walk. You need to take time after the village walk to take notes about what you found out.</li> </ul>
5	 <p><b>Activity</b> Get into pairs with a colleague. Have a go at conducting a village walk. One of you be a CDW. Go on a walk to look at something (or just spin or go and chew <i>buai</i>). Have a relaxed conversation as you walk (or chew). As you walk, ask your partner to discuss "what are our biggest health problems". When you have finished, discuss with your colleagues how village walks can help you find out different information to interviews and focus groups.</p> 
	
6	 <p><b>Activity</b> Below is the story of the Hasarai project until the end of April – but only for output outcome 1. On the right side are dot points which give the story of what has happened so far during implementation for output outcome 1 – the kind of information that the key people would say to you when you sat down with them (with a nice cup of tea). <i>Em nau yumi lukim pinis.</i> Imagine you have finished working with key people to check on progress against the plan. Now you need to conduct the monitoring investigation. With your colleagues, answer the following three questions:</p>

1. Which people would you want to talk to using the interview tool?
2. Which focus groups would you want to meet with?
3. How would you use the village walk tool?

**Output outcome 1 – Teenagers are more aware of the dangers of drug abuse**

<p>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. <u>List of 10 teenagers signed by Hasarai Peace and Good Order committee.</u></p>	<ul style="list-style-type: none"> <li>• Completed in January as planned.</li> <li>• The teenagers were keen to be involved and anyone who was interested was selected. There were 7 women and 7 men selected by the Hasarai Peace and Good Order committee.</li> </ul>
<p>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). <u>Training report by Caritas Counselling Service.</u></p>	<ul style="list-style-type: none"> <li>• 12 teenagers were trained (5 women and 7 men). 2 of the women who were selected dropped out.</li> <li>• The training started 5<sup>th</sup> February and finished 9<sup>th</sup> February.</li> <li>• The Caritas Counselling Service trainers (2 men) have yet to submit their training report.</li> <li>• The teenagers who were trained said it was a good training and the impression of the community was that everything went well.</li> <li>• The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts</li> </ul>
<p>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. <u>Training report by peer educators.</u></p>	<ul style="list-style-type: none"> <li>• The teenage peer educators decided that the men peer educators would work together to conduct one training for the male teenagers and the women peer educators would conduct a second training for the female teenagers.</li> <li>• Only one 3-day training has been conducted (by the men peer educators). There were 23 participants.</li> <li>• The men peer educators submitted a brief training report.</li> <li>• A neighbouring village asked if the men peer educators could also come and conduct training for their teenagers on the dangers of drug abuse.</li> <li>• The 3-day training by the women peer educators was cancelled at the last minute because three of the women peer educators said they weren't confident to do it.</li> <li>• The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts.</li> </ul>
<p>1.3 Caritas Counselling Service sign MOU to</p>	<ul style="list-style-type: none"> <li>• MOU (Memorandum of Understanding) was prepared by the Director of Caritas Counselling Services. She brought it</li> </ul>

## How to assist the group to identify any problems or issues and decide on solutions and actions to improve implementation

<p>provide annual refresher training to peer educators. <u>Copy of signed MOU.</u></p>	<p>with her when she came for the signing ceremony. The Hasarai Peace and Good Order Committee had a meeting to review the MOU and everyone was happy with it.</p> <ul style="list-style-type: none"> <li>• Two copies of the MOU were signed – one was kept by Hasarai Peace and Good Order committee and the other was kept by Caritas Counselling Services. The community organised a great event for the signing ceremony and many photos were taken.</li> </ul>
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It can be a big help to have a CDW from outside help to monitor a project. This is because they can see things with fresh eyes. But PNG also needs people *long ples* who understand how to help a family or group or community through the steps of a project cycle, including how to do monitoring (*wok sekup*).








This is why **encourage key people to take the lead** is a *wok mak* in the PNG National Standard for Community Development Workers. *Tingim*.

Interviews and focus groups and village walks are tools that key people should be able to use themselves next time they need to do a monitoring investigation. When you do the monitoring investigation, don't forget to do it with the key people and show them what to do.



6

## How to assist the group to identify any problems or issues and decide on solutions and actions to improve implementation

6	 <p><b>Written answer</b></p> <p>With your colleagues, discuss how to use interviews, focus groups, and village walks to conduct the monitoring investigation. Next, in your exercise book, write down the three tools you can use to conduct the monitoring investigation (interviews, focus groups, village walks) and for each tool write down how to use it.</p>	<b>K</b>
6	<p>By the end of the monitoring investigation, you should have worked with the key people to do the following:</p> <ul style="list-style-type: none"> <li data-bbox="256 683 1412 795">  <b>Follow-up on activities that have ticks to check the evidence, and to collect any more information</b> </li> <li data-bbox="256 795 1412 907">  <b>Follow-up on activities that have question marks so you can go deep to find out what the problem or issue is – and come up with solutions</b> </li> <li data-bbox="256 907 1412 1019">  <b>Check to see if there are any new problems or issues that no one thought about (or admitted) at the start – and come up with solutions</b> </li> <li data-bbox="256 1019 1412 1108">  <b>Check to see if there are any opportunities or ideas for how to improve the project or how to better achieve the project objective</b> </li> </ul>	
6	 <p><b>Discussion</b></p> <p>What information should a CDW have a record of in their journal (or diary) after the monitoring investigation? Discuss this with your colleagues.</p>	
6	<p>If you do what Marilyn did to help <i>ol lain Hasarai</i> to monitor their project, then after the monitoring investigation your journal or diary should contain lots of information to help you prepare your monitoring report. It should have:</p> <ul style="list-style-type: none"> <li data-bbox="256 1467 1412 1512">↗ Dates and times</li> <li data-bbox="256 1523 1412 1568">↗ A record of what you did and who you talked with during the investigation</li> <li data-bbox="256 1579 1412 1624">↗ A record of any problems or issues that were identified during the investigation</li> <li data-bbox="256 1635 1412 1680">↗ A record of any solutions or actions that were proposed</li> <li data-bbox="256 1691 1412 1736">↗ Your own observations</li> <li data-bbox="256 1747 1412 1825">↗ A record of whether the investigation confirmed that the activities had been completed (and successfully completed)</li> <li data-bbox="256 1836 1412 1881">↗ Photos or drawings</li> </ul>	



**Three steps most CDWs take during a monitoring visit**



Most Community Development Workers start the monitoring visit with a *kibung*. They explain the purpose of monitoring. They review the project plan. They ask everyone to comment on what progress has been made so far. *Pes toktok*.



7

Next, most Community Development Workers work with key people to check progress of activities against the plan and to conduct the monitoring investigation. During the monitoring investigation, they help the key people to identify any problems or issues (and come up with solutions and actions to improve implementation). *Wok painimaut*.



Finally, when it is time to decide on solutions and actions to take, most Community Development Workers get everyone back together for another *kibung*. It is very important that everyone in the group or community find out the results of the monitoring investigation, and it is very important that everyone *together* agrees on the solutions and actions to take to improve implementation. *Las toktok*.

7



**Written answer**

In your exercise book, write down the three steps that most CDWs take (above) during a monitoring visit. *Raitim gut*.

L

The magic of a participatory project cycle is participation. If there is effective participation, then the project belongs to everyone in the group or community. *Olgeta manmeri tok olsem mi papa bilong projek em mak bilong projek bai karim gut.*

If only key people or the Community Development Worker decide on solutions and actions to improve implementation, then everyone else will start to say that it is not their project. *Olgeta manmeri stat long tok olsem projek ino samting bilong mi em mak bilong projek bai bagarap.*

And if only key people or the Community Development Worker decide on solutions and actions to improve implementation, then you won't have the full story. And you probably won't have the right solutions and actions to improve implementation.



Don't forget your role as a Community Development Worker is not to make decisions for everyone. You can give advice - but your role during a monitoring visit is to help them to monitor their own project. Best.



This *wok mak* is assist the group to identify any problems or issues and decide on solutions and actions to improve implementation.

By now you should have an idea if there are any problems or issues. The *kibung* at the start may have highlighted problems or issues. And checking progress of activities against the plan will have raised question marks. And during the monitoring investigation, you worked with key people to identify any problems or issues (and come up with solutions and actions to improve implementation). Nice.

Now it is time to conclude the monitoring visit with a final *kibung* so that you and the key people can present to everyone what you found out, and so that everyone *together* can decide on solutions and actions to improve implementation.

- 8 The first thing you need to do during the final *kibung* is present the progress of activities against the plan and what was found out during the monitoring investigation. Put any problems or issues *long ples klia*. Do the following:

- ✓ For each activity you investigated explain what the monitoring investigation found out about how successful implementation has been
- ? For each activity you investigated explain what the monitoring investigation found out about any problems or issues – and possible solutions
- ! For each activity you investigated explain any new problems or issues that no one thought about (or admitted) at the start – and possible solutions
- 😊 For each activity you investigated explain any opportunities or ideas for how to improve the project or how to better achieve the project objective





**Activity**

Below is the information that the key people had in their heads when they checked progress of activity 1.2 (output outcome 1) against the plan. *Em nau yupela lukim pinis*. When Merilyn and the key people from Hasarai checked progress of activity 1.2 against the plan, they gave it a question mark because *luk olsem* there were problems or issues.

8

<p>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. <u>Training report by peer educators.</u></p>	<ul style="list-style-type: none"> <li>• The teenage peer educators decided that the men peer educators would work together to conduct one training for the male teenagers and the women peer educators would conduct a second training for the female teenagers.</li> <li>• Only one 3-day training has been conducted (by the men peer educators). There were 23 participants.</li> <li>• The men peer educators submitted a brief training report.</li> <li>• A neighbouring village asked if the men peer educators could also come and conduct training for their teenagers on the dangers of drug abuse.</li> <li>• The 3-day training by the women peer educators was cancelled at the last minute because three of the women peer educators said they weren't confident to do it.</li> <li>• The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts.</li> </ul>
--	--

During the monitoring investigation, Merilyn and the key people followed-up on the problems or issues to do with activity 1.2. Below is a page of notes from Merilyn's journal that she took during the monitoring investigation. With your colleagues, read Merilyn's notes carefully, then answer the questions that follow.

APRIL 2ND  
FOCUS GROUP DISCUSSION WITH MALE PEER EDUCATORS. 9am - 11am AT SDA CHURCH. ALL 7 MEN ATTENDED.

- ALL THOUGHT THE PEER EDUCATION THEY DELIVERED WAS VERY EFFECTIVE - "LOTS OF OUR FRIENDS CAME AND THANKED US" 😊
- WHEN ASKED ABOUT WHY THE FEMALE PEER EDUCATORS DIDN'T DELIVER THE PEER EDUCATION TRAINING THEY SAID "THEY WERE SCARED."
- ONE MALE PEER EDUCATOR VOLUNTEERED TO HELP THE FEMALE PEER EDUCATORS TO DO THE TRAINING "TO GIVE THEM SUPPORT AND CONFIDENCE."
- MALE PEER EDUCATORS ASKED IF THEY WOULD BE PAID IN THE FUTURE \*

## How to assist the group to identify any problems or issues and decide on solutions and actions to improve implementation

APRIL 2ND - FOCUS GROUP DISCUSSION WITH PEACE AND GOOD ORDER COMMITTEE 1-2pm. ELEMENTARY CLASSROOM. ALL MEMBERS ATTENDED.

- COMMITTEE WERE VERY HAPPY WITH THE PEER EDUCATION TRAINING DELIVERED BY MALE PEER EDUCATORS TO YOUNG MALES. THEY SAID MANY PARENTS HAD COME UP AND THANKED THEM
  - COMMITTEE SUGGESTED THAT ONE OF THE MALE PEER EDUCATORS COULD ASSIST THE FEMALE PEER EDUCATORS TO DELIVER THEIR TRAINING - "THIS WILL GIVE THEM SUPPORT THAT THEY NEED BECAUSE THEY LACK CONFIDENCE"
  - COMMITTEE SHOWED ME THE RECEIPTS FOR THE TRAINING MATERIALS AND ALL IS AS IT SHOULD BE - TOOK PHOTOS OF THE RECEIPTS!
- GOOD IDEA!

SEMI-STRUCTURED INTERVIEW WITH LEADER OF NEIGHBOURING VILLAGE (JOHN SAMOSA) THAT REQUESTED PEER EDUCATORS TO COME TO THEIR VILLAGE. INTERVIEW CONDUCTED AT PRIMARY SCHOOL. APRIL 3RD 9-9.30am.

- HE SAID THEIR VILLAGE COULD DO FUNDRAISING TO PAY FOR TRAINING MATERIALS IF THE PEER EDUCATORS WERE HAPPY TO VOLUNTEER.
- "HE SAID "WE HAVE HEARD GREAT THINGS ABOUT THE PROJECT"

FOCUS GROUP WITH FEMALE PEER EDUCATORS, APRIL 3rd 10-11am. MET AT CLINIC. CECILY COULDN'T MAKE IT BUT THE REST TURNED UP.

- THEY SAID IT WAS HARD FOR THEM TO DO THE TRAINING BECAUSE THEY LACKED CONFIDENCE
- RAISED THE IDEA OF ONE OF THE MALE PEER EDUCATORS HELPING THEM AND THEY SAID THEY LIKED THE IDEA\*
- ALL SAID THEY WANT TO DELIVER THE TRAINING NOW!

FOCUS GROUP WITH PARTICIPANTS FROM THE PEER EDUCATION TRAINING (MALE TEENAGER). 1-1.30pm (AT HALF TIME IN BASKETBALL). 6 WERE PRESENT.

- THEY SAID THE TRAINING WAS EXCELLENT - "IT REALLY HELPED US"
- SAID THAT NONE OF THE PARTICIPANTS HAD "KISIM TAIM" SINCE
- 2 OF THE TEENAGERS WANTED TO BECOME PEER EDUCATORS

1. When Marilyn and the key people present the results of the investigation, what should they say still needs to happen before activity 1.2 can be given a tick?
2. What solution can Marilyn suggest that would help solve the problem of the female peer educators lacking confidence to deliver the peer education training?
3. When Marilyn and the key people present the results of the investigation, what is a new problem or issue that no one thought about (or admitted) at the start?
4. When Marilyn and the key people present the results of the investigation, what is one opportunity to improve the project that they could discuss?

8



### Discussion

Why is it very important that everyone in the family or group or community agree on the solutions and actions to take to improve implementation *together*? Discuss this with your colleagues.



## DECIDE ON SOLUTIONS AND ACTIONS TO IMPROVE IMPLEMENTATION

If there are any problems or issues (there always is!) then the next thing to do is help everyone together to decide on what solutions or actions to take. *Wok mak em olsem.*

9

- ↗ Perhaps you found that there is not enough money for an activity? Everyone will need to decide whether to raise funds or cut back on the activity.
- ↗ Perhaps there is a community dispute that is causing a problem, and everyone needs to decide what to do about it
- ↗ Perhaps the water taps are being left on and the tanks are emptying, and everyone will need to decide about what to do
- ↗ Perhaps the rainy season has ended early so you can begin some activities earlier than expected – but everyone needs to agree to the change
- ↗ Perhaps you saved money on one activity that could be used elsewhere – but everyone needs to discuss and agree on how to spend it
- ↗ Perhaps someone has used the *wokabout* sawmill to cut extra timber for his house. A decision will need to be made about what to do.
- ↗ Perhaps the Member is so impressed with how the project is going that she wants to contribute extra water tanks for a water supply project. Everyone will need to discuss this and agree on what to do.

9



### Discussion

What are some signs or body language that show that not everyone is happy with a decision? Discuss this with your colleagues.

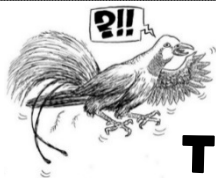
9

The best way to decide on solutions or actions to take is for everyone to discuss and talk until everyone agrees. *Kamapim wanbel.*

But 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.



In some parts of PNG, women and youth find it hard to speak up. It is very important to make sure that women and youth are included. Unless we make sure that women and youth are included and have their voices heard, they won't be able to catch-up. And if women and youth don't catch-up then PNG won't develop. *Tok stret na tok klia.*



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

9



**Discussion**

With your colleagues, discuss how to make sure women and youth have their voices heard when everyone decides on solutions or actions to take?

9



If you want to make sure that women and youth have their voices heard, then a good idea is to split everyone into smaller groups – *meri, man, yut meri, yut man* – to discuss what to do about a problem or issue, and what solutions or actions to take. Then get each small group to report back what they discussed. Then get everyone to come back together to see if the whole group can agree on a decision.

9



**Discussion**

With your colleagues, discuss what to do if everyone still can't agree on a decision? *Luk olsem tubel i stap yet.*




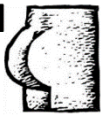

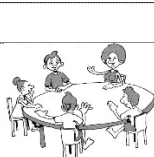
If everyone still can't agree on what solution or action to take. *Sapos toktok no inap kamapim wanbel*, then you can try to put it to a show-of-hands.

9


A show-of-hands is okay, but it means you end up with winners and losers. Another problem with a show-of-hands is that it can be hard to go against what powerful people say. Women can find it hard to go against their husbands. Youth can find it hard to go against their parents. Everyone can find it hard to go against leaders. And if people are seen to vote the wrong way there can be serious consequences.



If you need to put it to a vote, then a good idea is to ask women and youth to *soim han pastaim*. When they have voted, then ask everyone else to vote.

9	 <p><b>Written answer</b></p> <p>With your colleagues, discuss how you would make sure that women and youth are included when everyone decides on solutions and actions to improve implementation. Next, in your exercise book, write down what you and your colleagues would do.</p>	<b>M</b>
		
10	 <p><b>Discussion</b></p> <p>Discuss with your colleagues what you should do if everyone agrees on a decision or action that will change the budget?</p>	
10	<p>Projects almost always need to change in some way while they are being implemented. You can't expect a vegetable garden to grow exactly as planned or to be harvested exactly on the day expected. In the same way, you can't expect activities to progress exactly according to the project plan. Expect things to change.</p> <p>Changes to a project plan are normally okay if everyone agrees, and if the change will help to achieve the project objective, and if it does not really affect the budget.</p> <p><b>BUT</b>  If a decision or action that everyone wants to take will affect the budget, or if the change won't help to achieve the project objective, then think carefully first.</p> <p>If a funding organisation is helping to fund the project, and a decision or action that everyone wants to take will affect the budget, or if the change won't help to achieve the project objective, then you will need to check first if it is okay. If you can call someone to check then do so. <i>Maski long dilei.</i> If not, follow-up after the visit.</p> <p> Don't forget to take good notes of any decisions that are made to change how the project is being implemented. You should always explain any decisions made to change the implementation of a project, why the decision was made, and how it was made, in your monitoring report.</p>	
10	 <p><b>Discussion</b></p> <p>How can you encourage key people to take the lead when you help everyone decide on solutions or actions to take to improve implementation? Discuss with your colleagues.</p>	
10	<p>When you decide on solutions and actions to take to improve implementation, it is very important to encourage key people to take the lead. <i>Luk olsem</i> the solutions or actions will need to be put into practice by the key people – they should take the lead to help everyone decide on what solutions or actions to take.</p>	

The role of the Community Development Worker is to *givim stia*. Step in only if you think you need to so that everyone has a chance to have their voice heard. If the Community Development Worker does everything, *nogut ol stat long tok olsem em projek bilong Komiuniti Divilopmin Woka ino moa projek bilong mipela*.

**10**  **Discussion**  
Imagine you are working with Hasarai community to monitor their project. An opportunity was identified during the monitoring investigation – a neighbouring village asked if the Hasarai peer educators can conduct training on the dangers of drug abuse with their youth. They say they will raise the funds to pay for the cost of any training materials. Some people in Hasarai say “YES” they should be allowed, but others say “NO” because the neighbouring village didn’t do anything to help get the project started in the beginning. With your colleagues, discuss what you would do if you were Marilyn to try and help everyone reach consensus?



**Las tok.** When you learned how to help a group or community to start-up their project (CDW Coursebook 4) you learned that during project start-up there are two extra things that some CDWs like to help the group or community to do *long set gut*:

- (1) Community participation and support plan**
- (2) Good governance plan**

**11** A community participation and support plan is done with everyone in the community to identify ideas for how the community can be involved in the project and support the project *taim projek wok long ron*.

A good governance plan is how the project will put into practice principles of good governance *taim projek wok long ron*. Transparency, accountability, participation, equality, responsiveness, legitimacy.

If you are helping a group or community to monitor their project and they have a community participation and support plan or a good governance plan, then you should definitely go through these plans with everyone to monitor how they are going. These plans include ideas and *wok mak* that the group or community planned to put into practice *taim projek wok long ron olsem na sekim wok*.



**Revision discussion**

Share an example of when you gave advice to a family or group or community to help them improve something that they were doing?



**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**

1 hour

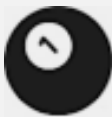
**Materials** Exercise book. Pen or pencil.

The monitoring visit is now almost finished. Everyone knows what progress has been made. Any problems or issues with the project have been identified. Solutions and actions to take to improve implementation have been agreed on. Nice.

Before you finish the monitoring visit 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 everyone decided on solutions and actions to improve implementation, then it is important for everyone to agree on what the next steps are to put them into practice, and who will be responsible. Before you finish the monitoring visit, make sure you confirm with everyone what the next steps following the visit will be and who will be responsible for making them happen. *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 monitoring visit, always discuss how or if the visit has been useful for everyone. You can ask everyone in the final *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**



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 monitoring visit, always thank everyone, without rushing, and explain again what the visit has been for. Always

The *wok mak* from the National Standard says you need to **thank the group, without rushing, and explain again what the visit has been for.**



**Written answer**

**N**

With your colleagues, discuss the final three *wok mak* that you need to put into practice when you help a group or community to conduct monitoring. Next, in your exercise book, briefly explain each of the final three *wok mak*.

1



**Las tok.** The way Merilyn helped *ol lain Hasarai* to monitor their project was like a sandwich. *Ino olsem tasol wankain:*

Start with a community *kibung*. Explain the purpose of monitoring. Review the project plan. Ask everyone to comment on what progress has been made. *Pes toktok.*

**Next, work with key people to check progress of activities against the plan and to conduct the monitoring investigation. *Wok painimaut.***

2

End with another community *kibung*. Present the results of the investigation and ask everyone to agree on solutions and actions to improve implementation. *Las toktok.*

The monitoring visit is finished. There are many ways to help a group or community to monitor a project - and many ways to *inapim* the *wok mak* from the PNG National Standard for Community Development Workers. But if you try your best to put into practice what we have looked at in this coursebook (what Merilyn did with *ol lain Hasarai*) then you will easily meet the Standard. *Luk olsem.*



**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**

**Las tok gen.** Your role as a Community Development Worker is to help the group or community to monitor their project.

But sometimes monitoring a project also involves technical or 'expert' monitoring. Sometimes the Community Development Worker has the skills to do it. Sometimes a technical expert such as a water-supply expert or health expert or building expert or a *didiman* is needed to do the 'expert' monitoring.



Sometimes you will need to make a special monitoring visit to help the technical expert. Sometimes the technical expert can accompany you when you help the group or community to monitor their project (and while you are working with the key people to conduct the monitoring investigation the technical expert can collect the information they need to collect).

3

If a technical expert is required, then the job of the Community Development Worker is to facilitate the work of the technical expert. Make sure you do the following:

1

During community entry and again during the *kibung* at the start of the monitoring visit make sure you explain what the technical expert will be doing and what help they will need. Make sure everyone knows how the information the technical expert needs to collect will help.

2

Accompany the technical expert when they do their work (or make sure that there are key people who accompany the technical expert).

3

During the final *kibung*, you need to help the technical expert present the results of their investigation. *Putim long ples klia*. There may be problems to solve and decisions that need to be made.

3



**Discussion**

With your colleagues discuss what could happen if people in the community don't know what the technical expert is doing or why?



**Revision discussion**

What could happen if only the key people or the Community Development Worker decide what to do about any problems or issues to do with the project?



**Activity**

In CDW coursebook 4 we learned about the PNG Government’s six principles of good governance. *Tingim*. These are the six principles that the PNG Government wants every organisation in PNG to make part of the *kastom* of their organisation – *olgeta femili na grup long ples na bisnis igo antap long Gavman*.

*Tok save* if this course is being run as a training by a trainer then they will go back over the six principles of good governance with you

<b>PARTICIPATION</b>	<i>Pasin bilong wokim disisen wantaim na wokbung wantaim</i>
<b>RESPONSIVENESS</b>	<i>Pasin bilong bekim tingting na askim na senis wantaim aksen</i>
<b>TRANSPARENCY</b>	<i>Pasin bilong mekim na putim olgeta samting long ples klia</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>

These six principles will improve how well a community or group monitors their project (if the community or group put them into practice). With your colleagues, discuss how each of the six principles of good governance would make the monitoring better.



## Conduct evaluation *Lukluk bek na skelim* (STEP 6 of the project cycle)



After the project plan is completed everyone needs to come together to look at whether the project achieved what everyone wanted it to achieve – and to learn lessons for next time. This is called evaluation (*lukluk bek na skelim*).










## **Wok mak from the PNG National Standard for Community Development Workers for UNIT C08 Evaluate Activity Outcomes**









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>Conduct field evaluation of activity outcomes</b>	3.1 Support and encourage effective participation while conducting evaluation 3.2 Encourage key people to take the lead while conducting evaluation 3.3 Communicate effectively while conducting evaluation 3.4 Work in a way that is appropriate to local culture while conducting evaluation 3.5 Explain the purpose of evaluation to stakeholders 3.6 Work with stakeholders to review the objective and expected outcomes of the activity being evaluated 3.7 Work with stakeholders to identify expected and unexpected activity outcomes 3.8 Work with stakeholders to evaluate the impact of activity outcomes, including whether the objective of the activity has been achieved 3.9 Work with the stakeholders to learn lessons from the evaluation 3.10 Discuss what the next steps will be to follow up on lessons learned, including who will be responsible 3.11 Discuss with the group how or if the visit has been useful for them 3.12 Thank the group, 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

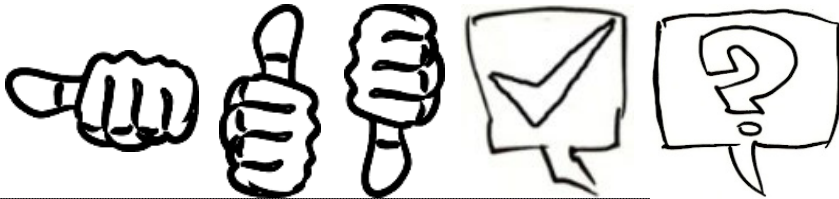





2 hours

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




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 C08. What are the four <i>wok mak</i> that we have missed out? Why did we miss them out?</p>
	<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 conduct monitoring). <i>Tingim. Maski long riptim gen.</i></p> <div style="display: flex; align-items: center;">  <p>Don't forget, whenever you help a group or community to evaluate their project you need to make sure you put the following four <i>wok mak</i> into practice:</p> </div> <p><b>1 Support and encourage effective participation while conducting evaluation</b></p> <p><b>Encourage key people to take the lead while conducting evaluation</b></p> <p><b>Communicate effectively while conducting evaluation</b></p> <p><b>Work in a way that is appropriate to local culture while conducting evaluation</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 C02 'Conduct monitoring' (at the start of this coursebook). Go through each topic again to refresh yourselves. <i>Kirapim bek tinging.</i> Next, in your exercise book, write the heading 'Unit C08 Evaluate activity outcomes', and then underneath write the first four <i>wok mak</i> that you need to <i>inapim</i> (below).</p> <div style="border: 2px solid black; padding: 10px; margin-top: 20px;"> <p>3.1 Support and encourage effective participation while conducting evaluation</p> <p>3.2 Encourage key people to take the lead while conducting evaluation</p> <p>3.3 Communicate effectively while conducting evaluation</p> <p>3.4 Work in a way that is appropriate to local culture while conducting evaluation</p> </div>

1		<p><b>Discussion</b> With your colleagues, discuss what the difference is between monitoring of a project and evaluation of a project?</p>
1		<p>Although this coursebook covers both step 5 and step 6 of the project cycle, this does not mean that monitoring and evaluation are done together during the same visit.</p> <p>Monitoring and evaluation are never done together.</p> <p><b>Monitoring</b> is done during a project to make sure things are on track and to solve any problems. The purpose of monitoring is to improve the implementation of a project.</p> <p><b>Evaluation</b> is done some time after the project is completed to see what the project achieved and to learn lessons. You need to wait long enough for the project to have the impact that everyone wanted before you conduct evaluation.</p> <div data-bbox="341 869 986 1205" style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p><b>Save moa yet.</b> Some very big projects funded by funding organisation have mid-term evaluations. In mid-term evaluations you need to <i>lukluk bek na skelim</i> what has been achieved so far in the project – although you won't be able to get the full story of the impact of the project because it is still being implemented.</p> </div> <div data-bbox="1031 869 1318 1205">  </div>
		
2		<p>Step 6 of the project cycle is evaluation. <i>Lukluk bek na skelim</i>.</p> <p>Most CDWs start evaluation with a <i>kibung</i>. It is normal for a CDW to start whatever work they are doing with a <i>kibung</i>. Participation. <i>Em nau yumi lukim pinis</i>.</p> <p>Everyone from the group or community should have already been involved in each step of the participatory project cycle - and they will want to continue to be involved to evaluate their project. <i>Ol stap yet papa bilong en</i>.</p> <p>If you are working with a group, then it is good idea if other people from the community also attend the <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 group (and the community) will put into practice whatever lessons are learned from the evaluation.</p>
2		<p><b>Discussion</b> Discuss with your colleagues how it would help a youth group to evaluate their project if other people from the community were also involved?</p>

	<p>The first <i>wok mak</i> that Marilyn put into practice during the <i>kibung</i> at the start of an evaluation visit was <b>explain the purpose of evaluation to stakeholders</b>. You can't help a group or community to conduct evaluation if they don't know why they are doing it. <i>Kliarim ol gut tru pastaim.</i></p> <p>When you explain the purpose of evaluation 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>pinis 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 style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  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.         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  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.         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  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> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  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. Set gut pinis orait statim wok.</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  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?         </div> <div style="border: 1px solid black; padding: 5px;">  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?         </div>
2	 <p><b>Discussion</b></p> <p>With your colleagues, take turns explaining the 6 steps of a participatory project cycle in a way that everyone will understand. Practice. Use the example of a family or come up with your own example.</p>
2	<p>When you finish explaining the participatory project cycle so that everyone can see how it all fits together <i>pinis lukluk kam daun</i> – next go back and explain in detail the purpose of evaluation. Explain again why everyone is at the <i>kibung</i>.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  Evaluation is <i>lukluk bek na skelim</i>. Evaluation is done some time after the project is completed to see what the project achieved, and to learn lessons. Lessons for the group or community, lessons for the key people, lessons for any outside organisation, and lessons for the CDW. <i>Projek i karim wanem kaikai? Swit bilong en em olsem wanem? Wanem lesan long lainim?</i> </div>

		
2	 <p><b>Activity</b> With your colleagues, imagine you are helping a youth group in a remote part of Oro Province to evaluate their sports project. Everyone has come together for a <i>kibung</i>. Have a go at putting this <i>wok mak</i> into practice. How would you explain to everyone the purpose of evaluation?</p>	
2	<p>Don't forget, a <i>wok mak</i> in the National Standard is <b>encourage key people to take the lead</b>.</p> <p>If you can encourage key people to explain the purpose of evaluation to the participants instead of you then it is even better. <i>Yu wok long inapim tupela wok mak long sem taim.</i></p>	
2	 <p><b>Written answer</b> In your exercise book write down the purpose of step 6 of the project cycle. Explain it in a way that <i>ol lain long ples</i> would understand.</p>	P
3	 <p><b>Discussion</b> With your colleagues, discuss what 'stakeholders' means?</p>	
3	 <p>The <i>wok mak</i> from the PNG National Standard for Community Development Workers says <b>explain the purpose of evaluation to stakeholders</b>.</p> <p>The 'stakeholders' of a project are everyone who has helped with the project or supported the project or benefitted from the project. For example:</p> <ul style="list-style-type: none"> <li>✓ The group or community that the project belongs to</li> <li>✓ The main group of people who were supposed to benefit from the project. <i>Ol lain husat kaikai pes kaikai long en.</i> The direct beneficiaries.</li> <li>✓ Other people who were supposed to benefit from the project. <i>Ol lain husat kaikai nambatu kaikai long en.</i></li> <li>✓ Any <i>outsait</i> people or organisations that funded or supported the project.</li> </ul> <p>All the project stakeholders should be invited to participate in the evaluation. Definitely.</p>	



3	 <p><b>Activity</b> With your colleagues, have a look at the activity schedule for the Hasarai project to reduce the damage from teenage drug abuse. Who are the stakeholders for this project?</p>
3	<p>There are other people in the community that always need to participate in evaluation.</p> <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). The principle of inclusion (equality) is <i>pasin bilong halivim na sindaun wantaim ol tarangu na ol lain we yumi yet save misimaut. Em nau yupela klia pinis.</i></p> <p>And when we put into practice the principle of inclusion, there are two groups of people that we all need to make sure we include to help them step forward. Women and youth.</p>  <p><b>The kumul needs two wings to fly The next generation needs to learn how to fly</b></p> <p>Hopefully, the project has had a positive impact for women and youth. <i>Mama lo bilong community development em olsem:</i></p> <p><b>PEOPLE WHO ARE LEFT BEHIND OR EXCLUDED SHOULD BENEFIT MOST FROM COMMUNITY DEVELOPMENT AT THE VERY LEAST ANY COMMUNITY ACTIVITY SHOULD NEVER EVER MAKE THOSE PEOPLE EVEN MORE LEFT BEHIND OR EXCLUDED</b></p> <p>But you can't know if a project has had a positive impact for women and youth unless women and youth are involved in the evaluation. <i>Em klia.</i></p> <p>If the project has been supported by an outside organisation, then they will definitely want to know if the project has had a positive impact for women and youth.</p>
3	 <p><b>Activity</b> In some communities <i>kastom stap strong yet</i>. You might need to conduct some parts of the evaluation with men and women in separate groups. If you did this, would it be better if there was both a male and female Community Development Worker present to help conduct the evaluation?</p>



*Luk olsem* it is always a good idea to have both a male and female CDW to help conduct the evaluation. Don't forget, work in a way that is appropriate to local culture is a *wok mak* that you always need to try and put into practice. Even if you are working with a community where men and women are happy to mix, it is still a good idea to have both a male and female CDW. Men are more likely to be open with another man. Women are more likely to be more open with another woman.



4



#### Discussion

With your colleagues, discuss how long you should wait after the project has been fully implemented before conducting evaluation?

4

The answer is it depends. It depends on what the project is and how long is needed after the last activities for most of the expected benefits to show up.

Most Community Development Workers like to conduct evaluation with a group or community between 6 and 12 months after the last activities have been completed. This gives time for the project to *karim kaikai*. And people in the group or community will have had time to consider the impact of the project (and to learn lessons).

4



#### Activity

With your colleagues, have a look at the project plan for Hasarai community (at the end of the coursebook). How long after the last activities have been completed do you think the evaluation should occur? (Hint: if you check the evaluation indicators that might give you a clue).



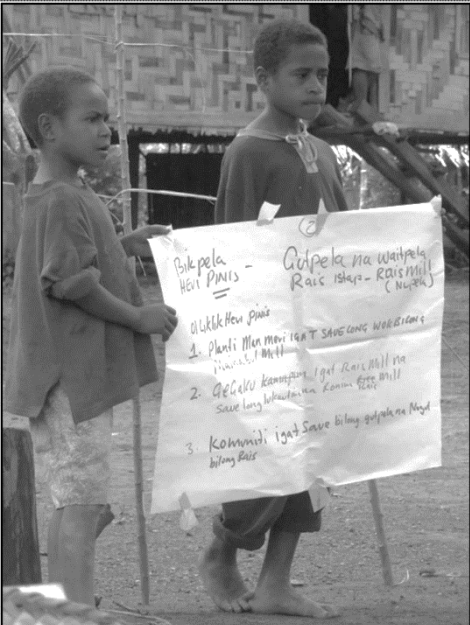


#### Revision discussion

Who should participate in an evaluation of a project?

2 hours

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

<p>1</p>	<p>Most CDWs start the evaluation visit with a <i>kibung</i>. Everyone can be involved. Everyone knows what is happening. Nice.</p> <p>When you start the <i>kibung</i> you can explain the purpose of evaluation to the participants. <i>Wok mak em olsem. Nau tasol yumi lukim.</i></p> <p>Another <i>wok mak</i> from the National Standard that you can put into practice during the <i>kibung</i> is 'work with the stakeholders to review the objective and expected benefits of the project being evaluated'.</p> <p>Another way to say this is <b>help everyone to review the project plan.</b></p>	
<p><b>Help everyone to review the project plan</b></p>		
<p>1</p>	<p> <b>Discussion</b></p> <p>Why is it important to review the project plan with everyone before you help them to evaluate the project?</p>	
<p>1</p>	<p>Evaluation is <i>lukluk bek na skelim</i>.</p> <p><i>Tasol lukluk bek na skelim wanem samting?</i></p> <p>To be able to <i>lukluk bek na skelim</i>, everyone involved in the evaluation needs to be clear what the project objective and the project benefits were supposed to be.</p> <p><i>Wanem as bilong project na projek sapos long karim wanem kaikai?</i></p> <p>This means you need to help everyone review the project plan first, so they are clear what the project objective and the project benefits were supposed to be.</p>	
<p>2</p>	<p>When Marilyn helped <i>Mama Kirap</i> 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. <i>Tingim.</i></p>	

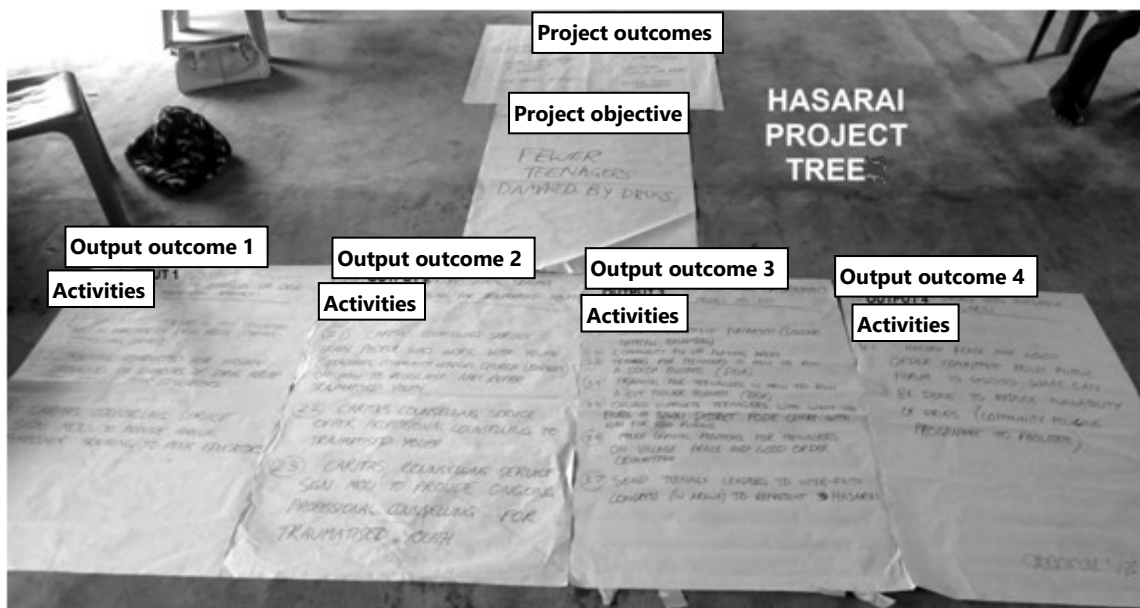


A project tree shows the bones of a project plan. The bones of a project plan are activities (*wok*), output outcomes (*wok kamap*), project objective (*as tingting*), and project outcomes (*gutpela kaikai*). The project tree shows how the project should *strongim sindaun* (if it is completed successfully).

## The BONES of a project plan



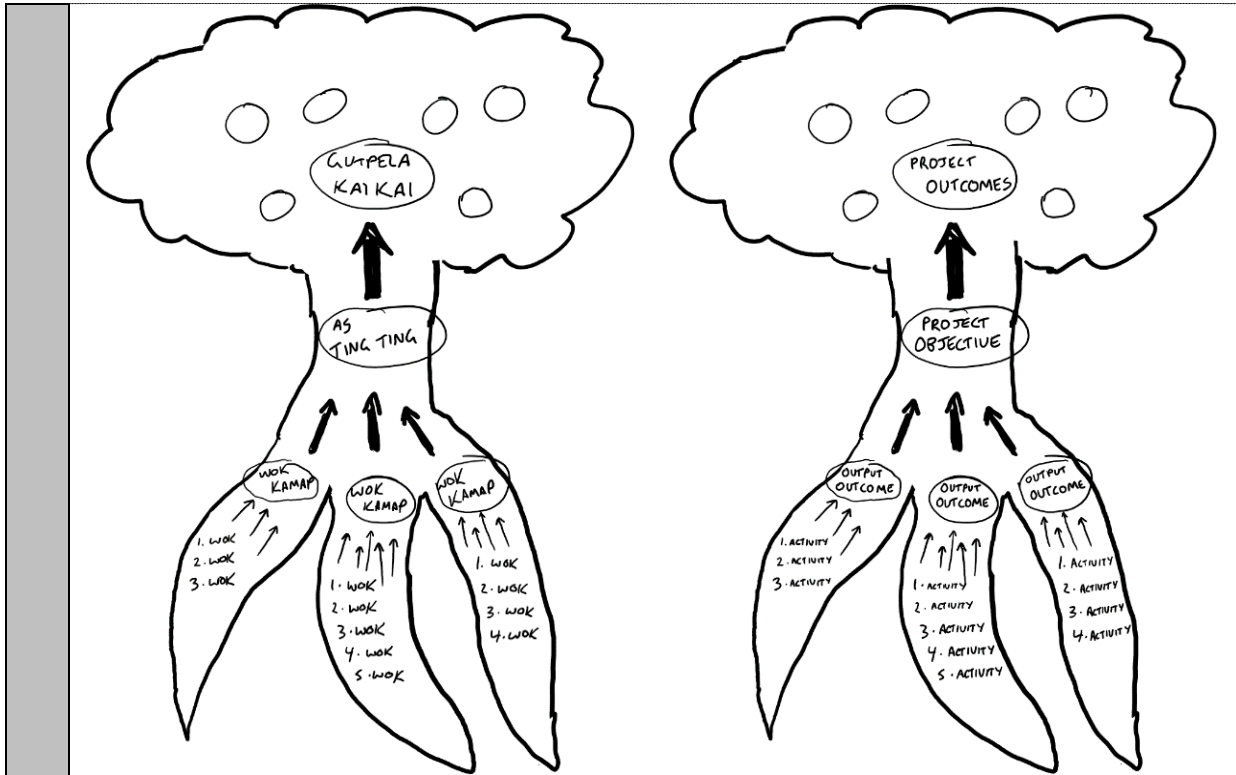
- ACTIVITIES (WOK)**
- OUTPUT OUTCOMES (WOK KAMAP)**
- PROJECT OBJECTIVE (AS TINGTING)**
- PROJECT OUTCOMES (GUTPELA KAIKAI)**



- 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**



**Discussion**

With your colleagues, have a look at the Hasarai project tree from the Hasarai project plan (at the end of the coursebook and shown below). The project tree shows the bones of a project plan. *Lukluk tasol. Kirapim bek tingting.*

2

PROJECT TREE	OUTPUT OUTCOMES	PROJECT OBJECTIVE	PROJECT OUTCOMES
<b>ACTIVITES (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) 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	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
2.1 Caritas Counselling Service train people who work with teenagers (teachers, community leaders, church leaders) on how to recognise and refer traumatised youth 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	Output outcome 2 – Less traumatized teenagers		
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 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	Output outcome 3 – Teenagers have more opportunities and other things to do		
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		



2 To review the project objective and the expected benefits you need to make sure everyone is clear about *wanem as bilong project na wanem kaikai projek sapos long karim*.

Everyone should be crystal clear how the project was supposed to *strongim sindaun*.

Merilyn did this by going back over the bones of the project plan. To go back over the bones of the project plan just go back over the project tree. Easy.

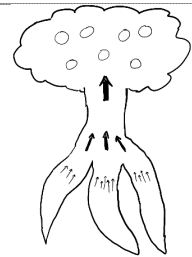


**Activity**

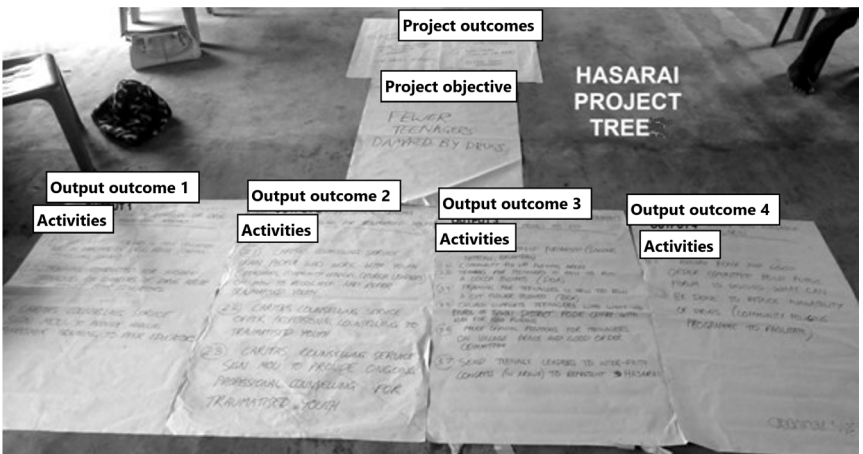
Use the Hasarai project tree that you used earlier in this coursebook (when you did step 5 of the project cycle). *Hat wok long wokim gen*. With your colleagues, pretend you are Merilyn. Use the Hasarai project tree to remind *ol lain Hasarai* of how the project was supposed to *strongim sindaun*. Explain how:

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

2 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*.



PROJECT TREE	OUTPUT OUTCOMES	PROJECT OBJECTIVE	PROJECT OUTCOMES
<p>1.1. Engage community members in the project</p> <p>1.2. Training conducted for Hasarai teenagers on dangers of drug abuse in their community</p> <p>1.3. Establish a peer support group for teenagers</p> <p>1.4. Establish a peer support group for teenagers</p> <p>1.5. Establish a peer support group for teenagers</p> <p>1.6. Establish a peer support group for teenagers</p> <p>1.7. Establish a peer support group for teenagers</p> <p>1.8. Establish a peer support group for teenagers</p> <p>1.9. Establish a peer support group for teenagers</p> <p>1.10. Establish a peer support group for teenagers</p>	<p>Output outcome 1 - Fewer teenagers use drugs</p> <p>Output outcome 2 - Fewer teenagers are involved in drug abuse</p> <p>Output outcome 3 - Fewer teenagers are involved in drug abuse</p> <p>Output outcome 4 - Fewer teenagers are involved in drug abuse</p>	<p>Project objective - Fewer teenagers use drugs</p>	<p>Project outcomes - Fewer teenagers use drugs</p>



3 **Discussion**

With your colleagues, discuss what you could do to encourage key people to *go pas* when you review the project plan with everyone?

3 Merilyn did a great job to *inapim* this *wok mak*. She used the project tree to help everyone review the objective and expected benefits of the project being evaluated.



But don't forget there are many ways to do it. What Marilyn did is one recipe. The National Standard lists the key ingredients that you need to put into practice if you want to meet the Standard - it does not tell you what recipe to follow. What recipe you follow is up to you and your organisation.

And when you perform this *wok mak*, don't forget that another *wok mak* from the National Standard is **encourage key people to take the lead**.

If key people *go pas* to review the project plan with everyone then even better. A Community Development Worker doesn't need to *inapim* each *wok mak* themselves - as long as they make sure it is done then they are meeting the Standard.



3



### Written answer

With your colleagues, discuss why you need to review the objective and expected benefits of the project being evaluated? Next, in your exercise book, write down your answer.

Q



### Revision discussion

Why does everyone need to be crystal clear about *wanem as bilong project na wanem kaikai projek sapos long karim* before they evaluate the project?






# How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

6 hours

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

1	 <p>Everyone at the <i>kibung</i> should already be clear about two things:</p> <ul style="list-style-type: none"> <li>The purpose of the evaluation (why are we here)</li> <li>The project objective and the expected benefits</li> </ul> <p>The main work of the community <i>kibung</i> comes next – getting everyone to identify what came out of the project, good and bad, and to evaluate the impact of what came out of the project. <i>Projek karim wanem kaikai na swit o nogut bilong en em olsem wanem?</i></p> <p>Helping everyone to identify <b>what came out of the project</b> is a <i>wok mak</i> from the PNG National Standard for Community Development Workers. <i>Tasol wok mak brukim igo olsem: Work with stakeholders to identify expected and unexpected project outcomes.</i></p> <p>Helping everyone to identify <b>the impact of what came out of the project</b> is also a <i>wok mak</i> from the PNG National Standard for Community Development Workers. <i>Tasol wok mak brukim igo olsem: Work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved.</i></p>
	
2	<p>The first <i>wok mak</i> you need to <i>inapim</i> when you help everyone to <i>lukluk bek na skelim</i> what came out of the project is <b>work with stakeholders to identify expected and unexpected project outcomes.</b></p>
2	 <p><b>Discussion</b> What are project outcomes? Discuss this with your colleagues.</p>
2	<p>'Project outcomes' has a technical meaning. <i>Tok projek.</i> Project outcomes are what everyone expected would come out of the project to help the people targeted by the people-centred project objective. <i>Ol gutpela kaikai bilong husat kaikai pes kaikai long en.</i> For example, if the project objective is 'fewer teenagers are damaged by drug abuse' then the project outcomes are those project benefits that help teenagers. Teenagers are called the 'direct beneficiaries' of the project. <i>Tok projek igat kain kain.</i></p> <div data-bbox="1134 1697 1401 1843" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>comeout outcome</b></p> </div>

## How to work with stakeholders to identify expected and unexpected project outcomes

### How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

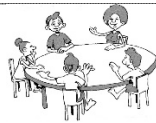
If the project plan that you are helping to evaluate lists 'project outcomes' then these are what everyone expected would come out of the project to help the people targeted by the people-centred project objective.



Often there will also be a second list of benefits called 'other project benefits' or 'other expected benefits' *o kain olsem* that lists all of the *gutpela kaikai* that everyone expected would come out of the project for everyone else. *Ol gutpela kaikai bilong husat kaikai nambatu kaikai long en*. Everyone else who benefits from a project are called the 'indirect' beneficiaries.

But when you work with *ol lain long ples noken brukim igo long* 'project outcomes' and 'other project benefits'. *Maski*. Just say 'gutpela kaikai'. *Mekim isi*.

2



#### Discussion

The *wok mak* says 'work with stakeholders to identify expected and unexpected project outcomes'. What is the difference between 'expected' and 'unexpected' project outcomes? Discuss this with your colleagues.

2

The **expected project outcomes** are listed in the project plan. The 'project outcomes' and 'other project benefits' (or just *gutpela kaikai*). This is what everyone expected would come out of the project when they developed the project plan. The expected project outcomes are what *ol lain Hasarai* included in the *kru* of the solution tree.

The **unexpected project outcomes** are the benefits (and problems) that came out of the project that no one expected. Unexpected project outcomes won't be listed in the project plan because no one expected them. *Em klia*. Don't forget, unexpected project outcomes can be either *gutpela kaikai* or *kaikai nogut*.







3

Helping everyone to identify expected and unexpected benefits (and problems) is a matter of asking everyone. *Projek i karim wanem kaikai?*

Most Community Development Workers use 'focus groups' to help everyone identify the expected and unexpected benefits (and problems).

**How to work with stakeholders to identify expected and unexpected project outcomes**

**How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved**

3		<p><b>Discussion</b>                  What are focus groups? Discuss this with your colleagues.</p>
3	<p>Focus groups are a good way to help everyone identify the benefits (and problems) that came out of the project.</p> <p>What focus groups you use will depend on the project and the group or community you are working with. Most Community Development Workers make sure that (1) the direct beneficiaries of the project (the people targeted by the people-centred project objective), (2) men, and (3) women are in separate focus groups.</p> <p>If you can, it is also a good idea to put (4) young men, and (5) young women into separate focus groups. <i>Tasol yupela yet.</i></p>	
3		<p><b>Discussion</b>                  Discuss with your colleagues why you think that most Community Development Workers put the direct beneficiaries of the project in their own focus group, separate from everyone else, when they ask the group or community to identify the benefits (and problems) that came out of the project?</p>
3	<p>The direct beneficiaries were the target of the project (the people targeted by the people-centred project objective). For example, the direct beneficiaries of the Hasarai community project were teenagers. <i>Tingim.</i></p> <p>It is very important to find out from the direct beneficiaries if they thought they were helped and how.</p> <p>If you put the direct beneficiaries of the project in their own focus group, then they will be able to give their own opinion without influence from anyone else.</p>	
3		<p><b>Activity</b>                  With your colleagues, have a look at the Hasarai project plan (at the end of this coursebook). If you were a Community Development Worker helping the Hasarai community to evaluate their project, which focus groups would you want to break everyone into to help them identify the benefits (and problems) that came out of the project?</p>

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved



Marilyn put *ol lain Hasarai* into focus groups. Then she asked each focus group to discuss the following two questions - and to write down their answers on butcher paper:

***Wanem gutpela bin kamaut long projek?  
Wanem nogut o hevi bin kamaut long projek?***

When Marilyn did this she wrote down the 'project outcomes' and 'other project benefits' (or just '*gutpela kaikai*') from the project plan and put them *long ples kli* to remind everyone of the benefits that they expected would be achieved when they developed the project plan.

Marilyn then asked each focus group to go ahead and identify the benefits (or problems) that came out of the project – the benefits that they expected and also the benefits (or problems) that no one expected.


At the end, Marilyn asked each focus group to report back to the whole group.

3 Everyone was very interested to see what each of the different focus groups thought. Everyone was very interested to see if the benefits they expected to come out of the project did come out. Everyone was very interested to see what other benefits (and problems) came out of the project.

When you put people into focus groups, don't forget to keep a record of what benefits (or problems) the different focus groups came up with. It is very important that you record what (1) men and (2) women and (3) the direct beneficiaries of the project thought. To do this, Marilyn asked each focus group to write which focus group they were on their butcher paper. Women or men or teenagers *o kain olsem*. Easy.





4	<p>By now you have everyone in focus groups - and they have identified the benefits (and problems) that came out of the project. The next thing that Community Development Workers need to do is help everyone <i>skelim</i> the impact of the benefits (and problems) that came out of the project, and overall whether the project objective has been achieved.</p> <p><i>Wok mak tok olsem: work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved.</i></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>1</b></td> <td><b>Evaluate the impact of benefits and problems that came out of the project</b></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td><b>Evaluate whether the project objective has been achieved</b></td> </tr> </table>	<b>1</b>	<b>Evaluate the impact of benefits and problems that came out of the project</b>	<b>2</b>	<b>Evaluate whether the project objective has been achieved</b>										
<b>1</b>	<b>Evaluate the impact of benefits and problems that came out of the project</b>														
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4	<div style="display: flex; align-items: center;">  <div> <p><b>Discussion</b></p> <p>How can you explain 'impact' in <i>tok pisin</i>? Discuss this with your colleagues.</p> </div> </div>														
4	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>1</b></td> <td><b>Evaluate the impact of benefits and problems that came out of the project</b></td> </tr> </table> <p>Evaluating the impact of the benefits (and problems) that came out of the project requires rating how large the impact was. Was it a large impact or a <i>namel</i> impact or a small impact? <i>Wanwan kaikai i kamaut long projek em i swit o nogut olsem wanem? Yupela pilim strong bilong en olsem wanem? Em i bikpela o namel o liklik?</i></p> <p>Keep people in the same focus groups and ask them to use a rating scale to rate each benefit (and problem) that they identified. If focus groups want to include more benefits (and problems) as they go then fine. Good.</p> <p>Some Community Development Workers use a three-level rating scale (1-3) to help everyone rate how large the impact was. Most use a five-level rating scale (1-5), especially if the project has been funded by an outside organisation.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">A three-level rating scale you can use</th> <th style="text-align: center;">A five-level rating scale you can use</th> </tr> </thead> <tbody> <tr> <td><i>Bikpela</i> benefit or problem (3)</td> <td><i>Bikpela stret</i> benefit or problem (5)</td> </tr> <tr> <td><i>Namel (hap hap)</i> benefit or problem (2)</td> <td><i>Bikpela</i> benefit or problem (4)</td> </tr> <tr> <td><i>Liklik</i> benefit or problem (1)</td> <td><i>Namel (hap hap)</i> benefit or problem (3)</td> </tr> <tr> <td></td> <td><i>Liklik</i> benefit or problem (2)</td> </tr> <tr> <td></td> <td><i>Liklik stret</i> benefit or problem (1)</td> </tr> </tbody> </table>	<b>1</b>	<b>Evaluate the impact of benefits and problems that came out of the project</b>	A three-level rating scale you can use	A five-level rating scale you can use	<i>Bikpela</i> benefit or problem (3)	<i>Bikpela stret</i> benefit or problem (5)	<i>Namel (hap hap)</i> benefit or problem (2)	<i>Bikpela</i> benefit or problem (4)	<i>Liklik</i> benefit or problem (1)	<i>Namel (hap hap)</i> benefit or problem (3)		<i>Liklik</i> benefit or problem (2)		<i>Liklik stret</i> benefit or problem (1)
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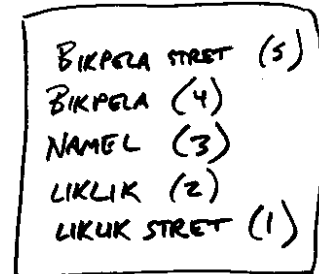
## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

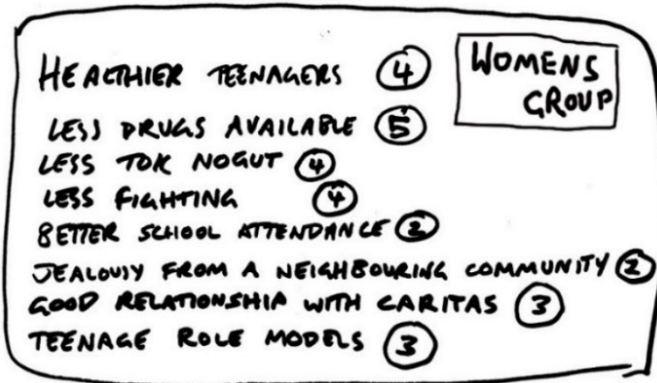


### Activity

Marilyn used a five-level rating scale. She drew the scale on butcher paper and wrote numbers (1-5). This five-level scale is shown on the right. Marilyn then asked each focus group to write 1 or 2 or 3 or 4 or 5 next to each benefit (or problem) that they identified, to indicate how large the impact had been. With your colleagues, look at the benefits (and problems) identified by the Hasarai women focus group (below). What is a problem they identified and what rating did they give it? Which benefit did they think had the biggest impact?



4



4

You can also help everyone to *skelim* how much the impact of benefits (and problems) will be sustained over time.

Give each focus group a different colour marker. Ask them to give a second rating for each benefit (or problem). This time, ask them to rate what they think the impact will be in 10 years time (*o samting olsem*). They might think the impact will die away. Or they might think the impact will remain or get stronger over time. Benefits from a project that have impacts that last over time are the best project outcomes.

4



### Written answer

With your colleagues, discuss what Marilyn did to help stakeholders to identify expected and unexpected project outcomes. Next, in your exercise book, explain the difference between expected and unexpected project outcomes.

R



5

You have helped everyone to evaluate the impact of the benefits (and problems) that came out of the project. The next thing to do is help everyone **evaluate whether the objective of the project has been achieved**. *Yumi inapim as tingting o nogat?*

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

### 2 Evaluate whether the project objective has been achieved

Most Community Development Workers help everyone to evaluate whether the project objective has been achieved by getting them to rate how well the project objective has been achieved. Keep everyone in the same focus groups. Write the project objective on butcher paper *na putim long ples kliá* so that each focus group can see what the project objective was. If necessary *tainim igo long tok pisin o long tok ples*.

Next, ask each focus group to decide how well the project objective has been achieved. If you used a five-level rating scale earlier, then use the same scale again. If you used a three-level rating scale, then use the same scale again. *Yu save*. Tell everyone that if they think the project objective has not been achieved at all then they can always put a '0'.

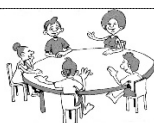
A three-level rating scale you can use	A five-level rating scale you can use
<i>Inapim stret</i> (3)	<i>Inapim stret</i> (5)
<i>Namel (hap hap)</i> (2)	<i>Inapim</i> (4)
<i>Liklik</i> (1)	<i>Namel (hap hap)</i> (3)
	<i>Liklik</i> (2)
	<i>Liklik stret</i> (1)

Each focus group should come up with a rating that represents what everyone in their focus group thinks - not what each person thinks (although you can do this if you want to). At the end ask each focus group to report back to the whole group. Everyone will be very interested to see what each of the different focus groups came up with.

You can also help everyone to *skelim* how well the impact of the project objective will be sustained over time. Give each focus group a different colour marker and ask them to give a second rating for how well the project objective will still be achieved in 10 years time. *Wankain long bipo*. They might think the impact will die away. Or they might think the impact will remain or get stronger – if a project objective has an impact that everyone thinks will remain or get stronger over time then that is a very good sign.

Don't forget to keep a record of what different focus groups thought the impact of the project benefits (or problems) were, and how well the project objective was achieved. Ask each focus group to write which focus group they are on their butcher paper. Easy.

5

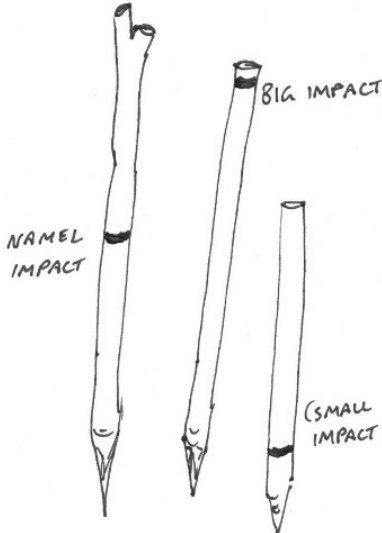


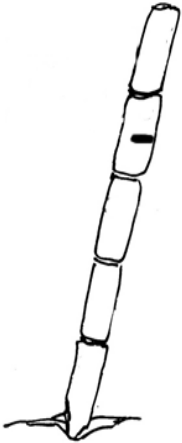


#### Discussion

Sometimes you need to work with people who find it hard to read and write. What five-level (or three-level) rating scale could they use to rate how well the project objective has been achieved? Discuss with your colleagues

**How to work with stakeholders to identify expected and unexpected project outcomes**






**How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved**

5	<p>Another method you can use to evaluate how well the project objective has been achieved is <b>rating sticks</b>.</p> <p>Give each focus group a stick. With a knife sharpen the bottom of the stick (so that it is clear which end is at the bottom). Next, give each focus group a marker and ask them to rate how well the project objective has been achieved. If the project objective was strongly achieved, then the mark should go near the top of the stick. If it was <i>namel (hap hap)</i>, then the mark should go nearer to the middle. If the project objective was not achieved, then the mark should go at the bottom (or they can make no mark at all).</p>  <p>At the end line up all the different rating sticks so everyone can see what the other focus groups thought. Don't forget to keep track of which rating stick belongs to which focus group – sticky tape the name of each focus group to their rating stick.</p>  <p>Later on, in your own time, turn the rating stick into a rating scale by dividing each stick into five (or three). If they made their mark in the top fifth, then it is <i>inapim stret</i> (5). If they made their mark in the middle fifth, then it is <i>namel (hap hap)</i> (3). <i>Yu save</i>.</p> <p>And if you want to use the rating sticks method to help focus groups <i>skelim</i> how much the impact will be sustained over time (for example in 10 years time), get them to make their second mark with a different coloured marker. <i>Em nau wankain long bipo</i>.</p>
5	 <p><b>Activity</b></p> <p>Instead of using a rating stick some Community Development Workers like to give a stick of bamboo or sugar cane or <i>pitpit</i> to each focus group. If you use a three-level rating scale, then each stick needs to have three segments. If you use a five-level rating scale, then each stick needs to have five segments. <i>Tingim</i>. With a knife sharpen the bottom of the stick (so that it is clear which end is at the bottom). Then, when each focus group makes their mark, they need to place it in the segment that lines up with how they feel. With your colleagues, have a look at the bamboo stick on the left. Which rating (1, 2, 3, 4, or 5) did this focus group give for how well the project objective was achieved?</p> 






**How to work with stakeholders to identify expected and unexpected project outcomes**

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Some Community Development Workers like to use mobile phone bars as a five-level rating scale. *Luksave:*

				
<i>Liklik stret</i> (1)	<i>Liklik</i> (2)	<i>Namel (hap hap)</i> (3)	<i>Inapim</i> (4)	<i>Inapim stret</i> (5)

Or you could use smiley faces. *Luksave:*

				
<i>Liklik stret</i> (1)	<i>Liklik</i> (2)	<i>Namel (hap hap)</i> (3)	<i>Inapim</i> (4)	<i>Inapim stret</i> (5)

Which method you use to help everyone rate whether the project objective has been achieved (or the impact of the benefits and problems that came out of the project) will depend on who you are working with.



5

5



**Activity**

Pretend you are Marilyn helping Hasarai to evaluate how well their project objective has been achieved. The project objective is: 'Fewer teenagers damaged by drug abuse'. With your colleagues, demonstrate how you would help everyone to *skelim* how well the project objective has been achieved. Which focus groups would you put people into? What method would you use to help them do it? Try it out.

If this course is being run as a training, the you can do this activity as a role play.

**Las tok.** To *inapim* this *wok mak* you need to help everyone evaluate whether the objective of the project has been achieved.

5

However, if you can, it is also a good idea to help everyone rate how well each output outcome has been achieved.

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

In coursebook 3 (participatory planning) we learned that an output is the main work you want to achieve from the activities in each output (each root). An 'output outcome' is how the main work (the output) will help the direct beneficiaries of the project. But when you work with *ol lain long ples* don't say 'output outcome'. *Maski*. Just say '*wok kamap*'. *Wankain samting. Mekim isi*.

To help everyone rate how well each output outcome (each *wok kamap*) has been achieved just do exactly the same thing. Use the same focus groups. Use the same five-level rating scale (or a three-level rating scale). But ask each focus group to rate how well each output outcome was achieved. Helping everyone to *skelim* how well each output outcome has been achieved is not a *wok mak* - however knowing which roots *bin karim gut* and which did not will help everyone to learn lessons. *Yu mekim olsem nau yu wok long inapim dispela wok mak wansait stret*.

5



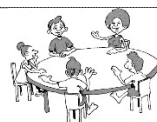
### Written answer

With your colleagues, discuss which rating scale is best for the groups or communities that you work with to rate how well the project objective has been achieved. Would you use a five-level or a three-level rating scale? Would you use rating sticks or mobile phone bars or smiley faces or something else? Next, in your exercise book, explain which rating scale you and your colleagues plan to use.

S



6



### Discussion

What are evaluation indicators? Discuss this with your colleagues.

## Evaluation indicators

6

If the project was funded by a funding organisation, then the project plan might include **evaluation indicators**. Evaluation indicators are *wok mak* that are set by the funding organisation as a target for success. If the project achieves the *wok mak* then *luk olsem* the project can be considered as a success. Evaluation indicators are more to help the funding organisation – not the group or community that own the project.

If the project plan includes evaluation indicators, then:

**There will be evaluation indicators for the project objective**

**There might be evaluation indicators for each of the output outcomes (the roots)**

**There should be evaluation indicators for each of the expected project outcomes**

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

One evaluation indicator for the project objective should be whether the community *skelim* that the project objective has been achieved. One evaluation indicator for each root should be whether the community *skelim* that the output outcome has been achieved. One evaluation indicator for each of the expected project outcomes (the *gutpela kaikai* the everyone expected would come out of the project to help the people targeted by the people-centred project objective) should be whether the community *skelim* that the expected project outcome has been achieved.

# BUT

But the good news is that you have already done this.

You have already helped the group or community to *skelim* how well the project objective and each of the output outcomes have been achieved. And you have already helped them to identify which expected project outcomes were achieved and how well they were achieved. If the project plan includes evaluation indicators, then you have probably already collected the most important information to help evaluate them – which is what the group or community think. Tick ✓



### Activity

6 With your colleagues, look at the Hasarai project plan (at the end of the coursebook). Is one of the evaluation indicators for the project objective whether *ol lain Hasarai skelim* that the project objective has been achieved or not? Is one of the evaluation indicators for each output outcome whether *ol lain Hasarai skelim* that the output outcome has been achieved or not? Are there evaluation indicators for each of the expected project outcomes (what everyone expected would come out of the project to help teenagers)?

One of the evaluation indicators for the project objective and for each outcome outcome is whether Hasarai *skelim* that it has been achieved. However, there are no evaluation indicators for expected project outcomes. Fine. Not all project plans are the same.



6




If the project plan includes evaluation indicators, then:

There may also be other evaluation indicators to check on during the evaluation visit.



**How to work with stakeholders to identify expected and unexpected project outcomes**

**How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved**

<p>6</p>	 <p><b>Activity</b>        With your colleagues, look at the Hasarai project plan (at the end of the coursebook). One of the evaluation indicators for the project objective and for each output outcome is whether Hasarai <i>skelim</i> that it has been achieved. <i>Em nau yumi lukim pinis</i>. But are there other evaluation indicators that Merylyn and the key people can check on during the evaluation visit? What information do they need to collect to verify or confirm that these other evaluation indicators have been achieved?</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>There are other evaluation indicators that Merylyn and the key people can check on during the evaluation visit. The information that they need to collect to verify or confirm that these evaluation indicators have been achieved is underlined to make it clear. Reciepts or a report or a letter or a deposit slip or a photo or meeting minutes <i>o kain olsem</i>. The information that you need to collect to verify or confirm if an indicator has been achieved is called the <u>means of verification</u>. <i>Tok save tasol</i>.</p> </div>
<p>6</p>	<p>If a project plan includes evaluation indicators, then:</p> <p>Sometimes a <i>didiman</i> or a health worker or a water-supply expert or a building inspector will need to accompany the Community Development Worker to help check on evaluation indicators. <i>Kaksi</i>. This is because sometimes evaluation indicators require expert skills that the Community Development Worker doesn't have.</p> <p>Technical experts often use research tools to help them collect the technical information they need. Research tools include things like household census, soil samples, formal surveys, genealogy, water samples, checklists, transects, GPS, and formal interviews. <i>Kain kain</i>.</p> <p>Research tools are useful for comparing different places (if you use the same tools in different places) and to see how things change over time (if you use the same tools in the same place over time). For example, research tools are often used to collect evidence <i>before</i> a project is implemented (baseline study) and then again <i>after</i> a project has been implemented to see if there are differences (changes to the 'baseline'). This is a great way to tell how successful a project has been.</p> 
<p>6</p>	 <p><b>Discussion</b>        What could happen if a technical expert is collecting information to check on evaluation indicators, but the group or community do not know who she is, or what she is doing, or why she is doing it? Discuss this with your colleagues.</p>

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved



If a technical expert is collecting information to check on evaluation indicators, and the group or community do not know who she is, or what she is doing, or why she is doing it, then there will be suspicion. Lack of trust. Questions. *Meri raun na mekim wanem?*

A Community Development Worker is also an expert. They are an expert at the most important thing. The relationship.

If a technical expert is required, then the job of the CDW is to facilitate the work of the technical expert. Make sure you do the following three things:

1

During community entry and again during the *kibung* at the start of the evaluation visit make sure you explain what the technical expert will be doing and what help they will need. Make sure everyone knows how the information the technical expert needs to collect will help.

2

Accompany the technical expert when they collect the information (or make sure that there are key people who accompany the technical expert).

3




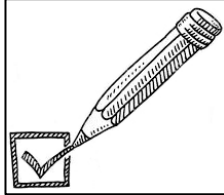








During the final *kibung*, you need to help the technical expert present the information they have collected and what they have found out and how this information will be used. *Putim long ples klia.*

Never forget that the project belongs to the group or community (not to the funding organisation). Showing respect for local culture is a *wok mak* you need to *inapim* if you want to meet the National Standard. *Tingim.* Taking any information or research out of a community without explaining what it means and without explaining how it will be used and without getting their permission does not show respect for local culture.

**Taking information or research out of a community  
without explaining what it means  
without explaining how it will be used  
and without getting their permission  
shows no respect for local culture**

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

6	 <p><b>Written answer</b></p> <p>With your colleagues, discuss what a Community Development Worker should do if they need to facilitate the visit of a technical expert (to help check on evaluation indicators). Next, in your exercise book, write down three things that a CDW should do if they need to facilitate the visit of a technical expert.</p>	<b>T</b>
		
7	 <p><b>Discussion</b></p> <p>What information should a CDW have a record of in their journal (or diary) from the evaluation visit so far? Discuss this with your colleagues.</p>	
7	<p>The <i>kibung</i> at the start of the evaluation visit <i>ino pinis yet</i>.</p> <p>You have explained the purpose of evaluation. You have helped everyone to identify what came out of the project (the expected and unexpected project outcomes). You have helped everyone to evaluate the impact of what came out of the project (the impact of the project outcomes and the project objective).</p>  <p>If you do what Merilyn did to help <i>ol lain Hasarai</i> to evaluate their project, then by this point in the evaluation visit your journal or diary should already contain lots of information. For example:</p> <ul style="list-style-type: none"> <li> Dates and times</li> <li> Any information about what you did during community entry, including who the key people are you are working with</li> <li> What happened during the <i>kibung</i> at the start – which stakeholders were present, how many men and women, what focus groups.</li> <li> What expected and unexpected benefits (and problems) were identified by focus groups. What the impact was (and what the impact was over time).</li> <li> How well the project objective was achieved (and what the impact was over time).</li> <li> Anything else you have heard or observed about the benefits (and problems) that came out of the project and the impact of these project outcomes.</li> <li> Photos or drawings</li> </ul>	
		
8	<p>The <i>kibung</i> should have given you and the key people a clear picture of what the group or community think about whether the project was successful or not. Nice.</p>	

**How to work with stakeholders to identify expected and unexpected project outcomes**

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However, the evaluation visit is not over. Now you need to collect extra evidence about whether the project was successful or not. What the group or community think is the most important evidence, but it should be confirmed or verified with other evidence to have the full story.

The next part of the evaluation visit is the evaluation investigation.

**The next part of the evaluation visit is the EVALUATION INVESTIGATION**

Most Community Development Workers spend a day or two working with key people to do the evaluation investigation – but how long it takes depends on what the project is. During the evaluation investigation, you need to work with key people to collect extra evidence about whether the project was successful or not. *Wok painimaut.*

When you do the evaluation investigation, you need to work with key people to:

- |          |  |
|----------|--|
| <b>1</b> | <b>Collect evidence to confirm or verify the project outcomes identified by the group or community – and their impact</b>          |
| <b>2</b> | <b>Check to see if there are any other benefits (and problems) that the group or community did not identify – and their impact</b> |
| <b>3</b> | <b>Collect evidence to confirm or verify how well the project objective was achieved</b>   |

8



**Discussion**

It is important to explain to everyone at the end of the *kibung* that you and the key people need to collect extra evidence to *confirm* or *verify* what they said about whether the project was successful or not. How can you do this in a way that respects local culture – *nogut ol tok olsem “yu no trastim tok bilong mipela!”* Discuss this with your colleagues.



8

Before you work with the key people to do the evaluation investigation you need to end the community *kibung*. *Kibung ino pinis yet.*

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

End the *kibung* by explaining what will happen next. Explain that the next part of the evaluation visit will involve collecting extra evidence to *confirm* or *verify* if the project was successful or not.

**And explain to everyone that at the end of the evaluation visit there will be another *kibung* to look at what you and the key people found out during the monitoring investigation, and to discuss what lessons can be learned.**



If you work with the key people to conduct the evaluation investigation, then there are still a few things to keep in mind:






- ↗ Anyone else from the group or community is welcome to take part if they want to – there shouldn't be anything secret about evaluation. *Klia glas tasol*.
- ↗ Key people aren't just leaders. Key people are representatives from all the groups that have a stake in the project (the stakeholders). For example, if the project is about teenage drug use then the smaller group should also include teenage drug users, and youth leaders, and people who work with young people (like teachers).
- ↗ **The key people that you work with should include women and 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  
The next generation needs to learn how to fly**



## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

9	 <p><b>Activity</b> With your colleagues, have a look at the Hasarai project plan (at the end of the coursebook). Who would be some of the key people that would be good to work with to conduct the evaluation investigation?</p>
	
10	 <p><b>Written answer</b> With your colleagues, discuss the 3 things that a CDW needs to do (with the key people) during the evaluation investigation. Next, in your exercise book, write down the 3 things that a CDW needs to do during the evaluation investigation.</p>
10	<p>During the evaluation investigation you need to work with key people to do 3 things:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li><b>1 Collect evidence to confirm or verify the project outcomes identified by the group or community – and their impact</b></li> <li><b>2 Check to see if there are any other benefits (and problems) that the group or community did not identify – and their impact</b></li> <li><b>3 Collect evidence to confirm or verify how well the project objective was achieved</b></li> </ol> </div> <p>There are three tools that Community Development Worker use to do the evaluation investigation. These tools are the same ones that Community Development Workers use when they conduct the monitoring investigation. Easy.</p> <p><b>Three tools to help you conduct the evaluation investigation</b></p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <ol style="list-style-type: none"> <li><b>1. Interviews</b></li> <li><b>2. Focus groups</b></li> <li><b>3. Village walks</b></li> </ol> </div> <div style="flex: 1;">  </div> </div>
10	 <p><b>Activity</b> With your colleagues, look back at how to conduct the monitoring investigation (Unit C02 Element 3 Topic 3.8). Read through the boxes that explain how to use <b>interviews</b>, <b>focus groups</b>, and <b>village walks</b>. <i>Kirapim bek tingting.</i></p>



## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

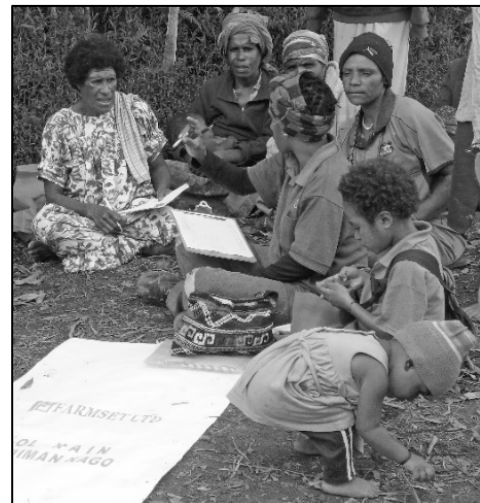
There are two more tools that you can use to help conduct the evaluation investigation. One is called 'ranking'. The other is called 'significant change story'.



**Ranking** is normally used in a focus group to help everyone put a list of items into an order (or rank). For example, during a focus group, women might have listed down different ways the health of children has been improved by a project. It would be useful to know how significant the health benefits have been (from most significant to least significant). The ranking tool can help you do this. Write down all the items that have been identified on paper or post-it notes and then everyone can discuss and argue and rearrange until there is consensus on how to rank the items. You can have more than one item on the same rank - for example, there can be two items in second place.

10

**Significant change story.** When you are conducting the evaluation investigation (or anytime) if someone tells you a story about a change (good or bad) that happened because of the project then write it down. In particular, write down stories that you hear about changes that happened to the direct beneficiaries of the project (the people targeted by your people-centred project objective). Funding organisations like to read significant change stories because positive change to the lives of the direct beneficiaries is what they hoped their money would achieve.







### Activity

10

In the *kibung* at the start of the evaluation visit Marilyn put *ol lain Hasarai* into focus groups to identify what benefits (and problems) came out of the project. Marilyn now needs to work with the key people to conduct the evaluation investigation. Look at the list of project outcomes (below) identified by the different focus groups during the *kibung* at the start of the evaluation visit. One of the things that Marilyn and the key people need to do during the evaluation investigation is:

**How to work with stakeholders to identify expected and unexpected project outcomes**

**How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved**

	<div data-bbox="256 472 1401 566" style="border: 1px solid black; padding: 5px;"> <p><b>1 Collect evidence to confirm or verify the project outcomes identified by the group or community – and their impact</b></p> </div> <p>With your colleagues, choose one project outcome from the list below and discuss how Marilyn and the key people could go about collecting evidence to confirm or verify this project outcome - and its impact. Think about what tools they could use (interviews, focus groups, village walks, ranking, significant change story). Think about who they might want to talk with.</p> <table border="1" data-bbox="256 837 1401 1016"> <tr> <td> <ul style="list-style-type: none"> <li>• Healthier teenagers</li> <li>• More contribution by teenagers to community</li> <li>• Less drugs available</li> <li>• More teenage leaders (role models)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Less fighting</li> <li>• More employment for teenagers</li> <li>• More livelihood skills for teenagers</li> <li>• Better school attendance by teenagers (fewer 'drop-outs')</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Healthier teenagers</li> <li>• More contribution by teenagers to community</li> <li>• Less drugs available</li> <li>• More teenage leaders (role models)</li> </ul>	<ul style="list-style-type: none"> <li>• Less fighting</li> <li>• More employment for teenagers</li> <li>• More livelihood skills for teenagers</li> <li>• Better school attendance by teenagers (fewer 'drop-outs')</li> </ul>				
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<p>10</p> 	<p><b>Discussion</b></p> <p>If you know any other tools that are good to use to help conduct the evaluation investigation, then share them with your colleagues.</p>						
<p>10</p> 	<div data-bbox="1334 1223 1401 1281" style="background-color: black; color: white; text-align: center; padding: 2px;"><b>V</b></div> <p><b>Written answer</b></p> <p>With your colleagues, discuss which tools (interviews, focus groups, village walks, ranking, significant change story) you could use to do each of the 3 things that a CDW needs to do during the evaluation investigation (below). Next, in your exercise book, explain how to use ranking and significant change story. <i>Raitim gut.</i></p> <table border="1" data-bbox="363 1451 1294 1684"> <tr> <td style="text-align: center;"><b>1</b></td> <td><b>Collect evidence to confirm or verify the project outcomes identified by the group or community – and their impact</b></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td><b>Check to see if there are any other benefits (and problems) that the group or community did not identify – and their impact</b></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td><b>Collect evidence to confirm or verify how well the project objective was achieved</b></td> </tr> </table>	<b>1</b>	<b>Collect evidence to confirm or verify the project outcomes identified by the group or community – and their impact</b>	<b>2</b>	<b>Check to see if there are any other benefits (and problems) that the group or community did not identify – and their impact</b>	<b>3</b>	<b>Collect evidence to confirm or verify how well the project objective was achieved</b>
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<b>3</b>	<b>Collect evidence to confirm or verify how well the project objective was achieved</b>						
							
<p>11</p> 	<p><b>Discussion</b></p> <p>What is the principle of inclusion (equality)? Discuss this with your colleagues.</p>						
<p>11</p>	<p>Every family and every community and every organisation and every Government in the world needs to help those people who are left behind or excluded to catch up. This is called the principle of inclusion (equality).</p>						

**How to work with stakeholders to identify expected and unexpected project outcomes**

**How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved**

There are three big reasons why inclusion (equality) matters:



**1** It matters because it's not fair. *Tarangu. Wari. Tok bilong Jisas.* Have a heart. *Mi sori long ol.* Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. *Em wan.*

**2** *Na tu,* it matters because *bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fron.* *Em bai olsem.* People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. *Hangre tu save mekim.* They can become dependent on other people and the Government. *Yumi ol lain long fron bai yumi yet kisim bagarap.*

**3** *Na tri,* it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant story in coursebook 1) and we miss out on what they could do if they were able. There are doctors and leaders and pastors amongst the people who are stepping back – but we are not helping them step forward.

11



**Discussion**

Can a community development project be successful if the project makes people who are left behind or excluded even more left behind or excluded? Discuss this with your colleagues.

11

*Mama lo bilong* community development *em olsem:*





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

Hopefully, the project you are helping the group or community to evaluate has targeted people who are left behind or excluded. The Hasarai project targeted teenagers. Nice.


But when you do the evaluation investigation it is good to check what the impact of the project was on other people who are normally left behind or excluded. Women or disabled or elderly *o kain olsem.* Have they benefitted from the project? Have they been made even more left behind or excluded by the project? Investigate.

## How to work with stakeholders to identify expected and unexpected project outcomes

## How to work with stakeholders to evaluate the impact of project outcomes including whether the objective of the project has been achieved

	<p><i>Luk olsem</i> you can't have a successful community development project if the project makes people who are left behind or excluded even more left behind or excluded.</p>
11	 <p><b>Activity</b> During the evaluation investigation, Marilyn wanted to make sure that women (female teenagers) also benefitted from the Hasarai project to help teenagers. What could she do to find out if female teenagers also benefited from the project? Discuss this with your colleagues.</p>
	
12	 <p><b>Discussion</b> What are evaluation indicators? Discuss this with your colleagues.</p>
12	<p>During the evaluation investigation, you need to work with key people to:</p> <ol style="list-style-type: none"> <li>1 <b>Collect evidence to confirm or verify the project outcomes identified by the group or community – and their impact</b></li> <li>2 <b>Check to see if there are any other benefits (and problems) that the group or community did not identify – and their impact</b></li> <li>3 <b>Collect evidence to confirm or verify how well the project objective was achieved</b></li> </ol> <p>There is one more thing you can do during the evaluation investigation:</p> <ol style="list-style-type: none"> <li>4 <b>Check any evaluation indicators (and collect the means of verification)</b></li> </ol> <p>Earlier in the topic, we looked at evaluation indicators. Evaluation indicators are <i>wok mak</i> that are set by the funding organisation as a target for success. You should have already checked evaluation indicators to do with what the group or community think about how well the project was achieved. Marilyn did this during the <i>kibung</i> at the start. <i>Tingim</i>.</p>  <p>But there might be other evaluation indicators you can check. And means of verification to collect. The evaluation investigation is a good time to do it. You will need to present whether the evaluation indicators were achieved or not to everyone in the final <i>kibung</i> (and you need to put it in your evaluation report).</p>



13	<p>After you conduct the evaluation investigation, you will need to have a final <i>kibung</i> with everyone to present what you and the key people have found out (and to help everyone learn lessons). We will learn how to do this in the next topic <i>olsem na stap isi pastaim</i>.</p> <p>Before you run the final <i>kibung</i>, it is a good idea to sit down with the key people and go through what you found out during the evaluation investigation. Does the evidence from the evaluation investigation support what the focus groups said in the <i>kibung</i> at the start? How will you explain what you found out to everyone at the final <i>kibung</i>?</p> <p>And it is a good idea to use the same three-level or five-level rating scale to give your own ratings of the benefits (and problems) identified by everyone in the <i>kibung</i> at the start, and your own ratings for any new benefits (or problems) that you identified during the evaluation investigation, and your own rating for how well the project objective was achieved. Everyone in the final <i>kibung</i> will be very interested to see what ratings you and the key people gave after conducting the evaluation investigation.</p>
13	 <p><b>Discussion</b></p> <p>What information should a Community Development Worker have in their journal (or diary) after the evaluation investigation?</p>
13	<p>Your journal or diary should be full of information from the evaluation investigation:</p> <ul style="list-style-type: none"> <li>↗ Dates and times</li> <li>↗ Who worked with you and what you did and who you talked to</li> <li>↗ Evidence you collected about project benefits (and problems) and their impacts</li> <li>↗ Evidence you collected about how well the project objective was achieved</li> <li>↗ Any evaluation indicators you checked and means of verification you collected</li> <li>↗ Results of ranking, significant change stories, and interesting comments.</li> <li>↗ Notes about how you did the evaluation investigation. Lessons learned.</li> <li>↗ Photos or drawings</li> </ul>



**Revision discussion**

Do you think it would be useful for key people to learn how to do an evaluation investigation themselves (so they didn't need your help)?

3 hours

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

By the end of the evaluation investigation the key people and the Community Development Worker should have done three things:

- 1 **Collect evidence to confirm or verify the project outcomes identified by the group or community – and their impact**
- 2 **Check to see if there are any other benefits (and problems) that the group or community did not identify – and their impact**
- 3 **Collect evidence to confirm or verify how well the project objective was achieved**

And if the project includes evaluation indicators, you also need to:

- 4 **Check any evaluation indicators (and collect the means of verification)**

The final step of the evaluation visit is for everyone in the group or community to come back together for a **final kibung**. This final *kibung* is an opportunity to go over the results of the evaluation investigation and to learn lessons. Lessons for the group or the community. Lessons for the key people. Lessons for any organisation that provided support. Lessons for the Community Development Worker.

## Get everyone back together for a final kibung





At the start of the final *kibung* help the key people to go over the results of the evaluation investigation.



Start by explaining to everyone what evidence you found to confirm or verify the benefits (and problems) that they identified in the *kibung* at the start – and their impact. And if you and the key people did your own rating of the benefits (and problems) based on what you found out during the evaluation investigation, then present your own rating and justify it.



If you discovered any new benefits (or problems) during the evaluation investigation, then explain to everyone what they are and give the evidence. And if you and the key people did your own rating of the impact of these new benefits (or problems) based on what you found out during the evaluation investigation, then present your own rating and justify it.



Next, go through the evidence you found during the evaluation investigation to confirm or verify what everyone said about how well the project objective was achieved. And if you and the key people did your own rating of how well the project objective was achieved based on what you found out during the evaluation investigation, then present your own rating and justify it.



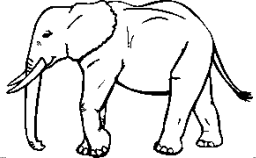



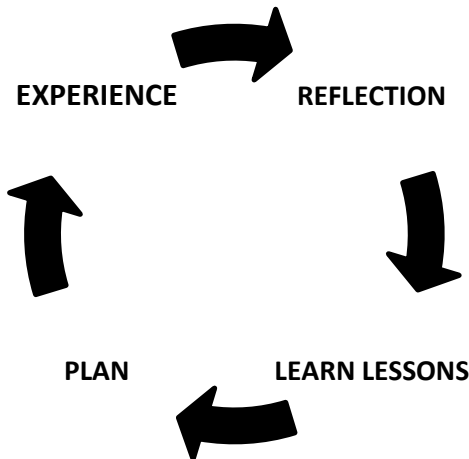
If the project plan for the project that you are evaluating has evaluation indicators, then the final thing that you need to do is explain what you found out when you checked the evaluation indicators (and collected the means of verification). *Putim olgeta samting long ples klia.*



**Activity**

Imagine you are helping to evaluate a water supply project. In the *kibung* at the start of the evaluation visit, each focus group reported the outcome that everyone now had full access to clean water. However, during the evaluation investigation, you found that some people were not given access to water from the new water supply because they were not from the community. How would you explain that what you found out was different in a way that shows respect for local culture?

What you and the key people found out during the evaluation investigation does not replace what the group or community said about the project in the *kibung* at the start of the evaluation visit.

	<p>Remember the story of the elephant in CDW coursebook 1. Each blind man had their own point of view depending on what part of the elephant they were touching. Everyone has their own blind spot. You need all points of view to have the full story.</p> 
	
<p>3</p>	<p>Whether the project objective is achieved or not matters. <i>Luk olsem</i> the group or community put time and effort (and money) into the project because they believed in the objective. If an outside organisation supported the project, they did it (hopefully) because they believed in the project objective. They wanted to help make a change.</p>  <p>If the project objective has not been achieved, it is important to find out why. What helped or worked? What didn't help or what didn't work? What lessons can we learn? A project that doesn't achieve the project objective is not a failure – as long as everyone learns lessons for next time.</p> <p>If the project objective was achieved, it is just as important to try and find out why. What helped or worked? What didn't help or what didn't work? What lessons can we learn so that we can be successful again next time?</p> <p>If you want to meet the Standard, you need to <b>work with stakeholders to learn lessons from the evaluation</b>. The final <i>kibung</i> is a good time to <i>inapim</i> this <i>wok mak</i>.</p>
<p>3</p>	 <p><b>Discussion</b> What is the Learning from Experience Cycle? Discuss this with your colleagues.</p>
<p>3</p>	<p>Experience is the best teacher but only if we learn from it. We only learn from our experiences when we reflect upon the experience, learn lessons, and plan how to put the new lessons into practice in future. This is called the Learning from Experience Cycle.</p>  <pre> graph TD     EXPERIENCE --&gt; REFLECTION     REFLECTION --&gt; LEARN LESSONS     LEARN LESSONS --&gt; PLAN     PLAN --&gt; EXPERIENCE     </pre>

The 'learning from experience cycle' starts with an **experience** such as playing a game of soccer (or doing a project).

**Reflection** is taking time to think about what happened when you played soccer (or did the project). You can reflect on an experience on your own, but it is better if you reflect on the experience with everyone who shared the experience with you. If you reflect on the soccer game with your teammates and the coach, you will have the full story.

When you reflect on your experience, you also need to **learn lessons**. Experience is the best teacher, but only if we learn from it. What worked? What didn't work? Why did the other team win? Why was our defence poor? If you learn lessons with everyone in your soccer team then the lessons you learn will be better because you have the full story.

After you learn lessons, you need to **plan** how to put the lessons into action next time you play a game of soccer. Because everyone in the team reflected on the game of soccer together, and learned lessons together, the lessons are more likely to be actioned. *Leson yupela lainim save gat pawa. Olgeta bai putim ai gut na sapot sapot.*

And when you play the next game of soccer you are having a new experience. The 'learning from experience cycle' starts again. Each time you go through the learning from experience cycle, you and your team will get better and better at playing soccer.

3



**Activity**

Discuss with your colleagues how helping a group or community to evaluate their project (step 6 of the project cycle) is like helping them to go through a 'learning from experience cycle'?







4





Step 6 of the project cycle is all about the group or community reflecting on their experience of going through a project cycle *together*, learning lessons *together*, and planning *together* how to put these lessons learned into action.

Each time the group or community go through the learning from experience cycle, they will get better at projects – and better at making changes to *strongim sindaun*.

If the whole group or community goes through the 'learning from experience cycle' *together* then the lessons they learn are learned better. In fact, lessons learned *together* are powerful enough to change culture.

**Lessons learned together  
ARE POWERFUL ENOUGH TO CHANGE CULTURE**

4	 <p><b>Discussion</b> How is a Community Development Worker like a soccer coach? Discuss this with your colleagues.</p>
4	<p>The coach of a soccer team is very important for helping the team to reflect on the game and learn lessons. Your role as a Community Development Worker is like a coach of a soccer team – you can use your experience to help the group or community learn lessons from their experience of going through a participatory project cycle</p> <p>As you get more experience as a Community Development Worker you will be able to do more – but if you are not experienced always remember that if you just facilitate the process and <i>help</i> them do it you are doing enough.</p> <p><b>What is most important for a Community Development Worker is that the group or community know you care.</b></p> 
5	 <p>Now it is time to look at how to help the group or community (and everyone else involved with the project) to learn lessons. This is really what evaluation is all about.</p> <p>Most Community Development Workers get everyone into focus groups to discuss lessons learned. What focus groups you use will depend on the project and the group or community you are working with.</p> <p>Most Community Development Workers make sure that (1) the direct beneficiaries of the project, (2) men, and (3) women are in separate focus groups. But you can also put (4) young men, and (5) young women into their own focus groups if you like. <i>Yupela yet.</i></p> <p>When everyone is in focus groups, give them the following two questions to answer – and give them plenty of time to discuss their answers.</p> <p><b>Two questions to help everyone learn lessons</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1</b> <i>Tingim projek saikel stat i kam inap. Wanem wanem ol samting bin halivim projek long karim kaikai? Bai yumi lainim wanem long dispela?</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>2</b> <i>Tingim projek saikel stat i kam inap. Wanem wanem ol samting bin mekim hat long projek long karim kaikai? Bai yumi lainim wanem long dispela?</i></p> </div>
5	 <p><b>Discussion</b> Why might it be a good idea to put young men and young women in their own focus groups when you help everyone to learn lessons?</p>

5	<p>Give out butcher paper to each focus group so they can record their discussion.</p> <p>When they finish, ask everyone to come back together so that each focus group can report back to the whole group. Try and encourage general discussion about what each focus group has to say. Does everyone else agree? <i>"Sampela narapela tingting" "Olgeta wanbel o?" "Yumi pasim tok olsem?"</i> If the whole group or community agrees together on the lessons learned, then the lessons learned are powerful enough to change culture.</p> <p>Don't forget to keep a record of what the different focus groups came up with. Ask each focus group to write which group they are on their butcher paper. Women or men or teenagers <i>o kain olsem</i>. It is very important in evaluation that you at least have a record of what (1) men and (2) women and (3) the direct beneficiaries of the project thought.</p>
5	 <p><b>Written answer</b></p> <p>With your colleagues, discuss how to work with stakeholders to learn lessons from the evaluation. Next, in your exercise book, write down the two questions to help everyone learn lessons (above) and translate them into simple English.</p>
	
6	 <p><b>Discussion</b></p> <p>Discuss with your colleagues what lessons a group or community might learn from going through a participatory project cycle?</p>
6	<p>There are many lessons a group or community can learn from their experience of going through a participatory project cycle. For example:</p> <ul style="list-style-type: none"> <li>↗ Following a participatory project cycle is a good idea</li> <li>↗ Doing evaluation is a good idea</li> <li>↗ It really helped to involve everyone in the group or community</li> <li>↗ It helped to start the project cycle with <i>glasim na skelim sindaun</i></li> <li>↗ It really helped us to come up with our vision and missions</li> <li>↗ The venue for meetings was good</li> <li>↗ Women and men can make decisions together</li> <li>↗ We are proud of what we achieved</li> <li>↗ We need our own Community Development Workers <i>long ples</i></li> <li>↗ <i>Ino wanman projek – miplea olgeta bin wokim</i></li> <li>↗ We are going to look after this project because <i>mipela olgeta papa bilong projek</i></li> <li>↗ <i>Projek karim kaikai bilong wanem olgeta samting bin klia glas</i> (transparency)</li> <li>↗ It would be better if we did more monitoring <i>taim projek wok long ron</i></li> </ul> 



6



**Discussion**

What is the difference between a 'project cycle' and a 'participatory project cycle'? Discuss this with your colleagues.

A participatory project cycle is where everyone in the group or community participates in each step of the project cycle.

There are three big reasons why it is important to encourage everyone to participate in a participatory project cycle (or any community activity) not just leaders and key people:

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

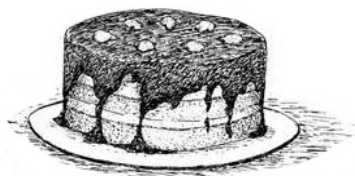
If the group or community that you are working with agree *together* that having everyone participating was a good idea, then as a Community Development Worker you should feel very proud.

6





You should feel proud because the group or community is on the road to promoting inclusion (equality), growing goodwill, and doing community activities that should be more successful. The project that everyone did is the cake. But how they worked together to make the cake is what really counts in community development - it is the icing on the cake.

If you helped everyone to work in a way that tried out different ways to do things - like putting into practice principles of good governance or encouraging men and women to make decisions together or following a participatory project cycle - and at the end, if the community together *luksave* that this change helped, then you have really helped to *strongim sindaun*.

*Luk olsem* it is not the cake that will really *strongim sindaun* - it is the icing on the cake that will make the biggest difference. *Swit moa.*





7	 <p><b>Discussion</b> The group or community is the most important stakeholder for a project. They need to learn lessons from the evaluation. Which other stakeholders might want to learn lessons from the evaluation? Discuss this with your colleagues.</p>
7	<p>The 'stakeholders' of a project are everyone who has helped with the project or supported the project or benefitted from the project. For example:</p> <ul style="list-style-type: none"> <li>✓ The family or group or community that the project belongs to</li> <li>✓ The main group of people who were supposed to benefit from the project. <i>Ol lain husat kaikai pes kaikai long en.</i> The direct beneficiaries.</li> <li>✓ Other people who were supposed to benefit from the project. <i>Ol lain husat kaikai nambatu kaikai long en.</i></li> </ul> <p>You have already helped these three stakeholders to learn lessons. <i>Tingim.</i> But there might be one more stakeholder that wants to learn lessons (if the project has been funded or supported by an outside organisation):</p> <ul style="list-style-type: none"> <li>✓ Any <i>outsait</i> people or organisations that funded or supported the project.</li> </ul>
7	 <p><b>Discussion</b> Discuss with your colleagues what lessons an organisation that helped fund the project could learn from the evaluation?</p>
7	<p>If an organisation helped fund the project, then there are many lessons they could learn from the evaluation. For example:</p> <ul style="list-style-type: none"> <li>↻ Was the application process for getting funding clear? Could it be improved?</li> <li>↻ Was the work of the Community Development Worker competent? Did they meet the Standard?</li> <li>↻ Did the managers of the project find the reporting and acquittal requirements reasonable? How could they be improved?</li> <li>↻ Was the support our organisation provided useful? How could it be improved?</li> <li>↻ Was the money spent on the project worthwhile? Did the project achieve what it was supposed to achieve? Did we make a difference?</li> </ul>
7	 <p><b>Activity</b> Look at the Hasarai community project plan to reduce teenage drug abuse (at the end of the coursebook). With your colleagues, choose one of the outside organisations that were involved in the project and think about what lessons they could learn from the evaluation?</p> 

7

Any outside organisations that supported or helped fund the project will want to learn lessons from the project evaluation. It is best if outside organisations can attend the evaluation - but often outside organisations are unable to take part. An important job for a Community Development Worker is to *makim maus bilong ol*.

To help outside organisations learn lessons from the evaluation it is a good idea to meet just with the key people to have a focus group discussion. This is because the key people have detailed knowledge about the project (and the key people were probably the ones who worked closely with any outside organisations anyway).



**Las tok.** When you learned how to help a group or community to start-up their project (CDW Coursebook 4) you learned that during project start-up there are two extra things that some CDWs like to help the group or community to do *long set gut*

### (1) Community participation and support plan (2) Good governance plan

A community participation and support plan is done with everyone in the community to identify ideas for how the community can be involved in the project and support the project *taim projek wok long ron*. A good governance plan is how the project will put into practice principles of good governance *taim projek wok long ron*. Transparency, accountability, participation, equality, responsiveness, legitimacy.



8

If you are helping a group or community to evaluate their project and they have a community participation and support plan or a good governance plan, then you should definitely go through these plans with everyone to evaluate what happened.

These plans include ideas and *wok mak* that the group or community planned to put into practice *taim projek wok long ron olsem na lukluk bek na skelim*. *Em karim kaikai olsem wanem? Wanem lesan long lainim?*



If an outside organisation has helped with the project, and if the group or community has tried to put into practice their community participation and support plan or their good governance plan, then see if the outside organisation can award them a certificate that says what they did. The group or community can use this certificate to market themselves for further support. It is evidence they are worth supporting.



#### Revision discussion

Why is it important that everyone in a group or community learn lessons from the evaluation *together*?

**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 evaluation visit is now almost finished. Everyone knows what the project achieved. The group or community has learned lessons. Any outside organisation that funded or supported the project has learned lessons. Nice.

Before you finish the evaluation visit 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**

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



2

- |  |  |
|--|--|
|  | <b>Discuss what the next steps following the visit will be and who will be responsible for making them happen.</b> |
|--|--|




Step 6 of the project cycle is really just a learning from experience cycle – but a learning from experience cycle that the whole group or community goes through *together*.

The last step in the learning from experience cycle is 'action'.

**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>Many Community Development Workers like to help the group or community that they are working with to come up with a plan for how they will put the lessons learned into practice next time they do a project (or next time they do anything together).</p> <p>For example, if the community said that involving women in decision making was a lesson learned then you (or even better the key people) should get everyone to think about what they can do now to continue involving women in decision making.</p> <p><b>Lainim leson pinis nau tasol bai yupela aksonim olsem wanem?</b></p>
2	 <p><b>Discussion</b> What does sustainability mean? Discuss this with your colleagues.</p>
2	<p>You are doing the <i>wok mak</i> <b>discuss what the next steps following the visit will be and who will be responsible for making them happen.</b></p> <p>Now is a good time to talk about the sustainability of the project. Ask everyone what they need to do now so that <i>wanem gutpela kaikai projek i karim bai stap yet – nogut em wan raun na pinis.</i></p> <p>If the project plan had a 'sustainability' section, go through it first with everyone <i>long kirapim bek tingting.</i> The sustainability section of a project plan should already include some of the things the group or community can do themselves to sustain the impact of the project. Discuss what can be done to maintain or sustain the project - and then confirm the next steps and who will be responsible for making them happen. Fit.</p> 
2	 <p><b>Discussion</b> Why is a project cycle called a 'cycle'? Discuss this with your colleagues.</p>
2	<p>You are doing the <i>wok mak</i> <b>discuss what the next steps following the visit will be and who will be responsible for making them happen.</b></p> <p>A project cycle is called a 'cycle' because when a group or community completes step 6 of the project cycle then normally the next step is to go back to step 1 and start again.</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**

	<p>Discuss with everyone what their plan is for the future. Do they intend to do another project? Do they need help to go through the project cycle again? How will they put the lessons that they have learned into practice if they do another project?</p> <p>If the group or community is going to do another project, then get everyone to confirm the next steps and who will be responsible for making them happen.</p>
<p>2</p>	 <p><b>Discussion</b> What might be some next steps for a Community Development Worker after an evaluation visit? Discuss this with your colleagues.</p>
<p>2</p>	<p>You are doing the <i>wok mak</i> <b>discuss what the next steps following the visit will be and who will be responsible for making them happen.</b></p> <p>Normally after an evaluation visit - or a monitoring visit 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 coursebook 1 we looked at the <i>wok mak</i> that every Community Development Worker needs to put into practice if they want to prepare a report that meets the Standard:</p> <ul style="list-style-type: none"> <li>✓ <b>Maintain a diary (journal) of activities and movements according to workplace practices</b></li> <li>✓ <b>Report what was done during the visit, including relevant measurable information</b></li> <li>✓ <b>Report outcomes clearly</b></li> <li>✓ <b>Provide an analysis of outcomes</b></li> <li>✓ <b>Provide recommendations for future action based on analysis</b></li> </ul>
	
<p>3</p>	 <p><b>Discuss with the group how or if the visit has been useful for them</b></p> <p>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.</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**

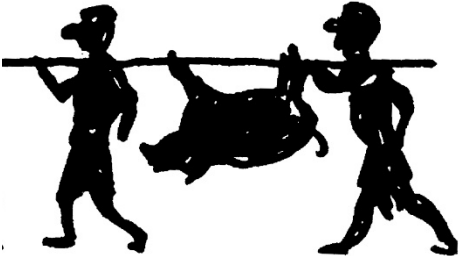

	<p>Before you finish the evaluation visit, always discuss how or if the visit has been useful for everyone. You can ask everyone in the final <i>kibung</i>. <i>Em orait</i>. However, many Community Development Workers like to sit down just with the key people and ask them for feedback. <i>Em tu orait</i>.</p>
3	 <p><b>Discussion</b> What is the final <i>wok mak</i> that you need to put into practice before you leave the community? Discuss this with your colleagues.</p>
3	 <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 the evaluation visit, always thank everyone, without rushing, and explain again what the visit has been for. Always. <i>Pasin</i>.</p>
3	 <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 evaluate 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 conduct evaluation in a way that meets the Standard.</p> 
	
4	 <p>The evaluation visit is now over. The participatory project cycle is now over. It is time to celebrate what has been achieved. <i>Kilim pik na kaikai</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**

	<p>Don't rush an evaluation visit. Step 6 is a very important step in a project cycle. It can take days. It can take a week or more. Fine.</p> <p>This is your chance to put the icing on the cake. This is your chance to really help the group or community to learn lessons and <i>strongim sindaun</i>.</p>	
4	<p><b>Discussion</b></p> <p>All Community Development Workers need to maintain a journal (or diary) when they help a group or community to evaluate their project. Would it be a good idea to record in your journal the lessons learned from the evaluation? Why or why not? Discuss this with your colleagues.</p>	
4	<p>In the second half of this coursebook, we looked at how Marilyn helped <i>ol lain Hasarai</i> to evaluate their project. The way Marilyn helped <i>ol lain Hasarai</i> to evaluate their project was like a sandwich. <i>Ino olsem tasol wankain</i>:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Start with a <i>kibung</i>. Explain the purpose of evaluation. Review the project plan. Identify project benefits (and problems), the impact of these outcomes, and whether the project objective was achieved. <i>Pes toktok</i>.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Next, work with key people to do the evaluation investigation. Collect evidence to confirm or verify project benefits (and problems), the impact of these outcomes, and whether the project objective was achieved. If necessary check evaluation indicators (and collect means of verification). See if you find anything new. <i>Wok painimaut</i>.</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>End with another <i>kibung</i>. Present the results of the investigation and ask everyone to identify lessons learned. <i>Las toktok</i>.</p> </div> <div style="margin-top: 10px;">  <p>But don't forget, there are many ways to <i>inapim</i> the <i>wok mak</i> from the National Standard. The National Standard doesn't tell you what recipe to follow – it only tells you what key ingredients need to be in your recipe if you want to work in a way that meets the Standard.</p> </div>	



**Revision discussion**

Why is it a good idea to help the group or community to do a plan for how they will put the lessons they have learned into practice?

# Evaluation | Coursebook 5 Monitoring and Evaluation (step 5 and 6 of the project cycle)



## Written answer

Y

Congratulations. You have finished coursebook 5. This is the final CDW coursebook. Time to evaluate coursebook 5. 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.

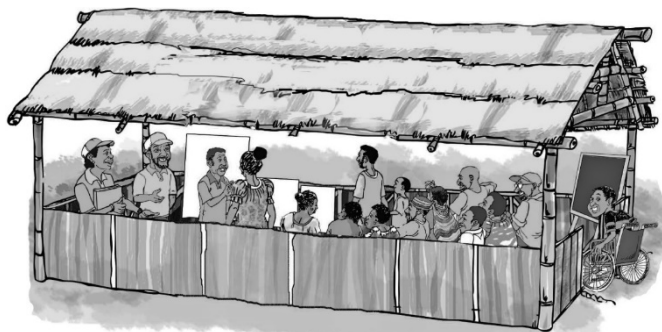
1. Which *wok mak* from CDW Unit C02 Element 3 (Conduct monitoring) or CDW Unit C08 Element 3 (Conduct field evaluation of activity outcomes) are you most confused about? What are you confused about?
2. What topic in the coursebook did you find the most useful? Why?
3. What change do you recommend to 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 conduct monitoring in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.
8. Use the rating scale below to rate overall how well you understand how to conduct evaluation 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 project mas i stap longpela taim noken pinis</i>	How to make sure the outcomes from the project continue into the future

## NATIONAL OCCUPATIONAL SKILLS STANDARDS

# Community Development Worker



### What is the National Standard for Community Development Workers?

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

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

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

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

### The format for the National Standard

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

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

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

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

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

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

### How can the National Standard be used?

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

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

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



## Steps for organisations that use CDWs

**STEP 1** Visit the NATTB at [nattb.gov.pg](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 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 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

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### 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.



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')  Other project benefits: Less <i>tok nogut</i> 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			
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		

## SUSTAINABILITY

### Output outcome 1 – Teenagers are more aware of the dangers of drug abuse

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 *Mama Kirap* 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.

### Output outcome 2 – Less traumatized teenagers

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 *Mama Kirap* 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)

### Output outcome 3 – Teenagers have more opportunities and other things to do

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 for 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.

### Output outcome 4 – Teenagers are less exposed to drugs

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.

## 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

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

<b>INDICATORS</b>
<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>

<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>	• <i>Mama Kirap</i> and Peace and Good Order committee	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>	• <i>Mama Kirap</i> • Caritas trainers	February	Mobile calls
			Transport for Caritas trainers Arawa to Hasarai return
			Training materials (butcher paper, markers, whiteboard, pens, exercise books), transport
			Venue (resource centre)
			Diesel for generator (local purchase)
			Accommodation/food for Caritas trainers in Hasarai

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	Training materials (butcher paper, markers, pens, exercise books), transport
			Venue (Women's resource centre)
			Diesel for generator (local purchase)
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	Transport for Caritas Director Arawa to Hasarai return
			Accommodation/food for Caritas Director in Hasarai
<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	Transport - training to follow on from training in 1.1.2
			Training materials (butcher paper, markers, pens, exercise books)
			Venue (Women's resource centre)
			Diesel for generator
			Accommodation/food for Caritas trainers in Hasarai
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	PMV Hasarai to Arawa return
			Costs in Arawa met by Caritas
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

Activities	Who	When	What
3.2 Community fix up playing areas – soccer field, netball, basketball. <u>Photos and report from Project Management Committee</u>	• 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. <u>Training report from trainer.</u>	• 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
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. <u>Training report from trainer.</u>	• 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
3.5 Church supports teenagers who want to enrol in Siwai District station FODE centre with kina for kina funding. <u>Enrolment offer from FODE and letter from Church.</u>	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. <u>Minutes showing new official positions and names.</u>	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. <u>Report from teenage leaders on what happened at the congress</u>	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



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

<b>BUDGET</b>						
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 (transports 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	

<b>Resources for output outcomes</b>	<b>Unit</b>	<b>How many units?</b>	<b>How much each unit?</b>	<b>Cost to group</b>	<b>Cost to donor</b>	<b>Cost to others</b>
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		

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><u>K19,001</u></b>		